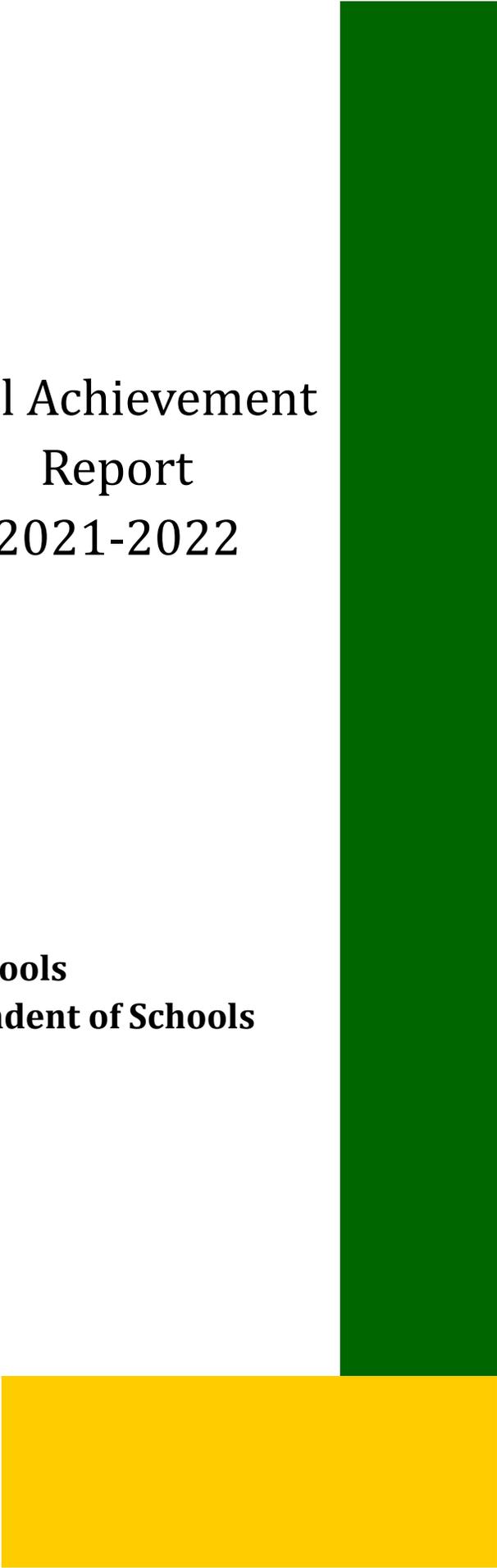




Goal Achievement
Report
2021-2022

Coventry Public Schools
Dr. David J. Petrone, Superintendent of Schools
March 31, 2022





COVENTRY PUBLIC SCHOOLS

1700 MAIN STREET COVENTRY, CONNECTICUT 06238-1654
PHONE (860) 742-7317 FAX (860) 742-4567
www.coventrypublicschools.org

DAVID J. PETRONE, Ed.D.
Superintendent

MICHELE MULLALY
Director of Teaching & Learning

ROBERT CARROLL
Director of Finance & Operations

BETH GILLER, Ed.D.
Director of Pupil & Staff Support Services

March 31, 2022

Dear Board Members,

Enclosed please find a copy of my comprehensive Goal Achievement Report and accompanying artifacts for the 2021-2022 school year.

I will echo my comments from last year's letter, "My hope this year was that we would have seen the worst of the pandemic; however, that simply was not the case." As we entered the 2021-2022 school year, we saw a surge in COVID-19 cases due to the Delta variant, and as things seemed to be improving, we were impacted by the Omicron variant. Again this year, we planned for a variety of scenarios. Fortunately, we did not need to implement several aspects of this plan and instead remained in-person for the entire school year. However, this year was not without its challenges. Approximately 30% of our student population needed to get acclimated (or re-acclimated) to the structure and demand of school in-person, as this segment of the population primarily accessed their education remotely during the previous year. Student and staff absenteeism was another major challenge faced by districts across the state. Most absences were due to mandatory quarantine requirements. Staff absenteeism, coupled with a nationwide substitute shortage, saw many districts closing their doors with little notice to parents simply because there wasn't enough staff to cover classrooms. Some districts even accessed custodial, cafeteria, and other non-academic staff to cover classes. Again, due to significant pre-planning, as well as daily adjustments, Coventry was able to cover classes with either certified staff or para-educators. Coventry is fortunate to have such dedicated staff, because without them we wouldn't have been able to stay open. We have also been plagued with daily transportation challenges which placed an additional burden on our parents and administration. In spite of all of this, we stayed true to moving the student achievement agenda forward and made significant progress on the district's goals. Outside of the accomplished goals, we developed programs to support all students who were impacted by the pandemic.

As I do annually, I included information you may find pertinent as you assess my performance for this past school year. One of these areas for your consideration is my involvement in local and state professional organizations and committees. This work is focused on systemic changes that are rooted in best practices. Further, these networking opportunities create valuable resources that inform and support our efforts as a district. For that purpose, 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 Regional Basic Adult Education Board of Directors, Connecticut Superintendents Leadership Team, 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 fourth year as a member of UConn's Schools as Clinics group as the Chair of the Fingerprint Subcommittee. These opportunities outside of Coventry are engaging and beneficial to my own professional growth which impacts my decision making as your superintendent.

After reviewing this comprehensive document, you will be pleased with the progress we have made despite being faced with what seemed like a never ending series of challenges that the world of education has not faced before. Please accept my appreciation for the support the Board has provided to me this year which has allowed me to assemble the necessary components to provide the best possible educational programming for the children of Coventry.

Sincerely,



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



Coventry Public Schools

Dr. David J. Petrone, Superintendent of Schools

Goals: 2021-2022 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. Develop and implement a comprehensive plan related to reopening schools which addresses safety and operations, teaching and learning including assessment strategies to identify gaps in learning as a result of distance learning, social and emotional programming, scheduling, professional development, school activities and events, and the needs of parents and families.
 - 1.2. Continue the process of disaggregating Smarter Balanced Assessment (SBAC) and 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.
 - 1.3. Continue the work associated with Coventry Public Schools' Portrait of the Graduate, including the development of Pre-K through 12 rubrics for each of the five competencies that students should acquire before they graduate and an associated implementation plan.
 - 1.4. Further our work connected to Student Led Conferences to expand the use of digital portfolios.
 - 1.5. Work with key stakeholders and the District Technology Committee to implement year one of the Technology Plan to ensure continued effective integration of technology into curriculum, instruction, and assessment.
 - 1.6. Continue collaborating with Goodwin University on the refinement of the Science, Technology, Engineering and Math (STEM) Curriculum in Grades 6 and 7 aligned to the State Department of Education (SDE) Computer Science Framework and evaluate the alignment of the Grade 8 Technology Education Curriculum to technology and computer science courses and pathways at Coventry High School.
 - 1.7. Continue to bolster programs Pre-K through 12 to provide opportunities to grow achievement in high performing students, to the extent possible, under current or future instructional models.
 - 1.8. Continue attracting out-of-district students to Coventry's specialized programs as a revenue stream to support conservative budgets.
 - 1.9. Evaluate state science assessment data to determine the next steps for instruction and formative assessment in the Next Generation Science Standards (NGSS) curriculum for grades 4-5, 7-8, and 10-11.

- 1.10. Prioritize and address the action steps in the Special Education Plan developed in response to the areas of opportunity identified in the District Management Group (DMG) study with a singular focus on support for students with intensive needs.
- 1.11. Prepare for the large-scale change from the district's current platform that manages students' Individualized Education Programs (IEP) and 504 plans, to the Connecticut Special Education Data System (CT-SEDS) for full implementation by July 1, 2022, as required by the State Department of Education.
- 1.12. Explore the possibility of developing opportunities for students in our 18-22 year old program to attend college courses.
- 1.13. Implement measures to evaluate and refine interventions in reading and math and incorporate best practices in scientifically researched based interventions.
- 1.14. Develop a comprehensive plan to manage and monitor the Elementary and Secondary School Emergency Relief (ESSER) II and American Rescue Plan (ARP/ESSER) funds with a focus on constructing strategies to avoid future financial challenges as resources expire.

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

- 2.1. Enhance opportunities for students related to diversity, equity, and justice at each school.
- 2.2. Implement the Aperture Education Collaborative for Academic, Social, and Emotional Learning (CASEL)-aligned social and emotional learning system to provide a universal screener for all students K-12, and use the data to support students' social and emotional growth through strength-based strategies to further address needs students have experienced as a result of the pandemic.
- 2.3. Support the new Open Choice program and continue efforts to reduce racial, ethnic, and economic isolation and develop a more diversified student body.
- 2.4. Explore next steps related to attracting international students to Coventry by vetting agencies that support international student experiences.
- 2.5. Continue the work of the District Attendance Committee to reduce chronic student absenteeism and establish consistent procedures aligned with recommendations from the State Department of Education (SDE) Bureau of Special Education.
- 2.6. Develop a comprehensive plan to implement the work outlined in the two security grant applications to ensure required completion dates are met, if the grants are awarded.

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

- 3.1. Provide additional cultural competence training for all teachers in each school to support them in recognizing unconscious bias, understanding the role of culture in education, and using students' cultures as a basis for learning.
- 3.2. Continue efforts to retain quality staff by evaluating options for recognition, development, or partnerships to ensure successes are celebrated and staff are supported as they refine their craft.
- 3.3. Continue to pursue opportunities to actively recruit certified and non-certified applicants to promote diversity in the candidate pool which leads to the hiring of a more diversified staff.
- 3.4. Develop a plan to utilize the leadership talent of teachers who have completed year two of the Coventry Leadership Academy.
- 3.5. Continue to provide comprehensive, targeted, and differentiated training for para-educators.

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. Develop and implement a comprehensive plan related to reopening schools which addresses safety and operations, teaching and learning including assessment strategies to identify gaps in learning as a result of distance learning, social and emotional programming, scheduling, professional development, school activities and events, and the needs of parents and families.

“Two years ago, students had their world turned upside down. Schools closed their doors because of COVID-19, a dangerous new virus that spread quickly through communities worldwide. Since then, we have learned a lot.

One of the biggest lessons: in-person school is best for children and teens. Students get more than education at school. Many also get vital resources they need to thrive at school” (Staying Safe in School During COVID-19, HealthyChildren.org).

The above excerpt captures what we have used as the driving force to find safe but creative ways to keep in-person learning with minimal disruptions. Despite ever-changing guidance, or lack thereof, from State health agencies, substitute teacher shortages, and significant surges in the number of COVID-19 cases during the months of November, December, and January, we prevailed and kept learning moving forward. With this in mind, at each of the sites, staff worked together to safely add pieces back to what learning looked like pre-pandemic. Some highlights at each site included the following.

Coventry Grammar School (CGS): The Meet and Greet Procedure was altered to ensure students could have an opportunity to safely meet their new teachers. Individual desks in all classrooms stayed in place and the administration created lunch schedules in two settings, with each classroom having a unique lunch time. Grade 1 and 2 classrooms paired for recess and kindergarten had individual recess. Cohort bathroom use by grade level was a

slight change to procedures last year. Students saw the return of library, art, and music in a dedicated classroom. When possible, most mask breaks and snack time occurred outside. In addition, faculty meetings were held outside, weather permitting. Staff maintained seating charts in all settings for contact tracing and prior to February 28, masks were worn at all times with the exception of eating. The Benchmark Assessment System (BAS), taking place three times a year, was reinstated. Additionally, there was increased use of formative assessments across all grade levels. The administration of the Devereux Student Strengths Assessment (DESSA) took place, which addresses students' social emotional needs by assessing eight social and emotional competencies (Artifact A: DESSA Parent FAQ Sheet). The school leadership team completed training to implement DESSA lessons for whole group, small group and individual conduct. In the fall, virtual parent conferences were held, but they were conducted in person this spring. Staff at CGS also supported district implementation of the Saturday Family Outreach Program. This year, students saw the return of Dolphin Book Days with parent volunteers facilitating book stations. An in-person Book Fair located at Coventry High School was also realized.

George Hersey Robertson School (GHR): In addition to refinements similar to the grammar school, the staff mined assessment data and worked as a team during the summer to refine the School Improvement Plan and daily schedules. The building principal was also actively involved with her colleagues to develop after-school and tutoring opportunities for students, along with the development of the Assessment Calendar for the 2021-22 school year. As restrictions decreased, the staff developed a plan for March in person parent conferences. April will also see the return of in person Grade 3 Parent Orientation. The school store was also revived, which was met with great student excitement. The staff at GHR also supported Saturday Family Outreach Programming.

Capt. Nathan Hale School (CNH): Mirroring what took place at GHR, staff also worked with building administration in the refinement of their School Improvement Plan. A key element here is the work building administrators did

on developing safety protocols for the return of science labs (Artifact B: Hands On Lab Considerations). As a result of the pandemic, labs were incorporated in a way that did not afford students the full benefits of such an exercise. As one could imagine, the students and staff were very excited to see science labs return in a somewhat traditional manner that had students interacting in a safe way, but reaping the full benefits of such an opportunity.

Coventry High School (CHS): Like the other sites, CHS has aligned its reopening plans with district goals to support students in returning to school in a safe and productive environment. At the beginning of the year, updated safety protocols and procedures were shared with students and staff as they safely returned and various supports and activities were put in place for the return. Examples included use of the DESSA Social Emotional Learning (SEL) Self Screener to identify students' strengths and areas of need. Data has been used to create advisory lessons to support student growth in aggregate areas of need and to support individual students, through counseling services, who reported areas of concerns during the screener. CHS reinstated sports, music, and activities while adhering to the guidelines from the health department. This included the Advisory/Enrichment Schedule that encompasses all of the non-athletic clubs and organizations. Spirit Week and PJ Day were held with great success and enthusiasm and the Student Council held an outdoor Activity Night in October with over 50 students in attendance.

Pupil and Staff Support Services (PSSS): On all levels, PSSS supported the needs at each site. This included the review of assessment data, the refinement of School Improvement Plans, and most importantly the rollout of DESSA. However, it should be noted that due to the uniqueness of the population that falls under PSSS, a Safe Return to the 2021 - 2022 School Year Plan that provided guidance for the various programs needed to be developed (Artifact C: PSSS Safe Return Plan 21-22).

Technology Department: As the Board is aware, the Safe Return to In-Person Instruction and Continuity of Services Plan has been updated numerous

times throughout the year to reflect changes from the Connecticut Department of Public Health. Each time this plan has been updated, the Technology Department is responsible for ensuring the information on the district's website is up to date so that parents can count on this resource for guidance. At the start of the pandemic, the Technology Team developed a Family Tech-Ticket Support System. This system has been maintained and supported since then. This year, they have averaged 182 family support tickets per month since August 2021. They are also heavily involved in the work necessary to support live streaming of music and drama events.

Teaching and Learning (T&L): This department oversaw the administration of the Measure of Academic Progress (MAP) Assessments in Grades 1 and 2; the Benchmark Assessment System (BAS) Grades K-5; Educational Software for Guiding Instruction (ESGI) Assessments for Kindergarten; Core Fluency Assessments Grades K-2; Interim Assessment Blocks (IAB) Grades 3-8; and the addition of DESSA. T&L staff used their educational resources at each school to support student growth individually or whole class. T&L was also a key element in the use of Elementary and Secondary School Emergency Relief (ESSER) funding to provide After School Programming K-5 in English Language Arts (ELA) and math, and tutoring in ELA and math at all four schools. This included the work associated with Saturday Family Outreach Programming. They also developed the Safe Return to Science Explorations/Active Learning Strategies (K-5) (Artifact D: Science Explorations Management Strategies).

“The benefits of in-person school are much greater than the risks in almost every way. Schools are safe, stimulating, and enriching places to be while parents or guardians are working. Families, schools, and communities can work together to help ensure students can safely remain physically together in school, where they need to be” (Staying Safe in School During COVID-19, HealthyChildren.org).

We clearly accomplished this by developing a comprehensive, but most importantly, a fluid plan that changed to safely meet the needs of our students and

to keep in-person instruction in place (Artifact E: Safe Return to In-Person Instruction and Continuity of Services Plan).

1.2. *Continue the process of disaggregating Smarter Balanced Assessment (SBAC) and 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.*

Research supports the analysis of data is only impactful when one does not get distracted and one focuses on the solutions needed to improve student achievement results. As a district, we are highly effective at using student assessment data to drive instruction and refine our curriculum. This claim is validated by the consistent gains we have made in our Smarter Balanced Assessment Consortium (SBAC), Next Generation Science Standards (NGSS), Scholastic Aptitude Test (SAT) and Advanced Placement (AP) results.

At GHR this year, part of the August professional development focused on SBAC data analysis that was led by the School Improvement Planning (SIP) Team. In addition to this work, there were also data presentations that occurred regularly at Administrative Council meetings (Artifact F: GHR SIP August Update 2021). ELA, Math, and Science Coaching days also focused on identified areas of need that came from the work of mining achievement data (Artifact G: Sample ELA Coaching Agenda).

All teachers selected a Student Learning Outcome goal that focused on math or reading achievement and used an IAB as one indicator of success. Staff also reviewed IAB data during each coaching session and implemented lessons to address any areas of need that were identified. Reading and math intervention teams reviewed all students who achieved a 1 or 2 cusp on the SBAC. Incorporation of SBAC practice, review of the new SBAC site "Tools for Teachers," and sharing out of new SBAC resources is a constant throughout the school year. Implementation of the Listening IAB is practiced monthly in all classrooms, using October as a pre-data point. Science Performance Assessments were added as performance based assessments into each grade level. The GHR Assessment

Calendar (Artifact H: GHR Assessment Calendar 2021-22) was developed in August and updated throughout the year. The Student Work Protocol was utilized after every IAB in literacy and math as grade level teams worked with district instructional specialists to identify student strengths and areas of need. Using this information, staff redesigned lessons and changed future instruction to be responsive to the identified student needs.

At the middle school, a similar approach was taken with the August professional development focusing on SBAC data analysis (Artifact I: CNH August 2021 Professional Development Agendas). Much like GHR, data presentations took place at Administrative Council meetings throughout the year (Artifact J: CNH SIP August Update 2021). Staff also reviewed the pre-literacy IAB data during September and October coaching with the ELA and social studies departments to determine next steps for refinement that led to the creation of SBAC data by teacher for current students and prior year students. This information provided key points that were not only baseline data, but allowed for teachers to customize instruction to meet student needs.

In the area of math, students in all grade levels have five opportunities to take practice Performance Tasks resembling the tasks on the SBAC as well as two IABs. All Performance Tasks and both IABs were analyzed using the Student Work Protocol (SWP) and follow-up measures were secured (Artifact K: SWP Template and Artifact L: SWP Completed). Questions from the newly released IABs were incorporated into student practice and homework.

Teachers administered pre-IABs in September in the areas of literary, informational, and research. Teachers also completed a Looking at Student Work Protocol for each assessment to determine next steps. All ELA teachers focused on instructing multiple strategies and the use of templates for completing open ended responses (RACE responses) and giving students a variety of opportunities to practice (Artifact M: Sample RACE Responses). In addition, all ELA teachers have also been working with students to cite evidence to support students' thinking, and then choosing the best evidence. Teachers created different

structures and charts to show students the flow between an idea, citation of evidence, and explanation of evidence. Grade six ELA teachers also worked on summary. Grade seven ELA teachers worked on developing vocabulary strategies. ELA teachers in both grades seven and eight worked on close reading of questions. As a reference, "...close reading involves the use of evidence-based comprehension strategies embedded in teacher-guided discussions that are planned around repeated readings of a text in order to increase student comprehension. Close reading can be defined simply as "repeated readings and discussions of text in order to increase text comprehension" (What Is Close Reading and How Can You Effectively Teach It?, Ray Reutzel, 2020).

Math Coaching and weekly department meetings included aligning lessons and pacing as well as collecting student data and completing the Student Work Protocol to inform future instruction. Students in need are identified and receive intervention services in math and reading, and plans are developed to provide this intensive instruction.

At CHS, a SAT goal of 5% growth was established. To ensure this goal was achieved, the SAT Action Plan was refined by the administration and the school leadership team. SAT preparation courses continued to be offered this year. In addition, teacher Student Learning Objectives (SLO) focused on SAT growth. CHS teachers and administrators continued to support student growth on SAT skills in multiple ways. For example, 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 test design and score reporting during the pandemic. Both English and math teachers engaged in coaching days with the K-12 Literacy and Mathematics Specialists to review curriculum, instruction, and assessment results and to make changes based on student performance data. Further, PSAT results were disaggregated, analyzed for school-wide trends and individual student performance, and then shared with teachers. Teachers also engaged in the use of the Student Work Protocol during professional development days to review their student results and discuss instructional practices that would

support student growth. Once again this year, teachers in both English and math created and administered two mock SAT experiences for students to simulate the testing environment with released items provided by the College Board.

The Technology Department also worked to migrate all assessment data into the new platform (eduCLIMBER) to support district work with analyzing aggregate data for overall instructional planning as well as disaggregated data to support individual student needs. This is an essential tool in the work that we do as it has expansive functionality.

Our Teaching and Learning Department continues to be an essential component and the driving force behind this work. For example, this year they worked with teachers in the review of Claims and Targets. This work was completed in September in ELA, Math, and Science Coaching Grades 3-8. The staff also oversaw the administration of Pre-IABs in Grades 3-8 to document student growth. Pre-IABs focused on Operations and Algebraic Thinking in Grades 3 and 4; Fractions in Grade 5; Number Systems, Ratios; Proportions in Grades 6 and 7; and Functions, Analyze, and Solve Linear Equations in Grade 8. In addition, all pre-assessment areas chosen by the staff were from Targets (strands) of Emphasis where students did not demonstrate an average or an above average score. Completing whole performance tasks in math, teachers in Grades 3-8 conducted lessons and mini-performance tasks on areas of growth seen by using the Student Work Protocol on the Pre-Performance Task. To support this work, professional development was incorporated to ensure ongoing integration of best practices into guided reading instruction (Artifact N: Coventry Public Schools 2021 Assessment Presentation).

1.3. *Continue the work associated with Coventry Public Schools' Portrait of the Graduate, including the development of Pre-K through 12 rubrics for each of the five competencies that students should acquire before they graduate and an associated implementation plan.*

“In order for all students to reach their potential, high schools must be intentionally designed to hold all students to high expectations. Through the

development and use of a portrait of a graduate, high schools can embrace an expanded definition of student success, one that ensures that students are fully equipped with core academic knowledge and skills, as well as a range of other competencies that we all need to be successful in education, work, and life” (The Why, What, and How of a High School Portrait of a Graduate, Jenny Curtin, 2019).

This important work started a few years ago in the district. Although the pandemic slowed our progress, the work continued moving forward. The above excerpt references this work at the high school level, but what the research supports is this work must have a vertical through line starting in kindergarten. As a district, this through line was always part of the development and planning.

Although the work continued this year, it was with the understanding that staff were up against a multitude of factors brought on by the pandemic. At the grammar school, during the summer, the School Improvement Planning Team created a Communication rubric. This work was furthered by the development of lessons to introduce rubric visuals and the approach for introducing these to students. This work included selecting two assignments each trimester for teachers' work associated with the use of the rubric. Staff logged and monitored student assessment connected to work associated with the rubric (Artifact O: CGS Rubric Implementations).

During the late summer and into the early fall, staff at GHR focused their energy on the development of the Critical Thinking rubric (Artifact P: GHR Critical Thinking Rubric). Toward the end of this work, staff had an opportunity to participate in professional development that focused on Portrait of the Graduate project work for each grade level. In addition, staff engaged in collaborative work to determine which aspects of the Communication, Collaboration, and Critical Thinking rubrics they are already teaching and assessing across the curriculum. This continued during coaching days, which focused on the use of the rubrics to guide their instruction and assessment. The staff is currently on track to complete their Portrait of the Graduate project planning to implement next school year.

Teams at CNH reviewed the Critical Thinking rubric and revised it for

implementation. Staff then worked in groups to plan for future use and implementation. In the fall, CNH staff also reviewed the Portrait of the Graduate standards based rubrics, and identified specific rubrics to be utilized and tracked for each department. This year they added the Critical Thinking rubric as part of their standards-based building-wide rubric initiative. This is in addition to the Effective Communicator and Engaged Collaborator rubrics that have been in place for the past two years. Each department, once again, identified and reviewed common lessons and assessments, and recorded student performance on the rubrics in PowerSchool each semester this school year (Artifact Q: CNH Collaboration, Communication & Critical Thinking Rubric Assignments - 2021-2022). Department meeting time allowed for staff to review and revise lessons and assessments used to track student performance on the Communication and Collaboration rubrics. Each semester, a school-wide report is generated identifying whole school and individual student performance. The final report will be available at the end of the school year.

All staff at CGS, GHR, and CNH, benefited from presentations provided by the district instructional specialists at faculty meetings regarding the best uses of the Critical Thinking rubric (Artifact R: Portrait of the Graduate PD SlideShow Grades K-8 - Critical Thinker).

The staff at the high school continues to administer and track the Portrait of the Graduate Communication and Collaboration rubrics as in past years. Teachers have collaboratively completed and approved the Critical Thinking rubric for implementation for this school year. The Critical Thinking rubric was embedded into PowerSchool for data tracking purposes and will be reported as part of the SMART goals; expecting 85% or more students to score a 3 or better on all rubrics. Teachers assigned to use and track the Critical Thinking Rubric have adapted and created assignments aligned to the performance indicators in the rubric to foster student growth and achievement (Artifact S: CHS Critical Thinking Rubric Analysis).

It is essential that the Portrait of the Graduate work continues to move

forward. The Teaching and Learning team is a major component of this initiative. As noted above, the instructional specialists guided teachers in the review of the Critical Thinking Rubric and looked at it through the lens of student vs. teacher ownership for learning. They worked together to create and revise an activity or lesson that will teach students how to demonstrate an attribute on the rubric or revise a task so students have the opportunity to demonstrate higher level characteristics in the attribute (Artifact T: Choose Your Own Adventure). Work during Curriculum Cabinet meetings included reviewing a standards alignment to our Portrait of the Graduate Critical Thinking Competency. This document assists in curriculum writing in the content areas as teachers select standards to support critical thinking (Artifact U: Critical Thinker Standards Alignment). The Curriculum Cabinet in is the process of developing Essential Questions and Enduring Understandings for critical thinking that can be used in curriculum writing.

1.4. *Further our work connected to Student Led Conferences to expand the use of digital portfolios.*

I am excited for the return of this important initiative and the impact it will have on achievement but, most importantly, on student confidence.

“There are various benefits to establishing student-led conferences. First, this type of school-parent communication style helps the students’ support system clearly understand how best to support the student at home and at school. Parents can fully understand, with validation from the teachers, that the student’s status is attributed to student effort or deficits.

Also, this type of meeting format promotes collaboration between home and school. When the student must explain what has happened by way of academic success or lack thereof, it lessens the opportunity to assign blame to parents or teachers if the student is not succeeding.

Next, placing the onus of responsibility on the student to explain his or her progress helps to develop the responsibility and accountability necessary for the student to improve or to sustain academic success. The student must reflect on

what is needed to acquire academic success or discuss what he or she needs or must do in order to improve. In addition, if the student can process how he or she is achieving, the student is more likely to develop goals and use an ongoing monitoring system to track improvement.

An essential benefit of student-led conferences is the practical skill of goal development that the student must take part in to start the process. When goals are created by the student, he or she will likely take a personal interest in achieving and monitoring these goals. If goals are set by parents or teachers, learning will not be self-directed or student-centered.

When both teachers and parents understand what the student needs to succeed, student success can be assured” (Benefits of Student-Led Conferences, Kelly Muic, 2020).

Although the above excerpt is a little lengthy, I thought new Board members would appreciate some context to the importance of this work. Like most district initiatives, student-led conferences were significantly impacted over the last two years. This set us back on many levels, as students and staff needed to revisit the structure and expectations to re-engage the program. At the beginning of the year, since there seemed to be no end in sight for the pandemic, we planned to conduct student-led conferences virtually. Fortunately, things improved so that we have been able to shift to in-person conferences.

Significant work has been dedicated at each of the sites to ensure a successful re-launch of these highly beneficially conferences.

At CGS, a substantial amount of time was spent working with students on the variety of skills needed to complete the task of conducting their conference. Students created a slide with their growth and progress to accompany their oral presentation and they worked with their teacher to practice in preparation for their conference. A Home School Agreement was published for each grade, documenting the commitment of both staff and parents to be sure students’ goals are achieved. At this level, the second half of the conference time was used to conduct a traditional parent-teacher conference (Artifact V: CGS Sample Grade 2

SLC SlideShow).

Staff at GHR worked with students to develop digital portfolios using Google Slides. The portfolio was the foundation for Student Led Conferences in March. To ensure that the staff was prepared to re-engage Student Led Conferences, support from the technology department was ongoing. This was in addition to time allocated during faculty meetings. Throughout the year, students created slides and evidence for academic areas as well as areas of interest based on their individual programming, which included math enrichment, Challenge and Enrichment Program (CEP), band, etc. All students who attend math or reading intervention also made a slide to document their progress over the year. As is the case at all sites, staff prepared for parents/students who did not attend conferences and there is a plan for those students to present and showcase their work to a GHR staff member (Artifact W: Grade 5 Student SlideShow Example).

Based on how the pandemic was progressing, staff at CNH implemented Advisory blocks as an opportunity for students to work with their advisor on virtual Student Led Conferences. As things improved, staff pivoted to preparing for in-person conferences. All students in ELA and reading set goals at the start of the school year. In ELA, students set goals related to their "Brief Writes." A Brief Write, in short, is an instructional strategy that requires a student to demonstrate, in one to three paragraphs, an understanding of a concept presented. To be sure students were on track, these ELA goals were revisited throughout the year. Reading students set goals after the administration of the fall Benchmark Assessment System (BAS). These goals were revisited after the January BAS assessment and will be again after the May BAS assessment. All students set their math goals either in Advisory or Math Class.

Throughout the year, students uploaded assignments into their digital portfolios. Some examples included: in sixth grade, Mesopotamia VGP, Egypt Project, Greece and Rome Project; in seventh grade, create your own map project, Amazon Rainforest Presentation, East Asia Group Website; and in eighth grade, Revolutionary Diary Entries, Supreme Court Case Research Presentation, and the

Westward Expansion Project. Staff received support with access and engagement of student digital portfolios from the Educational Technology Coach through class sessions and staff meetings. Math goals were digitized so they can easily be uploaded into the digital portfolio. The majority of student work related to their portfolios took place during Advisory time each month (Artifact X: CNH Student Led Conferences Checklist-Timeline; Artifact Y: CNH Sample ELA Goal Setting; Artifact Z: CNH Sample Student Brief Write; Artifact AA: CNH Sample ELA Reflection Slip; and Artifact BB: CNH Sample Student Math Target Reflection Sheet).

CHS staff supported student self-advocacy, independence, and presentation skills through the implementation of the 10th Grade Interdisciplinary Project Presentation and 12th Grade Portfolio Presentation, which is a graduation requirement (Artifact CC: CHS 12th Grade Portfolio Example). Staff also developed and implemented a Grade 9 Portrait of the Graduate support plan, including lessons on CHS Portrait of the Graduate expectations and rubrics delivered in Advisory classes to all students (Artifact DD: Portrait of a Graduate - CHS Advisory Unit). The Mathematics Department worked with students in classes to develop Student Goals and Data Tracking Sheets. This work started in late September and went into early October. Math Coaching supported this work as well.

1.5. *Work with key stakeholders and the District Technology Committee to implement year one of the Technology Plan to ensure continued effective integration of technology into curriculum, instruction, and assessment.*

“Teachers can leverage technology to achieve new levels of productivity, implement useful digital tools to expand learning opportunities for students, and increase student support and engagement. It also enables teachers to improve their instruction methods and personalize learning. Schools can benefit from technology by reducing the costs of physical instructional materials, enhancing educational program efficiency, and making the best use of teacher time”(School of Education, 2022).

To realize all that is highlighted in the above excerpt, a district must have a comprehensive technology plan in place. This plan must include not only best practices and device planning, but also forward thinking to ensure the district does not fall behind. I believe we have such a plan in place. The charts below, from our technology plan, summarize progress made by the team in key areas.

Integration

Promote and support ethical and responsible use in our digital practice.
<ul style="list-style-type: none"> Continued implementation of K-5 Library Media Lessons and CNH Digital Citizenship course to reinforce ethical and responsible use Continued use of app and blended learning approval process to ensure applications used with students are vetted and in compliance with state and federal legislation - all of these are updated and published on website Provided training at New Teacher training regarding process IT staff met with each building at faculty meetings to review process Updated faculty portal to make things a little clearer for staff
Explore ways in which technology can support social emotional learning and wellness for the Coventry Public Schools learning community.
<ul style="list-style-type: none"> Implemented Securly 24 - worked with administration, School Safety Officer and PD as needed regarding alerts Updated contacts for districts Updated contacts in Say Something Topic with DTC - brainstorm and share out ways
Explore how technology resources can be used to support the learning needs of all students to lessen the achievement gap and ensure growth for all learners.
<ul style="list-style-type: none"> Added multi select feature to PowerSchool to support monitoring students Training appropriate staff in attendance reports Trained curriculum specialists in Excel to support disaggregation of data to identify students in need Consulted with teachers and support staff to personalize tools and resources for students Restarting District Adaptive Technology Committee Continued individualized support of families through the Student and Family Ticketing system Trained Curriculum Specialists in advanced Excel to help disaggregate student data
Align Coventry Portrait of the Graduate rubrics to the ISTE Standards for students.

- Completed alignment of Collaboration rubric to ISTE Standards for Students, including providing examples of how the standards would look
- Working on aligning ISTE Standards to the Communication rubric

Explore and maximize different learning options, instructional models and platforms for students to best support all learners and facilitate communication with all stakeholders.

- Integrated share out into each DTC meeting where staff could share out innovative practices occurring in their buildings - this was then added to the DTC meeting minutes for share out with all staff
- Administered fall PD survey - disaggregated data to determine areas of focus
- Providing differentiated PD offerings at CHS on 10/12
- Ongoing and just-in-time supports provided through emails, videos, personalized PD
- Worked with district staff on how to use reports within PowerSchool to provide targeted communications (i.e. by bus, completion of form, payment of fees)

Support and foster an environment that works to explore the integration of and collaboration regarding emerging technologies into instruction in meaningful ways.

- Bring topic up at DTC - brainstorm ways this can be accomplished and share out to building admin
- Provide time during technology PD for staff to share out how they integrate various tools into instruction
- Presented at grade level, department, and committee meetings regarding different applications and their use - referencing staff members integration ideas and encouraging others to speak to their practice

Explore expansion of the student technology team to help increase vocational opportunities for students.

- Restarted Student Technology Team at CHS - identified students who are focused on different projects (i.e. repairs, video, 3D printing, etc.) - providing necessary training and supports and working with staff (within department and outside) to allow real-world experiences
- Collaborating with CNH CEP program to examine possible connections to encourage middle school participation with student technology team

Continue development of District Assistive Technology Committee to support the research, implementation and integration of assistive technologies to support learning.

- Continue to provide individualized support and consult as needed
- Worked with District Assistive Technology (AT) Committee to continue development of hardware and software inventory for staff
- Developing AT Consideration checklist for staff to request AT support for students and developed roll out plan

Collaborate with district administration, related services and teaching staff to ensure equity of access for all students.

- Coordinating with building administrators on how to determine families in need
- Worked with the state to get renewal on hotspots for families, then, coordinated with office staff at buildings to distribute as needed to support students and families with connectivity
- Continued operation of the parent/family portal for technology support

Explore ways in which current resources can be utilized to improve operational efficiencies in all areas.

- Added multi-select feature to PowerSchool
- Training staff on use of Webex to support communication
- Meeting with building administration and secretarial staff to identify and provided targeted training to improve operational efficiencies, first identifying areas of challenge and developing workable solutions that save time
- Provide training as needed on new resources
- Provided video and handout support
- Maintained faculty portal with up-to-date resources
- Continued practice which is then shared out with teachers to bring to faculty meetings

Professional Development

Support all staff with accessing approved and vetted resources for use with students.

- Work with administrators through monthly meetings and through Administrative Council to identify areas of need for PD and plan for differentiated, targeted offerings to fit needs of buildings
- Added survey questions to fall PD survey where teachers could let us know areas where they felt they could provide PD - will share out with building administrators and have them support building level PD
- Reviewed with new staff where to find district approved apps

Work with teachers and administration to foster an environment that allows teachers to share innovative technology integration and pedagogy practices with one another.

- Have staff share out innovative practices at DTC meetings - disseminate to team to share out at faculty meetings
- Published meeting minutes on faculty portal
- Incorporated sharing out of best practices and application at technology PD sessions

Explore varied technology training models (embedded into district meeting times, self-paced and online offerings) to support all staff in their use of technology tools and resources.

<ul style="list-style-type: none"> ● Disaggregated fall PD survey data by building to discuss with building administration re: targeted PD plans ● Examined aggregate data at district level to develop district goals ● Ed. Tech. Coach is meeting with new teachers to support integration
Support the meaningful integration of technology into the 5 Portrait of the Graduate Competencies (Critical Thinker, Engaged Collaborator, Effective Communicator, Empowered Citizen, Authentic Innovator).
<ul style="list-style-type: none"> ● Developed portfolio template for use with students ● Worked with Gr 6 ELA teachers to ensure all MS teachers had a portfolio to start the year ● Working with DTC and Curriculum Cabinet to align ISTE Standards for Students with the POG Rubrics, which include examples of how the integration may look in the classroom; completed Collaboration with goal of completing Communication by end of year
Explore the use of badges and/or recognition/incentive programs regarding staff technology proficiency and expertise.
<ul style="list-style-type: none"> ● Administered fall PD survey, which included questions where staff would identify areas in which they could support others or potentially lead trainings ● Offered after school PD time for staff to continue working on Google Certification
Explore options of summer intensive professional development offerings for staff.
<ul style="list-style-type: none"> ● Collaborated with DTC regarding summer technology PD options
Explore the use of technology to support flexible learning experiences to best meet the needs of all learners.
<ul style="list-style-type: none"> ● Provided differentiated PD offerings for staff on three PD days
Provide regular training regarding digital citizenship and digital responsibility to support students and staff in the ethical use of technology tools and resources.
<ul style="list-style-type: none"> ● Added to New Teacher Orientation ● Yearly update provided at faculty meetings early in year ● Worked with administration to supply reports regarding student acceptable use and responsibility ● Reviewing student acceptable use policies to begin development of developmentally appropriate policies to share with students, reinforcing expectations
Collaborate with district administration and staff to maximize the use of learning platforms to support student learning and parent communication.

- Provided refresher training in sending SMS messages through SchoolMessenger
- Provided templates for communications on fees
- Sent email to families as reminder to opt in for SMS alerts

Infrastructure

Examine and evaluate different learning environments (including flexible learning environments, innovative learning spaces, and flexible access to instruction), exploring ways in which they can be incorporated into practice within the district.

- Maintain and support remote learning capability within classrooms, including conducting a district-wide review to ensure all were operational
- Restructured labs to provide flexible work spaces that can be adapted for different use

Examine and refine current practice and protocols concerning data retention, security and access to ensure ongoing optimal safety and security.

- Provided initial training at New Teacher Orientation
- Provided annual update of information to staff at faculty meetings
- Trained new staff in process and provided refresher to staff
- Updated wording on Faculty Portal to streamline communications regarding resources
- Shared out cyber incident response plans with business and facilities
- Working with Facilities and District Safety Specialist to formulate district response plans based on format of cyber incident response plans

Evaluate current and examine new technologies to ensure equipment and infrastructure are able to sustain district needs.

- Continue to monitor and refine network settings to ensure ongoing connectivity
- Researched different options for multi-factor authentication for implementation
- Attend regular meeting with vendors on various platforms to ensure optimal use
- Run regular reports on ticketing to determine needs of end users

Research and explore safety management tools for school provided devices and programs

- Continually monitor for updates to existing programs and devices to ensure all necessary security features are enabled, updating cyber response plans
- Manage configuration and continue to support Securly 24 for students

Collaborate with district administration and the District Technology Committee to refine policies for staff and students.

- Researched student AUPs from area districts to share out with DTC

Community

Explore community partnerships pertaining to technology
<ul style="list-style-type: none"> Continued participation in EASTCONN Regional Technology Council Joined the CEN Engagement and Development Advisory Council (EDAC) Collaborated with CHS staff regarding ideas to increase high school student participation at future STEAM Nights Work with District Security Specialist to support collaboration with Coventry Police Department
Explore resources and options and collaborate with building and district personnel in support of facilitating broadband connectivity for families in need.
<ul style="list-style-type: none"> Renewed grant support for Kajeet hotspots for families and maintain communication with vendor to ensure optimal use Coordinating with building administration to ensure families are supported Update website to include information regarding state and federal programs that support connectivity for families in need
Explore university and area district partnerships with regards to technology integration.
<ul style="list-style-type: none"> Collaborated with UCONN staff, re: presentation at CEN Annual Conference on New Educational Tools and Best Practices for Daily Use in the Classroom to show K-12 and higher ed perspective Collaborated with representatives from the state and Aperture Education to present on leveraging technology to support SEL Renewed grant support for Kajeet hotspots for families Applied for 2022 PEGPETIA grant to expand our capability for broadcasting/streaming from Auditorium and Lecture Hall as well as updating broadcasting equipment in TV studio at complex
Collaborate with building and district personnel to support parents with technology access and use.
<ul style="list-style-type: none"> Continue to support parents and students through ongoing offering of help desk to families Update website to include resources for families pertaining to technology
Collaborate with building and district personnel to support our Open Choice partnerships.
<ul style="list-style-type: none"> Collaborated with building administration and teachers to support new families entering CPS through the Open Choice program by providing training in registration processes as well as meeting with families and staff as needed

1.6. Continue collaborating with Goodwin University on the refinement of the Science, Technology, Engineering and Math (STEM) Curriculum in Grades 6 and 7 aligned to the State Department of Education (SDE) Computer Science Framework and evaluate the alignment of the Grade 8 Technology Education

Curriculum to technology and computer science courses and pathways at Coventry High School.

“According to the U. S. Department of Commerce, STEM occupations are growing at 24%, while other occupations are growing at 4%. STEM degree holders have a higher income even in non-STEM careers. Science, technology, engineering and mathematics workers play a key role in the sustained growth and stability of the U.S. economy, and are a critical component to helping the U.S. win the future. STEM education creates critical thinkers, increases science literacy, and enables the next generation of innovators.

Innovation leads to new products and processes that sustain our economy. This innovation and science literacy depends on a solid knowledge base in the STEM areas. It is clear that most jobs of the future will require a basic understanding of math and science. Despite these compelling facts, mathematics and science scores on average among U.S. students are lagging behind other developing countries” (Engineering for Kids, May, 2021).

The above captures the importance of STEM in education, but the last sentence drives the importance of expanding STEM programming into our schools and the need to spark interest in our students through exciting and relevant educational opportunities. To accomplish this, our work continued throughout the year with Goodwin University. Not only does Goodwin have highly competent staff to partner with, but they have extensive resources to offer our district. This is a key element when you consider the limited resources we have in this area.

To ensure our staff continued to build on their current skill set, ongoing training was provided throughout the school year. Additional Robotic Arm training took place, not only as a refresher, but to enhance teachers’ comfort levels with the content which was impacted by the pandemic. This training was in addition to four co-teaching opportunities which had a support staff person working one-on-one with the science teachers. The work that took place is outlined as follows:

In October, STEM teachers and the K-12 STEM Specialist met with Goodwin

University staff to brainstorm curriculum ideas and discuss professional development needs. An overall course outline and pacing calendar was created along with a more detailed draft of a Grades 6 and 7 Robotic Arm Unit aligned to selected computer science and Next Generation Science Standards (NGSS) engineering standards (Artifact EE: Planning Notes - DRAFT CNH Robotic Arms Lesson 2021-2022). Goodwin staff and STEM teachers set up the Robotic Arm in the MakerSpace. During fall staff development time, a hands-on opportunity was provided for staff to work with the Robotic Arm. For your information, an overview of the Robotic Arm will be highlighted at your meeting on April 28. There was a scheduled planning meeting with Goodwin staff on vertical team topics for 2021-2022 including use of CNC the machine at CNH and overall training needs (Artifact FF: Tech Ed Planning Meeting - October 14).

In addition to the Goodwin staff co-teaching the Robotic Arm unit with district staff, they have also evaluated the use of the laser printer. The laser printer was utilized for wood cutting the faces of the speakers for the sixth grade speaker unit. The capstone project for seventh grade also benefited from the laser printer. Signs, or other needed items for teachers, were printed. The need was based on a Google Form which collects this information. Through this avenue, students can be involved in the school community and provide a service that will be seen daily. Goodwin staff also worked with the middle school technology teacher to further enhance the use of the Laser Engraver. In addition to the work with Goodwin, the district's Education Technology Coach provided support to CNH STEM teachers by setting up Ozobots accounts and troubleshooting Hovercraft.

To ensure a clear STEM pathway for middle school students to transition to the high school, CHS has continued their collaboration with CNH and Goodwin University to align course offerings and Goodwin's eCamp program. Representatives from Goodwin College have worked with CNH and CHS Technology Education teachers to support alignment and implementation of technology offerings in Grades 6-12 with a focus on Robotics. CHS technology

education teachers also worked with CNH teachers to set up the Computer Numerical Control (CNC) router and assist with ways to incorporate this device into technology lessons at CNH (Artifact GG: Tech Ed Pacing Guide).

CHS counseling and technology education staff shared Goodwin promotional materials and applications with all students and parents through guidance communications and through technology education classes. Technology education teachers are communicating with Goodwin University to schedule a visit from their Mobile STEM Lab during late April or early May.

Finally, the curriculum team is in the process of mapping where we do and do not address the Computer Science Standards in Grades K-12. This work is not yet completed district wide, but the attached audit (Artifact HH: CPS CompSci Standards Audit 21-22) will demonstrate current progress. This map of the 6-12 standards will assist us to identify where the gaps are when we look at Robotics Grade 6, STEM Grades 6 and 7, Technology Education Grade 8, and our Computer Science Class in Grade 9. These are the courses in which all of the assured experiences are provided and the gap analysis will allow us to investigate next steps in programming. In the audit document, green and yellow coding is where we are teaching skills and providing student practice. Red notes that we are either not addressing or still gathering the information from general education teachers not computer science teachers about how/if we address the standards. We are building on the work we completed last year during which we created the alignment document for Grade 8 and the high school STEM classes and during which we revised units in the Grade 8 course to establish more alignment (Artifact II: CNH: Alignment of the Grade 8 Technology Education Curriculum to Technology and Computer Science Courses and Pathways at Coventry High School).

1.7. *Continue to bolster programs Pre-K through 12 to provide opportunities to grow achievement in high performing students, to the extent possible, under current or future instructional models.*

I have always been proud of the dedication the district has to maintaining

programming for our highest performing students. Even during the most challenging budget years, the Board understood the importance of keeping the Challenge and Enrichment Program in place. To further validate the uniqueness of having such a program for a district our size, I am not aware of any districts in our DRG that have such services available to their students. Not only has Coventry maintained this program, but we have methodically expanded it to include opportunities for our youngest charges. Again, this is exceptionally rare for districts that have the same socioeconomic make up as Coventry. Each year, we make a concerted effort to enhance our program offerings as well as enrichment opportunities for our highest performing students.

At the Hale Early Education Center (HEEC), students are assessed three times per year on key measures. In order to ensure the staff is prepared to provide appropriate instruction, they received extensive training in differentiation of instruction to meet the needs of both high achieving students and those with specific needs. This is essential to staff identifying students' needs and providing leveled instruction. In addition, specific literacy strategies have also been added to weekly instruction to build on reading and writing skills (e.g., Buddy Reading, Play Planning).

At CGS, a significant step forward in our offerings took place. To create this opportunity, staff created programs to run during WIN (What I Need) time (Artifact JJ: WIN schedule). WIN time occurs daily for 30 minutes during both the math and reading block. This is an opportunity for students achieving above grade level to participate in an enrichment activity. Students are identified by a combination of MAP assessments and teacher data. As a side note, this is also the time when those students needing additional support receive their intervention. Some of the newly created enrichment opportunities include: Math Club - run by the Math Interventionists; new STEAM cycle for Grade 1 students - instruction provided by the CEP teacher; movement and mindfulness - instruction from the physical education teacher; art expression and school beautification - with the art teacher; and LEGO Coding - after school for our Grade 2 students. Also noteworthy

is the second year implementation of our Girls Who Code and Book Club for Grade 2 students - supported by our Library Media Specialist. The grammar school staff maintain data for students in each grade moving on to the next grade's content. As one can imagine, this data is highly valuable in ensuring that student needs are being met.

At GHR, a significant amount of thought went into revising the Coventry Public Schools Challenge and Enrichment timeline (Artifact KK: CEP Program Timeline) for identifying students more quickly based on teacher recommendation, curriculum based work samples, and Otis-Lennon School Ability Test (OLSAT) scores among other standardized testing results. This multi-pronged approach significantly limits the possibility of a student missing entry into the Challenge and Enrichment Program. Parent requests are also honored when the school and parents may have a difference of opinion. Math enrichment at GHR included Math Maniacs, which takes place weekly with the CEP teacher. All students had the opportunity to participate in interest groups with the CEP teacher and the Library Media Specialist, including Girls Who Code which ran in November-December. A second session of this program is scheduled for May. Grade 4 students participated in an 8-10 week session of Project Lead the Way f in the fall and had the opportunity to be a part of a Science Exploration interest group. Grade 5 challenge and enrichment students participated in the salmon-in-schools project where students research, learn, and create a group project on the Atlantic Salmon. Starting in January, these students raised salmon eggs in the classroom. This spring, the CEP teacher will transport the hatched eggs (fry) to the Salmon River in East Hampton, CT.

Other opportunities saw sixteen students in Grade 5 participate in an interest-based group co-facilitated by the CEP teacher based on the Future Problem Solvers program. A Grade 5 STEM book club with the Library Media Specialist took place during the months of January and February. The focus was readings on engineering. The use of MobyMax for enrichment for students who have passed their basic math facts was also provided. After school enrichment

groups gave students an opportunity to join the Outing Club and the Mindfulness and Yoga club.

Selected Grade 5 students serve on the Student Council and are able to demonstrate tremendous leadership throughout the school year. Working with the principal, they re-instituted morning announcements, gave welcome tours for new students, volunteered at the school store each Friday, participated in the annual Connecticut Association of Schools (CAS) Elementary Leadership Conference, and gave presentations to Grade 3 and 4 students on various disabilities they researched. Their positive impact on the school has been tremendous as they develop into civic leaders.

Historically, the middle school has been the leader in the area of challenge and enrichment. However, as noted above, that has shifted over the past decade to ensure we are supporting students at all levels. Work does continue at the middle school level and students in CEP, depending on the grade level, have numerous opportunities to participate in challenging high interest programs.

At CNH, we continue to enhance opportunities for students to take advanced math courses. This has served the students well as they have experienced great success when taking on these advanced courses. The current number of students taking, or who are on track to take, accelerated math are as follows: Grade 6: 26; Grade 7: 22; and Grade 8: 20.

In Grade 6, students have four challenge and enrichment blocks a week, which follows the related arts schedule rotation. In Grades 7 and 8, they also have four blocks a week, but this occurs during the second block of ELA. Some examples of activities for students in this program include: CNH Morning Show (on air talent, directors, producers, camera operators, sound engineers); Science Olympiad's Team; video production for special district projects; Veterans Day Assembly; School Newspaper; and 8th Grade Promotion Video (Artifact LL: CNH Enriching Experiences 2021-22).

The Future Problem Solvers (FPS) Program continues to be the shining star of the challenge and enrichment program. Due to the pandemic, students

have participated virtually. This year the State competition in March will be in person and then hopefully our students will be off to the Internationals at the end of the school year.

STEM student workshops, provided by Northrop Grumman, were advertised and CNH had 36 sixth grade students and GHR had 17 students participate in February (Artifact MM: <https://www.northropgrumman.com/corporate-responsibility/corporate-citizenship/resources/>).

At CHS, support continues for the comprehensive college credit offerings from the College Board, UCONN Early College Experience (ECE), and Eastern Connecticut State University (ECSU) Dual Enrollment programs. This year, the ECE offerings were expanded by adding the six-credit UCONN ECE U.S. History course. Currently, 27 students are enrolled. For the 2022-23 school year, we are excited to be offering ECE Environmental Science for the first time. The expansion of the Eastern Connecticut State University dual enrollment program is being explored through discussions with our science department and ECSU. We are also currently in discussions with the University of Bridgeport to potentially offer more college credit offerings in addition to our other programs. The Student IT support program was re-implemented at CHS as an Independent Study Program to support students. This program provides students with hands-on experiences with topics such as Chromebook/device repair, video, and 3D printing.

Enrichment programming through the American Rescue Plan/Elementary and Secondary School Emergency Relief (ARP/ESSER) fund is taking place at all sites. Some of those activities include:

- CGS: Coding with Legos
- GHR: Mindfulness and Yoga, nature hiking on the trail to include bird watching, pond study
- CNH: Choice Fitness, iCode game design, celebrating multicultural art, writing and music, challenge board games, student involvement with CT Humane Society, virtual field trips to

Philadelphia and Washington D.C.

- CHS: Hispanic Culture, Science of Cooking, Mindfulness and Yoga

1.8. *Continue attracting out-of-district students to Coventry's specialized programs as a revenue stream to support conservative budgets.*

As noted in previous reports, the Board asked that attention be focused on finding opportunities to bring resources into the district during these ever-challenging financial times. As veteran members are aware, I have worked to bring millions of dollars into the district via grants. The next logical step to ease the burden on the taxpayers of this community was to fill vacant spaces we have in the specialized programs we developed. To provide some background, part of this process was to determine what the fees should be for districts utilizing this service beyond the annually set tuition rate. To ensure we turned a profit, but at the same time remained competitive in our pricing, we surveyed numerous outside programs to get a gauge on pricing and the competition. We reviewed existing staffing costs (salaries and benefits) to formulate an average cost for various related services. Then using the data collected across the state, we developed a service cost document (Artifact NN: Coventry Special Education and Related Services Rates). This document is reviewed as needed by the Fiscal Committee.

As has been the theme these past two years, the pandemic significantly slowed our progress in this area. Despite this challenge, in the two previous years we brought in a total of \$183,821 and this year we are projected to bring in \$95,424.

Now that we have experienced a decline in the number of COVID-19 cases, we are being contacted by districts interested in learning more about our programs. This interest coincides with the start of the Planning and Placement Team meeting season.

1.9. *Evaluate state science assessment data to determine the next steps for instruction and formative assessment in the Next Generation Science Standards (NGSS) curriculum for grades 4-5, 7-8, and 10-11.*

“The Next Generation Science Standards (NGSS), outline what students should know and be able to do by the end of instruction, reflecting how students best learn science. This approach can help all students experience meaningful science learning.

Students engaging in curricula grounded in today’s science standards explore scientific phenomena or problems by engaging in practices actually used by scientists and engineers, such as asking questions and defining problems, planning and carrying out investigations, and presenting arguments based on evidence. The standards emphasize that students use these practices with important core ideas in each science discipline — including engineering — and with crosscutting concepts, as tools through which students can make sense of the world and connect ideas across disciplines. Together, this is three-dimensional learning: an equitable approach that helps science education reach all students.

To empower students to think critically, analyze information, and solve complex problems, the standards are arranged so that students have multiple opportunities — from elementary through high school — to build on the knowledge and skills gained during each grade. Students revisit key concepts and expand their understanding of connections across scientific domains” (www.nextgenscience.org, 2022).

The information above is provided for our newer Board members and as a refresher for our veteran members. It captures the importance of using our NGSS data to refine our teaching practices and curriculum. By refining our practices, we are positioning our students for success once they leave our high school and enter the next chapter in their lives. To ensure we accomplish this goal, we have a multipronged approach in place that includes work at all sites.

At the grammar school, Science Coaching sessions are an important element that is in place. In addition, walk-throughs were scheduled throughout the year to ensure the curriculum is being implemented with fidelity. At GHR, the coaching and walkthroughs provided greater disaggregation of NGSS results by

strong/weak Performance Expectations. Each grade level implemented two formative NGSS aligned assessments using the platform "Inner Orbit," and also completed one Performance Task. The data analysis of NGSS assessment supports the need for focus on Engineering and Modeling (Artifact OO: NGSS Practice - Explanatory Modeling).

At CNH, Grade 5 NGSS results were shared with current Grade 6 teachers. Patterns were reviewed looking for weak NGSS Performance Expectations and then related SLO goals were set. Data review meetings were temporarily repurposed to provide for some additional coaching. IABs were reevaluated to better align with NGSS (Artifact PP: CNH NGSS Science Assessment Guide (21-22)).

At CHS, staff worked to disaggregate NGSS data by Performance Expectations to identify areas for improvement and to adjust curriculum, instruction, and assessment based on the data. CHS also reevaluated IABs to better align with NGSS and support for teachers was expanded through the new STEM specialist and additional coaching time (Artifact QQ: CHS NGSS Science Assessments Guide 21-22).

The Teaching and Learning team developed a comprehensive assessment plan for Grades 3-12 to include three performance tasks at each grade level. These performance tasks are aligned to three important science and engineering practices: Planning and Carrying Out Investigations, Constructing Explanations and Designing Solutions, and Developing and Using Models. The plan is to provide professional development for teachers on each of these types of performance tasks over time. That work is just beginning (Artifact RR: NGSS Science Data Breakdown for Coventry Public Schools; Artifact SS: NGSS Modeling Task Rubric Scoring Guide [template]; Artifact TT: NGSS Engineering 3D PT Scoring Guide [template]; and Artifact UU: STEM Coaching Tasks Accomplishments).

- 1.10. *Prioritize and address the action steps in the Special Education Plan developed in response to the areas of opportunity identified in the District Management Group (DMG) study with a singular focus on support for students with intensive needs.***

One of the biggest drivers in the budget, right behind salaries and benefits, is the cost of special education services. We are always evaluating the cost of delivering services to determine if we can improve the level of our programs and also reduce overall expenses. As a district, we have done outstanding work in this area. Our in-house programs not only achieve outstanding results, but provide significant cost savings to the taxpayers.

We will always need to look systemically at special education resources and the delivery model, continually assessing if there is more to be done to build on the great services we have and to maximize resources to reduce expenses. Sometimes, there is great value in having individuals outside of one's organization evaluate services and resource levels. To this point, it was a great benefit to contract with the District Management Group (DMGroup). As stated on their website, "DMGroup leverages management principles and education best practices to help public school and district leaders effect system-level changes that raise student achievement and improve performance. Since our founding in 2004, we've partnered with hundreds of school districts across the country, of all sizes and demographics, to bring about transformational, systems-level improvements that have lasting impact for students."

DMGroup was selected because over the years, their case studies related to their work in improving services at a reduced rate came to the forefront. In addition, several district leader colleagues spoke highly of DMGroup's work and how their guidance has improved services for students.

This work in Coventry started several years ago, but was stalled due to the pandemic. When we began, the study included staff and stakeholders at all levels. To ensure a collaborative process and to increase the likelihood of collecting valuable data, there was ongoing communication with parents as well. The goal of this work was to produce results that improved services for our general education and high needs students. These recommendations are designed to net zero or reduce the overall school budget.

Last year, our work to support students with intensive needs focused on

the refinement of our Individualized Education Plan (IEP) process and development. This would ensure programs were customized to student needs and found the right balance between supporting our students and at the same time encouraging their growth and development through goals that exceed perceived limitations.

Our work this year focused on the MapHabit's pilot. Below is information that was contained in the parent permission form that was sent to families that had children who could benefit from participating.

MapHabit is a visual mapping system built to promote independence. The innovative application utilizes a system of personalized maps that outline step-by-step instructions to reinforce routine habits and help individuals accomplish tasks independently. The MapHabit platform utilizes a patented visual mapping system with smart devices to improve cognition and reinforce routine habits.

In this pilot, students, with assistance from school personnel, will utilize the MapHabit technology to gain independence with key tasks in the school environment. Tasks targeted will be chosen specifically for a student and will be individualized to meet their exact needs. One clear goal of the special education department is to foster as much independence as possible for every child in the district. This is a particular must for children with special needs. The MapHabit program, first utilized with individuals with dementia, demonstrated tremendous results in improving quality of life by enabling individuals to perform routine tasks independently. In 2020, MapHabit partnered with the LuMind IDSC Foundation to offer children with Down Syndrome, who were 7 to 17 years of age, access to the MapHabit System as part of an initial research collaboration.

Conclusions of the research were reported as such: "The findings reported in this proof-of-concept study are the first instance of the MapHabit System being utilized by individuals with developmental disability. These initial finds demonstrate that the MapHabit System addresses the need for a

personalized low-risk, low-cost, readily available, and portable assistive technology tool that assists with independence amongst families with children living with Down Syndrome. Furthermore, the MapHabit System may be applicable to a broader range of neurodiverse individuals across the lifespan.”

As a district, we selected students who need a great deal of support and often rely heavily on adult assistance, often from a 1-1 para-educator. With that support, a fine line between over-guiding, guiding, and independence becomes a constant challenge. MapHabit will foster independence. Social stories and maps integrate words and pictures (audio and visual) to illustrate appropriate actions and behaviors for a variety of situations.

To initiate this program, administration met with special education staff to determine which tasks children need to work on mastering independently within the school environment. Then, staff contacted parents/guardians to explain the pilot program. Once permission was obtained, administration met to determine what elements were needed for each child’s map(s). Administration then worked with staff at MapHabits to build these maps for each child taking part in the pilot program. Once the maps are created, a schedule of use of the maps are developed for each child. Once a child begins using a map, the actual map collects data on how effectively the child utilizes the map and completes tasks independently.

Currently, we have five students with intensive needs in the district participating in the MapHabits.

To further the goal of independence for our special education population, we conducted professional development for our parents on the topic of “Fostering Independence.” We also evaluated our staff support for students and, when possible, changed the 1-to-1 support to 2-to-1. To date, this has proven to be effective.

1.11. Prepare for the large-scale change from the district’s current platform that manages students’ Individualized Education Programs (IEP) and 504 plans,

to the Connecticut Special Education Data System (CT-SEDS) for full implementation by July 1, 2022, as required by the State Department of Education.

“In September 2020, the Connecticut State Department of Education (CSDE) entered into a partnership with the Public Consulting Group (PCG) to support its goals and vision of developing a comprehensive statewide Special Education Data System (CT-SEDS) to make available to all of its local school district partners in 2022. CT-SEDS adaptive electronic Individual Education Program (IEP) document is being designed to improve format and flow of information with intuitive, easy to use displays. The new system will include a parent portal for families to access their student’s IEP and other important information as well as a language translation feature to ensure that parents receive information in their native language. The new and improved document will also assist Planning and Placement Teams (PPTs) in navigating the special education process, leading to the development of high quality IEPs for Connecticut’s students” (State Department of Education) (Artifact VV: CT-SEDS Frequently Asked Questions).

As you can imagine, this changeover is going to be significant and is high stakes. IEPs are legal documents related to what the district has committed to providing, and we must ensure the safe guardian and access to these documents.

Transition from Frontline IEP/504 Direct to the CT-SEDS platform developed in collaboration with PCG. Bryan Klimkiwicz, Bureau of Special Education Director, holds weekly hour-long meetings to update directors on progress for implementation July 1, 2022. Coventry’s PSSS Director has been active in these meetings.

During this year, all certified PSSS staff were involved in eight 90 minute sessions for IEP Quality Training. One example of the shifts is in the verbiage. IEP “pages” will now be referenced as “sections.” The only available choices in CT-SEDS will be Connecticut Core Standards. This will provide the opportunity for case managers and service providers to truly individualize goals, objectives, and

accommodations. The SDE is currently running CT-SEDS Preview Sessions for directors. In addition, there are plans to train directors and their support staff in June.

Coventry has allocated 10 expert CT-SEDS Trainers. The trainers receive a \$500 stipend from the CSDE and are responsible for attending a 4-hour training session between July 1 and September 1, 2022. These expert trainers will have access to a library of resources and a direct contact line with CT-SEDS/PCG representatives for assistance needed. The expert trainers are expected to familiarize themselves with the self-guided resources to support staff in IEP development.

The transition from Frontline to CT-SEDS requires data transfers (IEPs, document repository, and contact logs). Frontline has agreed to download three years of data (IEPs and document repository) that our Technology Department will then upload to CT-SEDS. Any download of information beyond three years will be the district's responsibility. In addition, inactive files will not be part of Frontline's download. PSSS and the Technology Department have been meeting monthly to develop workflows to ensure we have access to all of the information needed. It has been confirmed that Frontline's plug-in to PowerSchool will remain in effect with our membership, so general education staff will have access to existing IEPs/504s.

All new IEPs will be developed in CT-SEDS beginning July 1, 2022. Given that staff won't have training on CT-SEDS until summer/fall, PPTs scheduled for September and October have been moved back to this spring.

Again, this is a major undertaking that will be, without a doubt, challenging. The PSSS Director has put numerous measures in place to ensure we are prepared for this transition based on what we know at this time.

1.12. *Explore the possibility of developing opportunities for students in our 18-22 year old program to attend college courses.*

As I noted in the previous goal report, I knew there must be a way to add additional opportunities for some of our most challenged students. My experience

with this population has districts providing life skills and vocational training primarily focusing on low-level jobs that, for example, involve tasks such as cleaning up food court areas in colleges and other public eating spaces. Coventry needed to set the bar higher for these students and dare them to excel to more meaningful and complex occupations. With the outlook of the pandemic looking better, this was a goal that could be revisited.

This year, the Transition Coordinator for this program continued to explore college opportunities for students in our 18-22 Transition Program. Manchester Community College (MCC) has such opportunities for students who are well suited for our students for multiple reasons: low tuition, financial aid, and the proximity to Coventry. With that, this year, we had one student take an online class at MCC. Additionally, there is a student in the process of applying to MCC. The intent is for this student to go to MCC part-time and attend Coventry's Transition Program around class demands.

Connections were also made with Goodwin University. Unfortunately, now that Goodwin has transitioned to university status, tuition cost has become a barrier. However, we will continue to explore other options should students wish to attend Goodwin University. Our Transition Coordinator has assisted one family with applications to Mitchell College (New London) and Landmark College (Putney, Vermont). Staff attended a webinar with Landmark College in October. Their support and services are wide and varied for students with disabilities and we believe this would be an ideal option for our students. Also, district staff has planned to attend MCC's annual Transitioning to College for Students with Disabilities event this year, which is scheduled for March 30.

1.13. *Implement measures to evaluate and refine interventions in reading and math and incorporate best practices in scientifically researched based interventions.*

"RTI is a tiered-model approach for supporting struggling students and identifying possible learning and behavior needs. Here are the three tiers:

All students receive high-quality instruction. This instruction is research-

based and includes differentiation (tier one).

Then, students who are not progressing adequately in the regular, high-quality classroom are provided with some type of intervention -- an additional, smaller math or reading class, for example (tier two).

If a student is still struggling, then he receives one-on-one targeted intervention that speaks to his specific skill deficits (tier three).

If desired results do not occur, a formal evaluation and data from tier one, two, and three are used to determine any eligibility for special education services” (Intervention for Failing Students: What Matters Most?, Alber, Rebecca, April 2011).

Special education is a major driver in any district's budget. With this in mind, I knew that we needed to put measures in place to ensure our intervention programs addressed students’ areas of challenge to avoid the potential for these students entering the special education track. Over the past few years, we evaluated and made significant shifts in our approach. However, to validate the effectiveness of these programs, we have set procedures to evaluate and refine these programs. Some of these measures include comprehensive data analysis, quarterly district K-12 intervention review sessions, and classroom walkthroughs.

At CGS, this was the first year implementation of *Story Friends*. “Story Friends is a research-based, supplemental Tier II intervention program for use in preschool and kindergarten classrooms. The program includes interactive storybooks and audio recordings used together to develop vocabulary, concepts, and comprehension skills. At small group listening centers, children listen to recorded stories and lessons that encourage interactive responses. During each 10 to 15 minute session, children listen to a story, engage in vocabulary activities, and respond to comprehension questions that promote critical thinking” (Brookes Publishing, 2022). During the pandemic, this program served our kindergarten population well as an additional tool to address those students experiencing challenges.

Equipped for Reading Success by David Kilpatrick was an additional resource brought in to address the needs of students in kindergarten and grade 1. Staff in both grades attended professional development to implement this phonemic awareness program with fidelity. In addition, staff at CGS implemented sound walls in place of word walls. Staff also attended dyslexia professional development. In math, a second math interventionist allowed for students to access the assistance of this certified staff member when needed. Additionally, a newly created modified math program for students with cognitive deficits was put into place this year.

At GHR, in addition to restarting the K-5 Intervention meetings, monthly reviews of programming and individual student data took place. To accelerate learning, staff implemented a Reading Boost September - October, and also began math intervention in September for students who had ended the previous school year in intervention. Through the Intervention Referral Team, which meets two times a month, staff used timely data to adjust students receiving intervention, including the program duration and group size. To ensure that staff were implementing research based programs with fidelity, we provided MobyMax, ALEKS, and Leveled Literacy Intervention training in September for new staff. In March, a special education teacher attended a week-long Orton Gillingham training. We were also fortunate to have a UCONN intern for our math intervention program and, as you are aware, GHR added a second math interventionist (Artifact WW: GHR Math Intervention Update 2021-2022 and Artifact XX: GHR Math Intervention - Data Sheet Example - 2021-2022).

At CNH, student assessments occur three times a year in reading. Interim assessments also occur once per quarter. Staff tracked student progress using their goal setting forms. Any students earning a level 1 or 2 on their 2021-2022 SBAC were evaluated to determine if intervention was needed. During Literacy Council, staff and the administration regularly evaluated current programming. Students in math intervention are monitored weekly through our ALEKS math resource. The Math Team meets quarterly to review student progress and make

any changes based on their data. This includes moving students in need into math intervention as well as exiting students. Math intervention teachers reteach current topics being taught in the general education math class and support students with math homework as an additional level of support (Artifact YY: CNH Reading and Math Intervention Updates 21-22 and Artifact ZZ: CNH Math Intervention - Data Sheet Example - 2021-2022).

At the high school, dyslexia training for the reading specialist through Riverside Insights was provided to further enhance their skills. Use of BAS was a new addition at the high school for unique cases. With that, we lean heavily on the Basic Reading Inventory to track student progress at the high school. Staff also developed school-wide vocabulary strategies and science annotation strategies to support those students who are receiving intervention. With the new refinements to our approach to math intervention, we continue to look to the ALEKS program for pacing and tracking of student progress. As a reminder, ALEKS content is aligned with our high school math classes. Student goal setting is also a key component of ALEKS.

Although I reference this in a few areas in this section, the addition of the two math intervention positions has allowed us to expand our services, address unfinished learning, support more instruction in the Tier I classroom, and provide enrichment.

The curriculum team reviewed additional evidence-based programs and added Story Friends at HEEC (as well as in kindergarten, as noted above) for early literacy intervention for students at risk for reading difficulties. The curriculum team also attended a Haskin Labs meeting to review the Grades 2-5 research-based Empower Program as possible intervention for students with dyslexia. This was followed by a demonstration held with reading interventionists. The Empower Program is a research based intervention being used in studies at UCONN for supporting the reading achievement of children identified with dyslexia. Staff overwhelmingly believe this intervention will be beneficial to address the challenges that resulted due to the pandemic (Artifact AAA:

<https://haskinsglobal.org/empower/>). As part of our early reading intervention program, the curriculum team identified a need for a more uniform district process for dyslexia identification and more specific programming for identification. Collaborating together, PSSS staff, reading interventionists and K-12 specialists worked to design professional development on dyslexia that was presented in late February. Part of this training included the beginning of the development of a uniform process with a collaborative approach and the identification of assessments for dyslexia identification.

The Director of Teaching and Learning attends site meetings periodically and meets with reading and math interventionists at each of the sites regularly. The T&L team also engaged in planning with the CHS reading teacher on implementation of reading interventions for 2022-2023 in the new model for delivery of services for students identified for special education. This new model will continue to include general education students as well as students identified for special education in the delivery model and will continue to use Grade 9 science content and Grade 10 social studies content for the teaching of reading skills for students in Grades 9 and 10 in reading intervention. The team also reviewed program training needs for all interventions as well as Tier I programs and provided additional beginning training and refresher training on a variety of programs including intervention programs: Leveled Literacy Intervention, Orton Gillingham, Foundations, Just Words, Lexia, Bridges for Intervention, Pre-K Eureka Math, Moby Max, ALEKS Math, and Reflex Math (Artifact BBB: CHS Reading and Math Intervention Update - Feb 2022).

The T&L team also worked with staff to refine the K-2 Bridges intervention program, which went from counting to 10 to teen numbers. The math interventionist at CGS and the K-12 math specialist looked at a variety of resources to create Tier II subitizing, addition, and subtraction materials.

Additional support for this goal included the technology leadership attending training on the new eduCLIMBER interventions module to support intervention district-wide. They are currently working with district

interventionists, curriculum specialists, and the Director of Teaching and Learning to ensure the module reflects the work within the district and contains the appropriate interventions. We are working to pilot the module with a small group once the initial setup is complete.

1.14. *Develop a comprehensive plan to manage and monitor the Elementary and Secondary School Emergency Relief (ESSER) II and American Rescue Plan (ARP/ESSER) funds with a focus on constructing strategies to avoid future financial challenges as resources expire.*

As the Board has been briefed, significant work has gone into the development of a plan to support our students, but also to avoid the potential for a significant financial impact to future operating budgets (Artifact CCC: CSDE ARP/ESSER Guidance; Artifact DDD: ARP/ESSER III Budget Proposal - BOE 07-29-21; and Artifact EEE: ARP/ESSER III Proposed ARP ESSER III Budget - BOE Presentation).

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

Objectives:

2.1. *Enhance opportunities for students related to diversity, equity, and justice at each school.*

“We have to start by taking a whole-child approach. We must understand that our students’ needs come before the curriculum or standards. We have to know our kids and where they’re coming from—both where they live and their perspective. To do this, we have to move out of our comfort zones and into a place of discomfort to accept students however they show up to school. Having these conversations with students will allow them to get comfortable with the infinite possibilities of who they are and where they are in their educational journey. (9 Ways to Promote Equity in Our Schools, Joseph, Matthew, 2021)”

This short excerpt captures what the world of education is up against. As educators, we are charged with the work of preparing students for the life outside of our school walls. The key words in this short quote are “we have to move out

of our comfort zones.” To do this can involve a whole host of emotions from both students and parents, both productive and unproductive. This is okay because to make progress, one must experience challenge and resistance, but good can come out of it. This year, we put key elements in place to advance this work and support students in their acceptance of others who may be different than they are.

At CGS, the social worker provides a monthly link for teachers for read alouds connected to holidays/events that take place all over the world of which students may not be familiar. An example of their announcement is as follows: “National Hispanic Heritage Month is a period from September 15 to October 15 in the United States for recognizing the contributions and influence of Hispanic Americans to the history, culture, and achievements of the United States. Here is a link with a few books you can read with your class (provides appropriate ages as well): <https://www.adl.org/blog/9-must-read-childrens-books-for-national-hispanic-heritage-month>.”

CGS also experienced virtual author visits from award winning Derrick Barnes (January 14) and Marilyn Nelson, Newbery Honor winner (March 10). The virtual visit by Marilyn Nelson gave students an opportunity to meet with a real author who attended UCONN. Students were read to and given an opportunity to ask questions specific to the author's craft. Questions included, Where do you write? Do you keep a journal? What advice do you have for children who might want to be authors when they grow up?

At GHR, equity training with Paul Vivian and Audley Donaldson was provided for Grade 5 Students on October 19, January 7, and February 8. GHR's Morning Meetings recognize and celebrate diversity (Hispanic Heritage month, Veterans Day, Disability Awareness, Black History Month, etc.). Two Grade 5 classes participated in the Faces of Culture grant through EASTCONN that included a partnership with classrooms from Hartford Public Schools. As was the case at CGS, students also had a virtual visit from author Derrick Barnes, who wrote Ode to the Crown. Grade 5 Student Council members participated in the CAS Elementary Leadership Conference in January. There was also a mentor text

for the school year which was read by all classrooms - "Just Ask" by Sonia Sotomayor. This text focused on students with various disabilities.

At CNH, students also participated in equity training with Paul Vivian and Audley Donaldson. In October, students celebrated the "dia latinx festival." This festival gave students an authentic multicultural experience that was filled with exciting activities including mini art projects, dancing, cooking, snack rooms, and other various hands-on activities. In November, students participated in a Native American Heritage celebration. In January, there was a Chinese New Year celebration. You may remember the video I shared from this event.

The social studies department continues to develop lesson plans that incorporate minorities and women. Examples of that included: Looking at Native American tribes in America and a student choice project on Revolutionary War period historical figures that include options of African American women, Caucasian women, Native Americans, etc. The science department continues to add scientists to lessons who are female or from different backgrounds/races/cultures. In February, students participated in a virtual Black History field trip that "took" students to Washington, DC and Atlanta, Georgia to view and learn about the history of some of our famous African Americans.

Paul Vivian and Audley Donaldson also worked with Grades 9 and 10 students at CHS during their English classes. This work supported the district's commitment to diversity education for students. CHS has also prepared for the implementation of the full-year African American/Black and Puerto Rican/Latino Studies elective for the 2022-2023 school year and beyond. The curriculum was presented to the Board of Education on December 9, 2021 and has been incorporated into our Program of Studies for the 2022-23 school year for student selection.

Professional development time was also allocated to all teachers at CHS to review current lessons, presentations, assessments, and classroom visuals to include more diversity. In addition, Linda Darcy from CREC continued to work with a core group of teachers on anti-bias and diversity in education during

professional development days.

CHS staff has also been working with the Windham chapter of the NAACP to invite guest speakers from various professions to speak to our students about their experiences. To date, they have welcomed in an electrician, a substance abuse counselor, a certified yoga instructor, and a post incarceration specialist. They are working on scheduling an accountant, an entrepreneur, and an attorney. Teachers in Health, English, Business, Science, Special Education, and Social Studies have hosted or expressed interest in hosting these guest speakers.

Teaching and Learning staff coordinated the district-wide work noted above with Paul Vivian and Audley Donaldson. Mr. Vivian and Rev. Dr. Donaldson are “respected local diversity training consultants who have been offering workshops on diversity to school districts in Connecticut for over 25 years. Vivian was the director of Meriden Children First. He’s white and lives in Southington. Donaldson is an Episcopal priest at St. Stephen and St. Martin’s Episcopal Church in Brooklyn where he lives. Donaldson, who is black, migrated to the United States from Jamaica in 1984 after accepting a scholarship from Yale School of Medicine and Yale Divinity School. Their presentations address differences with race, stereotypes, family composition, bullying and bystanders. They use humor, empathy, and authenticity to tackle sensitive topics including discrimination related to age, gender, abilities/disabilities, and race. Vivian and Donaldson use their friendship to show students that people with different backgrounds can get along” (excerpt from bio).

2.2. *Implement the Aperture Education Collaborative for Academic, Social, and Emotional Learning (CASEL)-aligned social and emotional learning system to provide a universal screener for all students K-12, and use the data to support students’ social and emotional growth through strength-based strategies to further address needs students have experienced as a result of the pandemic.*

“From the very first waves of school closures and lockdowns in 2020, the pandemic significantly damaged children’s mental health in ways teachers are still coping with and researchers are still struggling to understand.

A new analysis of research across 11 countries including the United States

in the journal JAMA Pediatrics finds widespread anxiety and depression among those 19 and younger in the earliest days of the pandemic, exacerbated by greater screen time and less physical activity, and coupled with fewer adult supports to ensure children stayed out of dangerous situations.

Researchers studied the effects of school closures from February through July 2020, across 36 studies including nearly 80,000 children and adolescents and more than 18,000 parents in 11 countries. Across the studies:

Eighteen percent to as much as 60 percent of children and adolescents across the board had strong “distress,” especially symptoms of anxiety and depression, which affected more than 1 in 4 adolescents in some countries.

Research also showed a rise in screen time and social media use, while some studies found a decline in physical activity—both trends which have been linked to greater risk of depression among children.

Child protection referrals also dropped, with the decline ranging from 27 percent to nearly 40 percent across countries and studies. The data showed much of this decline came from a lack of school referrals, suggesting that because students were in less day-to-day contact with educators and other adults, signs of abuse or neglect were more likely to go unnoticed.

However, studies found no significant connection between school closures and suicide among young people, at least in the first months of the pandemic”(New Research Shows How Bad the Pandemic Has Been for Student Mental Health, Sparks, Sarah D., 2022).

Although lengthy, I thought this passage validates how serious the issue of our students’ mental health is and how it requires immediate attention. As superintendent, what concerns me the most is overlooking a student in need. This can occur due to a variety of reasons. As a smaller district, we are fortunate that almost every student has a connection with a staff member. However, that doesn’t mean that a student who may be struggling may present in a way that would not be alarming. This is why the use of the Devereux Students Strengths Assessment (DESSA) Aperture SEL as a universal screener is so appealing. This instrument

greatly increased our odds of supporting all students who were in need of assistance. As noted on Apertures's website, "Directly aligned to the CASEL framework, the DESSA is a nationally standardized, strength-based behavior rating scale that assesses students' social and emotional competence with editions that support students K-12. The DESSA provides a common lens and language for crafting an SEL program that involves educators, parents, and students. The DESSA is commonly used to inform the delivery of SEL at Tier I, Tier II, or Tier III as well as measuring the results of that delivery..."

To implement the screener, district-wide committees were established. The district and school committees received training on the implementation and use of resources (Artifact FFF: DESSA Aperture SEL Assessment Training Schedule). Summer training sessions focused on the Introduction to the Aperture System and the early fall sessions focused on Analyzing and Utilizing Data from the Aperture System. The DESSA assessment screener was administered twice during the year for students in Grades K-8 with a more extensive assessment to be administered for students who score in the "Need for Instruction" range. Assessment focuses on the following categories: self-awareness, self-management, social awareness, relationship skills, goal directed behavior, personal responsibility, decision making, and optimistic thinking. K-8 teachers completed the screening of students and students in Grades 9-12 completed the inventory about themselves and set their own goals for growth.

At CGS, they established a school leadership team with representation from each grade level, in addition to PSSS staff and administration. The leadership team attended training prior to the start of the school year and throughout. All classroom teachers and the leadership team attended two rater-trainings, one in October and one in November. Following the administration of the assessment, the social worker and school psychologist reviewed the data. Students who scored in the red range were administered the full DESSA. In addition, Aperture resources were accessed for Tier I, II and III reinforcement and intervention.

At GHR, the school leadership team also received training prior to the start

of the school year and throughout. Teachers were then trained in October and November and administered the screening in October and January (the next is scheduled for May). For students who demonstrated a lack of SEL skills with specific competencies, teachers administered the more comprehensive DESSA in November and will again this May. During the November professional development day, the DESSA leadership team created an Action Plan. Additionally, five lessons were created for whole school implementation based on the identified areas of weakness with "goal directed behavior" and "personal responsibility." For students identified in the at-risk range, counseling goals were revised and new groups were formed with the school psychologist and social worker. Also, a school-wide connections activity was conducted in the fall and will be again this spring to assess the students who have a strong connection with staff. Last, the DESSA screening results informed students selected for after-school programming and informal counseling (Artifact GGG: GHR DESSA Action plan 2021-2022).

At CNH, the school leadership team attended training sessions in August and November. The initial screening was conducted in October. The data collected was analyzed by the school team to determine Tier I - Whole School Advisory Lessons, which students required Tier II support over an 8-10 weeks period, and Tier III mentors to support individual or small group (2-3 students) sessions. Students already identified through special education or 504 received targeted lessons during existing counseling sessions. The school also adopted Suite360, an online resource to target Tier II and Tier III support for students. The Suite includes interactive lessons and videos individualized based on the needs of the student (Artifact HHH: CNH DESSA Action plan 2021-2022).

The CHS team trained on the DESSA SEL Student Self Survey administration in August. The student self survey was administered in October during Advisory. The data from the survey was reviewed by staff for both aggregate results and individual needs. The school support services staff created Advisory lessons to help support growth on 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 (Artifact III: CHS DESSA Action Plan 2021-22).

2.3. *Support the new Open Choice program and continue efforts to reduce racial, ethnic, and economic isolation and develop a more diversified student body.*

“For more than 50 years, the Hartford Region Open Choice Program (formally Project Concern) has been offering Hartford students the opportunity to attend public schools in suburban towns, and suburban students the opportunity to attend public schools in Hartford, at no cost to the student's family.

The goal of the Open Choice Program is to improve academic achievement, reduce racial, ethnic and economic isolation and provide all children with a choice of high quality educational programs.

Research studies show that students in integrated schools are more likely to graduate from high school, go on to college, and graduate from college than their segregated peers. Many Open Choice students are also performing at rates that are higher than their peers statewide” (<http://www.crec.org/choice/>).

The overview above provides the background and associated reasons why becoming a member of the Open Choice Program is essential to the development of our students. As presented to the Board of Education by the Capitol Region Education Center (CREC) staff, the benefits are many: racially and socioeconomically diverse schools offer students important social-emotional benefits by exposing them to peers of different backgrounds; the increased cross-cultural dialogue that results from these interactions are beneficial for civil society; when school settings include students from multiple racial groups, students become more comfortable with people of other races, which leads to a dramatic decrease in discriminatory attitudes and prejudices; integrated classrooms can improve students’ satisfaction and intellectual self-confidence; learning in integrated settings can enhance students’ leadership skills; diverse classrooms prepare students to succeed in a global economy; and integrated

classrooms encourage critical thinking, problem solving, and creativity. These highlighted benefits from CREC's presentation make the undeniable point that only good things, which will better our world, could come from educating students in classrooms with a more diverse population (Artifact JJJ: Open Choice Presentation - BOE 09-2020)."

I believe the above quote from last year's goal document will be highly beneficial to the newest members of the Board and possibly for those who have supported Coventry's journey to become a partner district with Open Choice along the way.

To ensure we were prepared, the district worked with staff at CREC to develop an Onboarding Plan (Artifact LLL: Open Choice Onboarding Recommendations - November 2020). This plan required extensive training. After spending a significant amount of time training our staff through our diversity and equity professional development plan, we were fortunate to welcome a student into our grammar school this year. District administration and CGS staff worked tirelessly to develop marketing materials, attend Open Choice onboarding workshops and meetings and last, but most importantly, meet with families from Hartford that expressed an interest in Coventry schools. As with any new initiative, it requires patience and persistence. We knew enrollment would be low initially; however, the pandemic exacerbated this even more than we imagined.

As part of this program, we received the Open Choice Academic, Student and Social Support Grant (\$11,125). This resource was used to fund the Open Choice Liaison's salary as well as a district-wide book study of Zaretta Hammond's Culturally Responsive Teaching and the Brain (Artifact MMM: Open Choice Academic Student and Social Support Grant Application).

In February, we received the Open Choice Increasing Acceptance Rates and Increasing Educational Opportunities Grant for \$3,300. As outlined in our grant document, "\$1,650 funding will be used for a variety of purposes to increase acceptance rates for Open Choice students in Coventry Public Schools. Outreach support to facilitate acceptance will include monies for postcards and mailings.

Acceptance kits for grammar school students will be created including a variety of materials such as backpacks, welcoming books, spirit wear, and stuffed animals of our school mascot. In addition, we will purchase an iPad for student use on commutes to and from school.

The remaining funds will be used to promote continued academic engagement and to provide social and emotional support during the week of school spring vacation. We will offer Kindergarten April Camp for a selected group of Kindergarten students. This program will be offered for three hours on three days of April vacation, April 12, 13, and 14. Kindergarten Camp will provide students with opportunities for purposeful play, personalized literacy and math instruction, and activities to support social and emotional learning. Kindergarten Camp will be run by a certified teacher with the support of a paraeducator. Books will be purchased to establish a mini library for each student and a small pen, marker, and pencils kits will be provided to each student. Instructional supplies for camp activities are included along with camp t-shirts for each participant.”

We will make seven seats available again this year for kindergarten. We had hoped to make some seats available in grade 1, but due to enrollment projections, this will not be possible for the 22/23 school year.

2.4. *Explore next steps related to attracting international students to Coventry by vetting agencies that support international student experiences.*

Each time it appeared we were putting the pandemic behind us, a new variant derailed progress. It started with the UK Variant. This was then followed by the Delta Variant, which was quickly overshadowed by the Omicron Variant. As one can imagine, the ongoing off and on surges in COVID-19 cases delayed our progress on this goal significantly. Hopeful that better days are ahead, we want to be prepared for the opportunity to attract international students to our district. This year we refined our marketing materials. In addition, the technology staff has been working with the high school administration and other key personnel to develop an “International Student Program” webpage within the CHS website. I am hopeful that we will be able to move forward and be ready this summer to

market the district to international students. Should this be the case, I will update the Board.

2.5. *Continue the work of the District Attendance Committee to reduce chronic student absenteeism and establish consistent procedures aligned with recommendations from the State Department of Education (SDE) Bureau of Special Education.*

“Governor Ned Lamont and his administration launched LEAP for K-12 students struggling with absenteeism and disengagement during the COVID-19 pandemic. \$10.7 million of Connecticut’s federal COVID-19 recovery funds the initiative.

The Learner Engagement and Attendance Program (LEAP), targets 15 school districts across Connecticut. Through the program, support personnel connect directly with families and students to establish trusting relationships, help return them to a more regular form of school attendance, and assist with placement in summer, after school, and learning programs.

Home visits also help connect students and families to critical student needs, including behavioral and mental health issues, housing, childcare, lack of technology, and other educational needs” (Artifact NNN: CSDE Overview of LEAP - <https://portal.ct.gov/SDE/Chronic-Absence/Learner-Engagement-and-Attendance-Program-LEAP>).

This initiative came about due to the number of students who essentially “disappeared” during the pandemic when the majority of districts stayed in a remote learning platform. Although Coventry was not one of the districts mentioned when the Governor’s office identified the 15 districts, we felt it was important to be vigilant about supporting our students who may have become disenfranchised with school (Artifact 000: CSDE Presentation Student Attendance, Engagement, and Support 06/29/2021).

This initiative started with the district networking with EASTCONN for LEAP training which was provided for our staff. Our PSSS Director also joined the CSDE Community of Practice Monthly Meetings. The PSSS director assembled a

team to get this program off the ground. Part of the team's work included establishing district-wide quarterly attendance meetings, working with the technology team to put in place the PowerSchool Attendance Monitor Plug-in, and district streamlining and documentation of all best practices and strategies attempted. A final step was looping in all staff through a presentation provided during professional development time. This training included attendance protocols and district practices and procedures (Artifact PPP: Attendance - Staff Presentation - August 2021).

At CGS, weekly attendance meetings with the principal, nurse and social worker were conducted. Key staff attended the District Attendance Committee meetings. A similar approach was taken at GHR, with attendance reviews taking place every two weeks.

CNH took a slightly different approach. Weekly clinical team meetings had a standing agenda item to review attendance. As was the case at all sites, quarterly letters for students who have attendance concerns were sent home. High school administration and staff collaborated with the PSSS Director and members of the district and School Attendance Committee to ensure practices were aligned in recording, reporting, and responding to attendance issues. A standing agenda item was created to review attendance data at every Student Assistance Team meeting.

Virtual or in person parent meetings and/or home visits were completed district-wide, when needed, for students with chronic attendance issues. In the past, home visits were rare; however, due to the increase in chronic absenteeism, we implemented this as a strategy. To support this change, we provided training for our support staff.

As of this writing, to address concerns related to this goal, we increased our tutoring support by 70%, attendance letters by 575, PPT meetings for the purpose of attendance by 67%, 504 meetings by 56%, parent meetings by 27%, and last, home visits by 25%. Based on information shared from our support staff, we believe we are seeing a decrease in chronic absenteeism, but due to the impact

COVID-19 protocols have had on student attendance, it is difficult to validate this with data. Should the protocols put in place remain for the 2022-2023 school year, they would greatly increase our ability to track student attendance data and the number of students identified with chronic absenteeism.

(Attendance Artifacts - Artifact QQQ: Guide for Student Attendance Processes; Artifact RRR: Teacher Attendance Code Clarification for Remote Learning Option; Artifact SSS: DW Chronic Absenteeism Protocols; Artifact TTT: Sample Attendance Notification)

2.6. *Develop a comprehensive plan to implement the work outlined in the two security grant applications to ensure required completion dates are met, if the grants are awarded.*

Due to the nature of the topic of this goal, all information related to its accomplishment will be presented to the Board in Executive Session at your meeting on May 26, 2022.

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

Objectives:

3.1. *Provide additional cultural competence training for all teachers in each school to support them in recognizing unconscious bias, understanding the role of culture in education, and using students' cultures as a basis for learning.*

The school year started with the presentation, Productively Addressing Hurtful, Biased Comments or Actions (Artifact UUU: Productively Addressing Hurtful, Biased Comments or Actions Proposal) with Gloria Mengual, Diversity and Inclusion Specialist for Open Choice. All teachers at HEEC, CGS, GHR, and CNH attended the sessions in late August. Topics included the following: 1. Bias, Prejudice and Discrimination in CT Schools, 2. Teacher Comfort Level in Addressing Prejudice and Discrimination, 3. Race Through a Child's Eyes, 4. Do's and Don'ts as They Relate to Addressing Youth's Statements and Actions, 5.

Strategies to Address an Incident, 6. Prevention Strategies, 7. Student Created Group Agreements, and 8. Non-violent communication.

District leadership attended the CAS virtual Education Equity Summit Part 2: Inclusive Excellence. This Summit featured Principal Baruti Kafele, author of The Equity & Social Justice Education 50; Ingrid Canady, SERC Executive Director; and a Special Panel with CT Principals and their faculty members.

Linda Darcy, Coordinator of Professional Learning at CREC, conducted a series of workshops to core groups of teachers at each school in October, November, January and February (Artifact VVV: L Darcy 2021-2022 Equity Conversations Presentations). Linda Darcy also conducted two presentations for CNH and CHS assistant principals, counselors, social workers and school psychologists on strategies for working with students who persist in behaviors or using language offensive to other groups of students including students of color or LGBTQ+ students.

Throughout the year, all certified staff at each of the sites engaged in a book study of *Culturally Responsive Teaching and the Brain* by Zaret Hammond. During faculty meetings and professional development days, teacher leaders and administrators led nine separate study sessions for teachers with opportunities for close reading, small and large group discussions, and review of support materials created by our staff (Artifact WWW: CNH Professional Learning Community Book Talk Schedule 21-22).

This important work will continue to be incorporated into our professional development plan, which ensures that we build off of our successes. In addition, this supports our work associated with the Open Choice program (Artifact XXX: Professional Development Plan 2021-22 District Wide).

3.2. *Continue efforts to retain quality staff by evaluating options for recognition, development, or partnerships to ensure successes are celebrated and staff are supported as they refine their craft.*

“Employees are struggling with burnout, disconnection, and low morale more than ever before. But there’s a clear solution: recognition. Recognition is the

number one ask from employees in this new normal. The vast majority — 82% — wish that they received more recognition. And meeting this desire can have a huge effect on key contributors to your bottom line, like employee engagement and retention” (Why Employee Recognition is Important and Key Benefits, Nobes, Caitlin, 2021).

Historically, like most districts in the northeast corner of the state, we struggle to attract employees due to our location. The lack of public transportation is also another factor that impacts us. However, what appears to be the biggest influence to employee retention is the district's lack of competitive salaries. More specifically, once teachers get beyond their fifth year of teaching, their advancement on the salary schedule slows down significantly compared to many surrounding districts. This issue is further compounded when employees look at pay rates in districts outside of our region. The gap between our salary for a teacher with 10 years of experience and some of the districts in our area can be as great as \$20,000. Outstanding teachers will often apologize for leaving, saying they love the district, but the pay differential is just too great.

As a district, we need to create a work culture where people feel valued, respected, and members of the school community. I believe we have worked hard over the years to accomplish this. Unfortunately, sometimes it is not enough when staff are considering buying a home, expanding their family, or paying off student loans. However, our approach has been effective in stabilizing staff, even during this time in history referred to as the “Great Resignation.”

As the superintendent, I personally interview every teacher finalist in the district. During this time, I express that our goal as a district is to make sure they feel good about coming to work 90% of the time. While we always strive for 100%, we know, life happens and it is difficult to achieve perfection.

During the first semester, the Director of Teaching and Learning and I meet with all teachers who are new to the district. These informal meetings are an opportunity to check in with staff individually and see how things are going. We explain to these teachers that the meetings provide a chance for the district to

address any concerns they may have or to ensure they have access to any resources needed to perform their job effectively. After each meeting, I am always surprised and pleased with how open and honest teachers are.

An additional practice this year was personal notes sent from me to every teacher new to the district. These notes included a positive observation made during one of my many visits to the sites and classrooms. All notes were sent out before the close of the first quarter.

The "You Dessert to Recognized" program was also implemented early in the fall. This program involves sending six fresh baked cookies to staff to acknowledge their efforts in the district. These cookies are always a welcome surprise to our hardworking staff. Related, randomly throughout the year, a small little recognition gift is sent to all staff members. This is a small reminder that the Board of Education and administration appreciate their efforts and validate their value as a member of the Coventry team.

At CGS, personal notes from the principal are sent to staff throughout the year to recognize exceptional performance. Support staff, who may appreciate some words of encouragement, are also sent a note when needed. Beyond these personal touches, new staff receive professional care as well: each new CGS teacher is assigned a mentor; newly hired special education teachers are included in coaching sessions; professional development is provided along with consultation services; bi-weekly special education program meetings were established; and special education staff are included in grade-level leader meetings.

At GHR, the principal schedules new teacher meetings every 5 weeks to discuss topics of relevance, such as expectations for parent-teacher conferences, teacher evaluations, and parent communication strategies. Weekly, three positive postcards are sent to staff to celebrate successes. Faculty meetings are structured to include a "Share-out, Shout-out" segment in which selected teachers share a best or innovative practice from their classroom. Some examples of this would be non-violent communication lessons to supplement Second Step, mindfulness

tools, and Student Led Conferences using Google Slides. Five staff members were also selected to be on the DESSA Leadership Team, to add another leadership experience.

The CNH administration includes “Staff Shout-outs” in their weekly staff newsletter to recognize staff for going above and beyond. Individual positive notes and tokens of appreciation to deserving staff are also given regularly. There was a new staff get together held in late September after school to recognize these new members of the team and provide a chance for them to share all the things that were going well so far in the year.

CHS has offered customized professional development opportunities throughout the year including teacher observation of colleagues, technology and productivity training, and opportunities for discussion in both interdisciplinary and department based groups. Staff have had a chance to work with the district-wide Math, ELA, and TEAM instructional specialists. The Instructional Technology Department offers individualized support and professional development during staff development days and during teacher preparation time based on identified needs from new teacher feedback and observations. CHS has continued the practice of celebrating teachers’ successes during faculty meetings and giving staff the opportunity to share projects, new learning, and best practices.

3.3. *Continue to pursue opportunities to actively recruit certified and non-certified applicants to promote diversity in the candidate pool which leads to the hiring of a more diversified staff.*

“In the 2015-16 school year, over 80 percent of teachers were white and less than 7 percent were Black, according to federal data. Meanwhile, the white student population has steadily declined since 2000—from 61 percent to 44 percent in 2017—while the Hispanic student population rose by 50 percent since 1997 and the Asian student population by 46 percent. Black students comprise about 15 percent of all K-12 students—although they increasingly attend schools with at least 75 percent non-white enrollment, as do Hispanic and American

Indian students: 58, 60, and 30 percent, respectively, according to the National Center for Education Statistics”(Recruiting and Retaining Teachers of Color: Why It Matters, Ways to Do It, Heubeck, Elizabeth, 2020).

Although Coventry’s student population is not as diverse as some surrounding communities, it is important that, as a district, we make every effort to increase the diversity of our staff. The drive behind this is so our students can learn and grow from those who represent the world outside of Coventry. To support the accomplishment of this goal, we applied for and received the Minority Recruitment Grant for 2021-2022 (Artifact YYY: Minority Recruitment Grant Application), which assists with equity training. Opportunities were identified to attend career fairs at historically black universities. Coventry Public Schools Increasing Educator Diversity Plan was developed and submitted to the Connecticut State Department of Education (Artifact ZZZ: Increasing Educator Diversity Plan). In the last three years, we interviewed 19 candidates of diversity and have increased the diversity of our staff by 4 certified teachers.

3.4. *Develop a plan to utilize the leadership talent of teachers who have completed year two of the Coventry Leadership Academy.*

“Skilled teachers have the power to make a real difference in the lives of students. But educators who exemplify leadership skills within the field are able to make an even greater impact. Teachers who learn to translate their successful classroom practices into a shared vision that can help drive the school, the district or even the industry forward can benefit students far beyond their classrooms.

The quality of the classroom teacher and the strength of the institution's leader are two factors that have a significant impact on a child's academic success. Teachers who are educational leaders seize the opportunity to step outside of the classroom to influence the education system as a whole” (Teacher leadership: Ways to make an impact in education, University of Massachusetts, 2019).

As the above excerpt captures, developing our teachers’ leadership skills is essential. As a refresher and to provide some background, I am sharing my initial thoughts from a past report when this program was first established. Districts

that understand the importance of developing capacity are most likely to be the districts that flourish. This has always been an area that needed further development in Coventry. Understanding the importance of this, I worked with an EASTCONN staff member to develop a comprehensive program to cultivate leaders in our district. I must point out that when I use the term leaders, I am not referring to the future development of a group of administrators. The goal is having a group of individuals who could provide leadership on many levels to support current and future district initiatives. This started with a list of recommended staff members representing all sites. Years of experience did not play a factor, the key element was a consistent and ongoing demonstration of qualities of a leader in their current role. From this, a cohort was secured.

Through the work with EASTCONN, a variety of topics were agreed upon, and a logical sequence was developed into four workshops for the school year. Agenda items for the sessions include the following:

- What is Teacher Leadership? (Including roles, influence and impact)
- How High Performing Teams Function
- The Role of Vision, Mission, and Goals in Teacher Leadership
- What Effective Team Leadership Looks Like
- Your Individual Leadership Style and How Varying Styles Work to Advance a System
- Teacher Leader Standards as a Self-Assessment and Ongoing Reflection Tool
- Strategies for How Teacher Leadership is used to Advance a Learner Centered Model for Coventry
- Systems Perspectives Through a Coherence Model

Each cohort will work together for two years, setting the stage for future cohorts who will include a new group of educators. While this program will continue, to date, we have had over 30 teachers participate.

As a result of this initiative, the administrative team was asked to find

leadership opportunities within their buildings, or even at the district level, so these staff members could exercise their leadership skills and further their growth. Below is an overview of what was provided at each site.

At CGS, several graduates of the program led a book study, while others presented various topics at faculty meetings throughout the school year. Some topic examples included, Project LIFT, Kindergarten Culturally Responsive Unit, and Dyslexia Training. Some graduates of the program served as lead members of interview committees. Two staff members lead weekly math and reading intervention meetings and one of the teachers who completed the program is now the administrator designee.

At GHR, two graduates led a professional book club and organized 10 discussion sessions based on the text: *Relationship, Regulation and Responsibility*.

At CNH, teacher leadership graduates provided professional development for teachers in technology integration and SEL integration. In addition, these staff members presented the middle school DESSA data and action plans to staff at faculty meetings. Tier II supports utilized leadership team members to conduct Professional Learning Communities on Culturally Responsive Teaching and the Brain (See previously noted Artifact WWW: CNH Professional Learning Community Book Talk Schedule 21-22).

At CHS, throughout the year, leadership academy members were engaged in the planning and implementation of a variety of school academic and cultural initiatives. Leadership opportunities included involvement in school reopening planning for both staff and students, professional development and presentations on culturally responsive teaching diversity, equity, inclusiveness, and development of SEL supports and the DESSA SEL Action Plan.

District-wide, several of the graduates coordinate the New Teacher Orientation program. Staff has also been engaged in planning Professional Development on dyslexia and dyslexia identification. One of our graduates provides leadership for district social media accounts, while another manages the leadership for our Chinese Program celebrations. And, one of our recent

graduates oversees the implementation of our Family Engagement Saturdays.

3.5. *Continue to provide comprehensive, targeted, and differentiated training for para-educators.*

“What do paraeducators do? Schools have employed paraeducators for more than 40 years. During that time, the tasks that they perform have evolved from clerical duties and general monitoring (Gartner, 1971; Hofmeister, 1993) to their current assignments, which include many of the instructional tasks that a teacher does (Sands, Kozleski, & French, 2000, p. 145). Teachers retain the responsibility of planning for and managing the instructional environment and service delivery, planning curriculum adaptations, participating in the staffing process, and collaborating with appropriate building and district personnel, but paraeducators have become a critical component to the team process of educating students with disabilities. Paraeducator responsibility for providing instruction to students has continued to increase (French, 1998; Hilton & Gerlach, 1997; Miramontes, 1990; Pickett, 1996; Stahl & Lorenz, 1995).

Most paraeducators receive on-the-job training—often limited to the following:

- Receiving a brief introduction to special education just before going to general education classes or off campus with a student
- Receiving a few handouts
- Shadowing another paraeducator with the hope of more specific training in the future. Of course, this is not enough. We need to—indeed, we must—provide better training for the paraeducators that more of us are employing to help our students” (Considering Paraeducator Training, Roles, and Responsibilities, Carroll, Diane, 2001).

The above captures the evolution of the role of the para-educator, one that has evolved into a much more complex role that oftentimes is key to a program being implemented with precision and fidelity and ultimately a student making

the necessary academic gains. Coventry, like districts across the country, now look to para-educators to provide instruction and academic support to students. To ensure this important group has the skill set to meet the expectations of the district, we have a responsibility to provide customized quality training. This training will equip them with the tools needed to perform the multitude of tasks they are faced with each day.

To be sure we offered professional development that would fulfill areas of need for our para-educators, a survey was sent to assess what type of training they believed would be most beneficial to effectively perform their job responsibilities. From that, trainings offered included: Review of Roles and Responsibilities, Confidentiality, Instructional Strategies, Understanding Behavior, Just Words, Applied Behavior Analysis (ABA), Tech Device Training, Physical & Psychological Management Training (PMT), EdPuzzle, Pear Deck, Google Calendar, Google Meet, Google Drive, Chromebooks, and ClassLink.

One offering that I was excited to extend to staff was a professional development pathway to becoming a certified teacher. TEACHCT provided this in-district training which included the many resources they provide to prospective teachers.

Para-educators were included in a variety of professional development activities at the building level during staff development days. Those who work with our autistic students were also offered opportunities during the school year specific to supporting their complex role, which included a weekly additional hour working with EASTCONN staff on specific program needs or cases. Para-educators supporting this program would also meet with the BCBA every few weeks (Artifact AAAA: Para-educator Training Schedule).

In addition to in-district training, we also gave para-educators access to two outside resources. Through EASTCONN and Pennsylvania Training and Assistance Network (PaTTAN), virtual courses were provided. Some of that training included: Support Students Returning to In-Person Learning, Building Positive Relationships, Understanding Components and Implementation of a

Behavior Plan, Function Based Thinking to Improve Student Outcomes, Every Kid Needs a Champion, Behavior Training, and Edmark. The remote learning snow days provided a great opportunity for staff to access these resources.

Artifacts

- A. *DESSA Parent FAQ sheet***
- B. *Hands-on Lab Considerations 2021-22***
- C. *PSSS Safe Return Plan 2021-2022***
- D. *Science Explorations Management Strategies***
- E. *Safe Return to In-Person Instruction and Continuity of Services Plan - 08-23-2021***
- F. *GHR SIP August 2021 Update***
- G. *Sample ELA Coaching Agenda***
- H. *GHR Assessment Calendar 2021-2022***
- I. *CNH August 2021 Professional Development Agendas***
- J. *CNH SIP August Update 2021***
- K. *Student Work Protocol Template 2022***
- L. *Student Work Protocol Completed 2021-2022***
- M. *Sample RACE Responses***
- N. *Coventry Public Schools 2021 Assessment Presentation***
- O. *CGS Rubric Implementation 21-22***
- P. *GHR Critical Thinking Rubric***
- Q. *CNH Collaboration, Communication & Critical Thinking Rubric Assignments - 2021-2022***
- R. *Portrait of the Graduate PD SlideShow (K-8) - Critical Thinker***
- S. *CHS Critical Thinking Rubric Analysis***
- T. *Choose Your Own Adventure***
- U. *Critical Thinker Standards Alignment***
- V. *CGS Sample Grade 2 SLC SlideShow***
- W. *Grade 5 Student SlideShow Example***
- X. *CNH Student Led Conferences Checklist-Timeline***
- Y. *CNH Sample ELA Goal Setting***
- Z. *CNH Sample Student Brief Write***

Artifacts

- AA. CNH Sample ELA Reflection Slip**
- BB. CNH Sample Student Math Target Reflection Sheet**
- CC. CHS 12th Grade Portfolio Example**
- DD. Portrait of a Graduate - CHS Advisory Unit**
- EE. Planning Notes - DRAFT CNH Robotic Arms Lesson 2021-2022**
- FF. Tech Ed Planning Meeting Oct 14**
- GG. Tech Ed Pacing Guide (CNH Grade 6)**
- HH. CPS CompSci Standards Audit 21-22**
- II. CNH Alignment of the Grade 8 Tech Ed Curriculum at Coventry High School 2020-21**
- JJ. WIN Schedule 2021-22**
- KK. CEP Program Timeline**
- LL. CNH Enriching Experiences 21-22**
- MM. Website: <https://www.northropgrumman.com/corporate-responsibility/corporate-citizenship/resources/>**
- NN. Coventry Special Education and Related Services Rates**
- OO. NGSS Practice Modeling (Elementary)**
- PP. CNH NGSS Science Assessment Guide (21-22)**
- QQ. CHS NGSS Science Assessments Guide 21-22**
- RR. NGSS Science Data Breakdown for Coventry Public Schools**
- SS. NGSS Modeling Task Rubric Scoring Guide [template]**
- TT. NGSS Engineering 3D PT Scoring Guide [template]**
- UU. STEM Coaching Tasks Accomplished 21-22**
- VV. CTSEDS FAQ-January-2021**
- WW. GHR Math Intervention Update 2021-2022**
- XX. GHR Math Intervention - Data Sheet Example - 2021-2022**
- YY. CNH Reading and Math Intervention Updates 21-22**
- ZZ. CNH Math Intervention - Data Sheet Example - 2021-2022 - Grade 6**

Artifacts

- AAA.** Website: <https://haskinsglobal.org/empower/>
- BBB.** CHS Reading and Math Intervention Update - February 2022
- CCC.** CSDE ARP/ESSER Guidance
- DDD.** ARP ESSER III Budget Proposal - BOE 07-29-21
- EEE.** ARP ESSER III Proposed ARP ESSER III Budget - BOE Presentation
- FFF.** DESSA Aperture SEL Assessment Training Schedule
- GGG.** GHR DESSA Action plan 2021-2022
- HHH.** CNH DESSA Action plan 2021-2022
- III.** CHS DESSA Action Plan 2021-22
- JJJ.** Open Choice Coventry BOE Meeting 9.20 Final
- LLL.** Open Choice Onboarding Recommendations November 2020
- MMM.** Open Choice Academic Student and Social Support Grant Application
- NNN.** Website: <https://portal.ct.gov/SDE/Chronic-Absence/Learner-Engagement-and-Attendance-Program-LEAP>
- OOO.** CSDE Presentation Student Attendance, Engagement, and Support 06-29-2021
- PPP.** Attendance - Staff Presentation - August 2021
- QQQ.** Attendance - Guide for Student Attendance Processes
- RRR.** Attendance - Teacher Attendance Code Clarification for Remote Learning Option
- SSS.** Attendance - DW Chronic Absenteeism Protocols
- TTT.** Attendance - Sample Attendance Notification
- UUU.** Productively Addressing Hurtful, Biased Comments or Actions
- VVV.** L Darcy 2021-2022 Equity Conversations
- WWW.** CNH Professional Learning Community Book Talk Schedule 21-22

Artifacts

- XXX. Professional Development Plan 2021-2022 District-Wide***
- YYY. Minority Recruitment Grant 2022***
- ZZZ. Increasing Educator Diversity Plan***
- AAAA. Para-educator Training Schedule***



About the DESSA

Supporting your student(s) with the skills they need to succeed

This year, a student in your care will be assessed by their teacher or counselor using the DESSA, a suite of research-based assessments and screening tools used with students K-12 created by Aperture Education.

The DESSA will measure your student's grasp of important skills that will help them grow and succeed throughout their school years and even after they graduate from high school. These skills are known as social and emotional skills and include taking responsibility for their actions, working well with others, and more.

The 8 skills measured by the DESSA can easily be taught and learned by students of all ages. They are listed below.

8 Skills Measured by the DESSA



Self-Awareness



Self-Management



Personal Responsibility



Decision Making



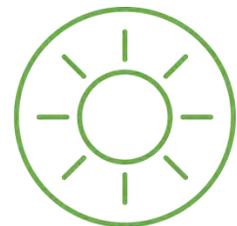
Goal-Directed Behavior



Social Awareness



Relationship Skills



Optimistic Thinking

What is so important about these 8 skills?

These 8 skills are known as social and emotional skills. They are important because they have been found to have a strong relationship with success in academics and positive engagement in school activities. They are also some of the top skills that colleges and employers are looking for as they recruit.

The DESSA gives teachers and counselors an understanding of which of these skills are strengths for your student, and which ones they need further instruction in. They can then tailor their instruction to your student to help them build the skills they need support in.

One important thing to know about the DESSA is that it is a strength-based assessment. This means it is meant to highlight positive behaviors, help students identify things they are already good at, and help them leverage their strengths to grow in other areas. For example, if a student rates high in Goal-Directed Behavior but low in Relationship Skills, teachers can help that student use their goal-setting skills to improve their relationship skills.

What kind of questions does the DESSA ask?

That is a great question! The DESSA will ask teachers to assess behaviors they see in the classroom. Sample DESSA questions include:

- How often did the child keep trying when unsuccessful?
- How often did the child offer to help somebody?
- How often did the child get things done in a timely fashion?
- How often did the child work well in groups?

How is my child's data used?

Your child's data will be used by school/organization officials to make decisions about the type of support they will need in the classroom. Aperture Education has a strong commitment to respecting and protecting your child's privacy. Hundreds of school districts and afterschool programs nationwide utilize the DESSA and trust Aperture Education with protecting their students' data. Aperture Education will never share your child's data with a third party.

Is there anything else I should know?

If you are curious to learn more about the 8 skills measured by the DESSA, or want to work on any of the skills with your child at home, you can find more information and activities at www.ApertureEd.com/Parent-Portal.

Artifact B

Hands-on Lab Considerations 2021-22

COVID Protocols

- **Return to group work and lab work carefully.** Take time to reteach protocols not used or learned in the last 18 months. Be aware of possible student discomfort with proximity to other or sharing equipment. Consider having an extra lab set up or two available.
- Students **can share materials** – Train students to sanitize before and after using shared materials. Pump bottles at each lab station are preferred to just one wall mount dispenser.
 - Some items like microscopes should have the eye pieces wiped frequently
- **Daily seating** should be all facing forward, be assigned, and with 3 ft of space from head to head (or 1.5 feet between standard one-student desks).
- Students **can work in a lab group for longer than 15 minutes** if needed but this would require contact tracing. Teachers **need to assign semi-permanent lab groups or record who is working together** if it will change from day to day.
- **Contact tracing is not needed for short sessions** of group work that occur for less than 15 minutes. However, this is cumulative.
 - For example, a 7 minute group talk at the beginning of the period and then a 10 minute talk at the end would need contact traced if it was the same group of students. If two different groups, teachers would need to know if a student had someone in both of the two groups. If students worked in groups with some of the same students in another class - those minutes would count as well.

Other Reminders:

- There should not be more students in a laboratory than there are lab stations/benches. Most lab work should be done on lab tables, not regular desks.
- Aisles must be clear and all students easily accessible by the teacher.
 - Where will students put backpacks on “lab” days? Under the white boards, on their desk chairs?
 - With the three foot guidelines, single desks can be moved up against the lab tables, leaving the adjacent seat unoccupied. This could be part of the daily seating chart setup or students taught to make that move on “lab” days even though they will sit at the lab bench with their partner.
 - Another alternative would be to organize activities so that half the students are working at lab stations and half on another assignment at desks and then swap. Or to rotate student groups through a set of stations, with the lab activity at the lab benches.
- Check on your supplies of aprons, goggles, etc. It's been awhile since you needed them.
- Do not throw broken glass away in the regular trash. (Cutting hazard for custodians)
- Require a signed safety contract. Hold these for a year or two. (Cindy will check on CT state guidelines)
- Keep records. You will need to be able to determine who worked with whom, for how long, on what days, where in the room.
 - Have and explicitly teach expectations for different types of groups. (Partners, groups, turn and talks, clock face partners).

To Do:

Inventory your goggles or aprons. Check on extra sanitizer bottles or wipes. Double check safety contracts and enforce assigned seating for daily work, partners, groups. Let your team leader, department head or Cindy know if you are short on goggles or aprons or need help getting other supplies. Reach out you want to discuss possible desk arrangements or get input on specific activities.

Artifact C

Pupil and Staff Support Services Safe Return 2021 - 2022 School Year



Coventry Public Schools has developed a *Safe Return to In-Person Instruction and Continuing of Services Plan* that will be reviewed every six months through September 30, 2023.

This plan delineates schedules, safety protocols, and expectations for students which, for the most part, apply to those students and staff under Pupil and Staff Support Services.

This plan covers special education practices and procedures to follow upon reopening of schools for the 2020-2021 school year. During the initial school closure in March 2020, guidance from federal and state special education departments supported the implementation of special education services *to the greatest extent possible*. The same departments now acknowledge that special education services may look different depending on each of the educational models. Special education services will continue in alignment with Individualized Education Program (IEP) with a full return to school; adjustments may be needed when in the hybrid or distance learning instructional models.

At this time further guidance regarding special education procedures and practices is expected from the CSDE Special Education Division mid-August. This plan has been developed based on information received to date and knowing the needs of our Coventry students, families, and staff. Given this, revisions to align with recommendations from the CSDE will be made as needed.

In-Person Instruction

In school instruction will occur for all students when the district is assured all safety protocols can be followed. All students' schedules may be adjusted to provide appropriate support to ensure social, emotional and physical wellbeing. Given this, the way and time in which specialized instruction is delivered may also need adjustments. This will be a transparent process requiring flexibility and open communication between all members of students' IEP teams.

Cohorts: Under IDEA, Coventry Public Schools is required to provide all students with a free and appropriate public education (FAPE) in the least restrictive environment (LRE).

Artifact C

Student cohorts have been recommended during a return to brick and mortar schools for the school year 2020-2021. Given this, students who have an Individualized Education Plan (IEP) will be part of a general education cohort and a smaller cohort with students in need of similar intervention services. Parents will be apprised of the cohorting practices.

Learning Model IEP Implementation Plan (LMIP): To coincide with current IEPs - Special education services for all three models of reopening should be documented in the Learning Model IEP Implementation Plan. Learning Model IEP Implementation Plans will be added to PPT Agendas to review at a PPT. If a PPT is not due for an extended period of time, the Learning Model IEP Implementation Plan should be completed and reviewed and agreed upon by all of the Team members, including parents. Case managers will be in contact with parents prior to the beginning of the school year to review aspects of the LMIP. Due to time constraints as the LMIP was disseminated by the CSDE mid-August, case managers will prioritize completion for the Hybrid Instructional Model.

Individualized Education Plan (IEP): IEPs will be written as if all students were in school full time. As stated above, schedule adjustments are in place for all students, and as such may affect the scheduling of IEP services. It is acknowledged that services look different in remote learning, and as such the CSDE has issued guidance regarding service documentation during distance learning, hybrid model, and in-person instruction.

Accommodations: Accommodations may shift from one instructional model to the next. The Team members need to be aware of how to shift accommodations to support student's individual needs. This will require open communication with all team members.

IEP Service Documentation: Service log documentation is required. This documentation serves as evidence for the Learning Model IEP Implementation Plan and IEP implementation.

Specialized instruction - Service Location: Students with an individualized education plan require specialized instruction as outlined in his or her IEP. It is expected that all specialized instruction occurs in any model, however the location of services may need to be revised. Flexible setting while in school is appropriate; guidance regarding service location is expected from the state.

Related Services: Related Services staff includes Speech Language Pathologists, Occupational Therapists, Physical Therapist, Social Workers, School Psychologists and Board Certified Behavior Analysts.

Artifact C

All related services staff will be provided with appropriate **PPE**: face masks, face shields, gowns if needed, and plexiglass barriers in order to provide services in offices. Virtual sessions in school will be an option if deemed appropriate for the student. Due to the adjustments in schedules for all students, priority scheduling for related services is required.

Materials used should be student specific and or rotated with ample time for disinfection or quarantine of materials as needed. Additional space will be available to service small groups of students.

Staff members who provide services in more than one building should arrange schedules to be in one school for the day.

Progress Monitoring: Progress monitoring of IEP goals currently being addressed should be completed weekly. This can be in the form of brief check-ins on progress towards specific goals and objectives.

Technology: Staff and students will have access to devices and specialized apps as required for IEP services or specific programs.

Planning and Placement Team (PPT) Meetings: Coventry will continue to hold PPTs virtually using Google Meets. The protocols established in the spring of 2020 remain in effect with an emphasis on all PPT members having ready access to the PPT invitation and individualized PPT Agenda to ensure efficiency during the meeting. IEP Summaries continue to be required to document virtual settings as outlined in the protocols. In addition, all evaluations must be sent home to parents/guardians three to five days in advance of the PPT and evaluators should review reports with parents prior to the PPT.

Prioritizing PPTS - any model

FAPE by Age Three - Birth to Three referrals should be held asap - reference the July 9, 2020 guidance document regarding FAPE at Age 3

Developmental Delay and Secondary Transition: PPTs for students who were age 5 and developmentally delayed and students who are turning transition age (13 or 15 last year) These meetings should be held asap. If meetings are held and SEDAC noncompliance is corrected prior to October 1, a citation will not be issued.

Artifact C

Initial referrals or triennials due between March 16 and June 12 -

Evaluations: Initial and triennial evaluations are prioritized for the fall. It is recommended that rating scales recommended by the PPT are not completed until the student's teacher knows the student well enough to complete. Scales completed right before or during school closure may not be reflective of the student's current state. Evaluations other than scales may be completed, provided the student appears receptive to testing.

Current PPTs due in the 2020-2021 school year: All PPTs will be held in a timely manner, adhering to annual end dates. The possibility may exist that additional data or transitional time to school is needed to assess and develop appropriate goals and objectives. If this is the case, parents will be apprised in advance that we may have to hold a subsequent PPT at a later date.

Annuals due between March 16 and June 12, 2020 : Will be completed as soon as possible, but no later than October 1, 2020.

NEW Referrals early in 2020-2021 school year - Parent initiated referrals to special education are anticipated and require response with sensitivity and validation of parent concerns. The possibility exists that there will not be sufficient information to determine the need for evaluation. The Team will need to work through this process as additional time may be needed to collect data to determine if evaluations are necessary.

Collaboration Portal - the Collaboration Portal - Frontline, our IEP / 504 vendor, made their Collaboration Portal available as of April 2020. It is designed to be a secure and easy way to sign and share documents with parents/guardians electronically. When a document is shared with the parent/guardian, case managers will send an email prompting parents to open the document using a unique access code. Case managers provide the access code to parents.

All certified staff members are required to use the Collaboration Portal this year.

504 Accommodation Meetings: While 504 Plans do not require strict adherence to plan deadlines, our practice has been to follow the guidelines established under IDEA for IEPs. Any delayed 504 meetings from spring 2020 require direct parent contact to discuss scheduling. Providing time for students to transition to the new school year may be appropriate so that current information (attendance, engagement, skill levels, emotional wellbeing) is available. In addition, staff should be prepared to promote varied accommodations for each instructional model.

Artifact C

Plans: 504 Accommodation Plans should include summaries as specified in the protocols used during school closure spring 2020. At this time, it is unclear the extent to which varied accommodations should be documented. Learning Model IEP Implementation Plans may be restructured to document accommodations in each model and attached to the 504 Accommodation Plan.

Restraint and Seclusion Practices - Physical restraint should only be used when it is required to protect the safety of the student or any other person. Given this, the possibility exists that students may require restraint and/or seclusion. If a child's behavior escalates to this level, staff should be prepared to don full PPE to proceed safely.

Trauma informed practices and resilience training is scheduled prior to the school year, so that all staff will be apprised of effective response and de-escalation strategies to minimize the need for student restraints and/or seclusion.

Virtual PMT Training will be provided to those staff members in need.

Para-professionals - Roles and responsibilities of all staff will require increased flexibility upon reopening. Creative scheduling to maximize the support for our students while maintaining safety is imperative. Duties will not be the traditional duties from the past.

Special Education Transportation: At this point in time, transit vans can be fully operational with no limitations as long as all are wearing face coverings and community transmission is low. When boarding the van, students will be encouraged to sit in the back row first, loading toward the front. Unloading the van will be from front to back. If there is a spike in Covid cases in our area, restrictions will be enforced.

Science Explorations

Management Strategies

Clarifying 21-22 COVID constraints

GOAL: Return to collaborative student explorations

- Can share materials
 - sanitize students before and after
- Can be in groups for longer than 15 minutes
 - Masked and 3 ft apart
- Suggestions:
 - Turn desks/chairs to “define” where each child should be (3 ft rule)
 - Record groups for contact tracing → use same groups as reading/math (this year)
 - **Quarantining will not** be required if the 3 ft is maintained

Questions/Concerns to follow up on:

1)

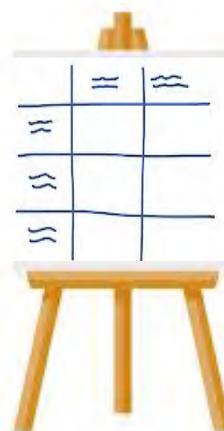
Artifact D

Other strategies...

The Gold Standard is collaborative groups especially for key activities.

For some activities you might:

- Rotate individuals through a station(s) while others working on something else at desks- share observations/data
- Pass trays of lab materials around, take turns while working independently on something else
- Student record individual observations on class chart for analysis later

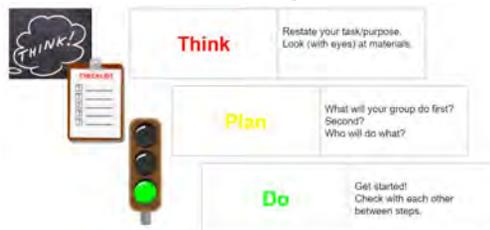


Active Classroom Management Quick Tips

Codeword: Silly word to “release” to hands-on after instructions (get materials, rotate desk)

Materials Manager: Colored Dot/Sticker on one desk of the four. This student get materials from counter/teacher, checks them at end of activity, and returns to teacher. The only student in group who can move/approach teacher during the work.

Routine: Card in Material box/bin or sign



Freeze Please/Ring Bell: Immediate stop, look, listen (Safety or clarification to group)

Artifact D

Science Explorations: Think, Plan, Do



Think

Restate your task/purpose.
Look (with eyes) at materials.

Plan

What will your group do first?
Second?
Who will do what?

Do

Get started!
Check with each other
between steps.

Artifact E

Coventry Public Schools

Safe Return to In-Person Instruction and Continuity of Services Plan



August 23, 2021

Coventry Public Schools will review its *Safe Return to In-Person Instruction and Continuity of Services Plan* at least every six months through September 30, 2023. Each review will include seeking public comment on the plan and redeveloping the plan after taking into account the public comment.



Safe Return to In-Person Instruction 2021-2022

Updated: August 23, 2021

Coventry Public Schools staff has dedicated a significant amount of resources and hours to meet the requirements stated in the Connecticut State Department of Education (CSDE) reopening document, [Adapt, Advance, Achieve: Connecticut's Plan to Learn and Grow Together](#).

To address the complex task of developing this plan, a core group of district staff identified priority areas they believed needed to be in place to have a safe return to in-person instruction: (1) the safety of the students and staff; (2) the social and emotional well-being of students, families, and staff; (3) equity; (4) continuous improvement; and (5) design principles for high quality teaching and learning. Information contained in this plan stays true to the five priorities identified by the core group, which align with the district's mission statement and goals. Staff has ensured the plan contains the necessary elements to open safely.

After starting in the hybrid model of instruction, we were able to open all schools successfully on September 28, 2020 and remain safely open for the rest of the 2020-2021 school year. As we look forward to the 2021-2022 school year, we are optimistic that Coventry Public Schools will remain fully open for in-person instruction. The federal government requires that each school district create a *Safe Return to In-person Instruction and Continuity of Services Plan* and make it publicly available for comment. We welcome your continued feedback on our plan.

Coventry Public Schools prides itself on meeting the needs of all learners. Our dedicated and talented educators who have been the foundation of the district are focused on supporting students and families. These individuals remain committed to supporting the development of students, both academically and emotionally. As we continue with in-person instruction, this level of obligation can be found throughout this comprehensive plan.

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

Coventry Public Schools has identified priority areas that must be in place to have a safe return to in-person instruction, including: (1) the safety of the students and staff; (2) the social and emotional well-being of students, families, and staff; (3) equity; (4) continuous improvement; and (5) design principles for high quality teaching and learning.

	<p>Safety Safeguarding the health and safety of all students, staff, and families in returning to school is the highest priority. The physical environment embodies public health regulations and guidelines to enable the implementation of safety protocols outlined in the plan. Our approach includes modifications to operations and procedures that include changes to physical spaces and sanitation, and incorporates training and practices to ensure safety throughout the school day.</p>
	<p>Wellness In light of the unusual circumstances created by the pandemic, setting the conditions for a safe and supportive learning environment that promotes all students' academic, social, and emotional well being is imperative. Coventry Public Schools focuses on addressing the varying needs of our students, identifying the resources and supports that foster the social and emotional well being of students, and partnering with parents and families to support students' successful transition back to school. Assisting students in developing the positive relationships with teachers and peers that set them up for success and instructing them in strategies related to their own resilience is at the center of our approach to wellness and social and emotional learning.</p>
	<p>Equity Practices and approaches in our plan are designed to ensure equitable access of all students in Coventry Public Schools to teaching and learning, allowing us to overcome any barriers to learning that increased during the pandemic. Equity in education is a measure of achievement, fairness, and opportunity in education. It is important that we ensure practices and pedagogy in all aspects of our public schooling that provide the means and support for all of our students to access high quality instruction.</p>
	<p>Continuous Improvement Coventry Public Schools remains committed to a continuous cycle of school improvement, using data to inform our visioning and focusing on collaborative inquiry to continue to refine our use of best practices. During our experience with distance learning in 2020, we identified many promising innovative practices which we are incorporating into in-person instruction. Ideas related to lesson design and blended learning have expanded our pedagogical approaches.</p>
	<p>Design Principles for High Quality Teaching and Learning Coventry Public Schools focuses on a model of high quality instruction, centered on research based instructional strategies proven to have a direct impact on student learning and high student achievement. In the upcoming school year Coventry Public Schools (CPS) will continue to provide access to high quality curriculum with a focus on high priority content standards and approaches that will enable teachers to address student skill gaps and accelerate learning with on grade level curriculum.</p>

In addition to our own priorities, the Coventry Public Schools are expected to follow the guidelines of the State Department of Education - **Adapt, Advance, Achieve: Connecticut's Plan to Learn and Grow Together**, published on June 29, 2020. The publication from the state is admittedly a document with guidelines that may change prior to the safe return to in-person instruction in the fall.

State of Connecticut Guidelines & Expectations from *ADAPT, ADVANCE, ACHIEVE: Connecticut's Plan to Learn and Grow Together*

Due to positive containment efforts in Connecticut, returning to in-person instruction can be successfully achieved based upon current data. Connecticut has determined it is appropriate to plan a consistent approach to the operating model (schedule), but be prepared to modify plans as necessary. Maximizing in-person instructional time after a period of disruption is critical.

Schools should plan to have all students, in all districts, return to schoolhouses for full-time instruction at the beginning of 2021-2022, so long as public health data continues to support this model. This model will be supported with mitigation strategies and specific monitoring, containment and class cancellation plans.

As Connecticut schools plan to return, the guidance and considerations outlined in this document are grounded in six guiding principles:

1. Safeguarding the health & safety of students and staff;
2. Allowing all students the opportunity to return into the classrooms full time starting in the fall;
3. Monitoring the school populations and, when necessary, potentially cancelling classes in the future to appropriately contain COVID-19 spread;
4. Emphasizing equity, access, and support to the students and communities who are emerging from this historic disruption;
5. Fostering strong two-way communication with partners such as families, educators and staff; and
6. Factoring into decisions about returning to in-person instruction, the challenges to the physical safety and social-emotional well-being of our students when they are not in school.

Main Operational Considerations:

<p>Physical Distancing and Facilities: Continue to review building space and reconfigure available classroom space, such as gymnasiums and auditoriums, to maximize physical distancing, consistent with public health guidelines in place at that time.</p>	<p>Cohorting: At this time, the Department of Public Health (DPH) has not made cohorting a requirement. However, should this change, modified cohorting may be put into place.</p>	<p>Face Coverings: Until the DPH and the CSDE regulate otherwise, all staff and students are expected to wear a protective face covering or face mask that completely covers the nose and mouth when inside the school building.</p>	<p>Transportation: The Local Educational Agencies (LEAs) plan is for buses to operate at capacity and, as required by the DPH, all students and operators must wear face coverings.</p>
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Safe Return to In-Person Instruction and Continuity of Services Models

CONTINGENCY PLAN FOR K-12 REMOTE LEARNING INSTRUCTIONAL MODEL

At this time, Coventry Public Schools does not plan to offer remote learning. If the need for school shut down arises, more information regarding our distance learning model will be communicated to families. Educational programming for students in isolation or quarantine will be addressed on a case-by-case basis.

The Coventry Public Schools Board of Education has approved the following motion related to remote learning:

In order to ensure the best learning opportunity for students, unless required by the State of Connecticut or directed by the Board of Education, Coventry Public Schools will not offer a remote learning program for students in the 2021-2022 school year. This does not prohibit the implementation/use of remote learning for emergency situations as directed by the superintendent.

CONTINGENCY PLAN FOR HYBRID INSTRUCTIONAL MODEL

At this time, Coventry Public Schools does not plan to offer a hybrid model of instruction. If a need for return to a hybrid model of instruction arises, more information regarding this mode of instruction will be communicated to families.

CONTINGENCY PLAN FOR SAFE RETURN TO IN-PERSON INSTRUCTION

The plan outlined in this document describes our K-12 plan to continue to offer full time in person learning in Coventry Public Schools.

COVENTRY GRAMMAR SCHOOL K-2
<p>Student Time Schedule:</p> <ul style="list-style-type: none"> 8:30 AM - 3:10 PM
<p>Class Time:</p> <ul style="list-style-type: none"> Classes follow our traditional schedule. <ul style="list-style-type: none"> If possible, Physical Education (PE) and Music classes are held outside. If this is not possible, an appropriate indoor space will be utilized.
GEORGE HERSEY ROBERTSON SCHOOL 3-5
<p>Student Time Schedule:</p> <ul style="list-style-type: none"> 8:30 AM - 3:10 PM
<p>Class Time:</p> <ul style="list-style-type: none"> Classes follow our traditional schedule. <ul style="list-style-type: none"> If possible, Physical Education (PE) and Music classes are held outside. If this is not possible, an appropriate indoor space will be utilized.
CAPT. NATHAN HALE MIDDLE SCHOOL 6-8
<p>Student Time Schedule:</p> <ul style="list-style-type: none"> 7:40 AM - 2:20 PM
<p>Class Time:</p> <ul style="list-style-type: none"> Classes will follow our traditional schedule. <ul style="list-style-type: none"> If possible, Physical Education (PE) and Music classes are held outside. If this is not possible, an appropriate indoor space will be utilized.
COVENTRY HIGH SCHOOL 9-12
<p>Student Time Schedule:</p> <ul style="list-style-type: none"> 7:40 AM - 2:20 PM
<p>Class Time:</p> <ul style="list-style-type: none"> Classes will follow our traditional schedule. <ul style="list-style-type: none"> If possible, Physical Education (PE) and Music classes are held outside. If this is not possible, an appropriate indoor space will be utilized.

COVENTRY ACADEMY 9-12
Student Time Schedule: <ul style="list-style-type: none"> ● 7:40 AM - 2:20 PM Dependent on need, daily schedules may be individualized.
Class Time: <ul style="list-style-type: none"> ● Class schedule is dependent upon students' individual needs

IN-SCHOOL INSTRUCTION

The following information outlines specific physical health and safety protocols, and in-person school structures.

A. Masks: As required at this time by the DPH, masks will be mandatory, with a few exceptions for medical reasons. Students must wear face coverings or masks that completely cover the nose and mouth while inside the school and on the bus. "Mask Breaks" will be provided during the day. Masks will not be required to be worn outside unless working in close groups. Parents/guardians will be responsible for providing students with face coverings or masks. Schools will have backup cloth or paper masks available for students who forget them.

B. Hand Washing: Handwashing or use of hand sanitizer will be provided at regular, frequent intervals. We will continue to educate our children (especially our youngest) on appropriate cleaning techniques. Hand sanitizer stations and sinks are located throughout each building.

C. Distancing: Classrooms will be set up to obtain maximum physical distance between student desks. Mini-lessons, visual cues, and reminders will be provided to help students to distance appropriately.

D. Classroom Setup/Design: Regular classrooms at each building have been standardized to ensure physical distancing to the extent possible.

E. Meal Service: Students in all schools will eat breakfast and lunch using a cafeteria pick-up model. For breakfast, students will report directly to the cafeteria upon arrival at school, purchase their meal and eat in the cafeteria with physically distanced seating. At lunch, students will come to the cafeteria service line in small staggered waves. Students will eat physically distanced in the cafeteria and alternate spaces as much as possible. Weather permitting, schools with outside seating capability may be able to move some tables outside to improve physical distance seating and reduce the number of students in the cafeteria.

F. Recess: Masks for the most part, are not required for recess. Students will be encouraged to maintain physical distance while playing. Dismissal to and from recess will be staggered.

G. Bus Transportation: Current guidance from the state is that there is no need to limit the number of students on buses as long as all are wearing face coverings and community transmission is low. Ventilation/open windows, even if only a small amount, is encouraged on busses. When boarding the bus, students will be encouraged to sit in the back row first, loading toward the front. Unloading the bus will be from front to back. Bus drivers will have a supply of face coverings for those students who have forgotten them.

H. Cleaning/Sanitation: Surfaces are no longer considered by the CDC to be a source of transmission of COVID-19. Cleaning protocols in our schools have been reviewed to incorporate recommendations for COVID-19, and our custodians have been trained appropriately.

I. Health Practices: Staff will receive refresher training on:

- updated district COVID-19 procedures
- masks/face coverings that completely cover the nose and mouth
- physical distancing where possible
- frequent handwashing and use of hand sanitizer
- cough/sneeze etiquette
- procedures for sick students/staff members

Students will receive age-appropriate refresher training on mask wearing, physical distancing, handwashing, and cough/sneeze etiquette. Periodic verbal reminders, school announcements, and signage will support these practices.

J. Health Promotion Communication: The latest district information regarding COVID-19 will be maintained on the Coventry Public Schools website including the following:

- The symptoms of COVID-19 include: fever (temperature greater than 100.5°f) or chills, cough, shortness of breath, difficulty breathing, fatigue, muscle/body aches, headache, sore throat, nausea, vomiting, diarrhea, congestion, runny nose, or a new loss of smell/taste.
- It is important for parents/guardians to actively monitor symptoms of their children and all household members each day prior to sending students to school. Should students be symptomatic, they should be kept home and their school nurse immediately notified.
- If a student or staff member has been exposed to someone with a known case of COVID-19, they should stay home from school and immediately notify the school nurse.
- Vaccinated students and staff who do not have any symptoms, do not need to quarantine from work, school, or away from other people if they are exposed to someone with COVID-19.
- If a student or staff member should test positive for COVID-19 they must remain home and contact the school nurse immediately.
- Parents/guardians must call the school nurse on the morning of their student's absence indicating the reason prior to the start of each school day.

- Appropriate, proactive use of face coverings, physical distancing, and handwashing at school and other public areas is essential in reducing COVID-19 transmission in our community.
- COVID-19 and flu vaccinations are strongly encouraged especially during the pandemic.
- If a student presents with COVID-19 symptoms at school, the student will be isolated from other individuals. Parents/guardians will be contacted for dismissal and follow-up instructions.

K. Signage: Informational signs with COVID-19 symptoms and safety measures such as wearing a mask, physical distancing, and frequent handwashing will be posted throughout the school buildings.

L. Isolation Area: Each school has identified an isolation area that may include outside options. Building principals will assign staff to monitor ill students who have been isolated. This monitor will be equipped with appropriate PPE. Any potential contacts will be noted in the event contact tracing must be conducted.

M. Illness Protocols: It is critical for students and staff members to stay home when they are sick or have had contact with someone diagnosed with COVID-19. They will be advised to seek advice from their health care provider and notify their school nurse immediately for record keeping and contact tracing if necessary. If a student should become ill at school, they will be evaluated by the nurse. If symptoms are consistent with COVID-19, the student will be monitored in the designated isolation area. Parents/guardians will be contacted for immediate dismissal and advised to consult with their health care provider. Ill staff members will be dismissed and directed to consult their health care provider immediately.

N. Confirmed Case of COVID-19: Per CDC guidance, an individual who tests positive must isolate from others during their 10 day infectious period. Isolation precautions can generally be discontinued 10 days *after symptom onset* (or positive test date if no symptoms are present) **and** resolution of fever for at least 24 hours, without the use of fever-reducing medication, **and** with improvement of other symptoms. Contacts will be instructed to follow the guidelines below. Household members may need additional instruction.

O. Suspected Case of COVID-19: Students/staff experiencing symptoms consistent with COVID-19, *with* known contact of someone diagnosed with COVID-19, may return to school 10 days after symptom onset **and** resolution of fever for at least 24 hours, without the use of fever-reducing medication, **and** with improvement of other symptoms. Students/staff experiencing symptoms consistent with COVID-19, *without* known contact of someone diagnosed with COVID-19, may return to school either:

- 10 days after symptom onset **and** resolution of fever for at least 24 hours, without the use of fever-reducing medication, **and** with improvement of other symptoms, *or*
- A physician's alternative diagnosis is provided, *or*
- Proof of a negative COVID-19 test, taken 5 or more days after symptom onset is provided **and** resolution of fever for at least 24 hours, without the use of fever-reducing medication, **and** with improvement of other symptoms.

P. Contact with a Positive Case of COVID-19: Unvaccinated students/staff who have had contact with someone diagnosed with COVID-19 must quarantine for 10 days. This quarantine may be reduced to 7 days, upon receiving a negative COVID-19 test result (PCR/molecular test preferred) collected on day 5 or later. Documentation must be submitted to the school nurse prior to returning to school. Vaccinated individuals that remain asymptomatic do not need to quarantine.

Q. COVID-19 Contact Definition: A "contact" is defined by the CDC as an individual who has spent at least 15 minutes within 6 feet of someone who has tested positive for COVID-19. If both individuals are wearing masks, the distance is reduced to 3 feet.

R. Attendance Tracking: Parents/guardians and staff will be directed to notify the school nurse for the reason of any illness related absence. All COVID-19 related absences and school dismissals (symptoms or confirmed cases) will be documented confidentially in the student's health records. A case report will be shared with district nurses, the superintendent and building administrators as indicated. Diagnosis of positive COVID-19 cases will be immediately communicated with the Eastern Highlands Health District (EHHD) officials to coordinate further action by the district. Coventry School District may notify families via email, phone blast, and/or our district website of any altered school schedules or temporary closures.

District 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.

- Assist in data collection and analysis processes aligned with the SPI at the school level and to support collaboration on initiatives related to district and town stakeholders.
- Utilize data analysis to inform curriculum development, assessment refinement, and pedagogy.
- Provide protocols to guide teachers in the use of assessment results to inform the selection of research based instructional strategies and lesson planning.
- Be responsive to identified achievement needs and provide leadership in decision making and implementation of practices related to teaching and learning.
- Review, reflect on the allocation of past, current, and future resources with respect to support of key achievement goals, SPI priorities, and program expansion.

Action Plan Steps	Resources Needed (Material, Staff, Time, etc.)	Timelines		Persons Responsible	Outcomes
		Start Date	End Date		
Overall Structures and Strategies for 2021-2022 Planning <ul style="list-style-type: none"> Set the stage for key areas of plan development with the Leadership Team and solicit ongoing input and feedback, coordinating efforts to maximize synergy. 	Meeting Structures/Process	June	June	Superintendent Director of Teaching and Learning	Coordinated planning has begun.

<ul style="list-style-type: none"> Identify key principles to guide planning in all areas, with an emphasis on equity and “identify[ing] education challenges through an equity lens and engaging others in collaborative inquiry to figure out what to do to address the challenges.” Vasquez, The National Equity Project. 	Meeting Schedule	June	July	Superintendent Core Group	Identified principles: safety, wellness, equity, continuous improvement, design principles for high quality teaching and learning.
<ul style="list-style-type: none"> Identify professional training and webinars, and work with experts in the field to facilitate the Leadership Team and the Core Group in the planning process. 	CSDE Resources, Regional Education Service Centers (RES-C) Resources, CT Center for School Change Resources, Professional Organizations, Plans for various states and school systems.	June	July	Leadership Team	Leadership Team and Core Group attended the CCSS workshop. Other workshops and trainings sponsored by CSDE, RESCS, Shipman and Goodwin CSDE, NEASC, AASA on topics including teaching and learning, parent and family resources, student engagement, Social Emotional Learning (SEL), safety and operations, reopening of schools internationally, special ed, technology integration, etc.
<ul style="list-style-type: none"> Monitor and reflect on all structures and strategies to identify additional needs or approaches. 	CSDE Re-Entry Plan	July	Sept	Core Group Leadership Team	Ensure ongoing effective planning for re-entry.
<p>Teaching and Learning Curriculum Impacts and Planning for Instruction:</p> <ul style="list-style-type: none"> Continue to develop approaches to address skill gaps 	CSDE Resources	May	June	Director of Teaching and Learning Leadership Team K-12 Specialists Core Group	Decreased skill gaps and enhanced student achievement. Schools will develop plans to support students returning from remote learning or home schooling.

<ul style="list-style-type: none"> Plan for summer work to focus on curriculum compacting and revised pacing and scope and sequence guides to address aggregate student skill gaps. Plan for grade level curriculum with scaffolds. Prioritize standards for instruction. Consider where curriculum compacting will be effective. 	Curriculum and professional development Summer hours, Atlas curriculum	June	Oct	Director of Teaching and Learning Principals K-12 Specialists	Work to be completed in June with revised scope and sequence documents.
<ul style="list-style-type: none"> Accelerate rather than remediate: Utilize the The New Teacher Project (TNTP) Acceleration Guide to continue planning for on grade level curriculum and instruction and skill gap remediation. 	TNTP Acceleration Guide; Leadership Meetings, professional development	July	Oct	Director of Teaching and Learning Principals Director of Pupil Services K-12 Specialists Teachers	Curriculum scope and sequence documents will focus on grade level content with opportunities to provide additional content and skill instruction. Curriculum compacting will focus on priority standards that are on-grade level.
<ul style="list-style-type: none"> Develop plans for the implementation of a physical education, fine arts, and music curriculum that consider the needs of all students, including focusing on activities, adaptations, and modifications of all education decisions to ensure the full inclusion by all students. 	Summer Curriculum Work; SPARK Physical Education Resources, National Association of Music Educators resources, resources provided by the CT Arts Administrators Association	June	Sept	Director of Teaching and Learning	Continue to implement curriculum in physical education, fine arts, and music that meets the needs of all students.
<p>Teaching and Learning Assessment Planning for Instruction:</p> <ul style="list-style-type: none"> Collaborate with district leaders on the establishment of a 2021-2022 Assessment Calendar to provide formative and summative assessments to guide student learning. 	CSDE Sensible Assessment Practices Document; eduCLIMBER Data, SBAC Data, NGSS Data, SAT Data	Aug	Sept	District Leadership Team	Teachers to identify aggregate class achievement levels and skill gaps and individual student's skill gaps. Teachers to identify grouping arrangements, use data to provide differentiation, need additional adult supports.

<ul style="list-style-type: none"> Involve teachers, interventionists, instructional specialists, and related service providers in vertical teams with colleagues from the prior grade to review content coverages, skill development, teachers' perspectives on student academic performance and student participation data. 	June and September Professional Development	June	Sept	Principals Director of Pupil and Staff Support Services Director of Educational Technology K-12 Specialists Teachers	Teachers to identify aggregate class achievement levels and skill gaps and individual student's skill gaps. Teachers identify grouping arrangements, use data to provide differentiation, and need for additional adult support. Interventionists and special educators to identify levelled instructional resources to support learning.
<ul style="list-style-type: none"> Continue to implement additional formative assessment practices, (i.e., use of web based polling app., review of student work, entrance and exit tickets, student self-assessment, rubrics informing work in progress, etc.) so teachers can gauge the impact of their teaching by eliciting evidence of student learning, providing feedback, and adjusting their teaching. 	Utilize district resources developed in 2019-2020 for professional development https://docs.google.com/document/d/1_y_mubRmQZoSP003L_NBn88uBoRj4JG9HogJc_ptK7Kl/edit?usp=sharing Professional Development Days, Early Release Days	Aug	June	Teachers K-12 Specialists Principals Director of Teaching and Learning	Teachers to identify and incorporate strategies to use at the beginning, during, and at the end of daily lessons as well as within units of instruction with a goal of minimizing the amount of time spent on assessment and maximizing the amount of time spent on instruction.
<ul style="list-style-type: none"> Offer Tier 2 supports based on the information derived from the formative assessment practices. Embed support in the classroom or provided separately based on student need. 	Priority Standards, Student screening data	Aug	June	Teachers Principals	Provide ongoing support and training for teachers to differentiate instruction within their classrooms. Evaluate para-educator assignments to maximize the number of students they are able to support.

					Continue to plan for 15% of students to receive Tier 2 Instruction and 5% of students to receive Tier 3 Instruction with intervention programming.
<ul style="list-style-type: none"> Evaluate use of end of unit assessments and incorporate project based learning and performance tasks to the extent possible. 	Utilize district resources developed in 2019-2020 in professional development https://docs.google.com/document/d/10_NqCWO6noLrEQ1q24_pCQWUj3cFFSbtBKglC_3V2k0fc/edit?usp=sharing	Aug	June	Teachers K-12 Specialists Principals	Provide time for teachers to review possible student work products and to collaborate on redesigning existing projects and creating new ones which will promote student learning and provide feedback on student learning.
<p>Teaching and Learning Instructional Shifts Planning:</p> <ul style="list-style-type: none"> Utilize student assessment data reports generated by principals at each site regarding student achievement, participation and engagement to identify individual skill gaps, and to inform planning for differentiation and intervention. Provide eduCLIMBER training or reports as needed for teacher analysis. Offer Tier 2 supports embedded in the classroom or provided separately based on student need. Maintain a distinction between intervention and students who missed initial instruction and need Tier I. Address inclusion, equity, and access for all learners. 	State of local assessment data, eduCLIMBER data, data review from distance learning related to student achievement, student work completion, student engagement. Individual iPad or Chromebook	Aug	Sept	Principals Teachers Interventionists	Teachers to identify aggregate class achievement levels and skill gaps and, individual student's skill gaps. Teachers to identify grouping arrangements, use data to provide differentiation, need for additional adult supports. Interventionists and special educators to identify levelled instructional resources to support learning.

	assigned to each student. Differentiated instructional materials; intervention programs					Continue to plan for 15% of students to receive Tier 2 Instruction and 5% of students to receive Tier 3 Instruction with intervention programming.
<ul style="list-style-type: none"> Continue to develop district wide expectations and guidelines for learning and provide professional development to ensure that high quality teaching and learning drive instructional design. 	Curriculum compacting, reevaluation of assessment practices, focus on high yield instructional strategies and professional development	Aug	Sept	Leadership Team		District wide expectations related to curriculum, instruction, and assessment. Plan for use of high yield strategies in learning.
<ul style="list-style-type: none"> Conduct a Staff Survey related to Instruction, Professional Development, and Staff Needs to solicit staff professional development needs and ideas related to instruction. Use data to inform professional development planning for additional instructional needs teachers have. 	Leadership Meeting time to review results and inform planning	June	Aug	Leadership Team		CPS Professional Development Plan for 2021-2022 to be developed in August and will address additional instructional needs teachers have identified.
<ul style="list-style-type: none"> Include in Staff Survey questions related to integrating technology into teaching and learning. Use data to inform technology professional development planning for technology integration into instruction. 	Survey data, Technology, and Leadership team meeting time to review result and inform planning	May	Aug	Director of Educational Technology Leadership Team		CPS Professional Development Plan for 2021-2022 to be developed in August and will address additional technology integration needs teachers have identified.
<ul style="list-style-type: none"> Utilize tech staff as co-teachers for staff new to the district to use certain applications or software. 	New Teacher Orientation Meetings;	Aug	Aug	Director of Educational Technology Director of		New teachers to integrate technology effectively into instruction.

	Educational Technology Coach			Teaching and Learning Educational Technology Coach		
<ul style="list-style-type: none"> Identify a strategy to share district examples of excellence in instruction with teachers across the district. 	Model lessons and approaches	Aug	June	Leadership Team		Teachers to inform and shape their own practice by viewing models of excellent instruction from peers across the district.
<ul style="list-style-type: none"> Establish modified cohort groups to the extent possible K-8. 	School Schedules, Class Lists, Review of Designated Instructional Spaces, Carts and supplies for traveling teachers	July	Aug	Principals and Assistant Principals		Modified cohort groups established, procedures for entering and leaving school and classrooms developed to minimize risk of infection.
<ul style="list-style-type: none"> Reflect on the strategies used for instruction in 2020-2021 that will be valuable to continue. 	Staff Meetings, Department Meetings, Leadership Meetings	Aug	Sept	Principals Director of Educational Technology Director of Teaching and Learning Teachers		Adopt effective practices and seek innovations to improve instruction.
<ul style="list-style-type: none"> Identify the remote learning practices that worked well for some of our students and incorporate them into our on site instruction. 	Staff Meetings, Department Meetings, Leadership Meetings	Aug	Sept	Director of Teaching and Learning Principals		Adopt effective practices and seek innovations to improve instruction.

				Director of Educational Technology Director of Pupil and Staff Support Services Related Service Staff Teachers	
Teaching and Learning Professional Development Planning:					
<ul style="list-style-type: none"> Prioritize mandatory training for staff, before the beginning of the school year including review of symptoms of COVID-19, Standard Public Health protocols, Hygiene Practices, PPE, Reporting Illnesses, and supporting SEL. Plan ongoing training as changes occur in recommendations and public health data. 	Professional Development and Early Release days, training materials, trainers as needed	Aug	Sept	Leadership Team	CPS Professional Development Plan for 2021-2022 to include training to ensure the implementation of practices to promote the safety, health and wellness of students, staff, and employees.
<ul style="list-style-type: none"> Conduct a Staff Professional Development and Technology Survey. Use data to inform professional development planning for the 2021-2022 school year. 	Administer survey sent out in Sept. 2021 and inform planning for professional development offerings and technology integration professional development in 2021-2022	Aug	Sept	Leadership Team Professional Development and Teval Committee	CPS Professional Development Plan for 2021-2022 to be developed to address teaching and learning and additional technology integration needs teachers have identified.

Social and Emotional Learning:					
<ul style="list-style-type: none"> Develop a detailed plan to continue SEL programming provided in 2020-2021 to engage all students. Review data on attendance, participation rates, and work completion. Disaggregate data by school and all subgroups. Identify reasons for disengagements and develop customized strategies to support students based on their reasons for disengagement. Consider SEL Boost and Intervention sessions prior to the start of school. Plan for students returning from remote learning or home schooling. 	Summer Curriculum work in June dedicated to SEL planning; CSDE, CASEL and other resources, Second Step resources. District related services committee created for this work. District and community resources	June	Sept	Director of Pupil and Staff Support Services Principals Related Service Staff	A range of strategies to be implemented to engage all students.
<ul style="list-style-type: none"> Ensure funding for programmatic or tiered intervention needs to support students in social emotional learning and dealing with trauma. 	Title II funding for the development of instructional materials; budget to support additional instructional materials as needed	June	Sept	Director of Teaching and Learning	Trauma informed lessons and resources to be implemented.
<ul style="list-style-type: none"> Identify any additional support teachers, new to the profession this year, will need next year. Provide SEL training at New Teacher Orientation and solicit input from new teachers related to needs. 	New Teacher Orientation; anecdotal feedback; Principal meetings with new teachers	Aug	June	Director of Teaching and Learning Principals	Support and resources to inform the SEL work of new teachers with their students.
<ul style="list-style-type: none"> Involve teachers in building community and establishing norms in classes through fun and engaging activities. Develop a classroom community through ice-breaker introductions and reimagined school spirit activities. Provide teachers talking points for work with students, reflective listening skills. Foster structures for peer to peer connections. 	Bank of Strategies for use; Staff meeting collaboration. Design for learning activities and social activities for student collaboration and connection	Aug	Sept	Principals Assistant Principals School Spirit Committees Related Services staff	Strategies and activities to build connections between students and teachers and students and each other and to foster a classroom community.

<ul style="list-style-type: none"> Continue intensified communication efforts with parents and families of all children who are struggling (may include home visits). Provide literature that informs parents on how to address challenges (might include bedtimes, routines, work time, play time, limiting naps). 	In addition to the classroom teacher, identify the staff member to take the lead on communicating with families of individual students and develop a customized plan to communicate in ways that are effective in working with each family	Aug	June	Principals Teachers Related Service Providers	School support for students, parents, and families to assist students in dealing with struggles and challenges.
<ul style="list-style-type: none"> Orchestrate and assign partners for SEL instruction for Tier 1: social workers, psychologists, counselors partner with Tier 1 teachers. 	Teacher schedules; identified needs of individual students and teachers	Aug	June	Principals Related Services Staff	Ongoing support to assist students in engaging with school.
<ul style="list-style-type: none"> Evaluate Second Step Lessons K-5 to identify topics which would merit additional time and instruction in light of the pandemic. 	Second Step Instructional Materials, Extended Grade Level meetings	Aug	Nov	Principals Teachers	Tier 1 Instruction to support students' social and emotional learning.
Students Identified for Special Education Services					
<ul style="list-style-type: none"> Treat students eligible for special education and other special populations as general education students first. Re-opening guidance for all students applies to students identified for special education. If students are not able to access the return to in-person instruction plan as designed, facilitate individual alternative means of re-entry based on need, levels of functioning, developmental levels, and student/parent input. Consider blended learning schedules if needed. Use engagement data from 2020-2021 and anecdotal 	IEP, anecdotal feedback Related Services Staff	Aug	Oct	Director of Pupil and Staff Support Services	Strategies to provide equitable access to education for all students.

information from Related Services Staff to customize for individual student needs.					
Communication Plan					
<ul style="list-style-type: none"> Leverage multiple communication methods (Superintendent letter, Principal weekly communications, school messenger, website pop-ups, and phone calls) to communicate the most up to date information policies, and protocols. 	District Administration, IT Department, Secretaries, Website, SchoolMessenger, District Social Media	July	June	Director of Educational Technology IT Department	Update section on website dedicated to a return to in-person instruction that also includes information and links to our local public health department; schedule regular communications by District Administration (i.e. Superintendent letters, weekly emails from building administration - stagger days by building); mirror district communications on website; utilize features of website and social media (banners, page pops, etc.) to alert families/community to time sensitive updates.
<ul style="list-style-type: none"> Communicate the expectation for teacher frequency of communication with parents and increase teacher phone calls over email communication with parents. 	Teaching staff, PowerSchool	Aug	June	Principals Director of Pupil and Staff Support Services	Administration will develop and share expectations and protocols regarding parent communication with teachers; teachers will follow protocols and communicate with families on a weekly basis either through phone calls, emails or class memos/newsletters; teachers will collaborate with related

					service staff and administration about more frequent communications to families of struggling students.
<ul style="list-style-type: none"> Through district and school surveys, open invitations for meetings and phone calls from Principals, and Superintendent Open Door Meetings ensure the opportunity for parent, family, staff, and community input regarding new policies and practices. 	Google Forms, SchoolMessenger, Website	June	June	Superintendent Principals	District will develop opportunities for online feedback for families. Administration will conduct meetings and solicit feedback from all stakeholders; Superintendent will hold open door meetings for parents.
<ul style="list-style-type: none"> Ensure parents are aware the Superintendent will provide immediate notification and explanation of the need to cancel classes or change the model of instruction. 	SchoolMessenger, Website	Aug	June	Superintendent	Superintendent will notify families of communications, procedures and protocols regarding instructional model changes; moving forward, the Superintendent will communicate any and all changes to the instructional model to families through SchoolMessenger and website postings/modifications prior to the shift to that model.

<ul style="list-style-type: none"> Prepare to provide families with clear and ongoing communication about what to expect, during and prior to returning. This includes, but is not limited to, guidance on the school protocols related to health and safety guidelines. 	District Administration, Website, SchoolMessenger	July	June	District Administration IT Department	Maintain a section on the website dedicated to our district safe return plans; any changes will be posted on the site and communicated to families through page pops and SchoolMessenger emails; all communications will be mirrored on the website. Age appropriate videos for students focus on hand washing, wearing face coverings, physical distancing, coughing and sneezing etiquette, directions regarding safe entrance and exit of the building/bus, and general safety and health directions.
<ul style="list-style-type: none"> Continue to engage with families and students as the return to in-person instruction moves forward to ensure they are informed and have the ability to provide feedback. 	District Administration, SchoolMessenger	July	Aug	District Administration	The Superintendent will have frequent open door meetings as well as allow families the opportunity to share feedback on this re-open plan; building principals will establish opportunities for families and students to share concerns through open door policy; the district will communicate to families regarding these opportunities through SchoolMessenger emails which will be mirrored on website.

<ul style="list-style-type: none"> Make the Safe Return to In-Person Instruction Plan available on the LEA website, accessible. 	District Administration, SchoolMessenger, Website	June	Aug	District Administration IT Department	The Safe Return to In-Person Instruction Plan will be made available on a dedicated section of our district website.
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District Goal #2 – Maintain and promote a positive and respectful learning community.

District Level Strategies:

- Assist in data collection and analysis processes aligned with the SPI at the school level to support collaboration on initiatives related to district and town stakeholders.
- Be responsive to identified programmatic, instructional, and support needs as indicated by the data.
- Provide leadership in the identification of resources, best practices, and professional development opportunities to support needs.
- Review, reflect on the allocation of past, current, and future resources with respect to support of key achievement goals, SPI priorities, and program expansion.

Action Plan Steps	Resources Needed (Material, Staff, Time, etc.)	Timelines		Persons Responsible	Outcomes
		Start Date	End Date		
Operations Facilities <ul style="list-style-type: none"> Review building space and maintain reconfigured available classroom space, such as cafeterias, gymnasiums, auditoriums, and libraries to maximize physical distancing. 	Classroom and building walkthroughs	June	Aug	Building Admin. Director of Physical Plant and Facilities	Identification of additional instructional spaces including outdoor spaces to support physical distancing and minimize the spread of infection.
<ul style="list-style-type: none"> Maintain physical distancing between student work stations. 	Desks for students, storage space, custodian staff	July	Aug	Director of Physical Plant and Facilities	Empty classrooms except student and teacher desks. Space desks 3 ft when feasible with available space.

<ul style="list-style-type: none"> Continue washing displays or hand sanitizers for each classroom; provide adequate supplies, including soap, hand sanitizers with at least 60% ethyl alcohol or 70% isopropyl alcohol, and cloth face coverings. 	Dispensers, soap, hand sanitizer, paper towel, masks	June	Aug	Director of Physical Plant and Facilities	Grades K thru 4 have sinks in every room with automatic paper towel and soap dispenser. Grades 5 thru 12 have hand sanitizer in each room. Different size masks available. Extra hand sanitizer for each lab/work station with shared equipment, signage with lab station protocol reminders.
<ul style="list-style-type: none"> Comply with DPH Guidance for Cleaning and Disinfecting of Schools Plan. 	Cleaning supplies, UV lamp, training	July	Aug	Director of Physical Plant and Facilities	Use UV light to disinfect each room daily. Clean and disinfect restrooms twice daily. Use QR codes to track cleaning. Use of a microfiber cleaning system. Train a trainer for on-going custodian training as things change. Have an online training video.
<ul style="list-style-type: none"> Comply with DPH Return to Service Guidance for Building Water Systems. 	Envirotech	Aug	Aug	Director of Physical Plant and Facilities	Each school has a weekly system flush in each bathroom, sink, and water fountain.
<ul style="list-style-type: none"> Comply with DPH Guidance for School Systems for the Operations of Central and non-Central Ventilation Systems. 	ABS, Filters	July	Aug	Director of Physical Plant and Facilities	ABS have set schedules for unit ventilation to run 2 hours before through 1 hour after school starts. All fresh air intake set to 75% until the weather changes. Continue preventive maintenance program.
<ul style="list-style-type: none"> Follow all CDC, state, and local guidelines related to physical distancing for physical education and physical activity, including recess. 	CDC and state guidelines	July	Aug	Director of Physical Plant and Facilities	Ongoing monitoring

<ul style="list-style-type: none"> Continue recommended CDC cleaning procedures following a confirmed COVID-19 case. 	CDC and DPH guidelines	July	Aug	Director of Physical Plant and Facilities	If staff or student leave because of sickness, the room is disinfected when the person leaves with the use of UV lighting.
<ul style="list-style-type: none"> Ensure all signs and messages related to stopping the spread are accessible for students with disabilities and in languages appropriate for the school population. 	CDC, DPH, Sign Professionals	July	Aug	Director of Physical Plant Facilities	Signs from CDC that are age appropriate for each school are installed.
<ul style="list-style-type: none"> Post signs in visible locations that promote everyday protective measures and provide instructions related to properly washing hands and properly wearing cloth face coverings. 	CDC, DPH, Sign Professionals	Aug	June	Director of Physical Plant Facilities	Signs from CDC that are age appropriate for each school are installed.
<ul style="list-style-type: none"> For handling musical instruments, consult the National Association for Music Education's (NAFME) COVID-19 Instrument Cleaning Guidelines. 	NAFME Guidelines	Aug	Sept	Principals Music Department Chair	Use a thorough cleaning process for disinfecting musical instruments. Basic soap and water is highly effective. Use of alcohol wipes or disinfectant solution to thoroughly clean both the outside and the inside of the mouthpiece is highly recommended.
<ul style="list-style-type: none"> Maintain CDC guidelines for proper spacing when students are singing or performing wind instruments by scheduling large ensembles in auditoriums, outdoors, cafeterias, gyms or other large spaces. Focus on maximizing distancing for instruments that require blowing or for singing, compared with string and percussion instruments. 	Bandroom, stage, gyms	July	Aug	Principals Music Department Chair	Use larger areas to meet the physical distancing to include gyms, stage, bandroom, and outdoor space.
<ul style="list-style-type: none"> Address arrival and dismissal practices with no visitors or parents in the building except for early dismissal and dismissal for illness. 	Established procedures	July	June	Director of Physical Plant Facilities	Continue developed traffic patterns and guidelines for families for arrival and dismissal including building entrance and exit locations for students. Exterior parking and

					physically distanced waiting areas and guidelines for parents and families to be included.
<ul style="list-style-type: none"> Continue to procure any needed personal protective equipment public health officials recommend, including gloves, face masks, hand soap, hand sanitizer, and disinfectant. 	Ro-Vic, Grainger, CREC	July	On-going	Director of Physical Plant and Facilities	2300 surgical masks, 800 student masks, gloves, hand sanitizer 70% alcoholic, and hand soap in stock.
<p>Operations</p> <p>Health and Safety Policies and Protocols</p> <ul style="list-style-type: none"> Expect all students and staff to wear a protective face covering or face mask that completely covers the nose and mouth when inside the school building, on school bus, or outside when working in close groups, allowing for certain exceptions. 	Individual student and school provided PPE	Aug	June	District Administration Teachers	Training videos and lessons implemented to support students and staff. Procedures for mask breaks developed and breaks provided for students throughout the day.
<ul style="list-style-type: none"> Assist staff and students to maintain physical distancing between individuals to reduce the transmission of the virus per the public health guidelines at that time. 	Prosigns, CDC, DPH	July	Aug	Director of Physical Plant and Facilities	CDC signs throughout the building.
<ul style="list-style-type: none"> Continue to share information with staff on reporting illness of oneself or a student, physical distancing for themselves and students in all educational spaces, frequent hand washing for themselves and expected routines for student hand washing and use of hand sanitizer and use of face coverings that completely cover the nose and mouth. 	Videos, Opening Staff Meetings to reinforce training	July	Aug	Leadership Team	Continuation of protocols that support safety and wellness and minimize the spread of infection.

<ul style="list-style-type: none"> Continue training that includes physical distancing, cleaning protocols and hygiene practices such as respiratory and cough etiquette. Provide explicit instruction for students on topics such as how to greet each other. 	CDC, DPH, IT department, Google	July	Aug	Leadership Team School Nursing Staff	Refresher information will be shared at monthly faculty meetings. Updated CDC guidance and training will be provided to students and families.
<ul style="list-style-type: none"> Ensure training is provided to substitutes or others who may enter the school outside of the first day. 	CDC, DPH, IT department, Google	July	June	Leadership Team and Human Resources	Online training for all substitutes before starting work.
Monitoring, Containment, Class Cancellation					
<ul style="list-style-type: none"> Continue following guidance from our regional health organization on tracking to identify numbers and patterns in reasons for absences. Share data and collaborate with our regional health organization 	Frontline Absence Management, SNAP	Aug		Nursing Staff	Nursing staff follow up (call, email, etc.) on each unaccounted student and staff absence in their building daily. All COVID-19 related absences and school dismissals (symptoms or confirmed cases) are entered confidentially into the SNAP nursing program. A report is generated and totals are shared with district nurses immediately, and the superintendent and building administrators daily. Diagnosis of positive COVID-19 cases are shared with Eastern Highland Health District officials
<ul style="list-style-type: none"> Continue a health monitoring plan with protocols for monitoring of symptoms that could be related to COVID-19, with the goal of decreasing the risk of spreading or contracting the virus and maintaining oversight related to the pandemic while complying with relevant privacy and health laws. Instruct students and staff to inform the school if they are sick 	Publications with protocols for students, families, and staff,	July	Aug	Nursing Staff	Should a student present with COVID-19 symptoms at school: Teacher/para will call the nurse and report observed symptoms including: <ul style="list-style-type: none"> Feeling warm or chills Cough

<p>with COVID-19 related symptoms, particularly if they had a known contact with someone diagnosed with COVID-19 and have also had contact with the school population. They must stay home when they are sick, especially if they have COVID-19 symptoms such as fever and cough. The Equal Employment Opportunity Commission (EEOC) has provided guidance that confirms that, during a pandemic, it is permissible to ask employees if they are experiencing symptoms of the pandemic virus (such as fever, chills, cough, shortness of breath, or sore throat.) Employers must maintain all information about employee or student illness as a confidential medical record.</p>	CPS Communication Plan				<ul style="list-style-type: none"> Shortness of breath or difficulty breathing Fatigue Muscle or body aches Headache New loss of taste or smell Sore throat Congestion or runny nose Nausea or vomiting Diarrhea <p>Upon evaluation the nurse will determine if the student should wait in the isolation space, separate from the school health office. The student will be monitored in the isolation space by the building principal or designee and must wear proper PPE (mask and isolation gown).</p> <p>Nurse will notify the parent/guardian, who must promptly pick the student up and immediately follow-up (i.e. call) with the student's health care provider for guidance. If the student complains of shortness of breath or condition worsens, EMS will be activated by the nurse.</p> <p>Evaluation of symptoms of a staff member, the staff member will be sent home and advised to follow up immediately with their health care</p>
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					<p>provider if symptoms are consistent with those of COVID-19. Office staff will find substitute coverage as needed.</p> <p>Return to school after illness if Laboratory Confirmed Case of COVID-19:</p> <p>The ability for students or staff to return to campus will be determined based upon research-based guidance from the Centers for Disease Control (CDC).</p> <ol style="list-style-type: none"> 1. Symptom-based Strategy: Isolation and precautions can generally be discontinued 10 days after symptom onset and resolution of fever for at least 24 hours, without the use of fever-reducing medications, and with improvement of other symptoms. 2. Time-Based Strategy: (for those asymptomatic but tested positive) <ul style="list-style-type: none"> • At least 10 days have passed since the date of their first positive COVID-19 diagnostic test assuming they have not subsequently developed
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					<p>symptoms since their positive test.</p> <ul style="list-style-type: none"> • If they develop symptoms during this period then the symptom-based strategy should be used. <p>Suspected Case of COVID-19:</p> <p>For those students or staff that are dismissed (or out of school/work) due to symptoms consistent with COVID-19 may return to the school setting by following the below criteria.</p> <ul style="list-style-type: none"> • If not tested, then symptom-based strategy detailed above is met, OR; • If not tested, then physician's clearance note provided and symptoms improve consistent with standard school guidelines, OR; • Negative COVID-19 test result performed on day 5 or later, is provided and symptoms improve consistent with standard school guidelines. <p>Any student or staff member that is exposed to a confirmed case of COVID-19 and has not been vaccinated, shall follow local and state health</p>
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Artifact E

Safe Return to In-Person Instruction 2021-2022

					department guidance for a 10 day quarantine period. The expectation is that any household member exposed to a confirmed case of COVID-19 will quarantine themselves for 10 days.
<ul style="list-style-type: none"> Educate staff and families about when to stay home. Schools should properly communicate the content of this or any updated guidance. Provide parents with reminders about the symptoms consistent with COVID-19 that require keeping their students at home. Examples include a check-list for parents or a web based application such as Connecticut How We Feel. 	Newsletters, website, School Messenger	July	Aug	School Nursing Staff Principals	<p>Prior to school starting in August CPS will send information to staff and families including the following:</p> <p>The symptoms of COVID-19 include: fever (temperature greater than 100°f) or chills, cough, shortness of breath, difficulty breathing, fatigue, muscle/body aches, headache, sore throat, nausea, vomiting, diarrhea or a new loss of smell/taste.</p> <p>Advise families to actively monitor symptoms of their children and all family members each day prior to sending students to school. Should anyone in the household be symptomatic, keep all children home and notify the school nurse(s) immediately.</p> <p>Any student or staff member that is exposed to a confirmed case of COVID-19 and is unvaccinated, shall follow local and state health department guidance for a 10 day quarantine period. The expectation is that any household members exposed</p>

Safe Return to In-Person Instruction 2021-2022

					<p>to a confirmed case of COVID-19 will quarantine themselves for 10 days.</p> <p>Parents/guardians must call the school nurse to report the reason for an absence prior to the start of each school day. Confidential voicemails are acceptable.</p> <p>Proactive use of face coverings, physical distancing, and handwashing at school and other public areas.</p> <p>Reiterate the need and enforce state required physical health assessments (physical examinations) and adhering to the state mandated immunization program, working with families to comply with all health requirements and the strongly encouraged flu vaccination during this pandemic.</p> <p>Pick-up procedures should a student present with COVID-19 like symptoms at school.</p> <p>Return to school requirements after illness.</p> <p>During the school year should a student or staff member test positive for COVID-19 Coventry School District will: Notify state authorities and the EHHD.</p> <ul style="list-style-type: none"> Notify appropriate families.
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					<ul style="list-style-type: none"> • Monitor for clusters of cases. • Coordinate with the EHHD and state agencies to determine if any changes to school schedules or possible closure is recommended. • Families will be notified via email, phone blast and our district website of any altered school schedules or closures.
<ul style="list-style-type: none"> • Continue to collaborate with the EHHD to identify procedures to identify confirmed cases and scenarios that would involve quarantine, partial closure, or full closure of a school or schools. 	Meetings with the Eastern Highlands Health District (EHHD). The EHHD will develop scenarios and provide them to CPS.	July	Aug	Superintendent Leadership Team	Written guidance and protocols to be developed and shared by the EHHD to cover various scenarios related to exposure to COVID-19.
<ul style="list-style-type: none"> • Written protocols for containment and immediate response if an individual has signs or symptoms of COVID-19, there is a known exposure, or a member of the school community has a confirmed diagnosis of COVID-19. The purpose of containment plans are to decrease the risks of spreading COVID-19, and include the following: – Immediate coordination with the local health department, including being ready to comply with requests for information from the local health department to assist with contact tracing. Identification of a response team within the school and LEA with specific responsibilities. Consideration of 	Director of the EHHD	July	Aug	CPS Nursing Coordinator Superintendent	Any student or staff member presenting with a single symptom of fever, cough or shortness of breath would be considered suspicious of COVID-19 and dismissed from school. Anyone with other symptoms in combination (fatigue, muscle or body aches, headache, sore throat, congestion/runny nose, nausea/vomiting or diarrhea, or a new loss of taste or smell) would also be

<p>what signs and symptoms exhibited by students or staff would require their immediate dismissal from school; for what period of time; and conditions for their re-admittance to school. Notify and consult with the CSDE immediately if the LEA is contemplating class cancellations.</p>					<p>considered suspicious of COVID-19 and dismissed from school.</p> <p>Any decision about school closure, reopening, or cancellation of school events will be made in coordination/collaboration with local health officials, and with the advice of the school medical advisor and school nurse supervisor.</p> <p>A person with a confirmed case of COVID-19 will be isolated and dismissed immediately as outlined above. The Superintendent and the Director of the EHHD will be notified of suspected or positive cases of COVID-19 of students or staff members. Any schedule changes, partial or district closures will be coordinated with the EHHD.</p> <p>To expedite expedient contact tracing, each school maintains accurate information containing the following: Class lists with seating chart, Cafeteria or lunch seating chart, Bus lists and seating chart, Staff schedules student schedules, Students participating in extracurricular activities lists (sports, clubs, etc.) if those activities are permitted.</p>
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<ul style="list-style-type: none"> Maintain a health isolation space in addition to the existing health room to monitor a student who exhibits symptoms until the parent arrives. For the purposes of contact tracing, schools should log all persons who entered the space. The individual supervising the space must be equipped with proper PPE. 	Review of school spaces	June	July	Principals CPS Nursing Coordinator Nursing Staff	Each school has identified an isolation space, separate from the health office. Building principals will assign staff to monitor each space. This monitor will be equipped with a surgical mask, an isolation gown, gloves and a face shield. Anyone in contact with the isolated student will be logged into the nurse's SNAP program.
<p>Immunizations and Health Assessments</p> <ul style="list-style-type: none"> Coventry will continue to work with the Department of Public Health (DPH) and the EHHD to provide vaccination centers for educators, staff, and students as appropriate. 	The DPH, the EHHD, Superintendent	June	July	Superintendent Nursing Staff	Convenient onsite opportunities for vaccinations provided for educators, students, and staff.
<ul style="list-style-type: none"> Follow guidance from the Department of Public Health issued June 17, 2020 emphasizing the importance of protecting students by staying up to date on immunizations. 	DPH Guidance	Aug	June	School Nursing Staff	School nurses work closely with families to ensure students have met all immunization requirements prior to entry into school. If a student is not able to receive appropriate grade level immunizations, there must be a confirmed appointment date within 30 days of entry into school.
<ul style="list-style-type: none"> Follow the guidance from the CSDE issued on June 26, 2020 outlining the requirements for health assessments prior to students enrolling in school 	CSDE requirements	Aug	June	School Nursing Staff	Health assessments must be submitted prior to entry into school. CSDE has extended valid health assessment dates from 13 months to 15 months. If families are not able to obtain a doctor appointment prior to the start of school they must notify their child's school nurse. The nurse will work with the

					family to obtain the latest assessment provided the family has an appointment within 30 days.
<p>Reporting Illnesses and Addressing Vulnerable Populations</p> <p>Instruct students and staff to inform the school if they are sick with COVID-19 symptoms, particularly if they had a known contact with someone diagnosed with COVID-19 and have also had contact with the school population. They must stay home when sick. Employers must maintain all information about employee or student illness as a confidential medical record. Maintain protocols for reporting to a school nurse. Educate staff and families about when to stay home. Instruct staff and students (or their parents or guardians) to conduct a self-assessment prior to leaving for school to identify fever and other possible COVID-19 symptoms.</p>	Videos and resources provided to parents and families related to symptoms	Aug	June	School Nursing Staff	Information regarding students or staff members who have had symptoms, contact with someone diagnosed, and/or have been diagnosed with COVID-19 must be reported to the school nurse as outlined above. The nurse will maintain this confidential information in the nursing SNAP program. Guidelines for self-assessment will be provided to parents and families.
<p>Operations Transportation</p> <ul style="list-style-type: none"> Plan for buses to operate at capacity with heightened health and safety protocols, including requiring all students and operators wearing face coverings. Continue training for students, families of younger students, and bus drivers. Continue plans to activate increased physical distancing protocols based upon community spread. 	Training modules, DPH Tiered System	Aug	June	Leadership Team Director of Finance and Operations M&J Bus	Survey families to identify how many families intend to transport their students at the beginning of the year. Collaborate with M&J on training for drivers and physical distancing protocols. Provide training for students and families.
<p>Operations School Meals</p> <ul style="list-style-type: none"> Schools and institutions that participate in the National School Lunch Program (NSLP), School Breakfast 	NSLP, SBP, SMP guidelines	Aug	June	Director of Finance and	Under the National School Breakfast and Lunch Programs, Coventry Public

Program (SBP), Afterschool Snack Program, and Special Milk Program (SMP) as applicable, must continue to determine eligibility for and make available free and reduced-price meals and snacks and free milk to all eligible students.				Operations Food Services Director	Schools is operating under the Seamless Summer Option (SSO) to provide meals at no cost to all students.
<ul style="list-style-type: none"> Schools and institutions must comply with the U.S. Department of Agriculture's (USDA) regulations and policies for school meals and milk including the meal pattern requirements. 	NSLP, SBP, SMP guidelines	Aug	June	Food Services Director	Families will be updated by food services regarding the available options.
<ul style="list-style-type: none"> Schools and institutions that participate in the NSLP are required to claim meals/ milk provided to eligible students using accurate counting and claiming methods. 	NSLP, SBP, SMP guidelines	Aug	June	Food Services Director	Continue to remain compliant with regulations.
<ul style="list-style-type: none"> Continue a plan to provide school meals to students to meet national regulations and minimize the risk of infection. 	NSLP, SBP,SMP guidelines	Aug	June	Food Services Director	Continues to remain compliant with regulations. Meal distribution method(s) for students while in school: Regular meal pricing will apply. Parents are encouraged to apply for meal benefits. Onsite Lunches: Students in all schools K-12 will eat using a cafeteria pick-up model with students coming to the cafeteria service line in their cohorts in small staggered waves. Students will eat with physical distanced seating in the cafeteria and alternate large spaces. Weather permitting, schools with outside seating capability may be able to move some tables outside to improve physical distance seating and reduce the number of students in the cafeteria.

Operations Finances					
<ul style="list-style-type: none"> Utilize ESSER, ESSER II, and ARP funding to support the multiple areas that may required increased funding including student equipment, protective materials and cleaning supplies, increased staffing and physical changes to school buildings to enhance health and safety measures. 	Maximize the use of state and federal funding opportunities including ESSER, ESSER II, and ARP	June	Sept	Director of Finance and Operations Superintendent	Consider additional needs related to equipment, staffing, and changes to school buildings when developing priorities for ESSER grant.

Artifact F



Artifact F

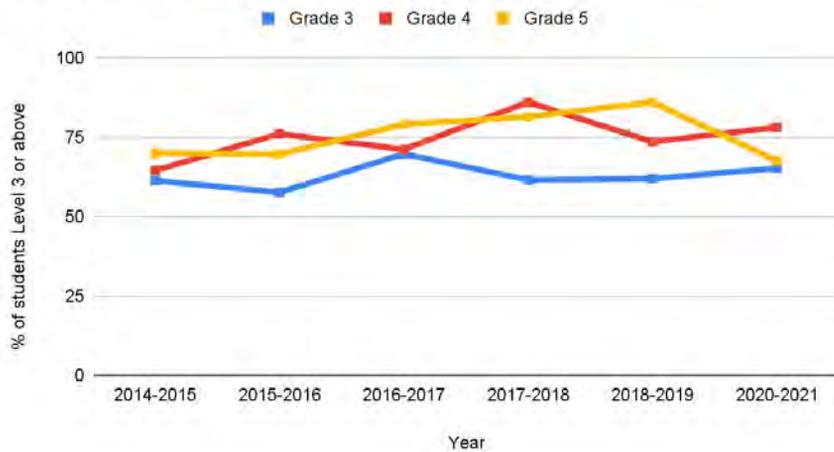
SBAC ELA

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
3	61.3%	57.6%	69.7%	61.5%	61.9%	65.2%
4	64.5%	76.0%	71.1%	86.0%	73.5%	78.1%
5	69.9%	69.6%	79.0%	81.4%	86.0%	67.5%



GHR Average = 70.3

ELA SBAC Achievement



Artifact F

ELA Disaggregation by Strand



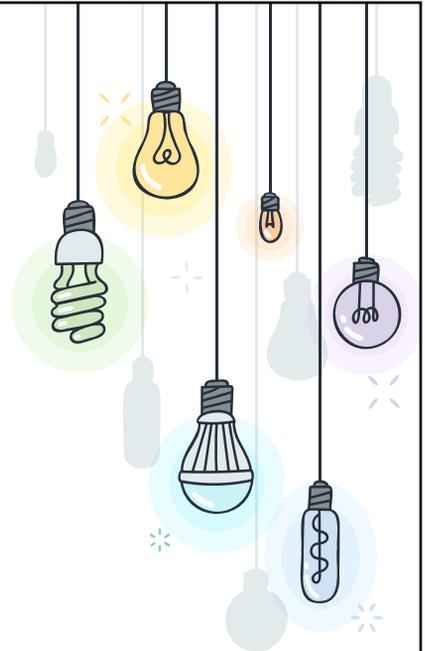
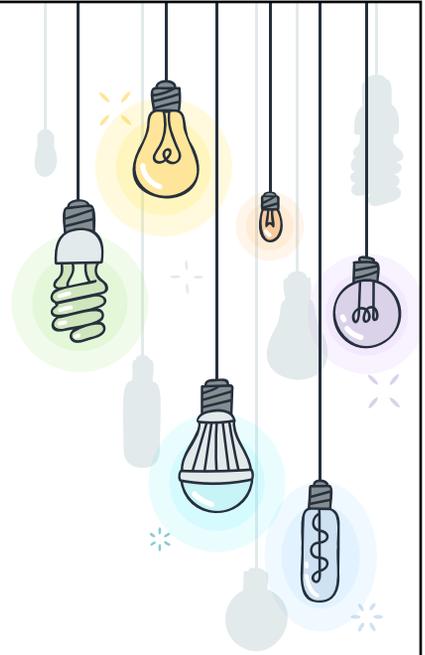
ELA Disaggregation by Gender

	% Females Level 3 or Above	% Males Level 3 or Above	Percentage pt. difference between females and males
Grade 3	63	67	- 4
Grade 4	83	73	+10
Grade 5	77	61	+16

Artifact F

* ELA Disaggregation by IDEA Indicator

	2018-2019 % Level 3 or Above with IDEA Indicator	2020-2021 % Level 3 or Above with IDEA Indicator
Grade 3	9%	18% (11 students)
Grade 4	35%	33% (15 students)
Grade 5	36%	29% (21 students)



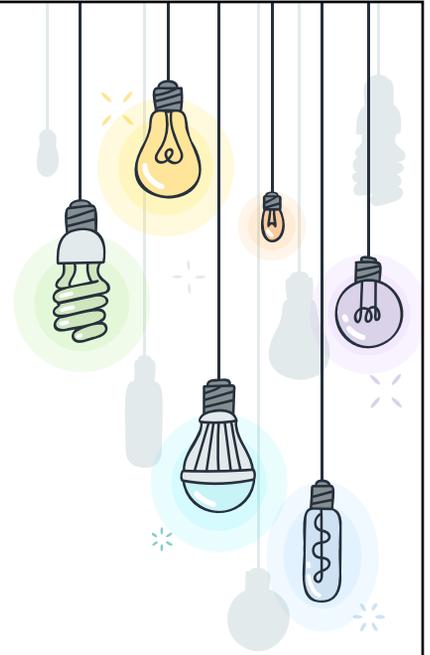
Artifact F

* ELA Summative comparison to IABs

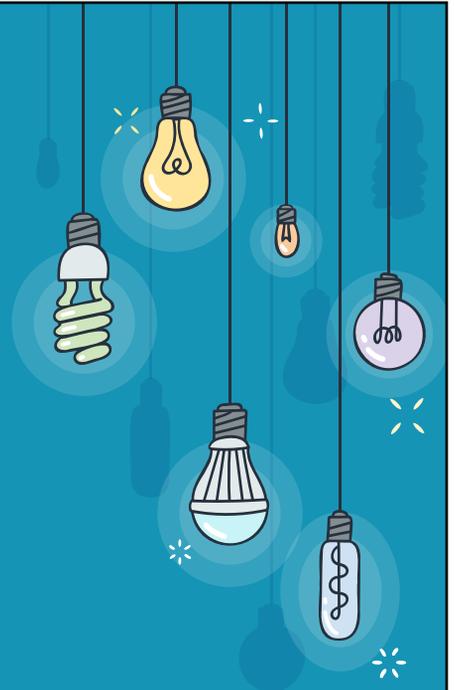
	Summative	Avg of ELA IABs
Grade 3	65.2%	56%
Grade 4	78.1%	70.6%
Grade 5	67.5%	63%

Here are the best predictive IABs that were taken at each grade level.

- Grade 3: Research
- Grade 4: Informational
- Grade 5: Research



SBAC MATH

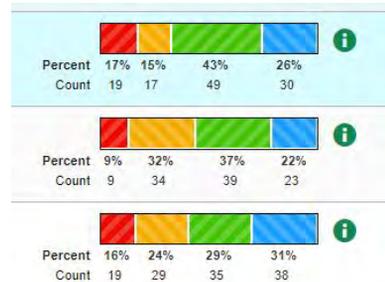


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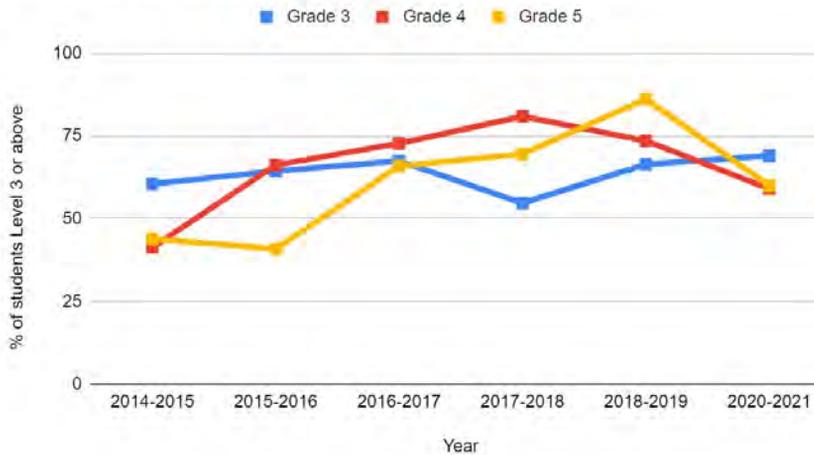
SBAC Math

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
3	60.5%	64.4%	67.4%	54.7%	66.4%	69%
4	41.3%	66.2%	72.7%	80.9%	73.5%	59%
5	43.9%	40.9%	65.9%	69.5%	86.1%	60%

GHR Average = 62.6%

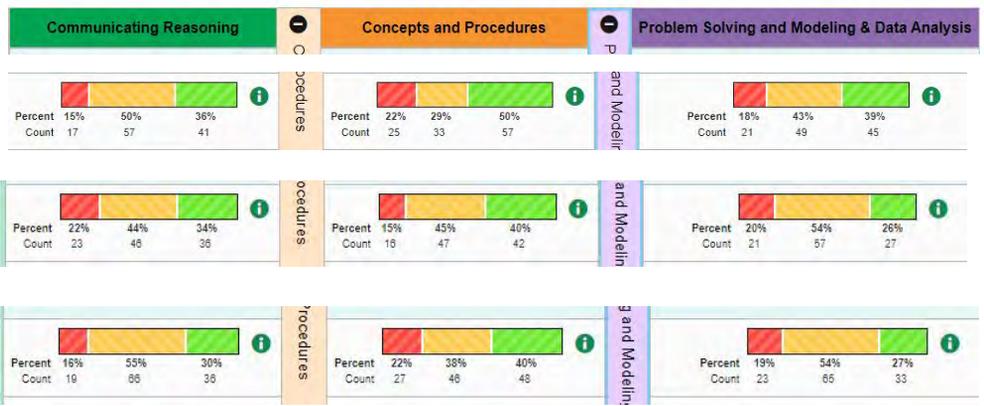


Math SBAC Achievement



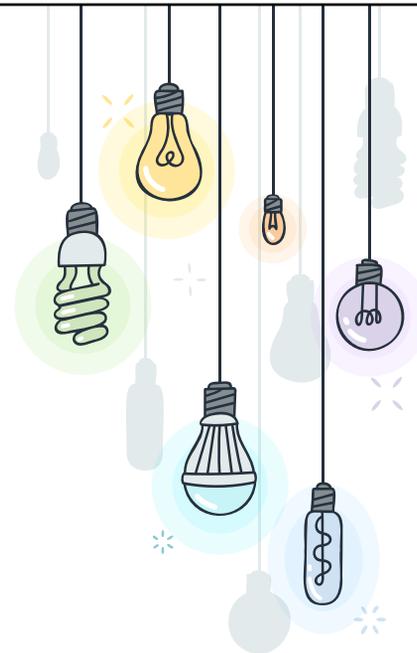
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Math Disaggregation by Strand



Math Disaggregation by Gender

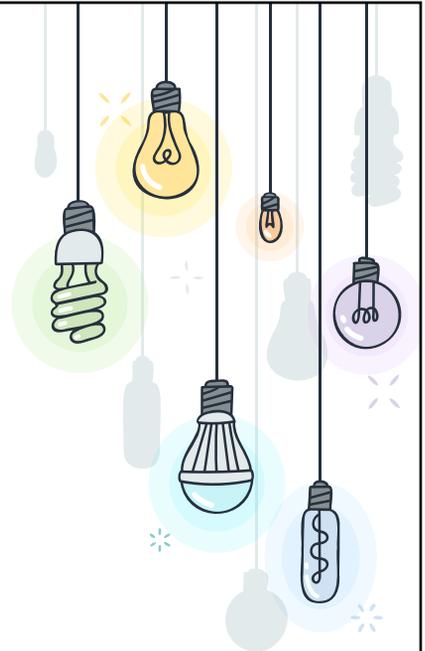
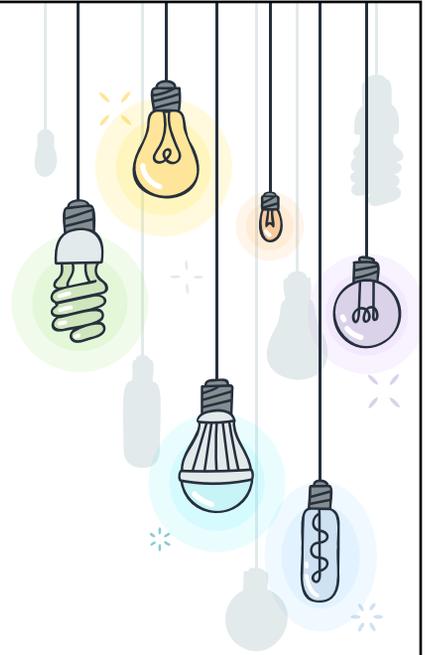
	% Females Level 3 or Above	% Males Level 3 or Above	Percentage pt. difference between females and males
Grade 3	67	70	-3
Grade 4	58	60	-2
Grade 5	61	60	+1



Artifact F

* Math Disaggregation by IDEA Indicator

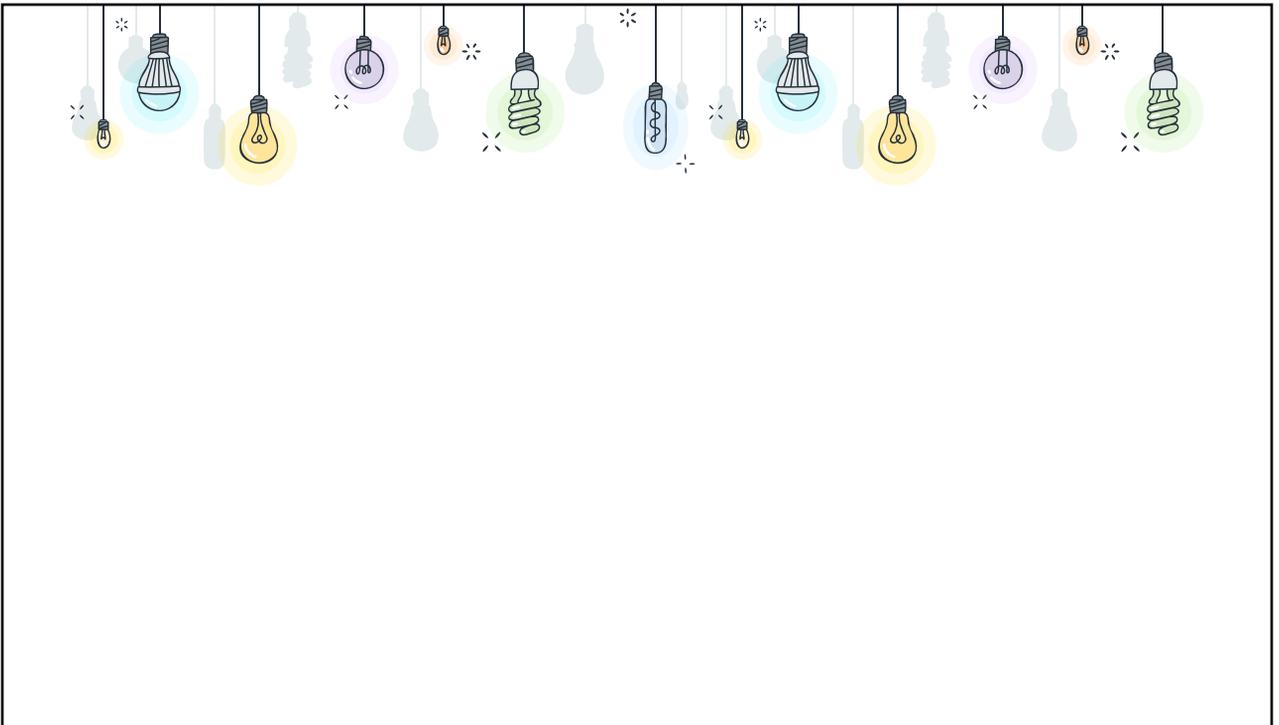
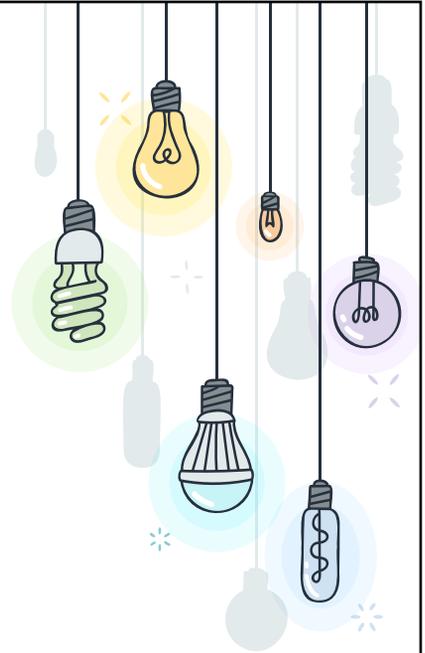
	2018-2019 % Level 3 or Above with IDEA Indicator	2020-2021 % Level 3 or Above with IDEA Indicator
Grade 3	32%	9% (11 students)
Grade 4	28%	27% (15 students)
Grade 5	20%	15% (20 students)



Artifact F

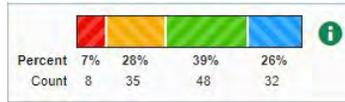
* Math Summative comparison to IABs

	Summative	Avg of Math IABs (including Performance Tasks)
Grade 3	69%	51%
Grade 4	59%	51%
Grade 5	60%	53%



Artifact F

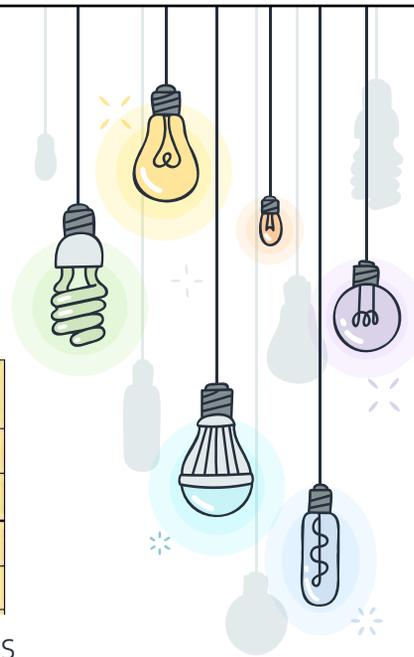
✧ NEXT GENERATION SCIENCE STANDARDS



Percent of Students At/Above By Grade Level

Grade Level	% Level 3 or Above 2018-2019	% Level 3 or Above 2020-2021
5	77.9	65
8	74.1	68
11	57.1	63
Coventry Average	69.7	64.3

Areas of focus: Life sciences, Earth/Space Sciences



✧ SCHOOL IMPROVEMENT PLANNING

Reading

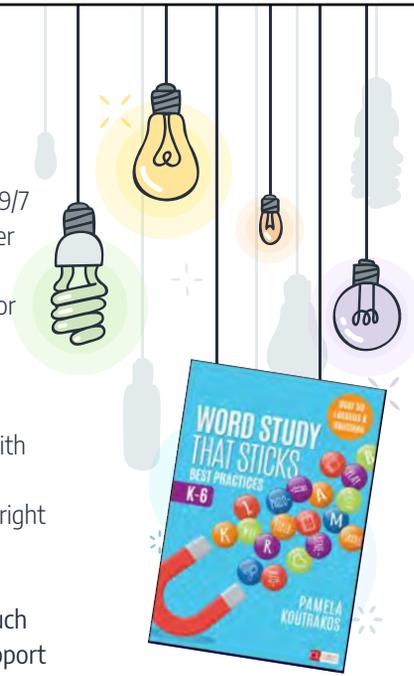
Increase the percentage of Grades 3-5 students who demonstrate at or above goal scores on the ELA/Literacy Smarter Balanced Assessment (SBAC) to 75% as measured by the fall 2020 SBAC literary interim assessment data to the spring 2021 SBAC literary interim assessment data.

Writing

All students in grades 3-5 will increase their writing scores from pre to post on-demand in narrative, informational, and opinion writing by an average of 8 points as measured by the Lucy Calkins rubric.

Action steps:

- Implement reading boost beginning 9/7
- Assess students using BAS in October and April
- Research instructional implications for the gender gap in literacy
- Explore Vocabulary and Word study program in Grade 3
- Support vocabulary best practices with professional book (optional)
- Utilize leveled library to provide just right texts for small group instruction
- Increase coaching time
- Continue to implement programs such as Lexia, NewsELA, and EPIC to support personalized literacy instruction



Artifact F

* SCHOOL IMPROVEMENT PLANNING

Math

Increase the percentage of Grades 3-5 students who demonstrate at or above goal scores on the Math Smarter Balanced Performance Task Assessment (SBAC) to 60% at/above goal as measured by the fall 2020 SBAC pre performance task data to the spring 2021 SBAC post performance task data.

Action steps:

- Increase qualified staff with additional math interventionist
- Increase math coaching time
- Add push-in math support for identified teachers
- Review model for Tier 1 math intervention block to provide spiral review of concepts
- Evaluate the implementation of Zearn for differentiated math support and enrichment



* SCHOOL IMPROVEMENT PLANNING



Whole School Indicator:

All school classrooms will apply core practices and language from Second Step and support social and emotional development of all students using trauma informed practices.

Parent Feedback Goal:

92% or higher of our GHR parent community that responds to the survey will agree or strongly agree that they are aware of their child's progress and growth during the year.

Action Steps:

- Implement lessons developed by Culturally Responsive Cmte
- Review Monthly attendance and discipline led by Safe School team
- Begin equity and diversity training in Grade 5
- Engage in new professional text led by leadership team
- Participate in PD by BCBA on Tier 1 and 2 behavioral regulation strategies
- Develop critical thinking rubric
- Continue to develop projects in each grade that integrate Coventry Portrait of the Graduate competencies



Artifact G

Gr. 3 ELA Coaching Agenda Thursday 9/30/2021 → 8:30-11:30

Next Time We Meet Will Be: Nov. 9th→12:00-3:00

We will be meeting in portable at the end of the 3rd grade hallway

Please bring:

- ELA Scope and sequences
- Materials needed to plan for upcoming weeks
- A device

1.) Data Analysis:

- Review [data](#) from IAB's- **Literary**
 - [Google Forms](#)
 - **When do you want me to release data to students?**
- Review [question analysis](#) for IAB's- **Literary**
- Review [sample student responses](#) for the open ended question
- Complete the [student work protocol](#)
- Determine next steps for instruction to weave into the planning of your upcoming unit
- **Finalize your SLO using the data**
- **Goal Setting & SLC**

2.) All things SBAC

[New Resources](#)

- **NEW-** ([warm up practices](#) this year-add into our calendar)
- Look at Tools for Teachers Resources and site organization (including released items)
- New site "[Writing the Smart Way](#)"

[Listening Practice \(Embedded into classroom\)](#)

- Schedule
- Instructional Model

3.) First Reading Unit:

- Review scopes
- Phonics unit/ planning
- If time, touchbase about guided reading

Debrief and next steps for 11/9/2021

George Hersey Robertson Intermediate School

Assessment Calendar 2021-2022

<div style="background-color: yellow; text-align: center; padding: 5px; font-weight: bold; font-size: 1.2em;">September</div> <p>Literary Pre Assessment- IAB → 9/20 Pre writing on demand of Genre 1 → Input scores by 9/30 Math Pre- IAB Google Form → 9/20</p>	<div style="background-color: green; text-align: center; padding: 5px; font-weight: bold; font-size: 1.2em;">October</div> <p>BAS → 10/29 Research IAB PRE (All grades during library) → 10/15 Math Pre-Perf. Task (grades 4-5) → 10/15 Math Perf. Task (gr 3) done as a class → 10/29</p>	<div style="background-color: cyan; text-align: center; padding: 5px; font-weight: bold; font-size: 1.2em;">November</div> <p style="text-align: center;">Post Writing Genre 1 → Input scores by 11/24</p>
<div style="background-color: blue; text-align: center; padding: 5px; font-weight: bold; font-size: 1.2em;">December</div> <p>Science Engineering Perf. Task (Gr 3) by 12/1 Pre writing on demand of Genre 2 → Input scores by 12/10 Math Progress Monitoring Perf. Task #1 (grades 4-5) → 12/23 Math Partner Performance Task (Gr 3) → 12/23</p>	<div style="background-color: blue; text-align: center; padding: 5px; font-weight: bold; font-size: 1.2em;">January</div> <p>Math IAB (Gr 5 NBT) → 1/3-1/14 Math IAB (Gr 4 OAT) → 1/3-1/14 Math IAB (Gr 3 OAT) → 1/18-1/31 SCI Formative/Inner Orbit(Gr5) → 1/24 Informational IAB (all grades) → 1/31</p>	<div style="background-color: purple; text-align: center; padding: 5px; font-weight: bold; font-size: 1.2em;">February</div> <p>Research IAB POST (All grades during library) → 2/1-2/11 Math IAB (Gr 4 NBT) → 2/1-2/11 SCI Formative/Inner Orbit(Gr3) by Feb. 15 SCI Formative/Inner Orbit(Gr4) by Feb. 15 SCI IAB (Gr5) → 2/24 Math Pre-Perf. Task (Gr 3) → 2/25</p>
<div style="background-color: magenta; text-align: center; padding: 5px; font-weight: bold; font-size: 1.2em;">March</div> <p>Listening IAB (All grades during library) → 3/1-3/11 SCI Modeling Perf. Task (Gr4) by 3/10 SCI Engineering Perf. Task (Gr5) by 3/6 Pre writing on demand of Genre 3 → Input scores by 3/26 Post Writing Genre 2 → Input scores by 3/4 Math IAB (Gr 3 NBT) → 3/1-3/15 Math IAB (Gr 5 NF) → 3/15-3/30 Math Post-Perf. Task (Gr 4-5) → 3/31 Literary IAB (grade 3- 5) → 3/30</p>	<div style="background-color: red; text-align: center; padding: 5px; font-weight: bold; font-size: 1.2em;">April</div> <p>NGSS State Assessment → April 4-6th SCI Investigation Perf Task (Gr 5) → 4/29 Math Post Performance Task (gr 3) → 4/21</p>	<div style="background-color: green; text-align: center; padding: 5px; font-weight: bold; font-size: 1.2em;">May</div> <p>ELA SBAC May 2-May 13th SCI Formative/Inner Orbit (Gr4) by May 12 SCI Formative/Inner Orbit (Gr3) by May 12 MATH SBAC May 12-27th BAS → ?</p>
		<div style="background-color: orange; text-align: center; padding: 5px; font-weight: bold; font-size: 1.2em;">June</div> <p>SCI Explanatory Model Perf. Task (Gr 3) by June 3 SCI Engineering Perf. Task (G4) by 6/3 Post Writing Genre 3 → Input scores by 6/9</p>

Artifact H

George Hersey Robertson School

School	Month	Assessment	Copy of Assessment	SWP from Prior Year
GHR		Pre-Tests for Any Math Goals As Needed	Gr 3 Mult. Pre-Assess.	Gr 3 Stud. Goal Setting
		Gr 4 & 5 Pre-Performance Task,	Gr 4 (Party Day) Gr 5 (Painting Task)	Gr 4 Pre-PT SWP
		Gr 3 PT done as a class (no data)	Gr 3 (Go Green PT)	Informal SWP completed
		Gr 4 & 5 Prog. Monitor PT #1	Gr 4 (Trip to the Zoo) Gr 5 (Decimal Turtles)	Gr 4 PT tends to score high Gr 5 PT completed with partners
		Gr 3 Partner Performance Task (no data)	Gr 3 (School Store PT)	Informal SWP completed
		Gr 5 Numbers Base Ten IAB	On Computer (Qu on IAB)	SWP for Gr 5 NBT IAB
		Gr 4 Operations and Algebraic Thinking IAB	On Computer (Qu on IAB)	SWP for Gr 4 OAT IAB
		Gr 3 Operations and Algebraic Thinking IAB	On Computer (Qu on IAB)	SWP for Gr 3 OAT IAB
		Gr 4 Numbers Base Ten IAB	On Computer (Qu on IAB)	SWP for Gr 4 NBT IAB
		Gr 4 & 5 Prog. Monitor PT #2	Gr 4 (Field Day) Gr 5 (School Fair)	Informal SWP completed
		Gr 3 Pre-Performance Task	Gr 3 (Order Form)	
		Gr 3 Numbers and Operations Base Ten IAB	On Computer (Qu on IAB)	Sp. 2019 SWP Gr 3 NBT IAB
		Gr 5 Numbers and Operations Fractions IAB	On Computer (Qu on IAB)	Sp. 2019 SWP Gr 5 NF IAB
		Gr 4 & 5 Post Performance Task	Gr 4 (Art Day) Gr 5 (Clay Pottery)	
		Gr 3 Post Performance Task	Gr 3 (Lemonde Sales)	
		Math SBAC	On Computer	

Artifact H

1

Capt. Nathan Hale Middle School

August 30, August 31, 2021

Professional Development Agendas

8:30am to 3:30pm Daily

Lunch on Monday: 11:00-12:00

Lunch on Tuesday: 11:30-12:30



Monday, August 30, 2021

Welcome Back!!

8:30-11:00: Convocation-Veterans Auditorium

11:00-12:00: *One hour LUNCH following Convocation*

12:00pm: Welcome Back Faculty Meeting -CNH LGI **Due to time constraints, we will continue our faculty meeting on Tuesday morning beginning at 8:30am in the LGI.**

Online Mandatory Training Due by August 31.

Using your web browser, go to the SafeSchools website for Coventry School District:

Enter your Username: Should be your Coventry email

Bloodborne Pathogen Exposure Prevention - 15 minutes

Child Abuse and Neglect: Mandatory Reporting - 39 minutes

Kate Arey sent a reminder email with the link.

12:30-3:30: **Productively Address Hurtful, Biased Comments/Actions in the Classroom with Gloria Mengual (Virtual):** As teachers and school administrators, we need to teach children what to do/say when an incident takes place related to another person's race, ethnicity, religion, ability or another ism. Participants will learn ways to address biased behavior from children within school, along with teaching children what to do or say (if and when

¹ Revised 8/26/21

appropriate) when they witness instances of prejudice among their peers. (See link to PD below)

Topic: Ways to Productively Address Hurtful, Biased Comments or Actions in School
Time: Aug 30, 2021 12:30 PM Eastern Time (US and Canada)

Join Zoom Meeting
<https://crec.zoom.us/j/5654240875>

Meeting ID: 565 424 0875

ARTICLE

Tuesday, August 31, 2021

8:30: **Welcome Back Faculty Meeting Continued in LGI**

Online Mandatory Training Due by August 31.

Using your web browser, go to the SafeSchools website for Coventry School District:
<https://coventrypublicschools-ct.safeschools.com/>

Enter your Username: Should be your Coventry email

Bloodborne Pathogen Exposure Prevention - 15 minutes
Child Abuse and Neglect: Mandatory Reporting - 39 minutes
Kate Arey sent a reminder email with the link.

Grade Level Collaboration/Department Planning: (interdisciplinary themes/discussion-(remember [passage presentations?](#)), PoG Rubric planning-([Collaboration Rubric](#) or [Communication Rubric](#) or Critical Thinking Rubric); input data into PowerSchool once each semester) Parent communication strategies/consistency across grade levels/departments ([see goals below](#)), pacing, and transitioning incoming Grade 6 students to the Grade 6 Team

10:30-11:30: **Jen Goodale**, BCBA to present (LGI)
Best practices/trauma informed practices & strategies.
Building positive relationships with all students.

11:30-12:30: **LUNCH/Personal Time**

12:30-1:00: **Grade Level Collaboration/Department Planning**
Optional: Google Classroom Setup Review with Laura Hipp in Computer Lab 3

1:00-3:30: [Grade 6 Orientation](#)



2:00-2:30: New Special Education Teachers to Meet with Dr. Giller-Back Staff Room
(Jeff, Julie, Michelle)

Orientation is for incoming grade 6 students, any students who were remote last year (any grade level), and any new students to the district. :)

2021-2022 DRAFT SMART GOALS-

Literacy, Math SMART Goals

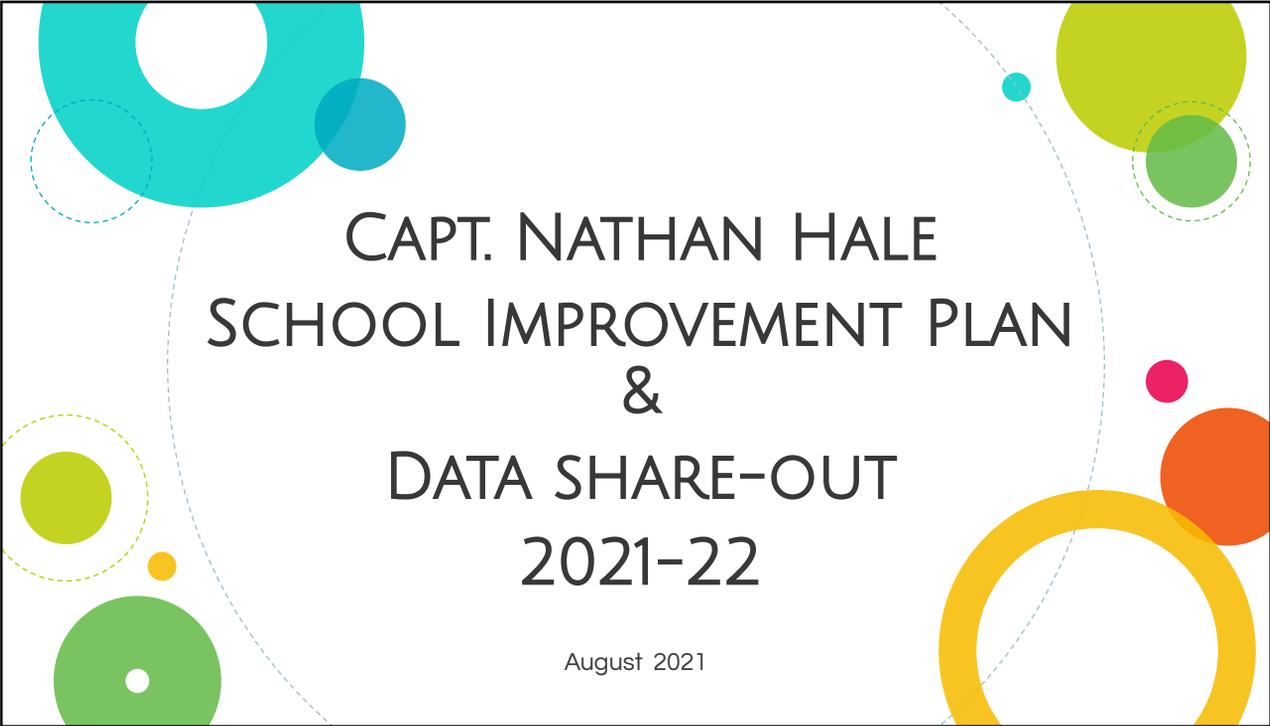
- *Increase the percentage of Grade 6-8 students who demonstrate at or above goal scores on the ELA/Literacy Interim Assessment Blocks (IAB) by 10 percentage points as measured by the fall IAB assessment data to the spring IAB assessment data.*
- *Increase the percentage of Grade 6-8 students who demonstrate at or above goal scores on the Math Interim Assessment Blocks (IAB) by 10 percentage points as measured by the fall IAB assessment data to the spring IAB assessment data.*

Whole School Learning Indicator Goal

- *85% or higher of all students will score a 3 or higher on our Portrait of the Graduate rubrics as measured by PowerSchool data.*

Parent Goal

- *Teachers will keep a log of all parent communication, which includes phone calls, emails and PowerSchool data/comments. PowerSchool will be updated on a weekly basis. Teachers will communicate with the parents/guardians of all their students at least once each quarter (or trimester where applicable). 80% 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 2022 parent/guardian survey data.*



CAPT. NATHAN HALE
SCHOOL IMPROVEMENT PLAN
&
DATA SHARE-OUT
2021-22

August 2021

DRAFT

LITERACY, MATH 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 percentage points as measured by the fall IAB assessment data to the spring 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 10 percentage points as measured by the fall IAB assessment data to the spring IAB assessment data.

Artifact J

DRAFT WHOLE SCHOOL GOAL

- 85% or higher of all students will score a 3 or higher on our Portrait of the Graduate Collaboration and Communication rubrics as measured by PowerSchool data.

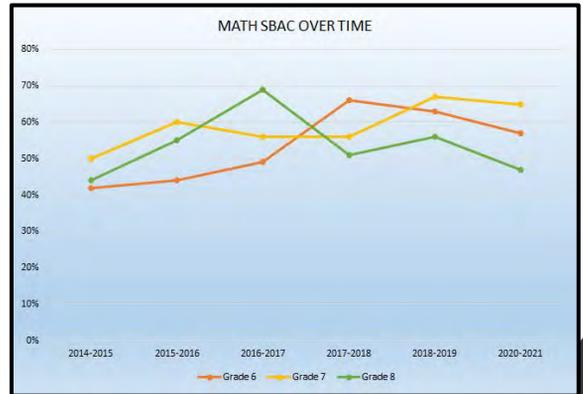
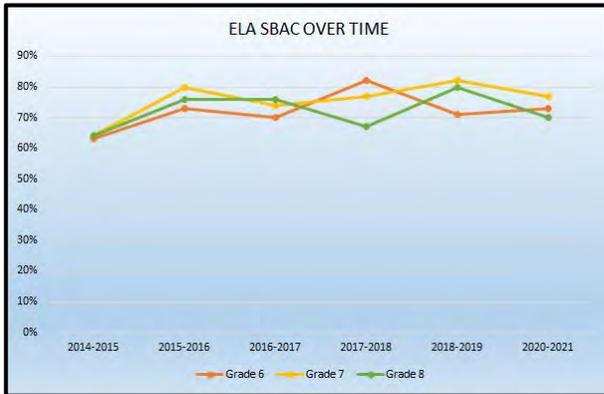
PARENT GOAL

- Teachers will keep a log of all parent communication, which includes phone calls, emails and PowerSchool data/comments. *PowerSchool will be updated on a weekly basis.* Teachers will communicate with the parents/guardians of all their students at least once each quarter (or trimester where applicable). *80% 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 2022 parent/guardian survey data.*

ADDITIONAL PRIORITY GOALS

- Introduce the Portrait of the Graduate (PoG) *Critical Thinking* rubric and corresponding indicators that are aligned with our Coventry PoG competencies to staff.
- Strengthen student goal setting in literacy and mathematics, and continue to expand the use of digital portfolios in all grade levels.
- Utilize the DESSA SEL Assessment to develop and implement additional tiered interventions to address students' social and emotional learning needs as a result of the pandemic.

Artifact J



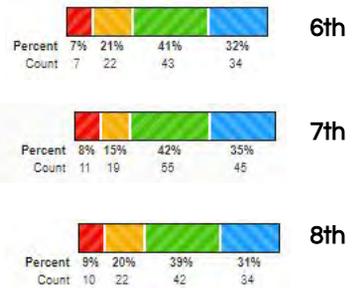
SBAC ELA

Percent of Students At/Above Proficient by Grade Level

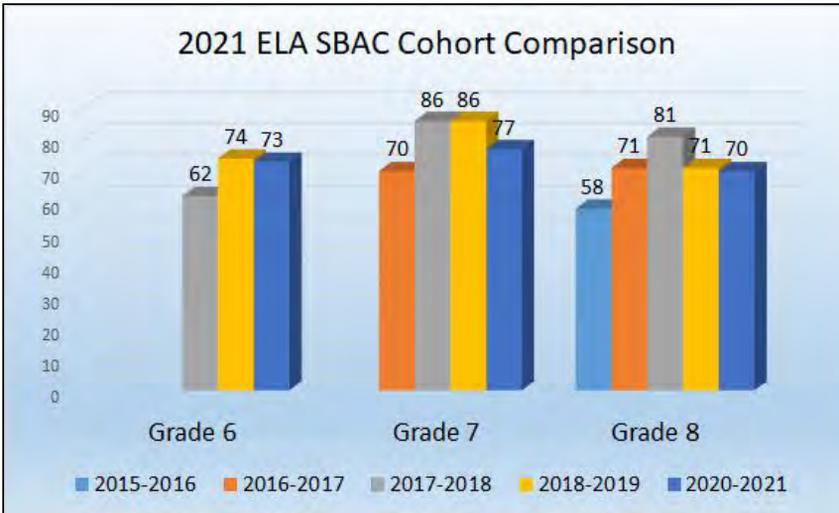
Grade Level	% Level 3 or above 2014-2015 CAT ONLY	% Level 3 or Above 2015-2016 CAT ONLY	% Level 3 or Above 2016-2017 CAT ONLY	% Level 3 or Above 2017-2018 CAT ONLY	% Level 3 or Above 2018-2019 CAT ONLY	% Level 3 or above 2020-2021 CAT Only
6	63.0%	72.6%	70.3%	82.3%	70.7%	72.7%
7	63.7%	80.0%	74.6%	77.3%	82.4%	76.9%
8	63.8%	75.9%	75.6%	67.2%	80.2%	70.4%
Coventry Average	64.4%	72.2%	73.3%	76.2%	76.2%	71.8%
CT Average	52.4%	55.7%	54.2%	55.3%	55.7%	

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

CNH SBAC ELA Average = 71.8



Artifact J



Focus Areas: Alignment Within Grade Levels and Vertically; Monitoring Reading and Writing Rigor 6-8

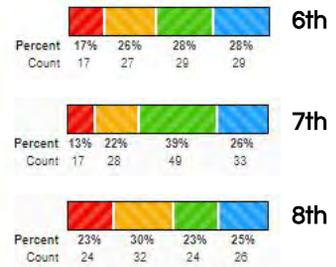
SBAC MATH

Percent of Students At/Above Proficient by Grade Level

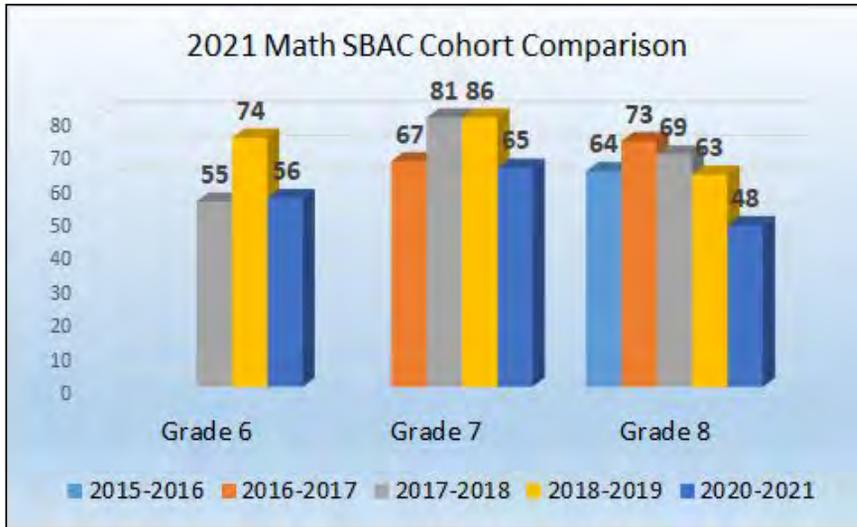
Grade Level	% Level 3 or Above 2014-2015	% Level 3 or Above 2015-2016	% Level 3 or Above 2016-2017	% Level 3 or Above 2017-2018	% Level 3 or Above 2018-2019	% Level 3 or Above 2020-2021
6	41.6%	44.4%	49.1%	66.4%	62.9%	56.9%
7	50.0%	59.7%	56.3%	56.4%	66.8%	64.6%
8	43.8%	55.5%	69.3%	50.8%	56.0%	47.2%
Coventry Average	46.9%	55.2%	63.6%	63.5%	69.1%	59.5%
CT Average	40.1%	44%	45.6%	46.7%	48.1%	

*No SBAC 2019-2020 due to pandemic

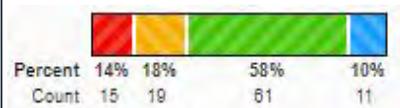
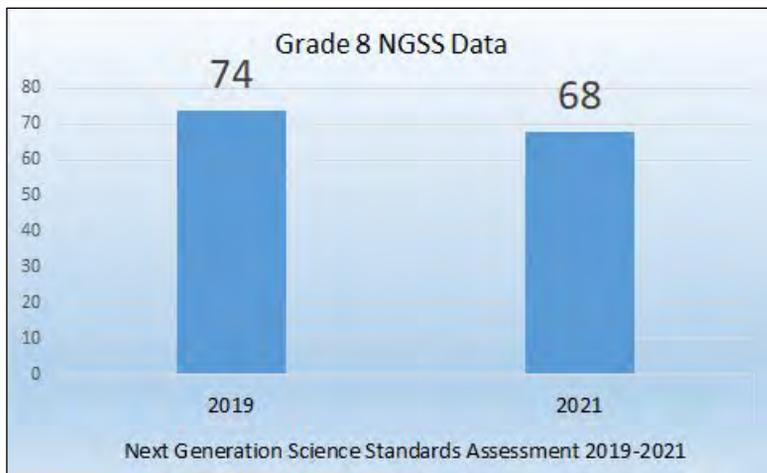
CNH SBAC MATH Average = 59.5



Artifact J



Focus Areas: Grade 8, Alignment 6-8,
Math Intervention Services



Focus Area: Practices and Concepts in Life Sciences;

From Molecules to Organisms: Structures and Processes,
Heredity: Inheritance and Variation of Traits

Artifact K
Student Work Protocol

Part I: Background Information

Name of Task: _____

What Standard(s) does this cover?

What is the purpose of the task? _____

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?

What will be the follow-up lessons?

Part II: Analysis of Student Work

Students at Mastery	Students at Proficient or Approaching Mastery	Students at Developing Levels

Part III: Strengths

Strengths of Work	Instructional Strategies that Contributed to Success

Artifact K

Part IV: Future Instruction

Students to Whom to Re-teach	Skills to Reteach	High Impact Instructional Strategies and Differentiation	Method of Re-assessment

Artifact K
Coventry Public Schools
English Language Arts Standards for SLO Setting
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
3rd grade correlation history 5th grade correlation history 8th grade correlation history
.87 .75 .79

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

- 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

- Explicit Comprehension Instruction with informational texts across content areas
- Listening and note-taking with informational texts: teaching varied methods of note-taking based on podcasts, videos, speeches, direct instruction, etc.
- Word walls; direct vocabulary instruction

Artifact K
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

3 rd grade correlation math	5 th grade correlation math	8 th grade correlation math
.88	.77	.83

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

- 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

- Use of essential question and big ideas in instruction
- Involve students in creating multiple representations of concepts-models, arrays, etc.
- Math journals-writing to learn
- Word walls; direct vocabulary instruction-vocabulary programs

Artifact L

ILT Student Work Protocol Form 2021-2022

February

Part I: Background Information

Name of Task: Libraries (Argumentative Elaboration)

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

- Students are familiar with argumentative writing from reading Newsela articles, Scope articles, and previous ELA teachers. In addition, with the narrative unit, students debated which side they were on for “Team Philip” vs. “Team Miss Narwin.”

Part II:

Class Period:	Students Performing Below Grade Level:	Students Performing on the CUSP:
C	--	--
D	NAMES	NAMES
F	--	NAMES
G	--	NAMES

Part III: Overall Strengths for the Assignment

Strengths of Work	Instructional Strategies that Contributed to Success
Students were able to maintain the same argument that the author had (public libraries should remain and be funded).	Students have practiced annotating an article and identifying its central idea. From this brief write, they were able to choose the correct side to argue, rather than arguing against public libraries.
Students referenced information that was included in the brief write under “Student Notes.”	Students have practiced finding evidence in text with their chosen fiction novels (sticky notes) for Unit 3: Challenge and Awareness.
Students were able to elaborate as to why it was important to keep public libraries despite technology in the digital age.	Students have been practicing elaborating and explaining in their graphic organizers with their fiction texts.

Part IV: Future Instruction

Groupings: (include student names)	Skills to Reteach	High Impact Instructional Strategies and Differentiation	Method of Re-assessment
---------------------------------------	-------------------	--	-------------------------

Artifact L

<p>WHOLE CLASS</p>	<p>Acknowledging and Refuting the Other Side</p>	<p><u>Graphic Organizer-</u> Using this graphic organizer will help students to understand how to organize a counterclaim paragraph. It allows them to see each element and how they connect to one another, promoting continuity in their writing.</p>	<p>Argumentative Paper (Environmental Unit): Students will have another opportunity to draft a Counterclaim Paragraph, connecting their ideas with transitional phrases.</p>
<p>Score= 1</p>	<p>Reviewing transition words/phrases to avoid “listing” points and integrating direct quotes.</p>	<p><u>Cues and Questions-</u> Teachers will ask probing questions like “What does it mean to review key information?” and “How can I review points mentioned before without listing them?” Discuss using transitions, synonyms, and rephrasing information to avoid repetition. After the discussion, students will look back on their work and make a plan to avoid listing.</p>	<p><u>Argumentative Paper (Environmental Unit):</u> Students will practice explaining pieces of textual evidence for their claim and for the counterclaim.</p>
<p>Score= 0-0.5</p>	<p>Organization of Counterclaim Paragraph</p>	<p><u>Scoring Practice and Goal Setting-</u> Students looked at seven examples of Informational Brief Writes and scored them on the rubric. This showed them the difference between 0, 1, and 2.</p>	<p>Brief Write Rewrite</p>

Prompt: Which type of writing do you think best conveys Hiaasen's message? Use specific evidence from the graphic organizer to support your response following the “RACES” format with MLA parenthetical citations in a well-written paragraph. This is to be done on your own (no sharing), as it will be graded as a “quiz grade.” Turn-in and submit it electronically.

In Carl Hiaasen’s nonfiction article “The Florida Keys” and his fiction book *Flush*, the overall message is that all the rich people are polluting the environment and can afford to stop it but they just ignore it. “The water dozen shades of blue...”(The Florida Keys 58). This is a quote from the article *The Florida Keys*. “When the wind and the current are right, the poop from the gambling boat floats out of the basin and down the shoreline”(Flush 10). This quote is from the book *Flush*. The book, *Flush* uses stronger word choice and imagery so the author's message is more convincing to the reader. It has more detail and describing words

3-Point Reading Rubric
CCSS.ELA-LITERACY.RL.8.1; CCSS.ELA-LITERACY.RL.8.5

3	<p>The response:</p> <ul style="list-style-type: none"> ● Gives strong evidence of the ability to discuss which type of writing best conveys Hiaasen’s message (R, A). ● Fully supports the (inferences, opinion, identification, etc.) with clearly relevant (details, examples, information) from the text (C). ● Includes specific elaboration that makes clear reference to the answer (E, S).
2	<p>The response:</p> <ul style="list-style-type: none"> ● Gives sufficient evidence of the ability to discuss which type of writing best conveys Hiaasen’s message (R, A). ● Adequately supports (inferences, opinion, identification, etc.) with relevant (details, examples, information) from the text (C). ● Includes some specific elaboration that makes reference to the answer (E, S).
1	<p>The response:</p> <ul style="list-style-type: none"> ● Gives limited evidence of the ability to discuss which type of writing best conveys Hiaasen’s message (R, A). ● Supports the (inferences, opinion, identification, etc.) with at least on (detail, example) but the relevance of the (detail, example) to the text must be inferred (C).

	<ul style="list-style-type: none"> Includes some elaboration but it is not explicit or makes only vague references to the answer (E, S).
0	The response provides no evidence of the ability to discuss how the conflict was resolved and includes no relevant information from the text.

Teacher Model: RACES Response

In his nonfiction article “Paradise Screwed” and his fiction novel *Flush*, Carl Hiaasen urges readers to help save the environmental destruction of Florida. I argue that “Paradise Screwed” conveys his message more effectively than *Flush* because the nonfiction article appeals to readers emotions in a more powerful way. In “Paradise Screwed,” Hiaasen refers to the water as “the color of bile” and describes how the formation of algae due to pollution is destroying wildlife: “From the air, the sight is heartbreaking. If the algae continues to spill out to sea, it will smother coral reefs, which require sunlight to survive” (“The Florida Keys” 61). Hiaasen uses specific words to paint a picture of just how destructive and dirty the Keys have become. As the reader, these grotesque, sad images make me angry, and I want to help fix the problem immediately. On the other hand, in *Flush*, Hiaasen’s emotional appeals are more lighthearted. For example, towards the beginning of the story, Noah reports, “Dad believed that Dusty Muleman’s boat was flushing hundreds of gallons of poop directly into the basin” (*Flush* 56). While Hiaasen certainly appeals to readers’ emotions by creating a gross image, using the word *poop* rather than *sewage* or *human waste* helps to create a more light-hearted, almost comical tone. In this case, the problem does not feel as serious or impactful. In closing, it is clear that “Paradise Screwed” (in contrast to *Flush*) makes a stronger argument because of powerful emotional appeal.

In your response, make sure to...

1. State Hiaasen’s message.
2. Explain which type of writing (nonfiction vs. fiction) is more effective in getting that message across.
3. Choose ONE of the four author’s techniques to compare/contrast.
4. Quote once from the nonfiction source and once from the fiction source (use MLA formatting).
5. Explain each quote that you use.
6. Include a summary sentence at the end to wrap up your ideas.

In Carl Hiaasen's nonfiction article "The Florida Keys" and his fiction book *Flush*, the overall message is that all the rich people are polluting the environment and can afford to stop it but they just ignore it. "The water dozen shades of blue..."(The Florida Keys 58). This is a quote from the article *The Florida Keys*. "When the wind and the current are right, the poop from the gambling boat floats out of the basin and down the shoreline"(Flush 10). This quote is from the book *Flush*. The book, *Flush* uses stronger word choice and imagery so the author's message is more convincing to the reader. It has more detail and describing words than the article. For example, while Hiaasen certainly appeals to readers' emotions by creating a gross image, using the word "poop" rather than "sewage" or "human waste" helps to create a more light-hearted, almost comical tone.

Coventry Public Schools 2021 Assessment Presentation

— Board of Education Meeting —
Thursday, September 30, 2021

1

Preparing Coventry Students for Success in High School, College and Beyond...

- Coventry continues to perform among some of the highest achieving districts in the state of Connecticut with our Smarter Balanced Assessment data, Next Generation Science Standards data, and Advanced Placement data.
- The collaborative work among Coventry's teachers, administrators and support staff is ongoing.
- We must target support and resources where they are most needed to address and combat the negative impact of this pandemic on student learning.

2

Artifact N

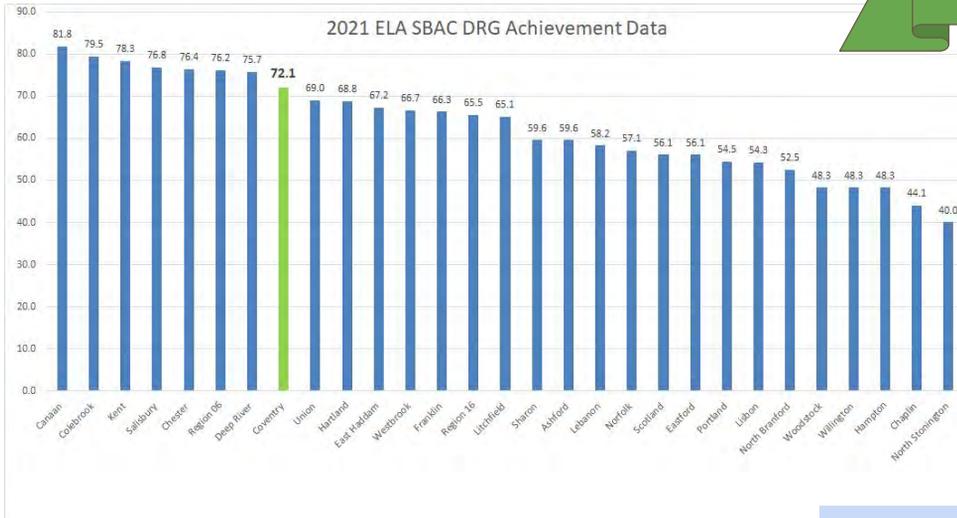
How does Coventry Grades 3-8 perform when compared to similar districts (DRG), local surrounding towns, and traditionally high performing districts?



3

DRG ELA

8th
out of 29



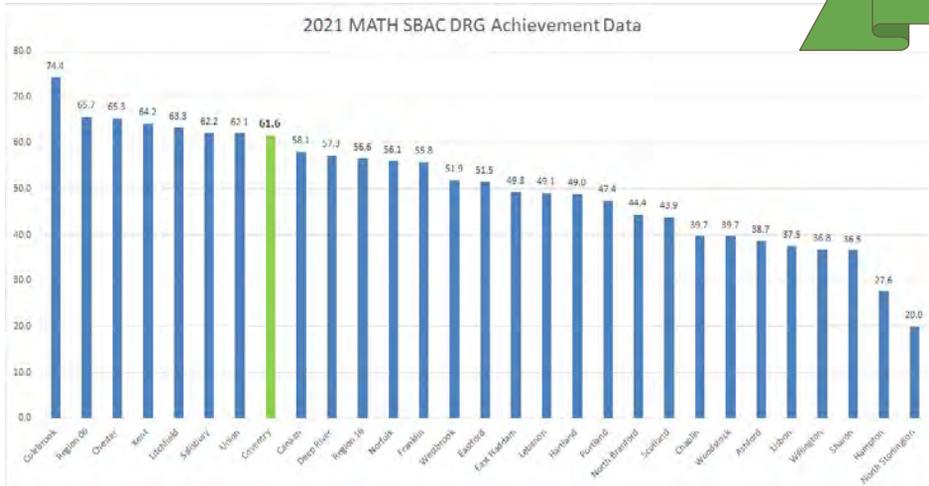
State ELA Average: 60.2

4

Artifact N

DRG Math

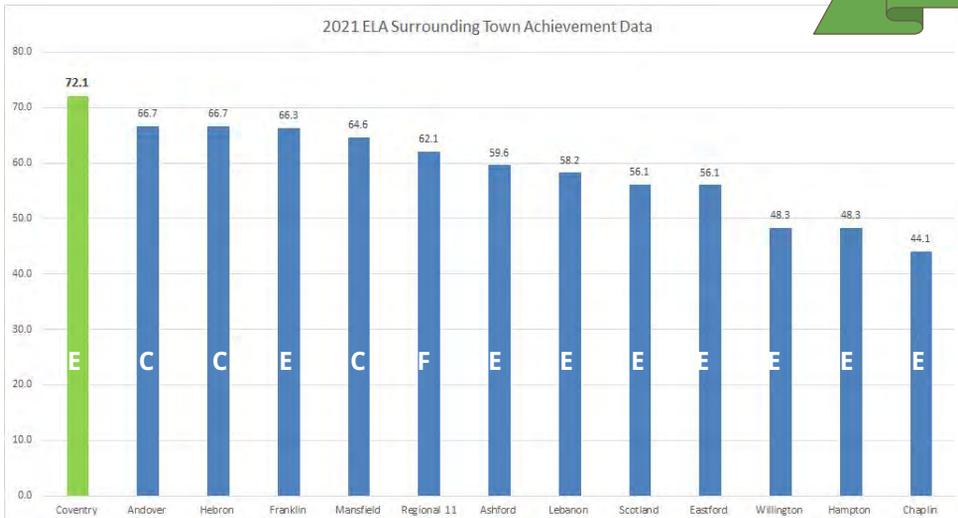
8th
out of 29



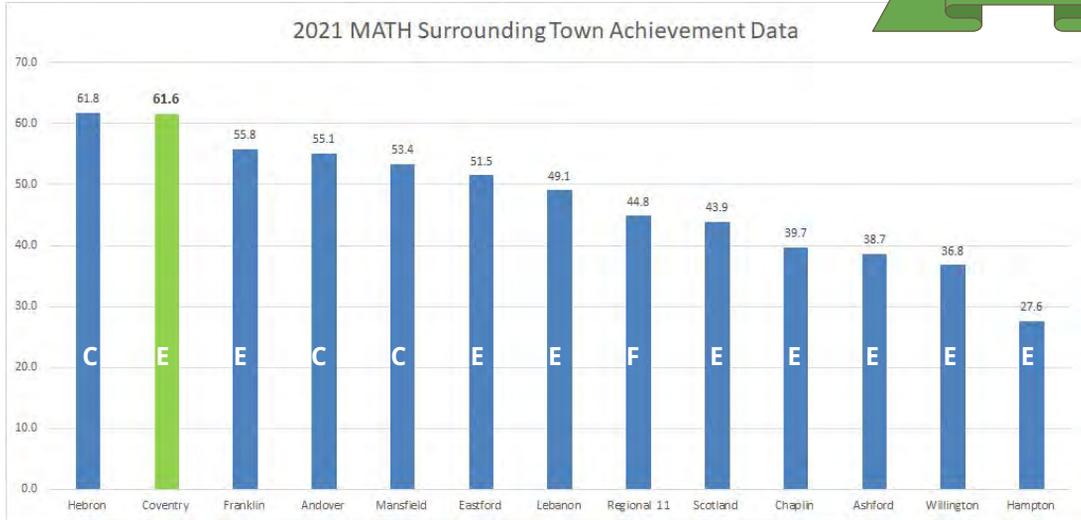
State Math Average: 52

Surrounding Towns ELA

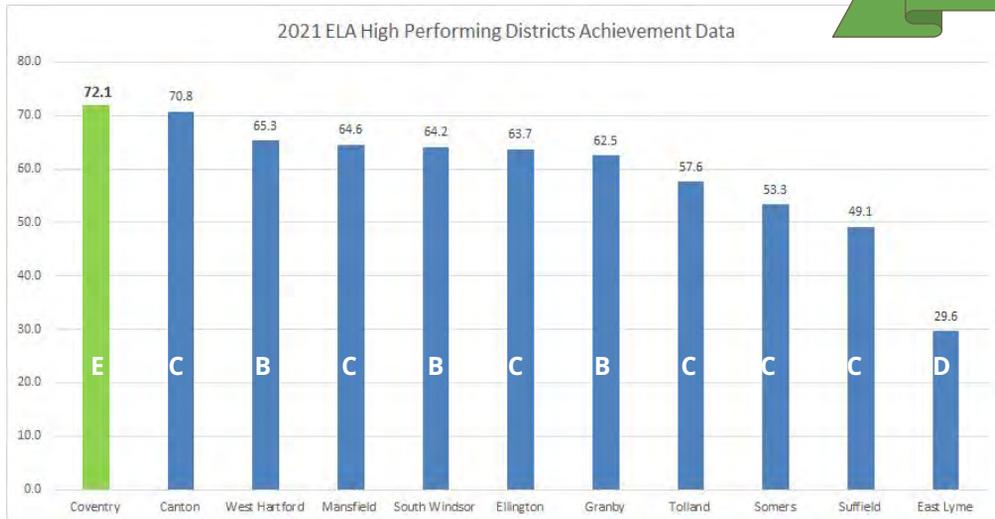
1st
out of 13



Surrounding Towns Math



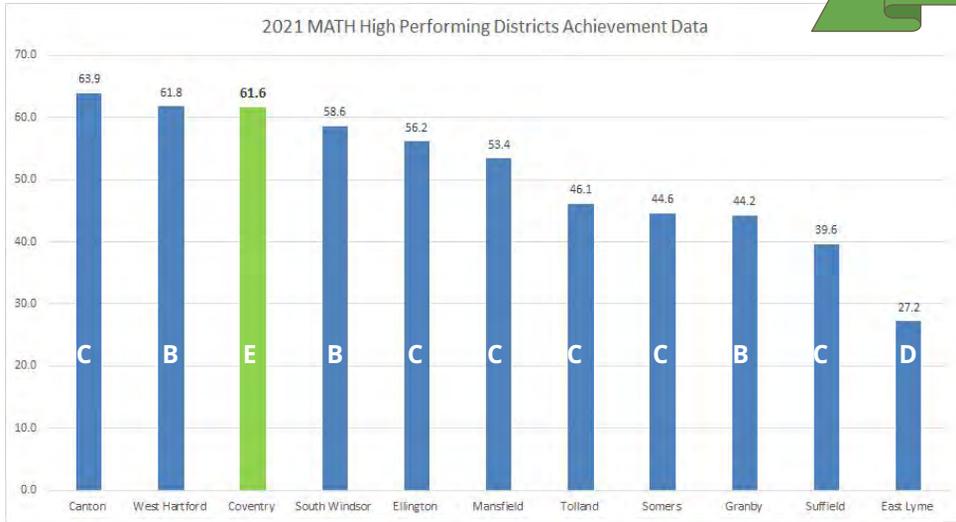
High Performing Districts ELA



Artifact N

High Performing Districts Math

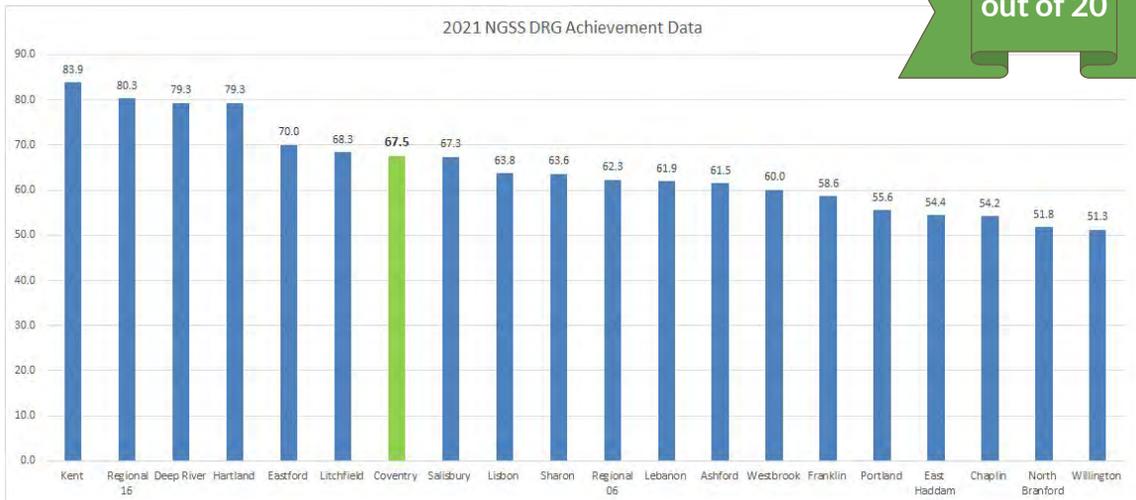
3rd
out of 11



9

DRG NGSS

7th
out of 20



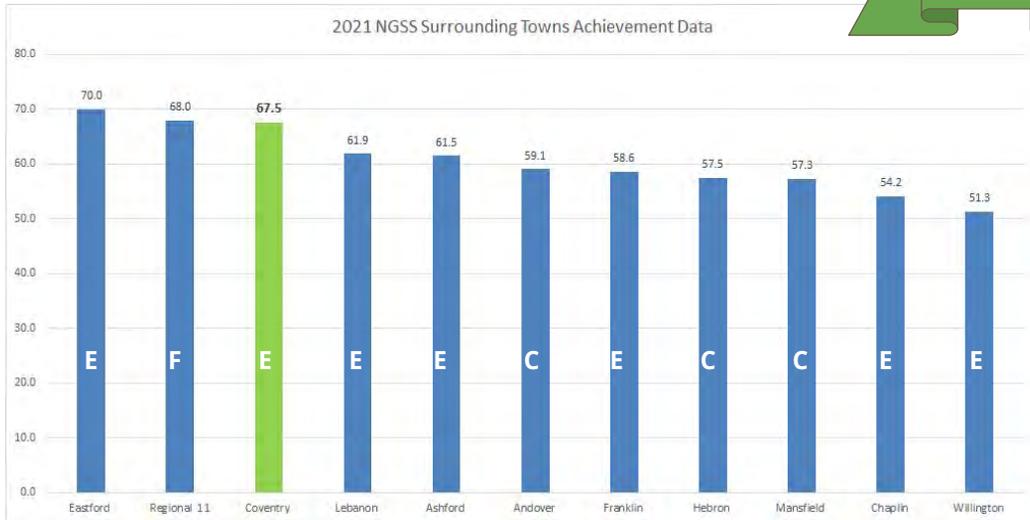
State NGSS Average: 59.8

10

Artifact N

Surrounding Towns NGSS

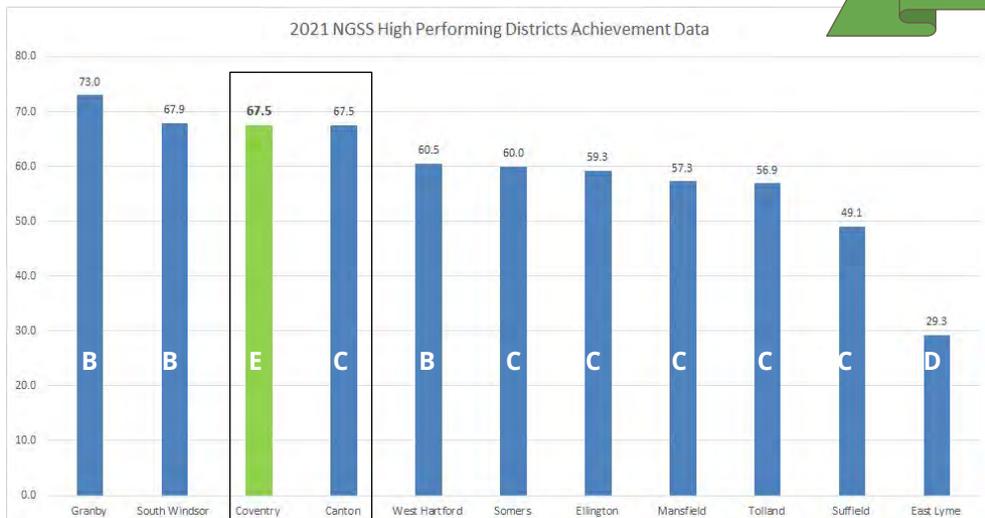
3rd
out of 11



11

High Performing Districts NGSS

3rd
out of 11



12

Artifact N

Additional High Performing District Data

District	District Reference Group (DRG)	ELA	Math	Science
Coventry	E	72.1%	61.6%	67.5%
Avon	B	76.0%	61.9%	72.9%
Farmington	B	74.4%	64.5%	74.7%
Glastonbury	B	75.0%	69.4%	71.4%
Granby	B	62.5%	44.2%	73.0%
Simsbury	B	77.6%	66.2%	72.9%
South Windsor	B	64.2%	58.6%	67.9%
West Hartford	B	65.3%	61.8%	60.5%

13

So let's review...

- ★ Ranked **8 out of 29** in our DRG in Grades 3-8 on SBAC in ELA.
- ★ Ranked **8 out of 29** in our DRG in Grades 3-8 on SBAC in Math.
- ★ Ranked **1 out of 13** surrounding towns in Grades 3-8 on SBAC in ELA.
- ★ Ranked **2 out of 13** surrounding towns in Grades 3-8 on SBAC in Math.
- ★ Ranked **1 out of 11** high performing towns in Grades 3-8 on SBAC in ELA.
- ★ Ranked **3 out of 11** high performing towns in Grades 3-8 on SBAC in Math.

14

So let's review...

- ★ Ranked **7 out of 20** in our DRG in Grades 5, 8, 11 on NGSS in Science.
- ★ Ranked **3 out of 11** surrounding towns in Grades 5, 8, 11 on NGSS in Science.
- ★ Ranked **3 out of 11** high performing towns in Grades 5, 8, 11 on NGSS in Science.

Coventry High School

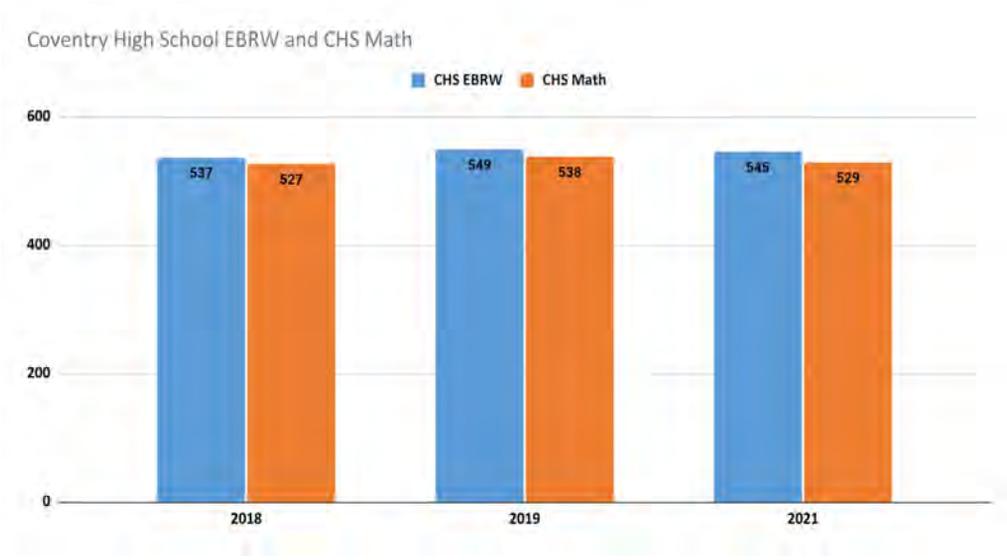
SAT[®]

 **CollegeBoard**

AP[®]



SAT Growth



Coventry High School

SAT DRG Comparison in Math

District	Percent Level 3 or 4	Average Scale Score
Coventry School District	59.40	529
North Branford School District	50.90	515
East Haddam School District	48.30	522
Litchfield School District	47.40	535
Lebanon School District	45.00	516
Regional School District 06	36.60	492

Artifact N

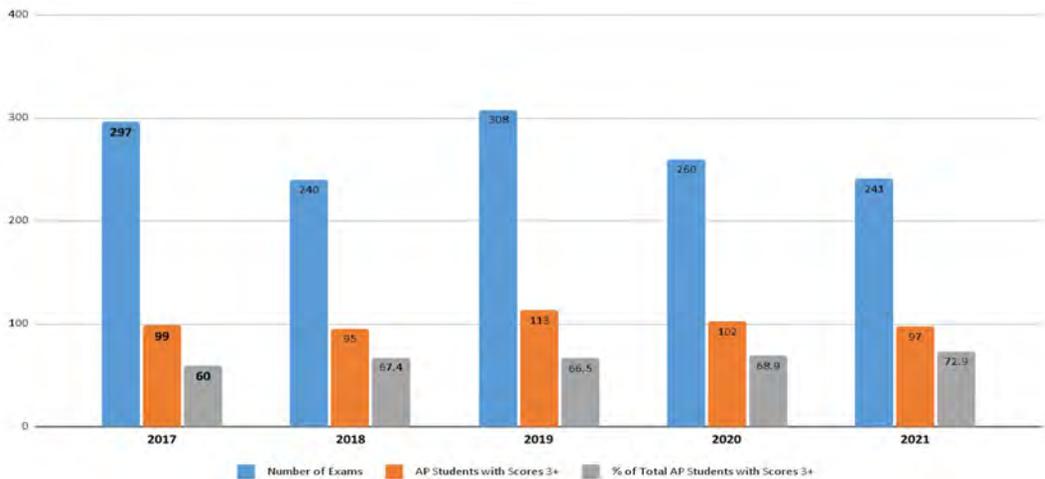
Coventry High School

SAT DRG Comparison for ELA

District	Percent Level 3 or 4	Average Scale Score
Litchfield School District	81.60	552
Coventry School District	76.60	545
Lebanon School District	70.00	526
Regional School District 06	67.60	512
East Haddam School District	62.10	528
North Branford School District	57.90	520

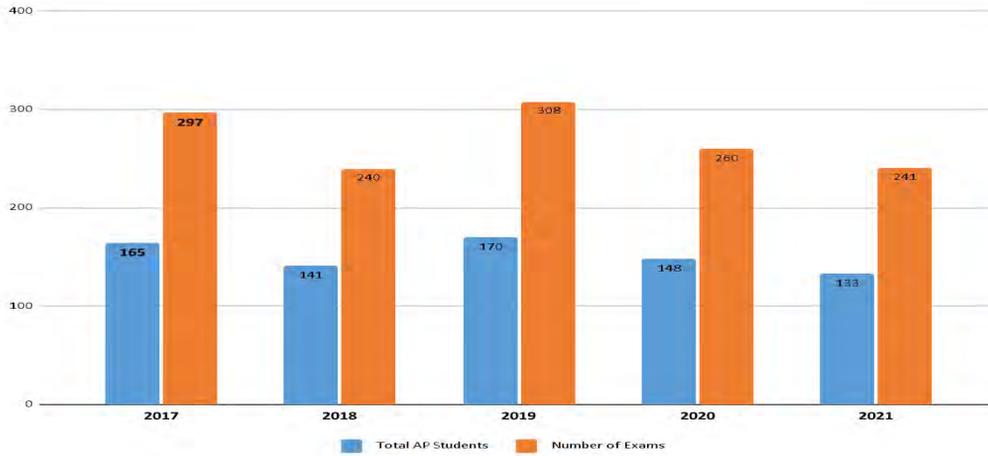
19

Advanced Placement Performance

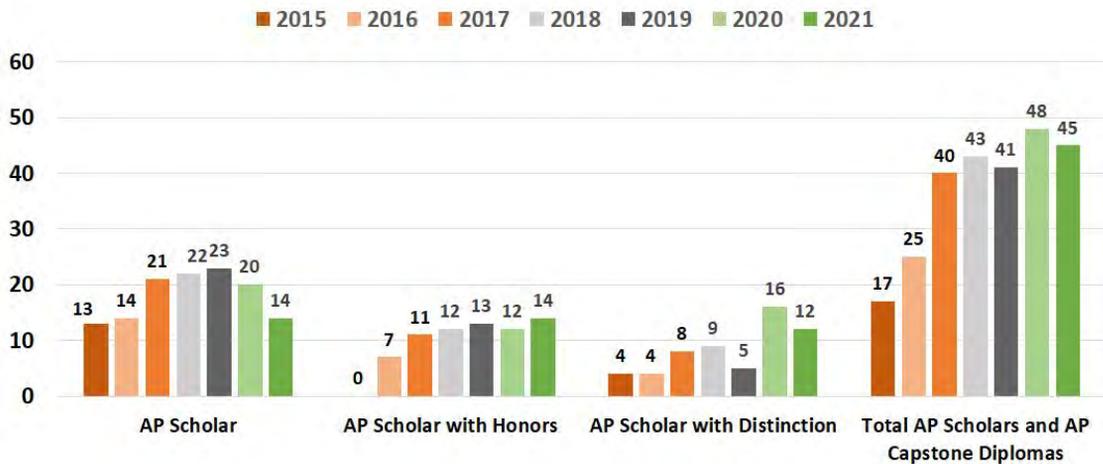


20

Advanced Placement Participation



Coventry High School Advanced Placement Scholars

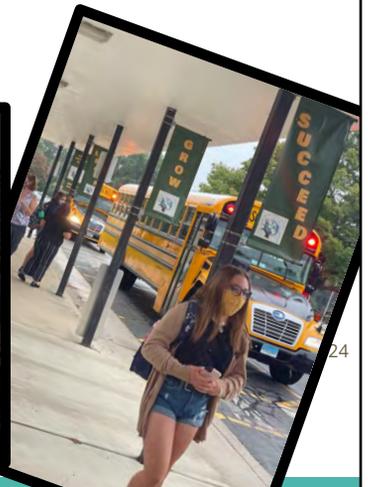


So let's review...

- ★ Ranked 2 in SAT EBRW in benchmark achievement in our DRG.
- ★ Ranked 1 in SAT Math in benchmark achievement in our DRG.



This data provides us with a benchmark from which to plan and grow.



Artifact N

Coventry Public Schools... One Mission

The Coventry Public Schools will prepare every student for life, learning, and work in the 21st century.

Goals

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.

Theory of Action

If we collaborate to develop and support high quality instruction that requires depth of knowledge and authentic, relevant world experiences, then all students will achieve at higher levels.

* District Drivers

Pedagogy

Collaboration

Capacity Building

Internal Accountability

* Fullan, Michael. *Freedom to Change: Four Strategies to Put Your Inner Drive into Overdrive*. San Francisco: Jossey-Bass, 2015. Print.

25

Next Steps Include...

- ❑ Disaggregate data
 - ◆ to identify claims and targets for instructional focus for all students
 - ◆ to identify areas of instructional focus for individual and small groups of students
- ❑ Ensure pacing is on track to provide enough instructional time on areas of focus
- ❑ Identify which formative assessments to use to monitor progress and inform instruction
- ❑ In addition to instruction in the general education classroom, utilize a variety of other supports for students
 - ◆ Math and Reading Intervention
 - ◆ K-5 After School Programming in Math and Reading
 - ◆ Math and Reading Tutors at each school



26

Artifact N

We Continue to Set Goals, Chart the Course,
Remain Focused...



...and We Are Committed to Stay the Course!

Artifact O
Kindergarten Rubric Implementation 21-22

Select 1-2 Performance Areas (the vertical descriptors) to address in 1 unit each of the three semesters.

The teacher will assess student performance using the rubric, 1-4.

The student will self-assess his/her performance using the rubric, 1-4. **Include links of student self-assessment forms.**

The assessments will be recorded and shared.

The above goal may include:

- Explicit instruction of the visual that represents the selected performance area
- Practice assessing work whole group using the rubric
 - At the adult level to calibrate
 - At the student level to get familiar

Communication- Performance Area	Collaboration- Performance Area
Engaging in Conversations and Discussions	Leadership and Initiative
Using 21st Century Communication Tools	Cooperation
Listening	Flexibility
Communicating in Diverse Environments	Responsibility and Productivity
Delivering Oral Presentations	Use of Tech Tools for Collaboration
	Responsiveness
Self-Regulation /Reflection	Self-Regulation /Reflection

Competencies: Communication and Collaboration

	Competency and Performance Area	Competency and Performance Area
Semester 1	NA	NA
Semester 2	Listening	NA
Semester 3	Listening	NA

Assessment Results:

[POG Spreadsheet](#)

Artifact Links: [Guided Drawing](#)
[Guided Drawing Rubric](#)

Artifact O
Grade 1 Rubric Implementation 21-22

Select 1-2 Performance Areas (the vertical descriptors) to address in 1 unit each of the three semesters.

The teacher will assess student performance using the rubric, 1-4.

The student will self-assess his/her performance using the rubric, 1-4. **Include links of student self-assessment forms.**

The assessments will be recorded and shared.

The above goal may include:

- Explicit instruction of the visual that represents the selected performance area
- Practice assessing work whole group using the rubric
 - At the adult level to calibrate
 - At the student level to get familiar
-

Communication- Performance Area	Collaboration- Performance Area
Engaging in Conversations and Discussions	Leadership and Initiative
Using 21st Century Communication Tools	Cooperation
Listening	Flexibility
Communicating in Diverse Environments	Responsibility and Productivity
Delivering Oral Presentations	Use of Tech Tools for Collaboration
	Responsiveness
Self-Regulation /Reflection	Self-Regulation /Reflection

Competencies: Communication and Collaboration

	Competency and Performance Area	Competency and Performance Area
Semester 1	Communication- Listening	NA
Semester 2	Collaboration-Cooperation	NA
Semester 3	Communication- Listening	Collaboration- Cooperation

Assessment Results:

[Grade 1 Spreadsheet](#)

Artifact Links:
[POG Slides](#)

Artifact O
Grade 2 Rubric Implementation 21-22

Select 1-2 Performance Areas (the vertical descriptors) to address in 1 unit each of the three semesters.

The teacher will assess student performance using the rubric, 1-4.

The student will self-assess his/her performance using the rubric,1-4.**Include links of student self-assessment forms.**

The assessments will be recorded and shared.

The above goal may include:

- Explicit instruction of the visual that represents the selected performance area
- Practice assessing work whole group using the rubric
 - At the adult level to calibrate
 - At the student level to get familiar

Communication- Performance Area	Collaboration- Performance Area
Engaging in Conversations and Discussions	Leadership and Initiative
Using 21st Century Communication Tools	Cooperation
Listening	Flexibility
Communicating in Diverse Environments	Responsibility and Productivity
Delivering Oral Presentations	Use of Tech Tools for Collaboration
	Responsiveness
Self-Regulation /Reflection	Self-Regulation /Reflection

Competencies: Communication and Collaboration

	Competency and Performance Area	Competency and Performance Area
Semester 1	Communication- Listening	Communication- Delivering Oral Presentations
Semester 2	Collaboration- Cooperation	Collaboration- Self-Regulation /Reflection
Semester 3	Collaboration- Cooperation	Communication- Self-Regulation/ Reflection

Assessment Results:

- [Trimester 1 Rubric](#)
- [Trimester 2 Rubric](#)
- [Trimester 3 Rubric](#)

Artifact O

Artifact Links:

- ★ Trimester One Activity: Favorite Fall Activity Leaf
- ★ Trimester Two Activity: Beaver Dam Group Work
- ★ Trimester Three Activity: Shared Research Project: Mexico

Artifact P
GHR Critical Thinking
Grades 3-5

Performance Area	1 - Emerging	2 - Progressing	3 - Meets	4 - Exceeds
Information and Discovery	Rarely defines the problem or investigation in his/her own words and/or has a missing explanation. Rarely creates clear questions or questions may be unrelated to the topic.	Somewhat defines the problem or investigation in his/her own words but explanation is somewhat unclear. Creates questions that are sometimes clear and related to the topic.	Clearly describes the problem or investigation in his/her own words with a detailed explanation. Creates a number of clear and thoughtful questions.	Thoroughly describes the problem or investigation including all important details in his/her own words with a well-developed explanation. Creates thought-provoking questions that extend beyond the basic problem.
Interpretation and Analysis	Rarely describes points of view; no explanation provided.	Sometimes describes points of view from minimal sources; explanation may be unclear.	Describes points of view from multiple sources clearly and accurately.	Consistently describes and interprets points of view from multiple sources and uses the evidence to support the argument.
Reasoning	Lacks understanding of making inferences. Conclusions are unclear or missing.	Sometimes makes and describes inferences. Conclusions are somewhat unclear.	Clearly makes and describes inferences using sources provided. Makes accurate conclusions based on information provided.	Makes deeper inferences with connections beyond the text that are not stated in the sources provided. Explains the connections/conclusion used to make inferences.
Problem Solving/ Solution Finding <i>Systems Thinking</i> <i>Definition: Observing how things work and making connections: How does one thing affect another? What is the function of the whole system and what are the parts?</i>	Unable to create ideas to solve a problem or answer an inquiry question. Lacks understanding of how things work together. Unable to make connections or find relationships.	Somewhat explains ideas about how to solve the problem, or answer the inquiry question. The explanation is unclear. Somewhat uses systems thinking in problem solving.	Adequately explains ideas about how to solve the problem or answer the inquiry question. Clearly describes why his/her ideas make sense. Adequately uses systems thinking in problem solving.	Creates a clear and convincing description of how to best solve the problem or answer the inquiry question. When using systems thinking in problem solving, the student examines ideas, assesses the outcome, and decides if a new solution is necessary.

Artifact P

Constructing Arguments	Rarely shows understanding of how to construct an argument. Includes no or irrelevant opinions, proof, reasons, facts and details in arguments.	Begins to construct arguments Includes limited proof, reasons and details in arguments.	Constructs valid arguments. Includes an appropriate amount of proof, reasons and details from valid sources to support arguments.	Constructs valid, logical, and authentic arguments. Includes multiple reasons and details from valid sources that enhance and extend arguments.
Self-Regulation/ Reflection	Rarely reflects on own critical thinking accurately.	Sometimes reflects on own critical thinking accurately.	Consistently reflects on and explains own critical thinking accurately.	Asks for feedback and consistently reflects on own critical thinking accurately.

CNH Collaboration, Communication & Critical Thinking Rubric Assignments - 2021-2022

Department	Rubric Selection	Lesson(s)/Unit(s)	Performance Indicators	Lesson(s)/Unit(s)
ELA	Collaboration	8th grade: Avi(Narrative) & Hiaasen (Argumentative), 7th grade: Survival & Dystopian, 6th Refugee & Argumentative (Critical Thinking)	8th grade Self-Regulation, cooperation 7th Grade- Cooperation, and Flexibility 6th Grade - Cooperation and Flexibility	
MATH	Collaboration	All Grades: Teams create and teach a 5 minute lesson on a word problem	Self Regulation Reflection & Cooperation	8th Grade - Students create a google doc presentation for one of the vocabulary words from the Real Number System. Unit 2
SCIENCE	Collaboration	6th grade: Heat Transfer, Weather Forecast, 7th: chemistry/ecology, 8th: sound & light unit	responsibility and productivity, cooperation	
SOCIAL STUDIES	Communication	6th Grade: Early Man/Egypt Unit 7th grade: South America/East Asia Unit 8th Grade: Current Events, Supreme Court Case Presentation, Westward Expansion/Civil War	Delivering Oral Presentations	
WORLD LANGUAGE	Critical Thinking for French and Spanish classes For Chinese classes: Communication	all grades and languages: circumlocution (using the words we know to talk about what we don't know) CONTENT STANDARD 1: Communication (Interpersonal Mode) How do I use another language to communicate with others? Find alternate methods of communication when they cannot express their intended message adequately.	Problem solving/solution finding	Circumlocution (in development as a formal lesson)
FCS	Collaboration	7th Grade FCS - Food Labs, 6th grade FCS Sock Monkey Project Embellishment	7th grade FCS - Leadership & Initiative, Cooperation, Responsibility & Productivity, 6th grade FCS Leadership & Initiative, Responsibility & Productivity	
ART	Collaboration	8th Grade Art: abstract cardboard sculpture: 7th Grade Art: wire and plaster sculpture	Cooperation & Flexibility: Students work together to design and implement their cardboard abstract sculpture(8th) and figurative wire sculpture (7th), Flexibility in choosing theme and layout of their design(8th) Looking at ideas from multiple perspectives to eventually compromise on the form and color(s) of the sculpture (7th)	Sculpture: Abstract Cardboard Sculpture (8th), Wire and Plaster Figurative Sculpture (7th)
PE	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	Communication	6th and 8th- All About Me Videos, CTE projects.	Delivering Oral Presentations, Presenting information in a variety of ways, SEL and students sharing about themselves.	
MUSIC	Communication	Post-concert small group discussion and written reflection (6, 7, 8th grade)	Engaging in conversation and discussions, Listening, Self-Regulation/Reflection	
SPECIAL EDUCATION	Collaboration	6th, 7th, 8th Grade Life Skills Cooking project	Students working in groups, following directions. Creating a tools and ingredients list. Making the recipe/product	
HEALTH	Communication	6th grade- Smoking/Vaping, Personal Space, Nutrition units 8th Grade- Relationships, Stress/Mental Health and Drugs/Alcohol units	Engaging in Conversations and Discussions-Students practice this skill during turn and talks with discussion questions regularly.	
DIGITAL CITIZENSHIP	Collaboration	Appropriate Use Policy for use of Technology	Use of Tools for Synchronous and Asynchronous Collaboration (Leadership, Responsibility & Productivity also applied to project, but not assessed)	Students use a shared Google Drawing to create a Digital Citizenship Superhero. They work cooperatively on the design and characteristics.

Artifact R

Portrait of a Graduate

Presented by
Kara
Hennessey,
Jennifer
Trueman &
Cindy Wilbur

Critical Thinker

Do Now:

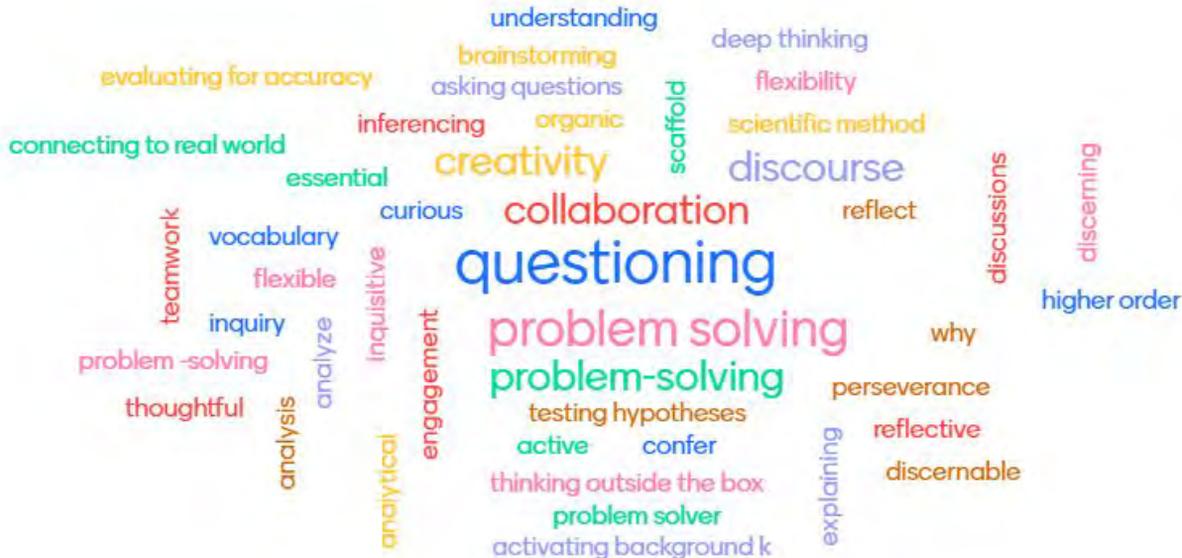
What are some key attributes of critical thinking? What does it...

- Looks like (task, students)
- Sounds like (teacher, students)

Type keywords into the mentimeter

Artifact R

Word Cloud



Today's Meeting Objectives:

- I can understand how this component of the POG relates to the work we have already done.
- I can describe the attributes of the critical thinking rubric.

Next Time: I can create or revise a task to engage students in critical thinking.

Artifact R

Coventry Public Schools
Portrait of the Graduate Competencies



Effective Communicator

Empowered Citizen

Authentic Innovator

Critical Thinker

Engaged Collaborator



Where have we come from?

- 21st Century Skills
- POG Rubrics: Collaborative Communication
- 4 Shifts Protocol
- Grade level projects/ cross-curricular projects
- Student Led Conferences
- POG tasks that show evidence of rubric attributes.



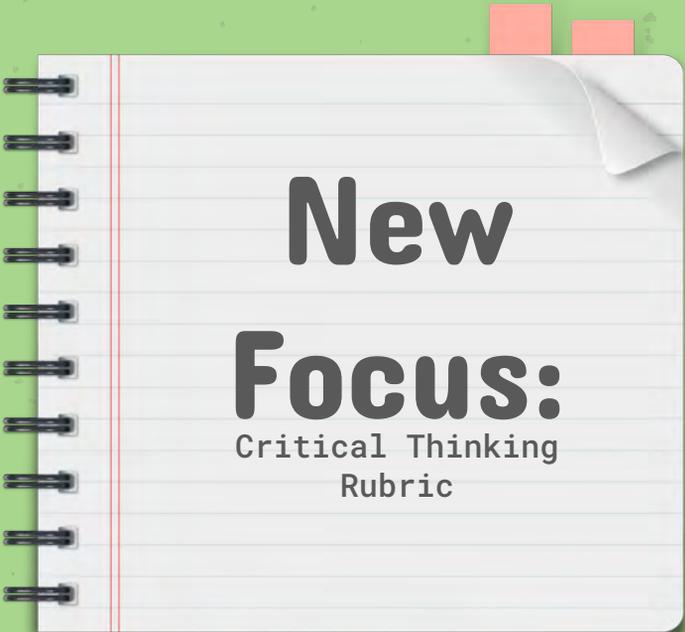
Artifact R

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 responsibly
- Shows awareness of purpose and audience

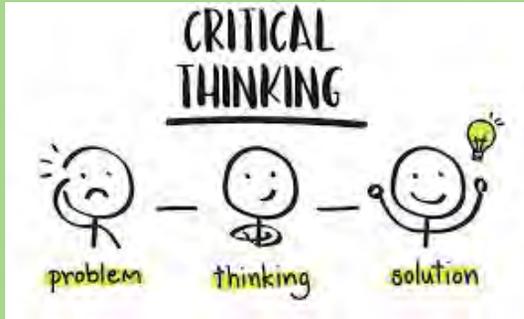


New

Focus:

Critical Thinking
Rubric

Artifact R



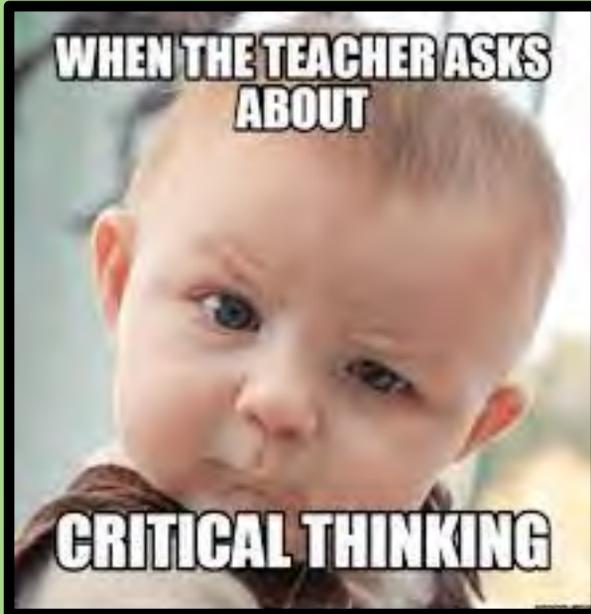
Critical Thinker

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

Critical Thinking Rubric Attributes

- Information and Discovery
- Interpretation and Analysis
- Reasoning
- Problem Solving/Solution Finding
- Constructing Arguments
- Self-Regulation/Reflection

Artifact R

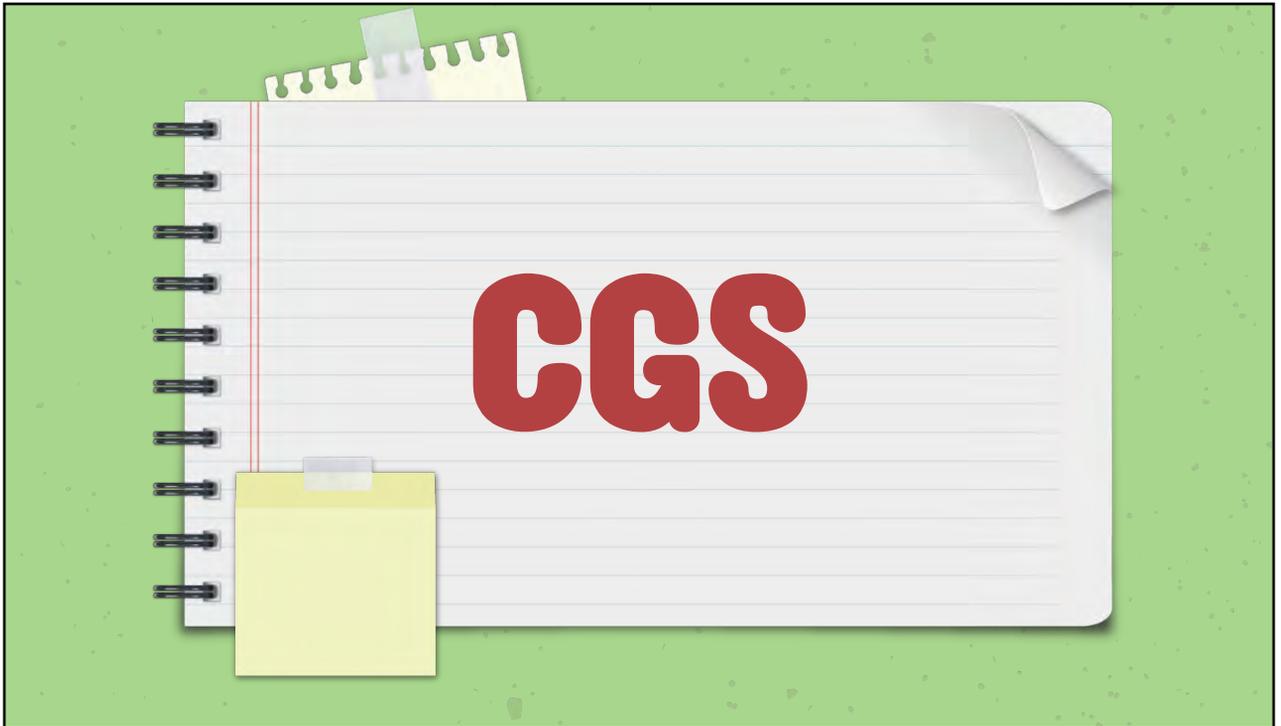


Let's
explore the
attributes

Collaborative Task

Review the
critical
thinking
rubric

Artifact R



Attribution Analysis (CGS)

Groups will each focus on one rubric attribute:

- ✓ Open this [jamboard](#)
- ✓ Find the page with your assigned attribute
- ✓ Brainstorm keywords, dispositions, skills, actions that are unique to this competency. Record on the jamboard.



After you will move to grade level groups to share takeaways, ideas about each attribute.

Artifact R

Sharing (CGS)

Take turns to summarize your attribute slide.

- ✓ Are there any attribute that are similar to the Collaboration or Communication Rubrics?
- ✓ Can you think of a task that has 1 or more of these attributes?



GHR

Artifact R

Attribution Analysis (GHR)

Groups will each focus on one rubric attribute:

- ✓ Open this [jamboard](#)
- ✓ Find the page with your assigned attribute
- ✓ Brainstorm keywords, dispositions, skills, actions that would provide evidence of that attribute. Record on the jamboard.



After you will move to ___ groups to share takeaways, ideas about each attribute.

Sharing (GHR)

Take turns to summarize your attribute slide.

- ✓ Can you think of a task that has 1 or more of these attributes?
- ✓ Are there any attribute that are similar to the Collaboration or Communication Rubrics?



Artifact R



Attribution Analysis (CNH)

Groups will each focus on one rubric attribute:

- ✓ Open this [jamboard](#)
- ✓ Find the page with your assigned attribute
- ✓ Brainstorm keywords, dispositions, skills, actions that would provide evidence of that attribute. Record on the jamboard.



After you will move to ___ groups to share takeaways, ideas about each attribute.

Artifact R

Sharing (CNH)

Take turns to summarize your attribute slide.

- ✓ Can you think of a task that has 1 or more of these attributes?
- ✓ Are there any attribute that are similar to the Collaboration or Communication Rubrics?



Closure

How has your thinking changed after evaluating the rubric?

- I used to think and now I think...
- Which 2-3 attributes do you see your grade using most frequently?

[Google Form](#)

CHS Critical Thinking Rubric Analysis:

In your department's tasks, are these criteria demonstrated independently by students or teacher-led?

Department: [??]

Directions:

- In Column #1, choose 2 rows/attributes. Read each bulleted criteria described for those 2 rows/attributes.
- Discuss who leads each criteria: *students, teachers, or both*. Then, color code(highlight) the bulleted criteria.
- In Column #2, identify the classroom tasks that provide opportunities for students to demonstrate the criteria you highlighted as *yellow or green*. Describe how *students* demonstrate the criteria.

<p style="text-align: center;">Column 1:</p> <p>Key for highlighting the level 3 criteria from the Critical Thinking Rubric</p> <p>Green: student led</p> <p>Yellow: both (student led & teacher led)</p> <p>Red: teacher led</p>	<p style="text-align: center;">Column #2:</p> <p>Students have an opportunity to <i>[criteria]</i> when <i>[describe student action]</i> in the <i>[task name of the unit name]</i>.</p> <p>Example: Students have an opportunity to <i>compare and classify information accurately</i> when <i>evaluating how well different prototypes meet the goal and constraints</i> of the <i>_____ engineering challenge in the _____ unit.</i></p>
<p>Information and Discovery</p> <ul style="list-style-type: none"> • Clearly defines the problem, investigation, or challenge; continuously seeks clarity and understanding. • Identifies inquiry questions clearly and precisely; engages in an open ended thinking process to develop a set of questions related to the problem, investigation, or challenge; refines the set of questions; and identifies a key question or prioritized set of questions on which to focus. • Questions provide a solid foundation for inquiry. • Selects information that is sufficient in terms of its quantity, diversity, and relevance to inquiry questions. 	
<p>Interpretation and Analysis</p> <ul style="list-style-type: none"> • Compares and classifies information accurately; almost always identifies characteristics that create meaningful comparisons. • Evaluates the accuracy and relevance of information, experiences, and the strengths of arguments, with no significant errors. 	

<p>Reasoning</p> <ul style="list-style-type: none"> • Offers generalizations that relate in a significant way to the problem, investigation, or challenge. • Presents logical conclusions regarding how to solve the problem, meet the challenge, answer the question, etc. that illustrate substantial understanding. • Provides explanations that are generally clear, citing sufficient evidence for conclusions drawn. 	
<p>Problem Solving/Solution Finding</p> <ul style="list-style-type: none"> • Accurately and clearly analyzes and describes how parts of a whole interact with each other to produce overall outcomes in complex systems, and how systems effectively interact with each other. • Identifies a sufficient number of plausible solutions to the problem. • Analyzes, with precision and accuracy, the relative effectiveness of proposed solutions or approaches. Uses relevant criteria to eliminate ineffective solutions or approaches and select those that are plausible. 	
<p>Constructing Arguments</p> <ul style="list-style-type: none"> • Provides a claim that clearly articulates a reasoning based on evidence. Cites a sufficient quantity of relevant evidence to support most claims • Presents a clear and sufficient treatment of most available evidence relating to the argument. 	
<p>Self-Regulation/ Reflection</p> <ul style="list-style-type: none"> • Frequently identifies and corrects errors in the process. • Often analyzes and questions one's own thinking, reasoning, and critical thinking dispositions with accuracy. Often identifies factors that affect one's objectivity or rationality. • Rarely makes significant errors in reviewing one's own performance. 	

Artifact T
**Choose Your
 Own Adventure**



Adventure #1: Instruction/lesson design	Adventure #2: Task Makeover
Identify a criteria that students are struggling to demonstrate.	Identify an attribute or criteria that students cannot demonstrate leadership in due to the parameters or wording of the task.
Resources: <ul style="list-style-type: none"> → Project Zero's Thinking Routine Toolbox → Envision Deep Learning Problem Solving rubrics → The ABCs of Rigorous Lesson Design.pdf → Teacher's Guide to Project-based Learning.pdf → Question Formulation Technique (QFT) <ul style="list-style-type: none"> ◆ Sparking Joy in the Classroom with Student-Formulated Questions ◆ Introducing-the-QFT-into-Your-Classroom-Practice.pdf ◆ Experiencing-the-QFT.pdf 	Resources: <ul style="list-style-type: none"> → Project Zero's Thinking Routine Toolbox → Battelle for Kids Critical thinking Toolkit → 4 Shifts Protocol Rubric → Powerful Task Rubric <ul style="list-style-type: none"> ◆ Powerful task rubric example → Ron Beghetto's What If Challenge <ul style="list-style-type: none"> ◆ Continuum of Challenges → PBL_Guide: Project-based Learning.pdf

Artifact U

Discipline Specific Standards Aligned to Critical Thinker

Critical Thinker

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

Hale Early Education Center

Content	Standard
M.60.7	Use real-world situations and concrete objects to model and solve addition (e.g., putting together) and subtraction (e.g., taking away) problems up through five.
S.60.1	Define a problem to be solved, including details and limitations to be considered (e.g., "We need to figure out how to reach that shelf, but we aren't allowed to stand on the chairs.").

Coventry Grammar School

Content	Grade Level	Standard
NGSS SEP Asking Questions and Defining Problems	K-2	Ask questions based on observations to find more information about the natural and/or designed world(s). Ask and/or identify questions that can be answered by an investigation. Define a simple problem that can be solved through the development of a new or improved object or tool.
NGSS SEP Developing and Using Models	K-2	Develop and/or use a model to represent amounts, relationships, relative scales (bigger, smaller), and/or patterns in the natural and designed world(s). Develop a simple model based on evidence to represent a proposed object or tool.
NGSS SEP Planning and Carrying Out Investigations	K-2	Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question. Evaluate different ways of observing and/or measuring a phenomenon to determine which way can answer a question. Make observations (firsthand or from media) and/or measurements of a proposed object or tool or solution to determine if it solves a problem or meets a goal.

Artifact U

		Make predictions based on prior experiences.
NGSS SEP Analyzing and Interpreting Data	K-2	Use observations (firsthand or from media) to describe patterns and/or relationships in the natural and designed world(s) in order to answer scientific questions and solve problems. Analyze data from tests of an object or tool to determine if it works as intended.
NGSS SEP Constructing Explanations and Designing Solutions	K-2	Make observations (firsthand or from media) to construct an evidence-based account for natural phenomena. Generate and/or compare multiple solutions to a problem.
CCSS MP1	K-2	Make sense of problems and persevere in solving them.
CCSS MP2	K-2	Reason abstractly and quantitatively.
CCSS MP3	K-2	Construct viable arguments and critique the reasoning of others.
Social Studies Frameworks Dimension 1 INQ K-2.1	K-2	Explain why the compelling question is important to the student.
Social Studies Frameworks Dimension 4 INQ K-2.10 INQ K-2.13 INQ K-2.14	K-2	Construct an argument with reasons. Ask and answer questions about arguments. Ask and answer questions about explanations.

G. H. Robertson Intermediate School

Content	Grade Level	Standard
NGSS SEP Asking Questions and Defining Problems	3-5	Ask questions about what would happen if a variable is changed. Identify scientific (testable) and non-scientific (non testable) questions. Ask questions that can be investigated and predict reasonable outcomes based on patterns such as cause

Artifact U

		and effect relationships. Use prior knowledge to describe problems that can be solved.
NGSS SEP Developing and Using Models	3-5	Develop and/or use models to describe and/or predict phenomena. Use a model to test cause and effect relationships or interactions concerning the functioning of a natural or designed system.
NGSS SEP Planning and Carrying Out Investigations	3-5	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. Make predictions about what would happen if a variable changes.
NGSS SEP Analyzing and Interpreting Data	3-5	Analyze and interpret data to make sense of phenomena, using logical reasoning, mathematics, and/or computation. Analyze data to refine a problem statement or the design of a proposed object, tool, or process. Use data to evaluate and refine design solutions
NGSS SEP Constructing Explanations and Designing Solutions	3-5	Use evidence (e.g., measurements, observations, patterns) to construct or support an explanation. Identify the evidence that supports particular points in an explanation.
NGSS SEP Engaging in Argument from Evidence	3-5	Construct and/or support an argument with evidence, data, and/or a model. Use data to evaluate claims about cause and effect. 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.
NGSS CCC Systems and System Models	3-5	Understand that a system is a group of related parts that make up a whole and can carry out functions its individual parts cannot. They can also describe a system in terms of its components and their interactions.
CCSS MP1	3-5	Make sense of problems and persevere in solving them.
CCSS MP2	3-5	Reason abstractly and quantitatively.
CCSS MP3	3-5	Construct viable arguments and critique the reasoning of others.

Artifact U

Social Studies Frameworks Dimension 1 INQ 3–5.1	3-5	Explain why the compelling question is important to others (e.g., peers, adults).
Social Studies Frameworks Dimension 4 INQ 3–5.10 INQ 3–5.13 INQ 3–5.14	3-5	Construct arguments using claims and evidence from multiple sources. Critique arguments. Critique explanations.

Capt. Nathan Hale Middle School

Content	Grade Level	Standard
NGSS SEP Asking Questions and Defining Problems	6-8	<p>Ask questions that arise from careful observation of phenomena, models, or unexpected results</p> <ul style="list-style-type: none"> ● to clarify and/or seek additional information, ● to identify and/or clarify evidence and/or the premise(s) of an argument. ● to determine relationships between independent and dependent variables and relationships in models. ● to clarify and/or refine a model, an explanation, or an engineering problem. ● that require sufficient and appropriate empirical evidence to answer. ● that can be investigated within the scope of the classroom, outdoor environment, and museums and other public facilities with available resources. <p>When appropriate, frame a hypothesis based on observations and scientific principles that challenge the premise(s) of an argument or the interpretation of a data set.</p>
NGSS SEP Developing and Using Models	6-8	<p>Develop and/or use a model to predict and/or describe phenomena.</p> <p>Develop and/or use a model to generate data to test ideas about phenomena in natural or designed systems, including those representing inputs and outputs, and those at unobservable scales.</p>
NGSS SEP Planning and Carrying Out Investigations	6-8	<p>Collect data to produce data to serve as the basis for evidence to answer scientific questions or test design solutions under a range of conditions.</p> <p>Collect data about the performance of a proposed object,</p>

Artifact U

		tool, process or system under a range of conditions.
NGSS SEP Analyzing and Interpreting Data	6-8	Analyze and interpret data to provide evidence for phenomena.
NGSS SEP Constructing Explanations and Designing Solutions	6-8	Construct a scientific explanation based on valid and reliable evidence obtained from sources (including the students' own experiments) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future. Apply scientific ideas, principles, and/or evidence to construct, revise and/or use an explanation for real world phenomena, examples, or events. Apply scientific reasoning to show why the data or evidence is adequate for the explanation or conclusion.
NGSS SEP Engaging in Argument from Evidence	6-8	Construct, use, and/or present an oral and written argument supported by empirical evidence and scientific reasoning to support or refute an explanation or a model for a phenomenon or a solution to a problem. Make an oral or written argument that supports or refutes the advertised performance of a device, process, or system based on empirical evidence concerning whether or not the technology meets relevant criteria and constraints.
NGSS SEP Obtaining, Evaluating, and Communicating Information	6-8	Integrate qualitative and/or quantitative scientific and/or technical information in written text with that contained in media and visual displays to clarify claims and findings. Gather, read, and synthesize information from multiple appropriate sources and assess the credibility, accuracy, and possible bias of each publication and methods used, and describe how they are supported or not supported by evidence. Evaluate data, hypotheses, and/or conclusions in scientific and technical texts in light of competing information or accounts
NGSS CCC System and System models	6-8	Understand that systems may interact with other systems; they may have sub-systems and be a part of larger complex systems. They can use models to represent systems and their interactions—such as inputs, processes and outputs—and energy, matter, and information flows within systems. They can also learn that models are limited in that they only represent certain aspects of the system under study.

Artifact U

CCSS MP1	6-8	Make sense of problems and persevere in solving them.
CCSS MP2	6-8	Reason abstractly and quantitatively.
CCSS MP3	6-8	Construct viable arguments and critique the reasoning of others.
CCSS ELA-6.5, 7.5,8.5	6-8	<p>Analyze how a particular sentence, paragraph chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot or how a drama's or poem's form or structure (e.g. soliloquy, sonnet) contributes to its meaning.</p> <p>Analyze the structure the author uses to organize a text, including how the major sections contribute to the whole and to the development of ideas, or how the differing structures of two or more texts contribute to the meaning and style of each.</p> <p>Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</p>
Social Studies Frameworks Dimension 1 INQ 6-8.1	6-8	INQ 6–8.1 Explain how a question represents key ideas in the field.
Social Studies Frameworks Dimension 4 INQ 6-8.10 INQ 6–8.13 INQ 6–8.14	6-8	<p>Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.</p> <p>Critique arguments for credibility.</p> <p>Critique the structure of explanations.</p>

Coventry High School

Content	Grade Level	Standard
NGSS SEP Asking Questions and Defining Problems	9-12	<p>Ask questions o that arise from careful observation of phenomena, or unexpected results</p> <ul style="list-style-type: none"> ● to clarify and/or seek additional information ● that arise from examining models or a theory ● to clarify and/or seek additional information and relationships ● to determine relationships, including quantitative

Artifact U

		<p>relationships, between independent and dependent variables</p> <ul style="list-style-type: none"> ● to clarify and refine a model, an explanation, or an engineering problem. <p>Evaluate a question to determine if it is testable and relevant.</p> <p>Ask questions that can be investigated within the scope of the school laboratory, research facilities, or field (e.g., outdoor environment) with available resources and, when appropriate, frame a hypothesis based on a model or theory.</p> <p>Ask and/or evaluate questions that challenge the premise(s) of an argument, the interpretation of a data set, or the suitability of a design.</p>
<p>NGSS SEP Developing and Using Models</p>	<p>9-12</p>	<p>Evaluate merits and limitations of two different models of the same proposed tool, process, mechanism or system in order to select or revise a model that best fits the evidence or design criteria.</p> <p>Develop, revise, and/or use a model based on evidence to illustrate and/or predict the relationships between systems or between components of a system.</p> <p>Develop and/or use multiple types of models to provide mechanistic accounts and/or predict phenomena, and move flexibly between model types based on merits and limitations.</p> <p>Develop a complex model that allows for manipulation and testing of a proposed process or system.</p> <p>Develop and/or use a model (including mathematical and computational) to generate data to support explanations, predict phenomena, analyze systems, and/or solve problems.</p>
<p>NGSS SEP Planning and Carrying Out Investigations</p>	<p>9-12</p>	<p>Plan an investigation individually and collaboratively to produce data to serve as the basis for evidence as part of building and revising models, supporting explanations for phenomena, or testing solutions to problems.</p> <p>Consider possible confounding variables or effects and evaluate the investigation's design to ensure variables are controlled.</p> <p>Make directional hypotheses that specify what happens to a dependent variable when an independent variable is manipulated.</p> <p>Manipulate variables and collect data about a complex model of a proposed process or system to identify failure points or improve performance relative to criteria for success or other variables</p>
<p>NGSS SEP</p>	<p>9-12</p>	<p>Analyze data using tools, technologies, and/or models</p>

Artifact U

Analyzing and Interpreting Data		<p>(e.g., computational, mathematical) in order to make valid and reliable scientific claims or determine an optimal design solution.</p> <p>Evaluate the impact of new data on a working explanation and/or model of a proposed process or system</p>
NGSS SEP Constructing Explanations and Designing Solutions	9-12	<p>Construct and revise an explanation based on valid and reliable evidence obtained from a variety of sources (including students' own investigations, models, theories, simulations, peer review) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future.</p> <p>Apply scientific ideas, principles, and/or evidence to provide an explanation of phenomena and solve design problems, taking into account possible unanticipated effects.</p> <p>Apply scientific reasoning, theory, and/or models to link evidence to the claims to assess the extent to which the reasoning and data support the explanation or conclusion.</p>
NGSS SEP Engaging in Argument from Evidence	9-12	<p>Evaluate the claims, evidence, and/or reasoning behind currently accepted explanations or solutions to determine the merits of arguments.</p> <p>Construct, use, and/or present an oral and written argument or counter-arguments based on data and evidence.</p>
NGSS SEP Obtaining, Evaluating, and Communicating Information	9-12	<p>Compare, integrate and evaluate sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a scientific question or solve a problem.</p> <p>Evaluate the validity and reliability of and/or synthesize multiple claims, methods, and/or designs that appear in scientific and technical texts or media reports, verifying the data when possible.</p>
NGSS CCC System and System Models	9-12	<p>Can investigate or analyze a system by defining its boundaries and initial conditions, as well as its inputs and outputs.</p> <p>They can use models (e.g., physical, mathematical, computer models) to simulate the flow of energy, matter, and interactions within and between systems at different scales.</p> <p>They can also use models and simulations to predict the behavior of a system, and recognize that these predictions have limited precision and reliability due to the assumptions and approximations inherent in the</p>

Artifact U

		models.
CCSS MP1	9-12	Make sense of problems and persevere in solving them.
CCSS MP2	9-12	Reason abstractly and quantitatively.
CCSS MP3	9-12	Construct viable arguments and critique the reasoning of others.
CCSS ELA-Literacy/Inf ormational 9-10.4	9-12	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone, how the language of a court opinion differs from that of a newspaper.)
CCSS ELA-Literacy/Inf ormational 9-10.5	9-12	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
Social Studies Frameworks Dimension 1 INQ 9-12.1 INQ 9-12.5	9-12	Explain how a question reflects an enduring issue in the field. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.
Social Studies Frameworks Dimension 4 INQ 9-12.10 INQ 9-12.11 INQ 9-12.13 INQ 9-12.14	9-12	Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses. Construct explanations using sound reasoning, correct sequence (linear or nonlinear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the

Artifact U

		<p>explanation given its purpose (e.g., cause and effect, chronological, procedural, technical)</p> <p>Critique the use of claims and evidence in arguments for credibility.</p> <p>Critique the use of the reasoning, sequencing, and supporting details of explanations.</p>
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Artifact V

1 / 10

Student Led Conferences 2022



[View Original](#)

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Response to: SLC

2 / 10



Good Evening!

Welcome to my student led conference. My coach today is Mrs.McConnell. Mrs.McConnell please meet my family Mom, Dad and my sister. I am excited to share with you some things I have been working on in second grade.

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Artifact V

In response to: SLC

3 / 10

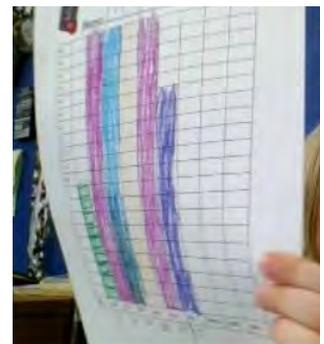
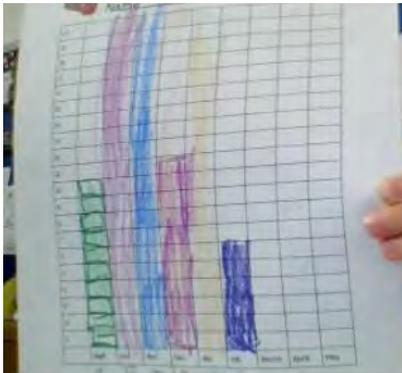
This graph shows that my addition fact fluency has improved by **16** facts and my subtraction fact fluency has improved by **26** facts.



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Where they went down and where the line is, is where I began doing challenge facts.

Artifact V

In response to: SLC

6 / 10

At the beginning of the year, I was reading at a level **L**. Now I am reading at a level **N**.



View Original

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In response to: SLC

7 / 10

My home-school goal for the year was **to improve in the area of reading.**

I improved at this goal because I **I read more books.**

View Original

Previous Post Next Post

Artifact V



In response to: SLC

9/10



Thank you for coming to my student led conference!
Do you have any questions?

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Artifact W



Grade 5 Goals

2021-2022

Social Skills and Work Habits Reflection

Social Skills and Work Habits	Self Assessment
Respects and follows classroom and school rules	3.5
Demonstrates self-control	4
Works well independently	4
Uses class time effectively	3
Responsible for class materials	4
Works cooperatively with others	4
Accepts responsibility for behavior and learning	4
Completes assigned homework	3

4 = All of the time without assistance
3 = Most of the time with minimal assistance
2 = Some of the time with assistance
1 = Not demonstrated or needs ongoing assistance

Artifact W

Social Skills and Work Habits

One social skill I worked hard on this year is working with new people.

One work habit that I worked hard on this year is getting homework done even when i'm busy.

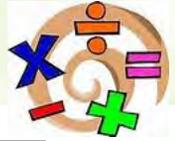
Social Skills and Work Habits

One social goal I have for the remainder of the year is to continue to participate in math.

One work habit that I have for the remainder of the year is to get all my work done in a timely manner and to do it accurately.

Artifact W

My Math Goal



My math goal is:

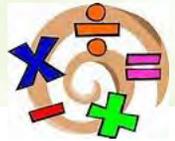
I can persevere in solving math problems.

I will meet my goal by:

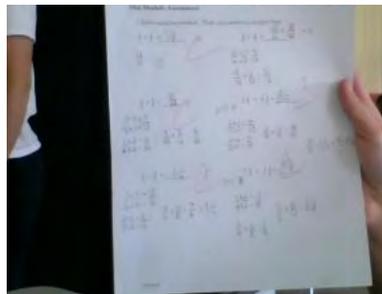
I can ask for problems to be reworded or try a different strategy.

I chose this goal because I don't understand the problems all the time and sometimes the wording can be tricky or confusing.

Evidence I Met My Goal



I persevered throughout this problem by trying different methods to find out which was easiest for me and by not giving up when it got hard.



Artifact W

Math in 5th Grade

My favorite part:

Dividing fractions

My strength in math this year:

Dividing fractions

My goal in math for the rest of the year:

Working on multiplying fractions with methods 1 and 2.

My Reading Goal



My reading goal is:

Work on R.A.C.E.S responses

I will meet my goal by:

Citing evidence from the text

I chose this goal because my responses are really short and I don't always do the full response.

Artifact W

Evidence I Met My Goal



I met my goal by taking my time and looking back in the text and citing evidence.

In the book Midnight Rider, the main character Hannah Andrews faces many challenges. One challenge she faces in the book is going to live with strangers. In the book, Hannah is sent away by her cruel Aunt Phoebe and has to go live with General Gage and his family. But, Hannah has to work as his servant for 7 years until she's an adult. 14 year old Hannah has to adapt to a new life in a new house. Another reason why this is a difficult thing to do is because she also has to work every day and she doesn't get time off. She doesn't get to experience a normal childhood because she's working all the time. Another challenge Hannah faces is working for Meg. Meg is another kid General Gage took in, but she doesn't have to work as a servant. In the text, Mrs. Gage says, "I see Meg as a daughter and I treat her like one too." Hannah has to work for Meg which is tiring and hard work. Again, she gets no time off to be a regular kid because she's constantly working. Also, Meg keeps meeting up with Lieutenant Pratt to talk and giggle and flirt and it's difficult for Hannah to be her servant when Meg keeps sending her away to talk to Lieutenant Pratt. One last reason is that Meg tends to get frustrated. For example, when Hannah came back into Meg's room to tell her about how Celeb might need Mrs. Gages permission for a carriage or something like that, she exclaimed very angrily about how she can't go on the little trip alone. A third challenge Hannah faces is being without Promise. Promise is Hannah's horse. It was a gift from he dad and it was really hard to live without him. She was very upset when her evil Aunt Phoebe. In the book it said that she was so upset she cried. But a gentleman named Will bought Promise for 80 pounds. And Hannah also does meet up with Will to ride Promise. This is why I think the main character Hannah faces many challenges.

Reading in 5th Grade

My favorite part:

The Flocabulary videos

My strength in reading this year:

Answering all parts of the question

My goal in reading for the rest of the year:

Work on R.A.C.E.S responses

Artifact W

My Writing Goal



My writing goal is:

To add as much detail as possible to expand my paragraphs and sentences.

I will meet my goal by:

Trying to take more notes and asking for help if I can't think of anything to write.

I chose this goal because I want to make my writing longer and make my sentences flow. A writing piece I'm really proud of is my "Should Chocolate Milk be Served in Schools" opinion piece.

Evidence I Met My Goal



I met my goal by using several articles and taking notes on the topic.

[Should Chocolate Milk Be Served in Schools? - Opinion Piece](#)

Artifact W

My Informational Writing Goal



My writing goal is:

To get as many notes as possible so I can write more to inform people on the subjects.

I will meet my goal by:

Taking my time and making sure that my information is accurate.

I chose this goal because I feel like it's something I need to work on. Also I think I could make my writing much better by doing this.

Evidence I Met My Goal



My informational writing is on the Seminole Tribe.

Clothing

The Seminole men and women wore many different types of clothing. Men and women wore clothes from plants and animals. One example of skin used for clothing is buckskin. Men wore a silk or cotton head wrap called a turban. They also wore face paint. Their face paint was normally very bright and showy. Another piece of clothing that they wore is a shirt called a tunic. A tunic is a piece of clothing that goes from the shoulders down to the knees. On the other hand, the women wore leggings, long or short skirts, and flowy shirts. If the skirt was short, it would go down to the knee. But, if it was a long skirt it would go down to the shins or ankle. Both men and women had a tribal tattoo. The tattoo would be a religious thing or an animal. It would be a spiritual animal, because it could be associated with the tribe. As you can see the Seminole tribe wore many types of clothing.

Artifact W

My Narrative Writing Goal



My writing goal is:

To use description.

I will meet my goal by:

Using descriptive language and using Show Don't Tell in my writing.

I chose this goal because it want to make my reader picture what's going on in my story and almost have them know exactly what I am talking about.

Evidence I Met My Goal



Personal Narrative

In my Personal Narrative, I focused on the detail and making sure I painted a picture for the reader to see in their head. Her is a section I am most proud of:

"As if it wasn't bad enough that I was knocking on a complete stranger's door, I was disturbing someone in the room as well. Like I said it was pretty early in the morning. As in around 2:30 in the morning. To my surprise, an old man who looked like he was in his late 60's opened the door. He was wearing nothing but a white hotel towel. I was wondering why he was in only a towel this early in the morning. The man didn't seem too "excited" to see me. In fact, he looked angry and very sleepy. I should have just ran away, but I didn't."

Artifact W

Writing in 5th Grade

My favorite part:

The snowman story and my opinion piece.

My strength in writing this year:

My strength in writing this school year was my narrative writing.

My goal in writing for the rest of the year:

My goal for the remainder of the year is to make up the missing writing I miss on thursdays while in band.

My Art Goal

Demonstrate an understanding of the Elements and Principles of Design.



Artifact W

My Reflection

What is the best part of fifth grade? Science.

- The best part of fifth grade is science. because we get to do experiments

What's next? What do you want to work on for the rest of the year?

Next I want to work on math facts.

How do you feel about reaching your goals?

I think my goals are reachable so it feels good.

Artifact X

2021-2022 Student-Led Conference Checklist/Timeline

- 12/1/21 **ADVISORY/SLC**
 - Character Strong
 - Refresher video about Student Led Conferences
 - Have all students share their portfolio (Google Site) with you. (see instructions [HERE](#)) *If they haven't already
 - Students should begin working on the [DIGITAL PORTFOLIO \(Google site\) CHECKLIST](#) which includes the following links:
 - [Website Example Pages](#)
 - [Spring SLC Agenda](#)
 - (All links should create a COPY for you in My Drive. Then you can move the file to an appropriate spot in your drive and add to your Google classroom.)
 - Students who have already created their goals can share out their goals with the group.

- 12/16/21 **ADVISORY/SLC**
 - Character Strong: Character Strong: Emotion Vocabulary
 - Spring SLC Prep

- 2/8/21 **ADVISORY/SLC**
 - Character Strong
 - Spring SLC Prep

- 2/16/21 **ADVISORY/SLC**
 - Character Strong Lesson:
 - Mock Conferences
 - Review online portfolios

- 2/23/21: **Faculty Meeting:**
 - SLC emails to parents by Coaches at Faculty Meeting

- 3/9/21: **Faculty Meeting:**
 - E-Blast and School Messenger reminders to parents
 - Teachers to follow up** with unscheduled students

- 3/10/21 **ADVISORY/SLC**
 - Final meeting with group**
 - Mock Conferences
 - Review online portfolios

***3/17/21 ~ STUDENT LED CONFERENCES**

- 4/1/21 **ADVISORY**
 - Character Strong

Artifact Y

Name:

Class: H block, Ela 2

ELA Goal Setting Form

1) Place a check in the correct box below for each question based on your Brief Write data.

Prompt:(Tallest Mountains)

Components	Got it	Needs Work
My brief write introduces the main ideas to support the thesis in separate sentences and is not formulaic. (including A Hook)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
My brief write provides adequate information to put the thesis into context. (Bridge/Background)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
My brief write introduces the topic through a clear thesis statement that reflects the body of writing as a whole. (Clear Thesis)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
My brief write introduction transitions smoothly to the body paragraph. (Don't forget a Transition Sentence)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
I have included descriptive and figurative language to make my brief write more interesting.	<input type="checkbox"/>	<input checked="" type="checkbox"/>

2) Based on the above table my learning goal for writing is

To work on making a clear thesis and use more figurative language

3) I chose this learning target because

I didn't include all the ways to measure a mountain and I didn't use a lot of figurative language to make my introduction more interesting.

Artifact Y

4) Highlight the strategies that you will use to help you reach your goal.

Strategies

- I have brainstormed my ideas for writing prior to constructing my paragraph.*
- I have begun my introduction with an interesting hook (anecdote, statistic, rhetorical question, quotation, etc.)*
- I have included a strong thesis statement in the introduction paragraph.*
- I have stated my three main points.*
- I have created a smooth transition to the next paragraph.*
- I have reviewed one of the following instructional resources my teacher has shared (writing exemplar, instructional video, rubric, etc.)-MUST CHOOSE ONE*

After Progress Check Performance Task:

Based on your post Brief Write Data, explain how you are progressing on your goal.

Goal:	Evidence of Progress: <hr/> <hr/> <hr/>
Revised Goal: <hr/> <hr/> <hr/> <hr/> <hr/>	

Artifact Z

Tiny Plastic, Big Problem

Plastic bottles lying in the gutter. Grocery bags tangled in branches. Food wrappers scuttling across the ground on a windy day. Plastics do not easily degrade. They may break down, but only into smaller pieces. The smaller those pieces get, the more places they can go. Many pieces wind up at sea. Tiny bits of plastic float throughout the world's oceans.

Just how much of that plastic winds up in the oceans remains unknown: Scientists estimate about 10 percent does. And one recent study suggests as much as 8 million metric tons (8.8 million short tons) of plastic wound up in the ocean in 2010 alone. How much plastic is that? "Five plastic bags filled with plastic for every foot of coastline in the world," says Jenna Jambeck. She's the researcher from the University of Georgia, in Athens, who led the new study that was published in *Science*.

Of those millions of tons, as much as 80 percent had been used on land. So how did it get into the water? Storms washed some plastic litter into streams and rivers. These waterways then carried much of the trash downstream to the sea. The other 20 percent of plastic ocean trash enters the water directly. This debris includes fishing lines, nets and other items lost at sea, dumped overboard or abandoned when they become damaged or are no longer needed.

Artifact Z

Task:

Write a conclusion paragraph for this informational essay on plastic pollution.

Plastic can be a big reason why the environment is being harmed today. Some ways plastic can be harmful is because of plastic breaking down into smaller pieces, traveling around using water ways, and going into ocean's and harming them. Plastic is a big problem throughout the world today and can impact us in the future as well. So instead of just throwing plastic onto the ground, throw it into a recycling bin and help clean our Earth.

ELA PORTFOLIO REFLECTION SLIP

Student's Name:

Date of Completion of Work:

Tallest Mountains-9/13/21

ELA goal setting-9/20/21

Tiny plastic, Big problem-1/12/22

Charlie and the Chocolate factory race-2/15/22

Describe the assignment:

Tallest Mountains-In this I was writing a conclusion about the article above

ELA goal setting-In this we I was reflecting on my tallest mountains brief write

Tiny plastic, Big problem-In this I was writing a conclusion above to see if I made any improvements

Charlie and the Chocolate factory race-In this I was trying to find a character trait about Charlie and support it with evidence and details

Describe the skills and knowledge you needed to complete this work:

The skills and knowledge I needed to complete this work was to know how to write an effective race question and conclusion. Also I needed to know how to set goals for later in the year.

Explain why this work is a good representation of your strengths as a student or is representative of an area for improvement:

Artifact AA

This is a good work of representation because it shows how I improved from the beginning of the year to now. Also it showed what I needed to work on from the beginning of the year.

Artifact BB

Name:

Math Target Reflection Sheet

1) Highlight the column that contains your learning target. Check off 1-2 skills you wanted to work on this year.

<p><i>I can make a plan to solve a problem and carry out that plan.</i></p> <p><input type="checkbox"/> <i>I can use the skills I have learned in math and apply them to solve problems.</i></p> <p><input type="checkbox"/> <i>I can relate problems to topics I have learned in math.</i></p> <p><input type="checkbox"/> <i>I can think of multiple strategies to use to solve a problem.</i></p> <p><input type="checkbox"/> <i>I do not give up if I "don't get" a problem. I try to think of something else that can help me solve it.</i></p>	<p><i>I can work carefully and accurately. I check my work.</i></p> <p><input checked="" type="checkbox"/> <i>I can read the entire problem and answer all sections of it.</i></p> <p><input type="checkbox"/> <i>I can make sure my answers are accurate by checking them.</i></p> <p><input type="checkbox"/> <i>I can make sure all my answers have labels to show they are more than just a number.</i></p> <p><input type="checkbox"/> <i>I can make sure my explanations are accurate and take all parts of the problem into consideration.</i></p>	<p><i>I can explain how I come to a conclusion using words and numbers.</i></p> <p><input type="checkbox"/> <i>I can come to a conclusion using my work.</i></p> <p><input checked="" type="checkbox"/> <i>I can support my conclusion using my work.</i></p> <p><input type="checkbox"/> <i>I can use information from the problem to support my conclusion.</i></p> <p><input type="checkbox"/> <i>I can describe the steps I took to solve a problem.</i></p>
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2) Give two examples of how you used these skills in class.

To do these goal I read the problem and broke it down and once I solved it I wrote a sentence saying the answer and supporting it with details and evidence.

Artifact BB

3) Reflect on your goal. Do you want to keep the same one or choose a new one?

I _____ the skill I selected this fall and _____.

- still need to work on / will continue to work on that skill
- have mastered / will select another *skill* within this target to work on
- have mastered / ~~I will pick a new *learning target*~~

4) Update your learning target or skill. Highlight the column that contains your learning target. Check off 1-2 skills you want to work on.

<p><i>I can make a plan to solve a problem and carry out that plan.</i></p> <p><input type="checkbox"/> <i>I can use the skills I have learned in math and apply them to solve problems.</i></p> <p><input type="checkbox"/> <i>I can relate problems to topics I have learned in math.</i></p> <p><input type="checkbox"/> <i>I can think of multiple strategies to use to solve a problem.</i></p> <p><input checked="" type="checkbox"/> <i>I do not give up if I "don't get" a problem. I try to think of something else that can help me solve it.</i></p>	<p><i>I can work carefully and accurately. I check my work.</i></p> <p><input type="checkbox"/> <i>I can read the entire problem and answer all sections of it.</i></p> <p><input type="checkbox"/> <i>I can make sure my answers are accurate by checking them.</i></p> <p><input type="checkbox"/> <i>I can make sure all my answers have labels to show they are more than just a number.</i></p> <p><input checked="" type="checkbox"/> <i>I can make sure my explanations are accurate and take all parts of the problem into consideration.</i></p>	<p><i>I can explain how I come to a conclusion using words and numbers.</i></p> <p><input type="checkbox"/> <i>I can come to a conclusion using my work.</i></p> <p><input type="checkbox"/> <i>I can support my conclusion using my work.</i></p> <p><input type="checkbox"/> <i>I can use information from the problem to support my conclusion.</i></p> <p><input type="checkbox"/> <i>I can describe the steps I took to solve a problem.</i></p>
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Goals

I plan to go to UConn for four years

I was accepted into the College of Liberal Arts and Sciences, and currently I am under the pre-journalism major. However that is likely to change as I continue to research future career options.

I currently volunteer with UConn to help record events and I plan on getting a work study with the video department and continuing to record soccer, basketball, and baseball games.



whatever they want because of the first Amendment. The first amendment states that "Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech..." however social media companies can. One could argue that it's not being used as a way to protect people and that it is used to push certain political agendas. People in the government should have their statements reach the people without worrying if they will be removed from the app. Is it really a fair punishment, just for posting something that may not be true. What if the person didn't know what they were posting was inaccurate, then they would have been banned without any idea why. Some people rely on social media as a way to do their work, if they're banned then they will not be able to do that. One more reason is that censorship in social media often filters out keywords, removing sources of information that could be helpful to teachers or students. This doesn't just involve students but anyone trying to find information. This could hinder someone's ability to learn and set them up for failure.

Communication: Censorship Debate

Senior Year

We discussed the ethics and uses of censorship. This document was the notes we gathered for this short verbal debate that we had in front of the class. The debate consisted of a few phases, where we took turns making opening statements, analyzing our opponents points, cross examining their sources, and then finishing it off with closing statements. During this time our peers would review our debate and decide who won, and had to use evidence from the debate as why.

Artifact CC



Problem Solving: Israel Palestine Conflict

Senior Year

This was a research based project that had groups theorize possible solutions for the ongoing conflict between Israel and Palestine. There was an obvious disclaimer that if this topic could be solved by high schoolers it already would have been, but that's where the challenge came from. We had to think of ethical and compromising

Artifact DD

Portrait of a Graduate - CHS Advisory Unit

Lesson 1 - [Introduction to Portrait of a Graduate](#)

This advisory lesson gives students an overview of the five competencies of the Portrait of a Graduate for Coventry Public Schools.

Directions for Staff:

- Please present the Introduction to [Portrait of a Graduate Google Slides Presentation](#) to your advisory class.
 - *There is a youtube video embedded in the presentation, please make sure your sound is working!*
- Portrait of a Graduate Activity (directions also in the google slides presentation)
 - Match each activity with the Portrait of the Graduate Competency that it most identifies with.
 - If time allows, your advisory class may pick an activity or two to complete together.
 - Lining up in order of age without talking
 - Playing 7-up
 - How many ways can you say hi?
 - Design a self-sufficient island
 - Blind-fold an advisory member and give verbal directions to move them around the classroom from one designated area to another.

Lesson 2 - [School Wide Rubrics](#)

Portrait of a Graduate Rubrics Scavenger Hunt [Student Link](#), [Editable Form](#)

This advisory lesson gives students an in-depth overview of how they will be assessed using the Portrait of a Graduate School Wide Rubrics and which courses use which rubrics.

Directions for Staff:

- Please present the [PoG Rubric Lesson Google Slides Presentation](#) to your advisory class.
- Pass out the school wide rubrics (*each rubric was copied on a different colored paper*)
- Have students complete the [Rubric Scavenger Hunt Google Form](#) on the class of 2025 Google Classroom Page.

Lesson 3 - [High School Expectations](#)

This advisory lesson gives students an overview of key milestones and projects for each grade level at CHS.

Directions for Staff:

- Please present the [High School Expectations Google Slides Presentation](#) to your advisory class. These slides will highlight key milestones for each grade level at CHS.

Artifact DD

Lesson 4 - Google Folder Set Up

This advisory lesson gives students the step by step process to set up their Google Drive Folder to collect work samples that they will later use to set up their senior portfolio demonstrating their growth within the five competencies of Portrait of a Graduate.

Directions for Staff:

- Please present the Google Folder Set Up Google Slides Presentation to your advisory class.
- Please prompt students to take out their chromebooks to set up their Google Folder synchronously with the presentation.

Lesson 5 - How to Collect Evidence

This advisory lesson provides students with guided support of how to choose work samples to add to their Google Folder from the previous lesson.

Directions for Staff:

- Please present the How to Collect Evidence Google Slides Presentation with your advisory class.
- Please prompt students to explore their google drive after the presentation to collect work samples from this year to put in their Google Folder.

Artifact EE

CNH

Robotic Arms Unit Grades 6 and 7 2021-2022

Planning Notes

Run the same unit in Grades 6 and 7 for this year since Grade 6 missed this unit last year with less hands on instruction and sharing of instructional materials.

Co-teach 8 lessons

Week 1

- Day 1 intro dobot robotic arm, what is it and can do, program, how you can adjust it, talk about industry connections, use video sent
- Day 2 first lesson of training day, show lock function and coordinates, manual use of suction cup, showing the platform and how to identify coordinates and learning how to set them and play it to get arm to do what you want to do
- Day 3 after ensuring all kids can set manually, use blockly and code function of program. Some kids will get it quickly. Talked about stacking things in a column and use the suction cup
- Day 4 Differentiations with coding

Week 2

- Days 1 and 2 Introducing 5e grabber
- Days 3 and 4 Use the suction cup and grabbers, the best tools to use with students to explore about the robotic arms functionality. Collaborate to identify an open ended challenge for the last day such as using the suction cups with a coding building challenge, i.e., use dominoes to make a bridge and the kids need to do it precisely with a measured distance. A bridge or tower of a certain height

Weeks 3 and 4

Project with felt tip pens with robotic arms, prototyping with felt tip marker. Each class designs a quote and image for specific area of school, card stock or thin wood . Precut a sixinch index card– 8 lessons

- Day 1 introduce project and visit space for quotes. Start their brainstorm
- Days 2 and day 3 the design process , the ideas and each group of two or three comes up with four or five quotes, and the image, finding an image to fit that . What will work well with pen and laser, size,
- Days 4 and 5 Trying images with pen , code, trouble shoot
- Day 6 Student gallery walk of other student examples and feedback. Students come up,with the success criteria
- Days 7 and 8 Students redesign and produce their final versions– marker start to laser.

Artifact FF



AGENDA and Minutes

October 14, 2021

I Follow up 2020-2021 Alignment of the Grade 8 Technology Education Curriculum to Technology and Computer Science Courses and Pathways at Coventry High School

- a. **CNH Grade 8 Units-implementation, needs, timelines, supports**
Unit 1 Short Video Productions Unit; Unit 2 Ozobots and Ozoblockly Drag and Drop Coding; Unit 3 Will use Inventor: Draw Template of CO2 Car and extrude Into 3D and 3 D print. Then use as a template. Take Template onto block. Liz cleaning out shop and finding out what needs to be ordered. This Unit 3 will Have the EDP focus. Unit 3 Tiny Houses with Revit. A discussion ensued about Video Production use of We Video and students creating a Portfolio for the Trimester.
- b. **Video and CNC machine incorporation into Grade 8 programming**
Goodwin help set up and provide PD to staff on the CNC machine. V CARVE CAD and CAM software, an intuitive software for simple to do designs and tool path
- c. **Other articulation needs**

II CHS Program Needs and Development

CHS incorporating new technology for PD. Getting the laser printer up and going. Taking projects from scroll saw with the lazer. CAD Design process TCNC; they don't need training

The third unit of Computer Science Principles needs work: Image and Manipulation and Text Based Languages. Many students with IEPs having difficulty accessing the content in the unit. Robotics unit uses the same programming language. For CS need strategies to break a problem down into smaller parts. Aviation is going well. Technical difficulties with computer monitors; . Staff recommends at least 24 or 27 inch monitors for CAD. Math and ruler reading behind in high school because they

Artifact FF

haven't had the instruction during the pandemic at CNH. Measurement is also in the CNH Ozobot unit.

Looking forward to program refinements; CAD and Woodshop courses more and more connections between the two. Woodshop is going and they don't/haven't had to learn CAD. Need more infusion of CAD into upper level Woodshop courses, more with CNC machine, more with new technologies and equipment combined. Matt's favorite in using lasers in Woodshop is making templates.

Defined Learning for future PD

Perkins Grant Mid November. Perhaps a focus on manufacturing base and a middle school option . Past two years we purchased laser printers. We need a ventilation system for lasers.

Goodwin Mobile Lab visiting in October. October more on manufacturing careers in instruction.

III Vertical Teaming

- a. Computer Science Standards map
- b. Defined Learning Resource professional development
- c. Other

IV Additional Areas for Focus

will look at the CNH Lazer printer and will assemble the CNC machine and provide staff the CNX training. ½ Day Robotics challenge with Dominoes. Need 10 sets of dominoes We also need 10 sets of soldering kits.

Tech Ed Pacing Guide (CNH Grade 6)

V 11/18/21

Unit#1: Automation and Robotics (adapted from Project Lead The Way)

Summative Assessment/Culminating Project:

Automation through Programming Project (from PLTW Lesson 3.4 Choices)

- Task
- Includes mechanism with a gear
- Includes some original and some “Code Blocks” from a mock library
- Prototype is demonstrated to another group, Groups self-assess and give peer feedback

Goal:

- Students will complete a full Engineering Design Process Build that will apply their coding knowledge and the hands on building knowledge to complete a specific task.

CSDE Computer Science Standards:

- 2-CS-02** Design projects that combine hardware and software components to collect and exchange data.
- 2-CS-03** Systematically identifies and fixes problems with computing devices and their components.
- 2-AP-10** Use flowcharts and/or pseudocode to address complex problems as algorithms.
- 2-AP-11** Create clearly named variables that represent different data types and perform operations
- 2-AP-18** Distribute tasks and maintain a project timeline when collaboratively developing computational artifacts.
- 2-AP-13** Decompose problems and subproblems into parts to facilitate the design, implementation, and review of programs.

ITEEA Standards for Technological Literacy

- STL#9** Students will develop an understanding of engineering design. Benchmark H-Modeling, testing, evaluating, and modifying are used to transform ideas into practical solutions.
- STL # 10** Students will develop an understanding of the role of trouble-shooting, research and development, invention and innovation, and experimentation in problem solving. Benchmark F: Troubleshooting is a problem-solving method used to identify the cause of a malfunction in a technological system.

Next Generation Science Standards

- MS-ETS1-1** Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles ~~and potential impacts on people and the natural environment that may limit possible solutions.~~
- MS-ETS1-2** Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.
- MS-ETS1-3** Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.
- MS-ETS1-4** Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.

Portrait of the Graduate:

- Collaboration
- Innovation

Artifact GG

Purpose:	Days	Learning Activities
Review of Engineering Design Process	1-2	<ul style="list-style-type: none"> ● Routines> Protocols, Getting to know you, ● <i>TBD: Intro career explorations → engage in 3-5 throughout the unit (from A5 or Defined Learning)</i> ● What is Engineering PLTW A2 (Design Process Steps, Design Squad video(find examples of the 6 steps)
Introduction to Robotics	3-5	<ul style="list-style-type: none"> ● “<i>What do we use robots for?</i>” mini-research projects? Students are given a robotics category and research 1 specific robot from the category and present their findings to the rest of the class. Students inquire about the tasks, how the robot works, how it is programed, etc
Intro to Gears and Motion	6-8	<ul style="list-style-type: none"> ● EdPuzzle defining types of gears and which gear trains will create more torque or more speed ● Discuss gear ratios and practice finding them ● Discuss types of movement - rotary, oscillating, reciprocating, and linear
Building Mechanisms	9-18	<ul style="list-style-type: none"> ● Protocols for working in groups/group jobs and working with VEX materials ● Build different mechanisms using the VEX kits ● Students will answer specific questions about the different mechanisms that they build such as which gears are input vs. output, the type of motion that the mechanism is completing, and the gear ratios involved.
Building and Coding Test Beds	19-21	<ul style="list-style-type: none"> ● Assemble the test bed with their group ● Introduction to Coding program and how to transfer code to the robot ● Assign task to code test bed as practice
Collaborative Design Project	22-29	<p>Day 1: Whole class:Define the problem: Problem/task, goal, solution brainstorm, constraints, success criteria</p> <p>Day 2: Design Groups:</p> <ul style="list-style-type: none"> ● draw and annotate design for Mechanism ● Include Gear ratio choice and rationale <p>Day 3: Design Groups: draft pseudocode for Programming</p> <ul style="list-style-type: none"> ● Which sub parts of task will be original code, which will be from library with modification, which will be from library without modification <p>Day 4 and 5:</p> <ul style="list-style-type: none"> ● 1-2 students in group take role of Mechanical and Electrical engineers - build mechanism prototype ● 1-2 students in group take role of Programmer and assemble the code from a combination of original and “open source” blocks from a mock library <p>Day 6: Combine code and mechanism, test again success criteria, troubleshoot,</p>

		<p>Day 7: Groups: plan for demonstration/sharing</p> <p>Day 8:</p> <ul style="list-style-type: none">● Pairs of Groups: Demonstrate to each other, give feedback, receive feedback● Whole Class: Common obstacles, unique solutions?
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Concept	Subconcept	Level 1A (Ages 5-7) By the end of Grade 2, students will be able to...	Level 1B (Ages 8-11) By the end of Grade 5, students will be able to...	Level 2 (Ages 11-14) By the end of Grade 8, students will be able to...	Level 3A (Ages 14-16) By the end of Grade 10, students will be able to...
Computing Systems	Devices	1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use. (P1.1) Unit: Minimal K-2 (As needed with See Saw LMD)	1B-CS-01 Describe how internal and external parts of computing devices function to form a system. (P7.2) Unit: Product:	2-CS-01 Recommend improvements to the design of computing devices, based on an analysis of how users interact with the devices. (P3.3) Unit: Product:	3A-CS-01 Explain how abstractions hide the underlying implementation details of computing systems embedded in everyday objects. (P4.1) Unit: Programming Product: Scratch Unit Project
	Hardware & Software	1A-CS-02 Use appropriate terminology in identifying and describing the function of common physical components of computing systems (hardware). (P7.2) Unit: Embedded in core classes	1B-CS-02 Model how computer hardware and software work together as a system to accomplish tasks. (P4.4) Unit: Product:	2-CS-02 Design projects that combine hardware and software components to collect and exchange data. (P5.1) Unit: Grade 6 PLTW: Automation and Robotics Product: Drag and drop code(software) to program robot(hardware) to do a task.	3A-CS-02 Compare levels of abstraction and interactions between application software, system software, and hardware layers. (P4.1) Unit: Programming/Digital Media Product: Unit Project
	Troubleshooting	1A-CS-03 Describe basic hardware and software problems using accurate terminology. (P6.2, P7.2) Unit: Embedded in core classes	1B-CS-03 Determine potential solutions to solve simple hardware and software problems using common troubleshooting strategies. (P6.2) Unit: Grade 3-5 As needed with routine classroom tasks.	2-CS-03 Systematically identify and fix problems with computing devices and their components. (P6.2) Unit: Grade 6 PLTW: Automation and Robotic UnitL Grade 8 Ozobots Product: Lesson level skills to be enable student to independently troubleshoot during tasks	3A-CS-03 Develop guidelines that convey systematic troubleshooting strategies that others can use to identify and fix errors. (P6.2) Unit: Programming/Digital Media Product: All
Networks & The Internet	Network Communication & Organization		1B-NI-04 Model how information is broken down into smaller pieces, transmitted as packets through multiple devices over networks and the Internet, and reassembled at the destination. (P4.4) Unit: Product:	2-NI-04 Model the role of protocols in transmitting data across networks and the Internet. (P4.4) Unit: Product:	3A-NI-04 Evaluate the scalability and reliability of networks, by describing the relationship between routers, switches, servers, topology, and addressing. (P4.1) Unit: Computational thinking Product: Cybersecurity Slides
	Cybersecurity	1A-NI-04 Explain what passwords are and why we use them, and use strong passwords to protect devices and information from unauthorized access. (P7.3) Unit: Minimal K-2 (As needed with See Saw LMD)	1B-NI-05 Discuss real-world cybersecurity problems and how personal information can be protected. (P3.1) Unit: Occasional Digital Citizenship presentations (guest speakers) in past	2-NI-05 Explain how physical and digital security measures protect electronic information. (P7.2) Unit: Product:	3A-NI-05 Give examples to illustrate how sensitive data can be affected by malware and other attacks. (P7.2) Unit: Computational Thinking Product: Cybersecurity Slides
				2-NI-06 Apply multiple methods of encryption to model the secure transmission of information. (P4.4) Unit: Product:	3A-NI-06 Recommend security measures to address various scenarios based on factors such as efficiency, feasibility, and ethical impacts. (P3.3) Unit: Data Product: Unit Project/Looking at datasets
					3A-NI-07 Compare various security measures, considering tradeoffs between the usability and security of a computing system. (P6.3) Unit: Computational Thinking Product: Cybersecurity Slides
Storage	1A-DA-05 Store, copy, search, retrieve, modify, and delete information using a computing device and define the information stored as data. (P4.2) Unit: Embedded in core classes Unit: PLTW 2 Grids and Games Product: Rosie the Robotic Dog game design	Continuation of standard 1A-DA-05 Unit: Grade 3-5 As needed with routine classroom tasks.	2-DA-07 Represent data using multiple encoding schemes. (P4.0) Unit Product: :***In core classes???	3A-DA-09 Translate between different bit representations of real-world phenomena, such as characters, numbers, and images. (P4.1) Unit: Digital Media Product: Image Filters	
				3A-DA-11 Create interactive data visualizations using software tools to help others better understand real- world phenomena. (P4.4) Unit: Data Analysis Product: Unit Prjoection/Ted Talk Unit: <i>potential for science tasks</i> Product: <i>tdb</i>	
Data & Analysis	Collection, Visualization, & Transformation	1A-DA-06 Collect and present the same data in various visual formats. (P7.1, P4.4) Unit: Embedded in core classes	1B-DA-06 Organize and present collected data visually to highlight relationships and support a claim. (P7.1) Unit: Product:	2-DA-08 Collect data using computational tools and transform the data to make it more useful and reliable. (P6.3) Unit: <i>Potential for core class tasks</i> Product:	
	Inference & Models	1A-DA-07 Identify and describe patterns in data visualizations, such as charts or graphs, to make predictions. (P4.1) Unit: Embedded in core classes	1B-DA-07 Use data to highlight or propose cause- and-effect relationships, predict outcomes, or communicate an idea. (P7.1) Unit: <i>Potential for core class tasks</i> Product:	2-DA-09 Refine computational models based on the data they have generated. (P5.3, P4.4) Unit: <i>Potential for core class tasks</i> Product:	3A-DA-12 Create computational models that represent the relationships among different elements of data collected from a phenomenon or process. (P4.4) Unit: Data Analysis Product: Unit Project/Ted Talk Unit: <i>potential for science tasks</i> Product: <i>tdb</i>

Algorithms & Programming	Algorithms	1A-AP-08 Model daily processes by creating and following algorithms (sets of step-by-step instructions) to complete tasks. (P4.4) Unit: PLTW Grade 2 Grids and Games Product: Scratch Jr game design	1B-AP-08 Compare and refine multiple algorithms for the same task and determine which is the most appropriate. (P6.3, P3.3) Unit: Potential for core class tasks Product:	2-AP-10 Use flowcharts and/or pseudocode to address complex problems as algorithms. (P4.4, P4.1) Unit: Grade 6: Automation and Robotics Product: Skill assignment before using in task Unit: Grade 8 Ozobots Product: Skill assignment before using in task	3A-AP-13 Create prototypes that use algorithms to solve computational problems by leveraging prior student knowledge and personal interests. (P5.2) Unit: Computational thinking/Programming Product: Unit Project Unit: <i>potential for science tasks</i> Product: <i>tdb</i>
	Variables	1A-AP-09 Model the way programs store and manipulate data by using numbers or other symbols to represent information. (P4.4) Unit: Grade K Animals and Algorithms Product: Habitat Animation	1B-AP-09 Create programs that use variables to store and modify data. (P5.2) Unit: Unit: Grade 4 PLTW: Input/OutPut Computer Systems Product: Concussion video/Podcast	2-AP-11 Create clearly named variables that represent different data types and perform operations on their values. (P5.1, P5.2) Unit: Grade 6 Automation and Robotics Product: Engineering Design Process Build Task	3A-AP-14 Use lists to simplify solutions, generalizing computational problems instead of repeatedly using simple variables. (P4.1) Unit: Programming/Digital Media Product: Unit Project
	Control	1A-AP-10 Develop programs with sequences and simple loops, to express ideas or address a problem. (P5.2) Unit: Grade K Animals and Algorithms Product: Habitat Animation Unit: PLTW Grade 2 Grids and Games Product: Scratch Jr game design	1B-AP-10 Create programs that include sequences, events, loops, and conditionals. (P5.2) Unit: Unit: Grade 4 PLTW: Input/OutPut Computer Systems Product: Concussion video/Podcast	2-AP-12 Design and iteratively develop programs that combine control structures, including nested loops and compound conditionals. (P5.1, P5.2) Unit: Grade 6 PLTW Automation and Algorithms Product: some success with sequences and loops, <i>need support to use events and conditionals – lesson level task may need developed</i>	3A-AP-15 Justify the selection of specific control structures when tradeoffs involve implementation, readability, and program performance, and explain the benefits and drawbacks of choices made. (P5.2) Unit: Programming/Digital Media Product: Unit Project
Practices		P1. Fostering an Inclusive Computing Culture P2. Collaborating Around Computing	P3. Recognizing and Defining Computational Problems P4. Developing and Using Abstractions	P5. Creating Computational Artifacts P6. Testing and Refining Computational Artifacts	P7. Communicating About Computing

Progression of Computer Science Teachers Association (CSTA) K-12 Computer Science Standards, Revised 2017

Concept	Subconcept	Level 1A (Ages 5-7) By the end of Grade 2, students will be able to...	Level 1B (Ages 8-11) By the end of Grade 5, students will be able to...	Level 2 (Ages 11-14) By the end of Grade 8, students will be able to...	Level 3A (Ages 14-16) By the end of Grade 10, students will be able to...
Modularity		1A-AP-11 Decompose (break down) the steps needed to solve a problem into a precise sequence of instructions. (P3.2) Unit: Grade K Animals and Algorithms Product: Habitat Animation Unit: PLTW Grade 2 Grids and Games Product: Scratch Jr game design	1B-AP-11 Decompose (break down) problems into smaller, manageable subproblems to facilitate the program development process. (P3.2) Unit: Grade 4 PLTW: Input/OutPut Computer Systems Product: Concussion video/Podcast	2-AP-13 Decompose problems and subproblems into parts to facilitate the design, implementation, and review of programs. (P3.2) Unit: Grade 6: PLTW Automation and Algorithms Product: Learning to build Vex mechanism components (Gear chains, worm and wheel, etc.) and the limits of the physical components and the separate coding to operate the mechanisms	3A-AP-17 Decompose problems into smaller components through systematic analysis, using constructs such as procedures, modules, and/or objects. (P3.2) Unit: Computational thinking/Programming/Digital Media Product: Unit Projects
			1B-AP-12 Modify, remix, or incorporate portions of an existing program into one's own work, to develop something new or add more advanced features. (P5.3) Unit: Grade 4 PLTW: Input/OutPut Computer Systems Product: Concussion video/Podcast	2-AP-14 Create procedures with parameters to organize code and make it easier to reuse. (P4.1, P4.3) Unit: Grade 6 Automation and Robotics Product: Engineering Design Process Build Task	3A-AP-18 Create artifacts by using procedures within a program, combinations of data and procedures, or independent but interrelated programs. (P5.2) Unit: Programming/Digital Media Product: Unit Projects
Program Development		1A-AP-12 Develop plans that describe a program's sequence of events, goals, and expected outcomes. (P5.1, P7.2) Unit: Grade K Animals and Algorithms Product: Habitat Animation Unit: PLTW Grade 2 Grids and Games Product: Scratch Jr game design	1B-AP-13 Use an iterative process to plan the development of a program by including others' perspectives and considering user preferences. (P1.1, P5.1) Unit: Grade 4 PLTW: Input/OutPut Computer Systems Product: Concussion video/Podcast	2-AP-15 Seek and incorporate feedback from team members and users to refine a solution that meets user needs. (P2.3, P1.1) Unit: Grade 6 Automation and Robotics Product: Engineering Design Process Build Task	3A-AP-19 Systematically design and develop programs for broad audiences by incorporating feedback from users. (P5.1) Unit: Programming/Digital Media Product: Unit Projects
		1A-AP-13 Give attribution when using the ideas and creations of others while developing programs. (P7.3) Unit: Grade K PLTW: Animals and Algorithms Product: class discussion Unit: Grade 2 PLTW: Grids and Games Product: class discussion	1B-AP-14 Observe intellectual property rights and give appropriate attribution when creating or remixing programs. (P7.3) Unit: Grade 4 PLTW: Input/OutPut Computer Systems Product: discussion/presentation	2-AP-16 Incorporate existing code, media, and libraries into original programs, and give attribution. (P4.2, P5.2, P7.3) Unit: Grade 6 Automation and Robotics Product: Engineering Design Process Build Task	3A-AP-20 Evaluate licenses that limit or restrict use of computational artifacts when using resources such as libraries. (P7.3) Unit: Digital Media Product: Unit Test
		1A-AP-14 Debug (identify and fix) errors in an algorithm or program that includes sequences and simple loops. (P6.2) Unit: Grade K Animals and Algorithms Product: Habitat Animation Unit: PLTW Grade 2 Grids and Games Product: Scratch Jr game design	1B-AP-15 Test and debug (identify and fix errors) a program or algorithm to ensure it runs as intended. (P6.1, P6.2) Unit: Grade 4 PLTW: Input/OutPut Computer Systems Product: Concussion video/Podcast	2-AP-17 Systematically test and refine programs using a range of test cases. (P6.1) Unit: Grade 8 Ozobots Product: Ozobot Challenges that level up the complexity of base task	3A-AP-21 Evaluate and refine computational artifacts to make them more usable and accessible. (P6.3) Unit: Programming/Digital Media Product: Unit Project
		1A-AP-15 Using correct terminology, describe steps taken and choices made during the iterative process of program development. (P7.2) Unit: Grade K Animals and Algorithms Product: Habitat Animation Unit: PLTW Grade 2 Grids and Games Product: Scratch Jr game design	1B-AP-16 Take on varying roles, with teacher guidance, when collaborating with peers during the design, implementation, and review stages of program development. (P2.2) Unit: Grade 4 PLTW: Input/OutPut Computer Systems Product: Discussion/presentation	2-AP-18 Distribute tasks and maintain a project timeline when collaboratively developing computational artifacts. (P2.2) Unit: Grade 6: Automation and Robotics Product: Scored on Collaboration rubric when building and coding the Vex Robots	3A-AP-22 Design and develop computational artifacts working in team roles using collaborative tools. (P2.4) Unit: Digital Media Product: Unit Project
		1B-AP-17 Describe choices made during program development using code comments, presentations, and demonstrations. (P7.2) Unit: Product:	2-AP-19 Document programs in order to make them easier to follow, test, and debug. (P7.2) Unit: Grade 6 PLTW: Automation and Robotics, Product: Lesson level skill to be able to troubleshoot during tasks	3A-AP-23 Document design decisions using text, graphics, presentations, and/or demonstrations in the development of complex programs. (P7.2) Unit: Computational thinking/Data Analysis Product: Unit Project	

Artifact HH

Impacts of Computing	Culture	1A-IC-16 Compare how people live and work before and after the implementation or adoption of new computing technology. (P7.0) Unit: Product:	1B-IC-18 Discuss computing technologies that have changed the world, and express how those technologies influence, and are influenced by, cultural practices. (P7.1) Unit: Grade 5 Social Studies Product: Discussion/presentation (astrolabe and compass)	2-IC-20 Compare tradeoffs associated with computing technologies that affect people's everyday activities and career options. (P7.2) Unit: Product:	3A-IC-24 Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices. (P1.2) Unit: Data Analysis Product: Data Sources Sheet	
			1B-IC-19 Brainstorm ways to improve the accessibility and usability of technology products for the diverse needs and wants of users. (P1.2) Unit: Grade 4 PLTW: Input/OutPut Computer Systems Product: Enrichment Extension	2-IC-21 Discuss issues of bias and accessibility in the design of existing technologies. (P1.2) Unit: Grade 6: Automation and Robotics Product: Research different types of robots in the world and careers that each robot type would create/need	3A-IC-25 Test and refine computational artifacts to reduce bias and equity deficits. (P1.2) Unit: Data Analysis Product: Data Sources Sheet, Census activity	
					3A-IC-26 Demonstrate ways a given algorithm applies to problems across disciplines. (P3.1) Unit: Computational thinking Product: Text-based algorithm	
	Social Interactions	1A-IC-17 Work respectfully and responsibly with others online. (P2.1) Unit: VOG <i>Engaged Collaborator</i> , embedded into daily classroom tasks	1B-IC-20 Seek diverse perspectives for the purpose of improving computational artifacts. (P1.1) Unit: Grade 4 PLTW: Input/OutPut Computer Systems Product: Discussion/presentation	2-IC-22 Collaborate with many contributors through strategies such as crowdsourcing or surveys when creating a computational artifact. (P2.4, P5.2) Unit: Product:	3A-IC-27 Use tools and methods for collaboration on a project to increase connectivity of people in different cultures and career fields. (P2.4) Unit: Data Analysis Product: Unit Project	
			1B-IC-21 Use public domain or creative commons media, and refrain from copying or using material created by others without permission. (P7.3) Unit: LMC Research Instruction Product: ELA IABs and content area tasks		3A-IC-28 Explain the beneficial and harmful effects that intellectual property laws can have on innovation. (P7.3) Unit: Digital Media Product: Unit Project/Unit Test	
	Safety, Law, & Ethics	1A-IC-18 Keep login information private, and log off of devices appropriately. (P7.3) Unit: Minimal K-2 (As needed with See Saw LMD)		2-IC-23 Describe tradeoffs between allowing information to be public and keeping information private and secure. (P7.2) Unit: Product:	3A-IC-29 Explain the privacy concerns related to the collection and generation of data through automated processes that may not be evident to users. (P7.2) Unit: Data Analysis Product: Unit Project	
					3A-IC-30 Evaluate the social and economic implications of privacy in the context of safety, law, or ethics. (P7.3) Unit: Data Analysis Product: Unit Project	
	Practices		P1. <i>Fostering an Inclusive Computing Culture</i> P2. <i>Collaborating Around Computing</i>	P3. <i>Recognizing and Defining Computational Problems</i> P4. <i>Developing and Using Abstractions</i>	P5. <i>Creating Computational Artifacts</i> P6. <i>Testing and Refining Computational Artifacts</i>	P7. <i>Communicating About Computing</i>



Artifact II



CNHS: Alignment of the Grade 8 Technology Education Curriculum to Technology and Computer Science Courses and Pathways at Coventry High School

Dates: December 8, 2019; January 21, 2021

Present: Joseph Blake, Liz Chatis, Matt Dadona- Goodwin University, Dena DeJulius, Tim Eberhardt, Philip Gatcomb, Michele Mullaly

- 1. We reviewed previous units and units instructed this year in Grade 8 and the Technology Education pathways for CHS. 2019-2020 units included video unit, "All About Me," a CTE Careers Exploration Unit, and a coding unit using the recently purchase Ozobots. Prior to the pandemic, an important unit of instruction was the CO2 Dragster unit which involved students in the design, construction and racing of the vehicle.**
- 2. We reviewed the existing tech ed and computer science aligned learning progression currently in place in district which includes PLTW Animals and Algorithms in Kindergarten, PLTW Grids and Games in Grade 2, PLTW Input/Output: Computer Systems in Grade 4, and Robotics in Grade 6 (which has not been able to run in 2020-2021 because of the pandemic).**
- 3. Teachers met collaboratively to investigate additional units which might be added and to discuss further alignment of content, instructional strategies, and instructional tools between the Grade 8 and CHS program. Perkins funding will be used for the purchase of a CNC woodworking and laser machine for CNH.**
- 4. Four units of instruction were proposed. The first is the Design and Development unit. After investigating other possible projects that exist, the teachers and consultant from Goodwin agree that the Dragster unit offers the richest learning opportunity for students. It includes the engineering and design process, introduction to CAD, and a small woodshop component. This unit can be rewritten to add more cross curricular components such as data analysis and graphing. We will be exploring the Onshape software and considering its use in the Design and Development unit. The second unit will focus on coding and the Ozobots, which we licensed for two years with Title IV funding, and will include off screen coding with color codes and onscreen coding with Ozoblocky block coding. The Ozobot lesson library will support further development and refinement of this unit. An**

Artifact II

architectural project unit involving students in designing container houses or tiny house using Revit software will enable them to create floor plans. A fourth unit involving the CNC machine and the creation of signs was also proposed. Following discussion on the constraints of time in this course that is offered in a trimester rotation, the team agreed that depth rather than breadth would serve students better and that the use of the CNC machine could be incorporated either into the Dragster unit, the architecture unit or both. Discussion also centered on how students could be introduced to video either through one of the projects or in creating a personal video portfolio of their work throughout the course.

5. We established the alignment of Grade 8 units to courses offered in the tech ed pathway at CHS. The goal is to build students' background knowledge and potential interest in pursuing various pathways through the tech ed courses at CHS.

Grade 8 Unit	Alignment to CHS Course
Design and Development	CAD I, II, III; Wood Tech I, II; Architecture; Construction
Ozobot Coding	Computer Science Principles; Robotics
Architecture	Architecture; Environmental Building Design
Incorporation of CNC into a unit(TBD)	Wood Tech I, II; CAD I, II, II
Incorporation of Video into a unit or as a course project	Video Production I, II

6. Next steps: Michele and Liz to meet and work on unit lengths, pacing, and timelines and to begin to write and revise curriculum. Units will be aligned to the Portrait of the Graduate competencies.

Artifact JJ

What I Need-WIN

CGS, 2021-2022

WIN Block	Reading	Math
8:40-9:10		Chirico, Emerson, Jensen, Watson
9-9:30	MacNabb, Gowisnock, McPeck	
9:10-9:40		Hosey, Poulin, Zygulski
9:30-10	McConnell, Puccia, Ricciardone	
10-10:30		Sebesky, DuBois, Knauf
11:05-11:35	Bosco, Hazzard, Welter	
11:30-12		MacNabb, Gowisnock, McPeck
11:40-12:10	Chirico, Emerson, Jensen, Watson	
1:30-2	Sebesky, DuBois, Knauf	
2-2:30		Bosco, Hazzard, Welter
2:10-2:40	Hosey, Poulin, Zygulski	
2:30-3		McConnell, Puccia, Ricciardone



CHALLENGE & ENRICHMENT PROGRAM

Program Opportunities at Coventry Public Schools:

Coventry Grammar School (CGS)

- ★ 1st Grade
 - Push-In Engineering unit for all classrooms.
- ★ 2nd Grade
 - Push-In “Project Lead the Way” computer programming unit for all classrooms.

G.H. Robertson School (GHR)

- ★ 3rd Grade
 - Identification Process for potential gifted and/or talented students.
 - Push-In STEM Lessons - various times throughout the school year.
- ★ 3rd through 5th Grade
 - Gifted and/or talented Challenge & Enrichment classes based on identification process.
 - 1 time per week.
 - Math Maniacs - based on test data and teacher recommendation
 - 1 time per week per session.
- ★ 4th through 5th Grade
 - Interest Groups based on student interest & teacher recommendation.
 - 1 time per week per session.



Artifact KK
Challenge & Enrichment Program Opportunities
at Coventry Public Schools

Capt. Nathan Hale School (CNH)

★ *TRANSITION* from 5th to 6th Grade

- Math will be evaluated by our K-12 Math Specialist to determine eligibility for advancement in the math curriculum at CNH.
- The CEP Teacher at GHR will make recommendations for FPS participation at CNH.
 - These students will be scheduled into the CEP class.
- If FPS is not recommended, students that have been identified have the opportunity to work with the CEP Teacher at CNH through a small interest group as a pull out.
- The CEP teacher at CNH will be in contact with these students at the beginning of the school year.

★ 6th Grade

- Students that have been selected through processes at GHR are scheduled in a CEP class.
 - Full-year program - four times/wk.
 - The primary curriculum for this class is The Future Problem Solvers Program (FPS).
 - Students will not participate in Digital Citizenship, Developmental Guidance, STEM, or Chinese if scheduled in this class.
- Students that are identified as gifted and/or talented but *not* scheduled in this CEP class will participate in individual interest projects one to two times per week as a pull-out.

★ 7th & 8th Grade

- Students participating in the FPS Program are scheduled in a class four times per week.
 - This is considered their “Writing” class for ELA.
 - Students will be scheduled for 4-blocks of ELA instead of 8-blocks.
- Students that are identified as gifted and/or talented but *not* scheduled in the FPS class will participate in individual interest projects one or two times per week as a pull-out.

Coventry High School (CHS)

★ 9th through 12th Grade

- Many advanced courses are available through the high school curriculum. Advanced Placement classes, Early College Education courses, dual enrollment classes, and other rigorous opportunities offer several ways for students to choose their path of continual development.
- Future Problem Solvers is also an option for students that want to continue these real-world problem solving skills.



Artifact KK
Challenge & Enrichment Program Opportunities
at Coventry Public Schools

ID Process

The screening process for students that may qualify for gifted and/or talented identification takes place during third grade in Coventry. The three areas that are considered for the identification process are above average academics, creativity and task commitment/leadership. Our process is as follows:

STEP 1: OLSAT Administered

- ★ In the fall of each school year the Otis-Lennon School Ability Test (OLSAT) is administered to all 3rd graders.
- ★ The screening pool is determined based on the top 10% of the OLSAT results combined with 2nd grade MAPS scores and 2nd grade teacher recommendations.

STEP 2: Parent Communication

- ★ Phone call and letter sent home to explain the screening process.
- ★ Parental Consent

STEP 3: Data Collection

- ★ Parents: Renzulli Checklist and Scales for Identifying Gifted Students (SIGS)
- ★ Classroom Teachers: SIGS and Recommendation for Screening Paperwork
- ★ Challenge & Enrichment Teacher: Evaluation Summary

STEP 4: Screening Process

- ★ Challenge & Enrichment teacher collects data as stated above.
- ★ Pull the screening group one time per week for up to five weeks.
 - Administer activities to collect data in the areas of above academic ability, creativity and task commitment/leadership.
- ★ Utilize creativity and task commitment rubrics as well as collect anecdotal evidence for each of the areas above.
- ★ Evaluate data to determine eligibility for a gifted and/or talented identification.

STEP 5: Parent Communication

- ★ Parent phone call to determine next steps in the evaluation process.

STEP 6: Identification

- ★ Once a child has been identified as gifted and/or talented, they will participate in a pull-out Challenge & Enrichment class for an hour once per week.

Artifact LL

Enriching Experiences for Capt. Nathan Hale Middle School Students

We have continued to offer modified opportunities through our Challenge & Enrichment Program this year. The CNH Morning Show has been recording their shows in order to showcase a video of special messages in the classrooms once per week. The directors also meet to make daily morning announcements on the days there is no video recording.

Veterans Day was run by a small committee of students through CEP. They coordinated activities that the whole school could participate in during their advisory classes. Podcasting is a new offering this year that allows students a chance to have a voice. They are preparing segments that include sports & the brain, how to care for a pet, global issues, how to handle social media drama, and a mystery story.

Our Future Problem Solvers Program continues to be a class in which students participate in critical thinking and looking at real world problems through many lenses. We have found success in providing this rigor as the writing portion of these students' ELA curriculum. They are currently preparing to qualify for states as they become more familiar with the future effects of Insects and their impact on the world.

We have also had much success with the acceleration of our math curriculum. *LINK DATA FORM*

OTHER OFFERINGS

- Video Editing (Adobe Premiere - 8th candid video, 8th baby video, 6th go-pro video)
- Digital Drawing (Adobe Illustrator)
- Yearbook (pictures, file management, book layout)
- Newspaper (managed by Marybeth)
- Publicity (display case)
- 3D Printing
- Challenge of the Week (manage a logic problem classroom with prizes)
- Stock Market Game (three teams this year)

NUMBERS

FPS

- **Topics** = Water Supply, Green Building, Mining (states topic @ end of March)
- **States** = March 24th & 26th - skits on Saturday will be live streamed & judged remotely - Coventry will participate for the entire day in our facility - logistics are still being discussed
- **Int'l** = June 9-12 - They are hoping it will be live. If so, it will be at UMASS.
- **CHS** = we only have one Scenario Writer and one Scenario Performer this year. No teams.

Artifact NN



COVENTRY PUBLIC SCHOOLS

1700 MAIN STREET COVENTRY, CONNECTICUT 06238-1654
PHONE (860) 742-7317 FAX (860) 742-4567
www.coventrypublicschools.org

DAVID J. PETRONE, Ed.D.
Superintendent
MICHELE MULLALY
Director of Teaching & Learning

ROBERT CARROLL
Director of Finance & Operations
BETH GILLER, Ed.D.
Director of Pupil &
Staff Support Services

July 2021

To Whom It May Concern:

Below please find Coventry Public Schools rates for the 2021-2022 school year for Special Education and Related Services.

Services	Fee
Special Education Teacher	\$43.69/hour
Para-educator	\$32.73/hour
School Psychologist	\$117.50/hour
Social Worker	\$72.46/hour
Speech Therapist	\$117.50/hour
Occupational Therapist	\$115/hour
Physical Therapist	\$115/hour
Nurse	\$43.75/hour
Homebound Tutoring	\$31.53/hour
BCBA	\$106.09/hour
Vocational Services	\$100.00/day
Special Education Transportation	\$30/day

You will receive a monthly invoice for services that were provided to your Nexus student. Invoice calculations are based on services outlined in the student's IEP and transportation fees. Please submit payments within 30 days after receipt of invoice to.

Coventry Public Schools
Attn: Robert Carroll
1700 Main Street
Coventry, CT 06238

If you have any questions regarding the fees outlined above, please contact me at rcarroll@coventryct.org or 860-742-7317.

Regards,

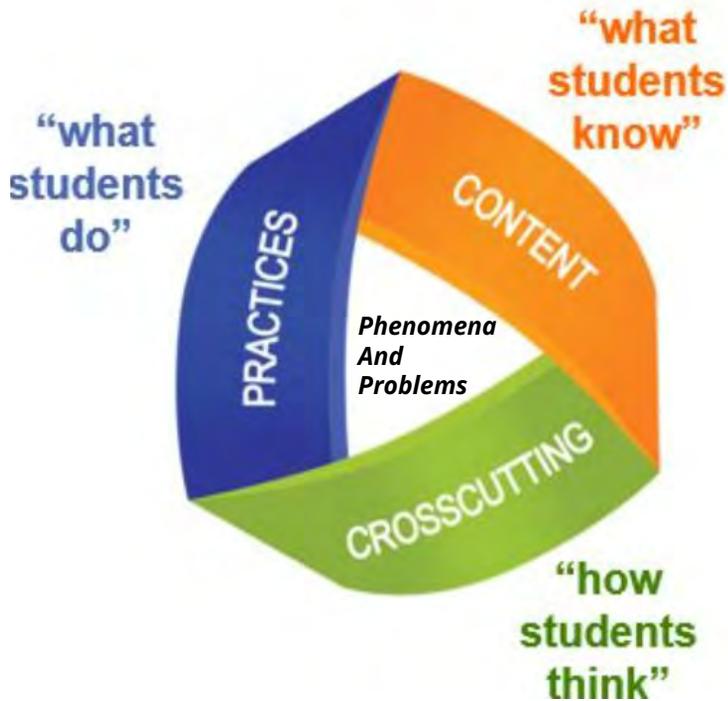
Robert Carroll
Director of Finance & Operations



NGSS Practice: Explanatory Modeling

Elementary

1



2

Artifact 00

3D Science --blending Practices(SEPs), Scientific Ideas(DCIs) and Cross Cutting Concepts (CCCs) as part of figuring out a phenomena or problem

Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.

SEP → Investigation

DCI → Investigation

CCC → Energy and Matter

- Why can we tell that a class is coming down the hallway when we can't see them?
- Why are different parts of the playground hotter than others?
- How can I design a deterrent to keep animals out of my garbage?

Scientific Models compared to Modeling Process

Scientific Models represent things, ideas, events or processes. They show relationships.

Are used by teachers to show "finished science ideas" to students.

- Parts of the eye
- How electricity flows through a circuit.
- Body parts of an insect

Modeling mean revising your representation of a specific natural phenomenon over time.

- Why can I see the house across the street during the day but not at night?
- How does a bear know which garbage can has food in it if they are closed?
- How does a tree on our playground know when to grow leaves again?
- Why do geese fly in groups?

Why engage students in modeling?

- Provides a pause in instruction for student sense-making
- Makes student thinking visible, allowing teachers to “see” misconceptions
- supports divergent thinking
- promotes a growth mindset through revision
- organizes thinking for explanation writing

5

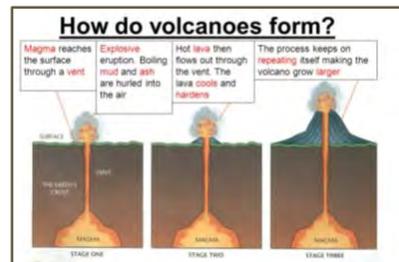
What makes a good explanatory model of a phenomenon?

Which of the following “models” are better at explaining a science idea? What features do the better ones have?

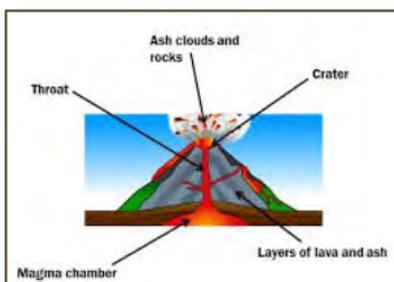
A



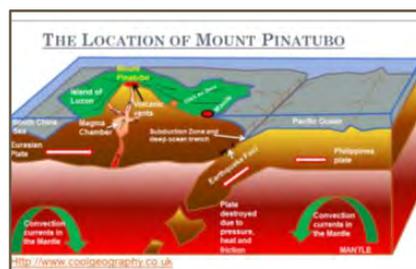
B



C



D



6

Artifact 00

What makes a good explanatory model of a phenomenon?

Which of the following “models” are better at explaining a science idea? What features do the better ones have?

Alone Zone: Write your ideas on a notecard.

Pairs: Compare your choices of which are best.

Discuss what useful features the “best” ones have. Are they missing something useful?

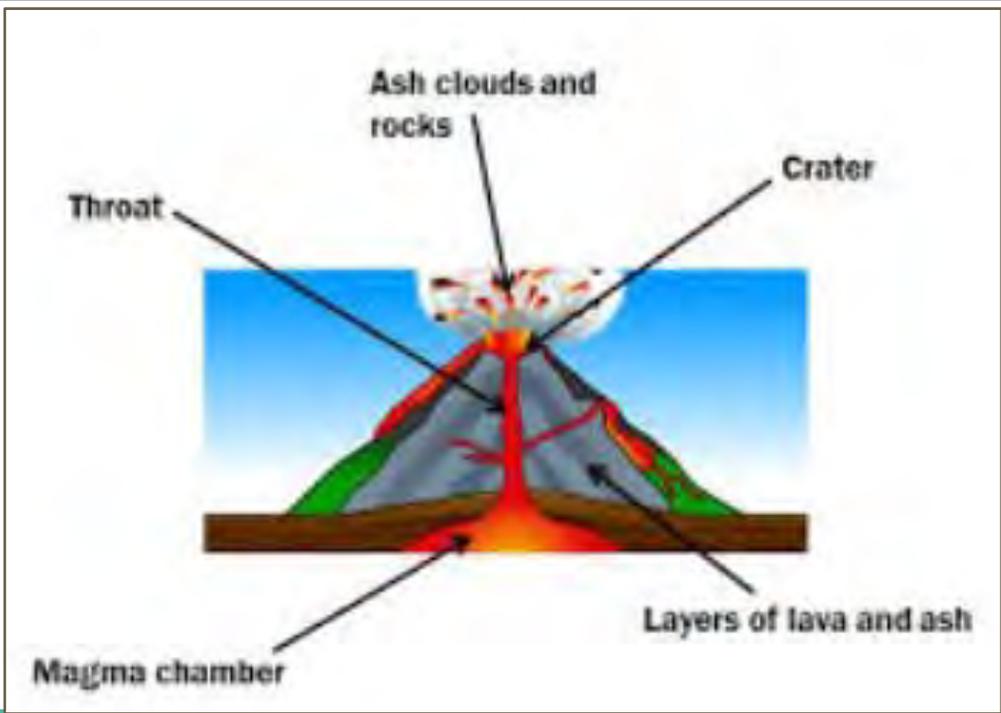
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8

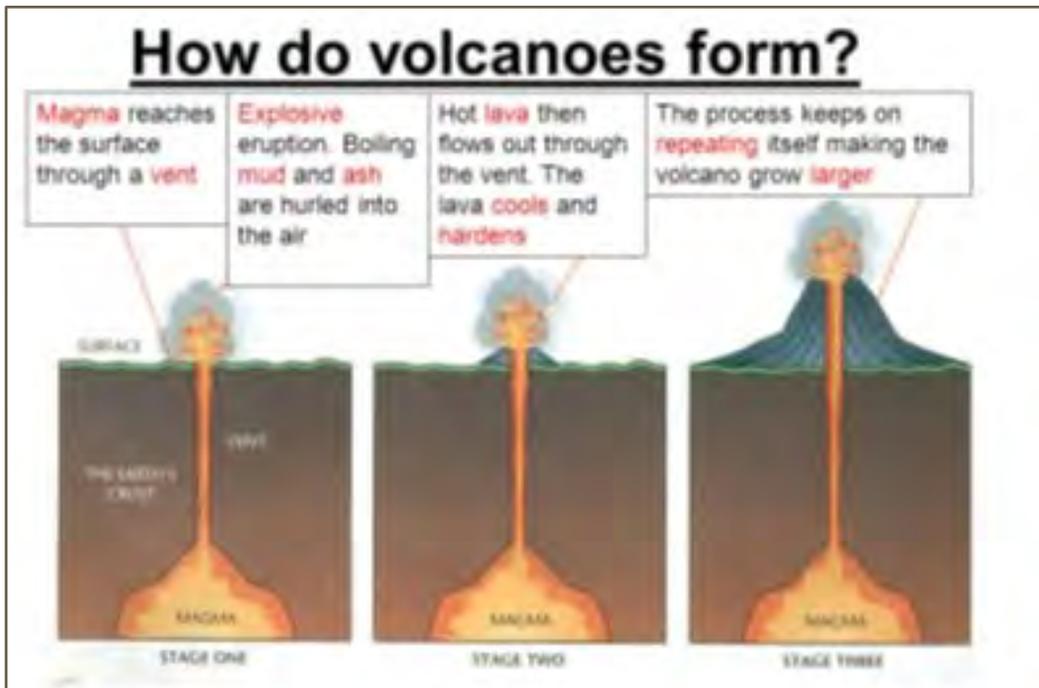
Artifact 00

B



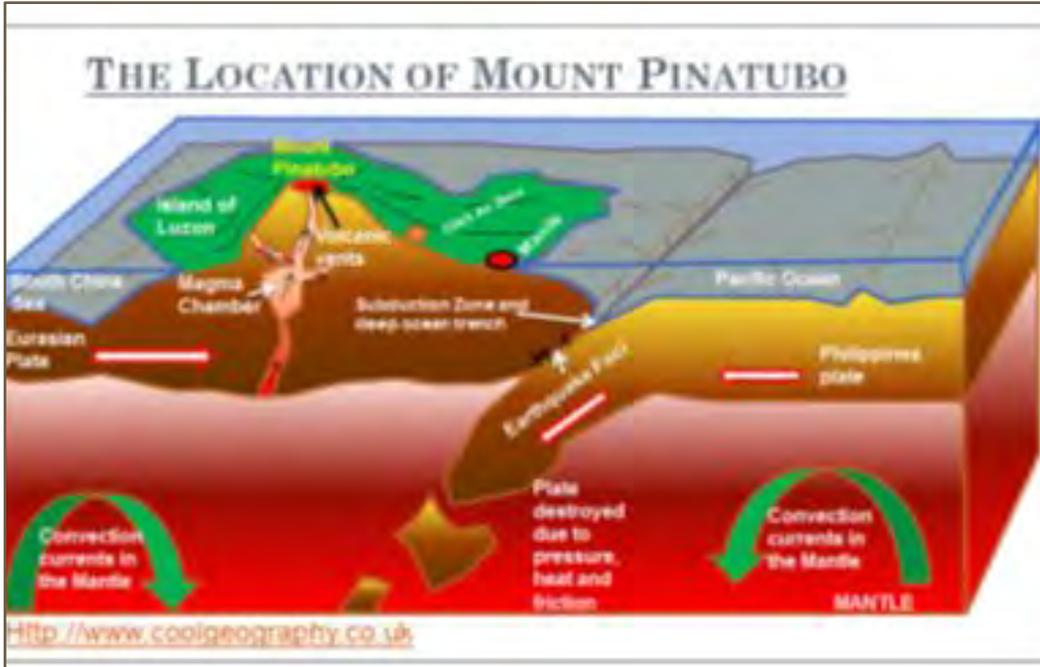
9

C



10

D



Features of a Good Model

Artifact 00

What features should all science phenomenon models have?

- Shows time Passing or Steps in a process →
- Has Observations and/or Measurements →
How will you show *what* happens and *how you know* it happens?
- Shows Important Science Ideas →
- Communicates your ideas clearly →
How can you make your model easy for others to understand?

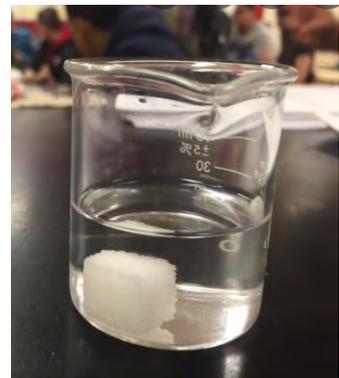
*Remember to **show** more than you **tell** and limit your writing.*

[Modeling Prompt \[Template\]](#)

13

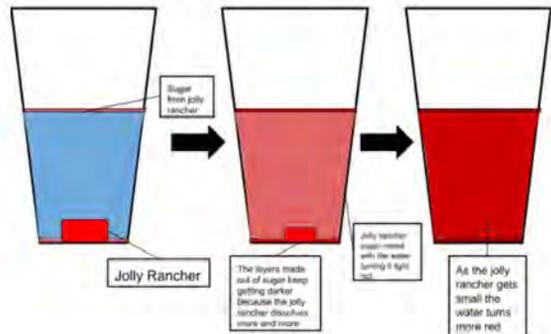
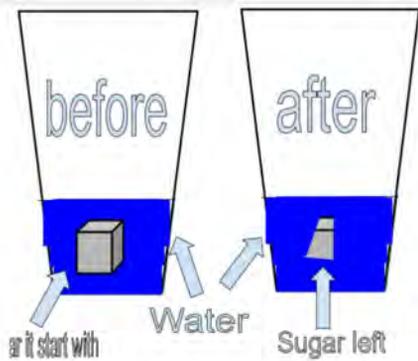
Why does a sugar cube disappear when placed in water?

- Add a sugar cube to water
- Observe what happens
- Draw a model that explains your observations



14

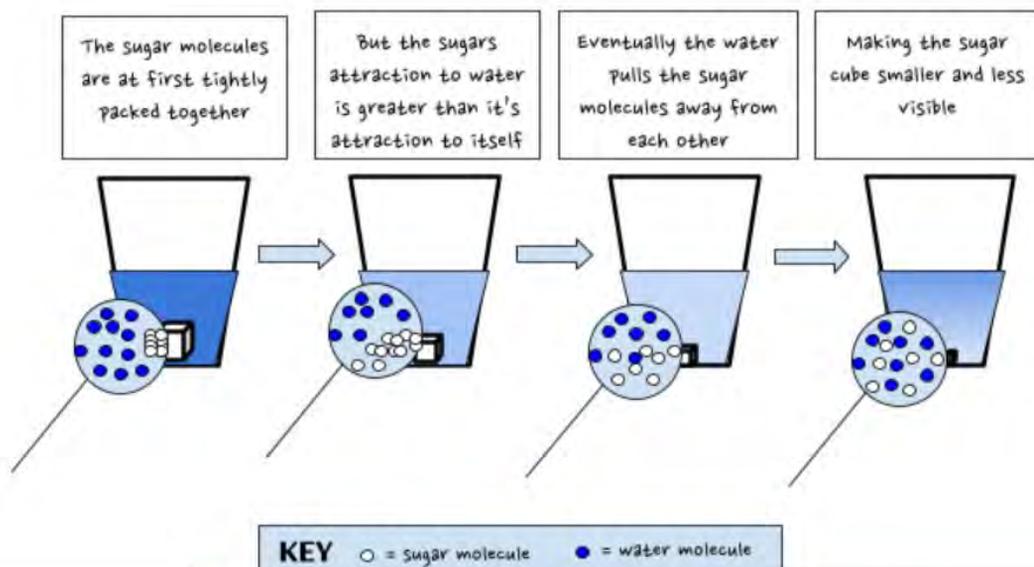
Initial Models -



- Students typically draw **what** happened not **why** (this is expected)
- Prompt to add **why** they think it is happening
- Typically look like diagrams at this point.

15

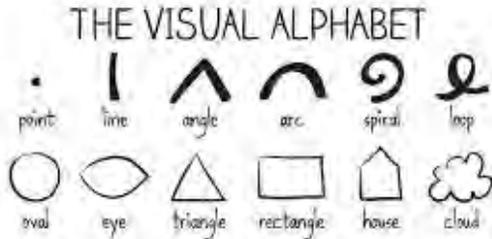
Why sugar dissolves...



16

So you say you can't draw...

Visual Alphabet to the rescue!



With this alphabet as a tool, you can draw anything with these 12 shapes,

like a DNA helix,

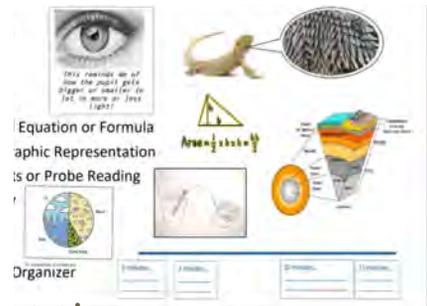


which is simply eyes and lines.

[Modeling: Visual Alphabet](#)

Explanatory Elements

- timelines
- flowcharts
- magnification bubbles
- repeated "snapshots" at different times
- symbols or color codes
- concept/mind maps with connections
- exaggerate most important features



Artifact 00

Select 2-3 Explanatory Elements to Add to Your Model!

1. Choice Boxes

Here the particles are charged in the convection cells.



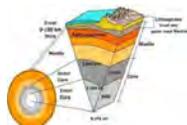
2. Zoom-in



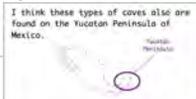
3. Zoom-out



4. Cross-section



5. Maps or Geographic Representations



6. Measurements or Probe Readings



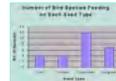
7. Timeline



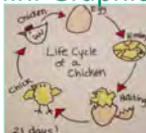
8. Legend or Key



9. Graphs



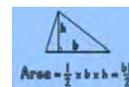
10. Mini-Graphic Organizer



11. Comic Strip



12. Math Equations or Formulas



$$\text{Biological Diversity} = D = s \sqrt{N} \quad 19$$

Zoom out bubbles



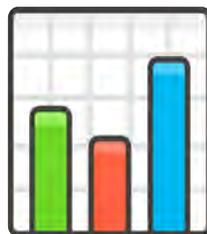
Cutaway or Cross Section



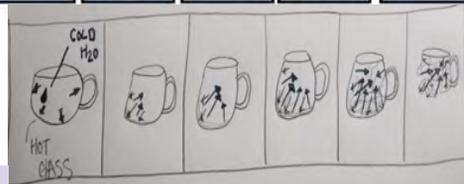
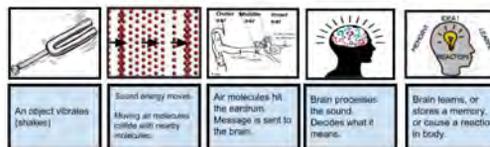
Model elements



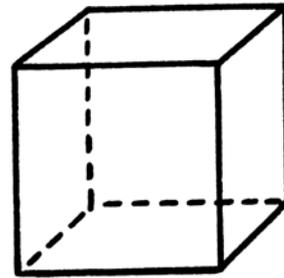
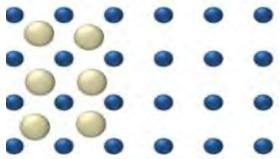
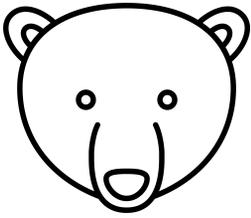
Comic strip or flowcharts



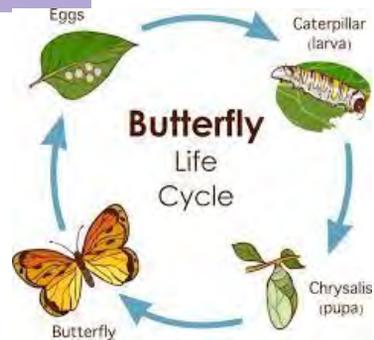
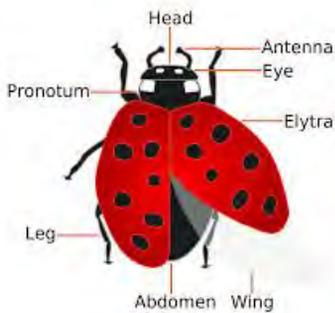
Your own observations or measurements



Model elements



Lines and arrows



Lines are used to label parts of something larger or more complex.
NO arrowheads

Arrows are used to show movement, time passing, a flow or cycle.
YES arrowheads



How modeling can fit in the flow of a unit.

- 1) **Share phenomenon (Unit, investigation or lesson level)**
 - a) I notice, I wonder, anticipation guide, DQB, competing theories
 - b) Create initial models
- 2) **Gathering Ideas and Sense-making and Model Revision**
 - a) research(video, text, notes,) and explorations (demos, stations, investigations)
 - b) Sense-making (What did we *learn* from our research or *figure out* from our explorations? How does it explain part of our phenomena?)
 - c) create or add to “Gotta have it checklist” and revise initial model
- 3) **Feedback and Closure**
 - a) Gallery walk or other protocol
 - b) revise and submit, create consensus model, written explanation(CER)

Notecard

I used to think but now I think...

One question I still have is...

Bio break...



CNH NGSS Science Assessment Guide

21-22

In this guide...

- A. [Rationale](#)
- B. [Structure](#)
- C. [Selected Tasks](#)
- D. [Assessment Schedule](#)
- E. Performance Task Rubric and Data form links
 - a. [Investigation](#) (Secondary)
 - b. [Engineering](#) (Secondary)
 - c. Explanatory Models (Secondary) *tbd*
 - d. Detailed instructions on [slide 11](#)
- F. [Thank you!](#)

Artifact PP

Rational

- To provide more actionable information about student performance than the state science assessment given at grade 5, 8 and 11 is able to
- To embed assessment into unit “storylines” as much as possible
- To provide longitudinal data to guide instructional goals and curriculum design
- To assess three dimensional science learning with three dimensional tasks

Structure (Grades 6-8)

Formatives	Performance Tasks (summative)	Gr8 CSDE NGSS Familiarity (format, strategies)
Readiness: Specialist created diagnostic: based on grade 5 NGSS results or PEs of the previous grade Mid-unit check: Common Formative Assessment(Inner Orbit)	<ul style="list-style-type: none">● Investigation NGSS 3D Task● Engineering NGSS 3D Task● Model/Explanation NGSS 3D Task	<ul style="list-style-type: none">● 1-2 NGSS IABs chosen for test familiarity and Unit Storylines● Grade 8 Practice Test and NGSS Refresh

Artifact PP

Selected Tasks Performance Tasks

Task Type	Grade 6	Grade 7	Grade 8
Investigation	Feel the Beat	Hand Warmer Reactions	Kinetic Energy Factors
Engineering	Penguin Shelter	Earthquake Proof Structures	Collison Task
Explanatory Model	Water Drop Journey	Ecospheres	Mars Colony Design

Gr 8 CSDE NGSS (Familiarity, format, strategies)

Grade 6	Grade 7	Grade 8
CSDE IAB LS1-8 Information Processing (Startle Response)	CSDE IAB LS2-2 Ecosystems (Interactions-Hippo on Savannah)	SDE IAB PS4-2 Wave Properties (Tuning Fork Investigation) Gr 8 NGSS Practice Test

Artifact PP

Assessment Schedule 2021-2022

FALL (n/a for 2021)

NGSS Readiness
SCI-7 Engineering Perf. Task
SCI-6 IAB LS1-8 (Startle Response)

WINTER 21-22 School Year

SCI-6 Investigation Perf. Task by 12/10
SCI-7 Formative by 1/5
SCI-6 Formative by 1/24
SCI-7 Investigation Perf. Task by 1/24
SCI-8 Investigation Perf. Task by 1/24
SCI-8 Formative by 2/18
SCI-8 Engineering Perf. Task → 3/1
SCI-6 Engineering Perf. Task → 3/10

SPRING 21-22 School Year

SCI-6 Formative by May 13
SCI-7 Formative by May 13
SCI-8 IAB PS4-2 (Tuning Fork) *tbd*

April/May(tbd) → SCI 8 NGSS Refresh
SCI 8 NGSS IAB - Practice Test by May 20

May 24-25 → CSDE NGSS Assessment

SCI-7 IAB LS2-2 Ecosystems (Hippo) by May 27
SCI-6 Explanatory Model by 6/3
SCI-7 Explanatory Model by 6/3
SCI-8 Explanatory Model by 6/3

Investigation Rubric: NGSS 3D Performance Task

Investigation 3D PT Scoring Guide Holistic rubric for Investigation Tasks

- Three(3) attributes(rows) to rate at a level 1-4
- Row 2 and 3 have two criteria
- Student work must show have evidence of both criteria to rate at that level - otherwise use the lower rating.
- Enter rating of each row into the Data Sheet (google form) - not the total of the three

Investigation 3D PT Annotated Scoring Guide

- This version has shorter statements with space for individuals and eventually teams to annotate with “look fors” for specific tasks

Investigation 3D NGSS PT Data Form [google sheet template]

- Please share your copy of the form with Cindy Wilbur
- Detailed instructions on [slide 11](#)

Artifact PP

Engineering Rubric: NGSS 3D Performance Task

Engineering 3D PT Scoring Guide Holistic rubric for Investigation Tasks

- Three(3) attributes(rows) to rate at a level 1-4
- Student work must show have evidence of both criteria to rate at that level - otherwise use the lower rating.
- Enter rating of each row into the Data Sheet (google form) - not the total of the three

Engineering 3D PT Annotated Scoring Guide

- This version has shorter statements with space for individuals and eventually teams to annotate with “look fors” for specific tasks

Engineering 3D NGSS PT Data Form [google sheet template]

- Please share your copy of the form with Cindy Wilbur

Explanatory Model Rubric: NGSS 3D Performance Task

Explanatory Model 3D PT Scoring Guide Holistic rubric for Investigation Tasks

- Three(3) attributes(rows) to rate at a level 1-4
- Student work must show have evidence of both criteria to rate at that level - otherwise use the lower rating.
- Enter rating of each row into the Data Sheet (google form) - not the total of the three

Explanatory Model 3D PT Annotated Scoring Guide

- This version has shorter statements with space for individuals and eventually teams to annotate with “look fors” for specific tasks

Explanatory Model 3D NGSS PT Data Form [google sheet template]

- Please share your copy of the form with Cindy Wilbur

Artifact PP

Data Form Recording instructions

Data Form Template: This is a google spreadsheet with a tab for up to 5 classes. There is an additional Summary Tab that will do some basic tabulation and calculations for you. The link will ask you to make a copy. **Important: Please either share the copy with Cindy or place it in the Coaching shared drive and let me know it's there.**

- **Orange Table:** Please record teacher, course, and tasks information
- **Columns A and B:** Student names
- **Columns C, D and E:** For each rubric area, enter the 1-4 rating based on the student work.
- **Column F:** The form will total up the three categories for you and will color code them based on level.
- **Column K:** Once score entry is completed, you will need to hand-count the number of students earning each overall rating. The form will then calculate percentages for the class and will transfer data to the summary tab.



CHS NGSS Science Assessment Guide

21-22

In this guide...

- A. [Rationale](#)
- B. [Structure](#)
- C. [Selected Tasks](#)
- D. [Assessment Schedule](#)
- E. Performance Task Rubric and Data form links
 - a. [Investigation](#) (Secondary)
 - b. [Engineering](#) (Secondary)
 - c. [Explanatory Models](#) (Secondary)
 - d. Detailed instructions on [slide 11](#)
- F. [Thank you](#)

Artifact QQ

Rational

- To provide more actionable information about student performance than the state science assessment given at grade 5, 8 and 11 is able to
- To embed assessment into unit “storylines” as much as possible
- To provide longitudinal data to guide instructional goals and curriculum design
- To assess three dimensional science learning with three dimensional tasks

Structure (Grades 9-11)

Formatives	Performance Tasks (summative)	Gr11 CSDE NGSS Familiarity (format, strategies)
Readiness: Specialist created diagnostic: based on grade 8 NGSS results or PEs of the previous grade Mid-unit check: Common Formative Assessment (tbd 22-23)	<ul style="list-style-type: none">● Investigation NGSS 3D Task● Engineering NGSS 3D Task● Model/Explanation NGSS 3D Task	<ul style="list-style-type: none">● 1-2 NGSS IABs chosen for test familiarity and Unit Storylines● Grade 11 Practice Test and NGSS Refresh

Artifact QQ

Selected Tasks Performance Tasks

Task Type	Grade 9	Biology	Chemistry
Investigation	Doppler	Fish Tank Carbon Cycle	Periodic Table Patterns
Engineering	Mars Lander PBL	Coral Reef	Air Bag
Explanatory Model	Planet Density	Yellowstone Ecology	Electroscope

Gr11 CSDE NGSS (Familiarity, format, strategies)

Grade 9	Biology	Chemistry
CSDE IAB PS3-1 Energy (Springs)	CSDE IAB LS3-2 Inheritance of Traits (Pedigree)	IAB HS-PS1-2 Properties of Matter (Aluminum Oxide)
CSDE IAB PS4-1 Wave Properties (Prism and Light)	CSDE IAB LS4-1 Common Ancestry and Diversity (Red Panda)	Gr 11 NGSS Practice Test

Artifact QQ

Assessment Schedule 2021-2022

Fall (n/a for 2021)

NGSS Readiness

BIOEngineering Performance Task (Coral Reef Design)

CHEM Investigation Performance Task (Periodic Table Patterns)

Remainder of 21-22 School Year

Dec 5 → SCI-9 Investigation Perf. Task (Doppler Effect) by Dec. 5

Dec. 23 → BIO Investigation Perf. Task (Fish Tank Carbon Cycling) by Dec. 23

Feb. 4 → CHEM Explanatory Model by Feb. 4

Mar. 1 → SCI-9 Engineering Task by Mar. 1

Apr.4 → SCI-9 Explanatory Model Perf. Task by Apr. 4

Apr. 29 → BIO Explanatory Model Perf Task by Apr 29

Apr. 15 → CHEM Engineering Perf. Task (Air Bag Design) by April 15

May 17-18 → NGSS Refresh (two ½ days)

May 19-20 → Grade 11 NGSS Practice Test (during CHEM class double block)

May 23-27 CSDE NGSS Assessment: 23-27th

Investigation Rubric: NGSS 3D Performance Task

Investigation 3D PT Scoring Guide Holistic rubric for Investigation Tasks

- Three(3) attributes(rows) to rate at a level 1-4
- Row 2 and 3 have two criteria
- Student work must show have evidence of both criteria to rate at that level - otherwise use the lower rating.
- Enter rating of each row into the Data Sheet (google form) - not the total of the three

Investigation 3D PT Annotated Scoring Guide

- This version has shorter statements with space for individuals and eventually teams to annotate with “look fors” for specific tasks

Investigation 3D NGSS PT Data Form [google sheet template]

- Please share your copy of the form with Cindy Wilbur
- Detailed instructions on [slide 11](#)

Artifact QQ

Engineering Rubric: NGSS 3D Performance Task

[Engineering 3D PT Scoring Guide](#) Holistic rubric for Investigation Tasks

- Three(3) attributes(rows) to rate at a level 1-4
- Student work must show have evidence of both criteria to rate at that level - otherwise use the lower rating.
- Enter rating of each row into the Data Sheet (google form) - not the total of the three

[Engineering 3D PT Annotated Scoring Guide](#)

- This version has shorter statements with space for individuals and eventually teams to annotate with “look fors” for specific tasks

[Engineering 3D NGSS PT Data Form \[google sheet template\]](#)

- Please share your copy of the form with Cindy Wilbur

Explanatory Model Rubric: NGSS 3D Performance Task

[Explanatory Model 3D PT Scoring Guide](#) Holistic rubric for Investigation Tasks

- Three(3) attributes(rows) to rate at a level 1-4
- Student work must show have evidence of all criteria to rate at that level - otherwise use the lower rating.
- Enter rating of each row into the Data Sheet (google form)

[Explanatory Model 3D PT Annotated Scoring Guide](#)

- This version has shorter statements with space for individuals and eventually teams to annotate with “look fors” for specific tasks

[Explanatory Model 3D NGSS PT Data Form \[google sheet template\]](#)

- Please share your copy of the form with Cindy Wilbur

Artifact QQ

Data Form Recording instructions

Data Form Template: This is a google spreadsheet with a tab for up to 5 classes. There is an additional Summary Tab that will do some basic tabulation and calculations for you. The link will ask you to make a copy. **Important: Please either share the copy with Cindy or place it in the Coaching shared drive and let me know it's there.**

- **Orange Table:** Please record teacher, course, and tasks information
- **Columns A and B:** Student names
- **Columns C, D and E:** For each rubric area, enter the 1-4 rating based on the student work.
- **Column F:** The form will total up the three categories for you and will color code them based on level.
- **Column K:** Once score entry is completed, you will need to hand-count the number of students earning each overall rating. The form will then calculate percentages for the class and will transfer data to the summary tab.



2020-2021 NGSS Science

Data Breakdown for Coventry Public Schools

[Page 1](#) Percent of Students At/Above Proficient by Grade Level

[Page 2](#) ... District Comparison Charts

[Page 3](#) ... Percent of Students at Each Achievement Level

[Page 4-5](#) ... Percentage at Each Level by Strand Achievement By Grade

[Page 6-8](#) ...Relative Proficiency by Grade Band Standards

[Page 9](#) ... Achievement of Students with IDEA Indicator and Gender

[Page 10](#) ...Conclusions and Next Steps

Artifact RR

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	% Level 3 or Above 2020-2021 IN PERSON	% Level 3 or Above 2020-2021 Remote	% Level 3 or Above 2020-2021 ALL STUDENTS	Change
5	77.9	---	65	100 (n=1)	65	-12.9
8	74.1	---	68	27.3 (n=11)	66	-8.1
11	57.1	---	63	50 (n=6). a A	60	+2.9
Coventry Average	69.7	---	64.3	38.9	63.9	
Drg Average		---				
CT Average	51.2	---	59.8**	47.2***	50.3	

*NGSS Science 2019-2020 waived due to remote learning at start of COVID-19 pandemic

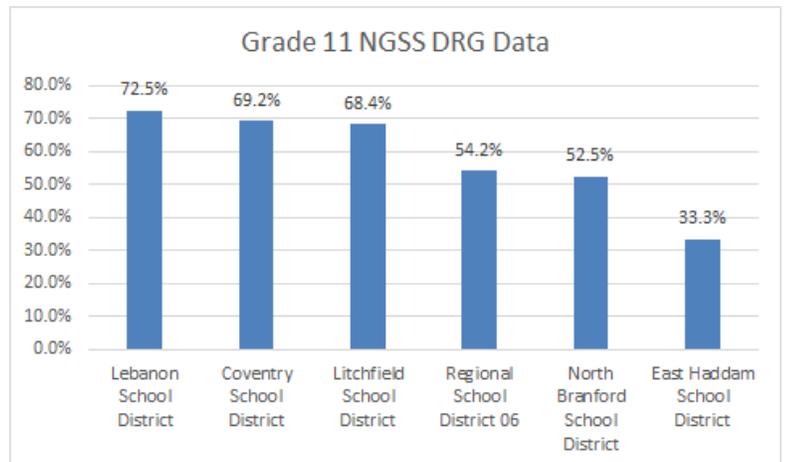
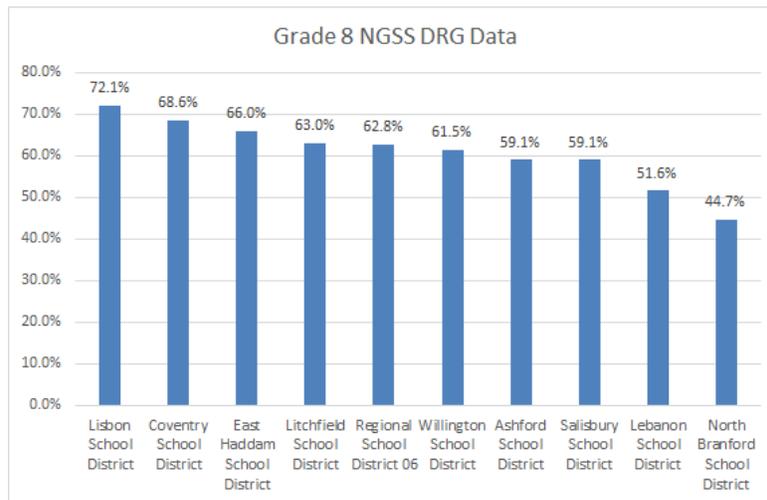
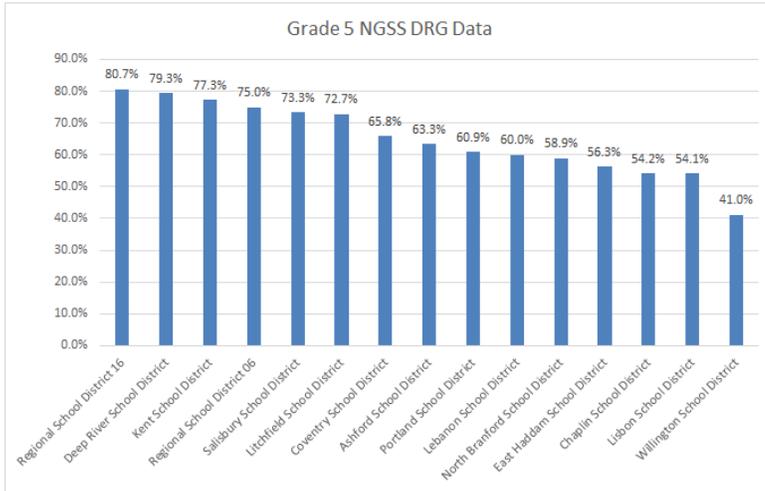
**Average of fully/mostly in-person (n=22,167)

***Calculated from weighted average of remote and hybrid learners (n=68,607)

Artifact RR

District Comparisons

2021 NGSS Science DRG Achievement Data



Artifact RR

Percent of Students at Each Achievement Level

Coventry Achievement Levels

2020-2021 **IN PERSON**

	Level 1	Level 2	Level 3	Level 4	Average Scale Score	Level
Grade 5	7	28	39	26	512	3
Grade 8	14	18	58	10	806	3
Grade 11	9	28	55	9	1108	3

Coventry Achievement Levels

2020-2021 **REMOTE**

	Level 1	Level 2	Level 3	Level 4	Average Scale Score	Level
Grade 5	0	0	100	0	511	3
Grade 8	27	36	27	9	805	3
Grade 11	18	33	50	0	1106	3

Coventry Achievement Levels

2020-2021 **ALL STUDENTS**

	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

2018-2019 (**baseline year**)

	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 1	11.8	31.1	51.3	5.9	1103	3

Artifact RR

Percentage at Each Level by Strand Achievement By Grade

(in person only)

Grade Level	Standard	Scale Score	Score by Standard								
5	Practices and Concepts in Earth/Space Sciences	514 ± 3 	 <table border="0" style="margin-left: auto; margin-right: auto;"> <tr> <td>Percent</td> <td>11%</td> <td>55%</td> <td>34%</td> </tr> <tr> <td>Count</td> <td>13</td> <td>68</td> <td>42</td> </tr> </table>	Percent	11%	55%	34%	Count	13	68	42
	Percent	11%	55%	34%							
	Count	13	68	42							
Practices and Concepts in Life Sciences	509 ± 3 	 <table border="0" style="margin-left: auto; margin-right: auto;"> <tr> <td>Percent</td> <td>16%</td> <td>54%</td> <td>30%</td> </tr> <tr> <td>Count</td> <td>20</td> <td>66</td> <td>37</td> </tr> </table>	Percent	16%	54%	30%	Count	20	66	37	
Percent	16%	54%	30%								
Count	20	66	37								
Practices and Concepts in Physical Sciences	513 ± 3 	 <table border="0" style="margin-left: auto; margin-right: auto;"> <tr> <td>Percent</td> <td>8%</td> <td>59%</td> <td>33%</td> </tr> <tr> <td>Count</td> <td>10</td> <td>72</td> <td>41</td> </tr> </table>	Percent	8%	59%	33%	Count	10	72	41	
Percent	8%	59%	33%								
Count	10	72	41								

Notes:

The three concept scale scores are essentially even. A range of 509 - 514 is within the ± 3 margin of error. The percentage of students that are rated Below Standard (red) for Life Science is significantly higher than in Earth/Space and Physical Science.

Grade Level	Standard	Scale Score	Score by Standard								
8	Practices and Concepts in Earth/Space Sciences	807 ± 3 	 <table border="0" style="margin-left: auto; margin-right: auto;"> <tr> <td>Percent</td> <td>18%</td> <td>53%</td> <td>29%</td> </tr> <tr> <td>Count</td> <td>19</td> <td>56</td> <td>31</td> </tr> </table>	Percent	18%	53%	29%	Count	19	56	31
	Percent	18%	53%	29%							
	Count	19	56	31							
Practices and Concepts in Life Sciences	805 ± 3 	 <table border="0" style="margin-left: auto; margin-right: auto;"> <tr> <td>Percent</td> <td>16%</td> <td>56%</td> <td>28%</td> </tr> <tr> <td>Count</td> <td>17</td> <td>59</td> <td>30</td> </tr> </table>	Percent	16%	56%	28%	Count	17	59	30	
Percent	16%	56%	28%								
Count	17	59	30								
Practices and Concepts in Physical Sciences	805 ± 3 	 <table border="0" style="margin-left: auto; margin-right: auto;"> <tr> <td>Percent</td> <td>13%</td> <td>60%</td> <td>26%</td> </tr> <tr> <td>Count</td> <td>14</td> <td>64</td> <td>28</td> </tr> </table>	Percent	13%	60%	26%	Count	14	64	28	
Percent	13%	60%	26%								
Count	14	64	28								

Notes:

The three concept areas are essentially even. A range of 805-807 is within the ± 3 margin of error. The percentage of students that are rated Below Standard (red) for is above 10% for all three strands.

Artifact RR

Grade Level	Standard	Scale Score	Score by Standard								
11	Practices and Concepts in Earth/Space Sciences	1107 ± 4 	 <table border="1" style="margin-left: 20px;"> <tr> <td>Percent</td> <td>13%</td> <td>59%</td> <td>28%</td> </tr> <tr> <td>Count</td> <td>11</td> <td>48</td> <td>23</td> </tr> </table>	Percent	13%	59%	28%	Count	11	48	23
	Percent	13%	59%	28%							
	Count	11	48	23							
Practices and Concepts in Life Sciences	1110 ± 3 	 <table border="1" style="margin-left: 20px;"> <tr> <td>Percent</td> <td>15%</td> <td>56%</td> <td>29%</td> </tr> <tr> <td>Count</td> <td>12</td> <td>46</td> <td>24</td> </tr> </table>	Percent	15%	56%	29%	Count	12	46	24	
Percent	15%	56%	29%								
Count	12	46	24								
Practices and Concepts in Physical Sciences	1106 ± 3 	 <table border="1" style="margin-left: 20px;"> <tr> <td>Percent</td> <td>12%</td> <td>66%</td> <td>22%</td> </tr> <tr> <td>Count</td> <td>10</td> <td>54</td> <td>18</td> </tr> </table>	Percent	12%	66%	22%	Count	10	54	18	
Percent	12%	66%	22%								
Count	10	54	18								

Notes:

The three concept areas are nearly even. A range of 1106-1110 is almost within the +/- 3 margin of error. The percentage of students that are rated Below Standard (red) for is above 10% for all three strands.

Artifact RR

Relative Proficiency by Grade Band Standards

Standard Performance Interpretation Chart

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

Grade 5 Standard Performance

Standard	2019?	2020 Proficient	2020 Weak/Strong
DCI ESS1 Earth's Place in the Universe		✓	=
DCI ESS2 Earth's Systems	weak	✓	=
DCI ESS3 Earth and Human Activity	strong	●	-
DCI LS1 From Molecules to Organisms: Structures and Processes	weak	●	-
DCI LS2 Ecosystems: Interactions, Energy, and Dynamics		✓	=
DCI LS3 Heredity: Inheritance and Variation of Traits	strong	✓	=
DCI LS4 Biological Evolution: Unity and Diversity	strong	✓	=
DCI PS1 Matter and Interactions	weak	●	-
DCI PS2 Motion and Stability: Forces and Interactions		✓	=
DCI PS3 Energy	strong	✓	+
DCI PS4 Waves and Their Applications in Technologies for Information Transfer		✓	=

Notes: An audit of the weaker *Performance Expectations* (PEs) was conducted to look for patterns in Science and Engineering Practices (SEPs), Disciplinary Core Ideas(DCIs) and Cross Cutting Concepts(CCCS).

SEP: Developing and Using Models(including measuring and graphing), Constructing Arguments with Evidence, and Designing Solutions(Engineering)

DCI: Biomimicry, life cycles, structure, information processing, matter cycling(Life Science); Describing and classifying matter, particulate nature of matter, changes to matter, conservation of matter (Physical)

CCC: Cause and Effect, Patterns

Artifact RR

Standard Performance Interpretation Chart

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

Grade 8 Standard Performance

Standard	2019?	Proficient	Weak or Strong
DCI ESS1 Earth's Place in the Universe		✓	=
DCI ESS2 Earth's Systems		✓	=
DCI ESS3 Earth and Human Activity		✓	+
DCI LS1 From Molecules to Organisms: Structures and Processes		●	=
DCI LS2 Ecosystems: Interactions, Energy, and Dynamics		✓	+
DCI LS3 Heredity: Inheritance and Variation of Traits	strong	●	=
DCI LS4 Biological Evolution: Unity and Diversity	strong	✓	=
DCI PS1 Matter and Interactions		✓	=
DCI PS2 Motion and Stability: Forces and Interactions	strong	✓	=
DCI PS3 Energy		✓	=
DCI PS4 Waves and Their Applications in Technologies for Information Transfer		✓	=

Notes: An audit of the weaker *Performance Expectations* (PEs) was conducted to look for patterns in Science and Engineering Practices (SEPs), Disciplinary Core Ideas(DCIs) and Cross Cutting Concepts(CCCS).

SEP: Developing and Using Models,

DCI: cell theory, cell functions, interacting body systems(Life), plant and animal reproduction, heredity and genetics(Life), energy and matter cycling in living things(Life)

CCC: Cause and Effect, Energy and Matter

Artifact RR

Standard Performance Interpretation Chart

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

Grade 11 Standard Performance

Standard	2019?	Proficient	Weak or Strong
DCI ESS1 Earth's Place in the Universe		✓	=
DCI ESS2 Earth's Systems		☉	-
DCI ESS3 Earth and Human Activity		✓	=
DCI LS1 From Molecules to Organisms: Structures and Processes		✓	=
DCI LS2 Ecosystems: Interactions, Energy, and Dynamics	weak	✓	=
DCI LS3 Heredity: Inheritance and Variation of Traits		✓	=
DCI LS4 Biological Evolution: Unity and Diversity	strong	✓	+
DCI PS1 Matter and Interactions		✓	=
DCI PS2 Motion and Stability: Forces and Interactions	weak	✓	=
DCI PS3 Energy	weak	☉	-
DCI PS4 Waves and Their Applications in Technologies for Information Transfer	na	☉	-

Notes: An audit of the weaker *Performance Expectations* (PEs) was conducted to look for patterns in Science and Engineering Practices (SEPs), Disciplinary Core Ideas(DCIs) and Cross Cutting Concepts(CCCS).

SEP: Developing and Using Models, Constructing Arguments with Evidence

DCI: Earth processes and systems, cycling of matter and energy(Earth), Energy movement,absorption, transformation, and conservation, particle motion, electromagnetic field interactions, digital transmissions(Physical)

CCC: Cause and Effect, Energy and Matter

Artifact RR

Achievement of Students with IDEA Indicator

In person only

Overall Percentage at each achievement level						
Grade	% Level 3 or Above ALL students	% Level 3 or Above <i>Special Education only</i>	Level 1	Level 2	Level 3	Level 4
5 (XX students)	65%	29%	24%	48%	19%	10%
8 (XX students)	68%	12%	59%	29%	12%	0%
11 (XX students)	63%	38%	25%	38%	25%	13%

Achievement of Student by Gender

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 <i>Female</i>	Level 1	Level 2	Level 3	Level 4
5	65.8	62	9	30	37	24	67.3	1	25	35	40
8	68	68	16	16	55	13	70	10	20	60	10
11	63	57	14	30	48	9	64	5	31	57	7

Artifact RR

Conclusions and Possible Next Steps

Grade 5

Area of Need:

- Closing achievement gap between students with IDEA indicators and other students
- Supporting students sense-making with modeling, pattern finding, mathematical thinking
- Raise student achievement on LS1 and PS1

Next Steps

- Audit of phenomena and student-created products in unit bundles for relevance and engagement.
- Professional development on student's mathematical sense-making (patterns, measuring, graphing)
- Lesson "makeovers" using audit results and new learning - prioritizing LS1 and LS2

Grade 8

- 68

Grade 11

Area of Need:

- Closing achievement gap between students with IDEA indicators and other students
- Using student created models and other forms of sense-making of the "unseen" reasons behind natural phenomena
- Raise student achievement on ESS2, PS3 and PS4

Next Steps

- Audit of phenomena, learning opportunities and assessments in unit bundles (modeling, cause and effect, cycling of matter and energy) for coherence, relevance and rigor.
- Professional development for modeling and formative assessment strategies
- Collaborative inquiry into differentiation strategies
- Lesson "makeovers" using audit results and new learning - prioritizing ESS2, PS3 and PS4

Name: _____ Block: _____ Teacher: _____

3D NGSS Modeling Task Rubric (CPS Secondary)

v. 1/7/22

	1	2	3	4
1	<p>Develops a model that essentially reproduces a published diagram or visual</p> <p style="text-align: center;">or</p> <p>Does not clearly focus on the specific phenomena</p>	<p>Develops an model with a relevant visual to represent the phenomena to be figured out that:</p> <p><i>“tells the story”</i> of the phenomena with more text than visuals</p> <p style="text-align: center;">or</p> <p>the visuals lack critical features to clarify the <i>“story”</i> of the phenomena</p>	<p>Develops a model with a relevant visual to represent the phenomena to be figured out that:</p> <p><i>“shows the story”</i> of phenomena with mostly effective features (annotations, symbols, arrows, color, key, scale, magnification, movement, time passing, and others)</p>	<p><i>All level 3 criteria plus...</i></p> <p>The model annotations include a meaningful evaluation of:</p> <ul style="list-style-type: none"> ● the limitations of the model or, ● assumptions of the model or, ● the need for further information about a component of the model
2	<p>Revises an initial model of a phenomenon that: does not accurately represent the phenomena (what happened)</p> <p style="text-align: center;">or</p> <p>Annotates a visual with evidence that is inaccurate or missing</p>	<p>Revises an initial model of a phenomenon that: Shows minimal development beyond typical initial models, mostly representing what happened</p> <p style="text-align: center;">or</p> <p>Annotates a visual with general evidence from prior knowledge or experience <i>and lacks evidence/ideas from class activities</i></p>	<p>Revises an initial model of a phenomenon that: Goes beyond representing what happened and also describes how they know it happened</p> <p style="text-align: center;">and</p> <p>Annotates a visual with specific evidence that is predominantly from one type of class activity (observations/investigations, media research/presentations, or collaborative sense-making)</p>	<p>Revises an initial model of a phenomenon that: Goes beyond representing what happened and also describes how they know it happened</p> <p style="text-align: center;">and</p> <p>Annotates a visual with evidence that integrates ideas from many types of class activities (observations/investigations, media research/presentations and collaborative sense-making)</p>
3	<p>Model documents student thinking that: demonstrates minimal growth or major misconceptions or does not attempt to explain why the phenomenon happened</p> <p style="text-align: center;">or</p> <p>Proposes an explanation with surface level “unseen” reason(s) which may be undeveloped or unconnected to the phenomenon.</p>	<p>Model documents student thinking that: demonstrates some new learning that <i>partially</i> explains why the phenomenon happened with some accurate “unseen” reason(s)</p> <p style="text-align: center;">and</p> <p>Proposes an explanation which shows <i>at least one</i> strong connection to or relationship between steps or component of the phenomenon</p>	<p>Model documents student thinking that: Demonstrates expected new learning and <i>fully</i> explains why the phenomenon happened with accurate “unseen” reason(s)</p> <p style="text-align: center;">and</p> <p>Proposes an explanation which shows connections to, relationships between, or predictions about <i>most</i> steps or components of the phenomenon.</p>	<p><i>All level 3 criteria plus</i></p> <p>Model documents extended student thinking and a deeper understanding of the phenomena through the <i>independent</i></p> <ul style="list-style-type: none"> ● Generation of a new question or, ● Application or connection to another phenomenon or, ● prediction beyond those provided in class activities or, ● Predicting an outcome not tested or researched directly

Artifact SS

3D NGSS Engineering Challenge Task Rubric (CPS Secondary)

v. 1/31/22

	1	2	3	4
1	<p>Develops a design plan that:</p> <p>does not address the stated problem/goal or Disregards the constraints or does not include science ideas to explain design choices</p>	<p>Develops a design plan that:</p> <p>includes a visual addressing the stated problem/goal with general feature labels and meeting the constraints and the science ideas to explain the different parts of the design are inaccurate, incomplete or minimal.</p>	<p>Develops a design plan that:</p> <p>includes a visual addressing the stated problem/goal with detailed feature labels and meeting the constraints and uses general science ideas to explain the most relevant parts of the design</p>	<p><i>All level 3 criteria plus...</i></p> <ul style="list-style-type: none"> Multiple, well-connected specific science ideas for the different design features
2	<p>Outlines a testing plan that:</p> <p>has success criteria that are irrelevant, missing or poorly defined</p>	<p>Outlines a testing plan that defines multiple relevant success criteria that are observable or measurable</p> <p><i>without</i> describing how data about the criteria will be collected or <i>without</i> recording results of testing the criteria</p>	<p>Outlines a testing plan that defines multiple relevant success criteria that are observable or measurable and generally describes how data will be collected about them and records at least one set of testing data of the prototype built</p>	<p><i>All level 3 criteria plus...</i></p> <ul style="list-style-type: none"> detailed and specific data collection methods are described or, Especially creative, original or insightful testing method, tool or scale was student created or, records results of multiple rounds of testing of the prototype built
3	<p>Constructs an analysis that:</p> <p>Makes an inaccurate or unsupported claim</p> <p>List examples without stating the claim they support.</p>	<p>Constructs an analysis that:</p> <p>Identifies the common features of the most effective designs (claim) and supports the choices with examples from at least two designs (evidence)</p>	<p>Constructs an analysis that:</p> <p>Identifies the common features of the most effective designs (claim) and supports the choices with examples from at least two designs (evidence) and explains why these features were more effective using background science ideas (reasoning) or describes how they would use these ideas in a redesign of their own prototype (reasoning)</p>	<p>Constructs an analysis that:</p> <p>Identifies the common features of the most effective designs (claim) and supports the choices with examples from at least two designs (evidence) and explains why these features were more effective using background science ideas (reasoning) and describes how they would use these ideas in a redesign of their own prototype (reasoning)</p>

STEM Coaching Tasks Accomplished 2021- 22

STEM (CS, TechEd, STEM)

- Computer Science (K-5)
 - STEM 6-7
 - Tech Ed/CompSci 6, 8, CHS
-

Elementary Science (CGS)

- Kindergarten
 - Grade 1
 - Grade 2
-

Intermediate Science (GHR)

- Grade 3
- Grade 4
- Grade 5

Middle School Science (CNH)

- Grade 6
 - Grade 7
 - Grade 8
-

High School Science (CNH)

- Grade 9
- Biology
- Chemistry and Physics

Month	STEM (CS, TechEd, STEM)		
	K-5 Computer Science Minutes	6-7 STEM	6, 8, CHS Tech Ed/CompSci
Follow up	<p>Reviewed CS standards with K-2 team leaders</p> <hr/> <ul style="list-style-type: none"> • Need to review CS standards with 3-5 team leaders • Continue selecting, adapting, compiling journal pages for each course/grade • Ready to move on from Journal creation. Team will share ideas as they think of them. Cindy will check in in early March. <ul style="list-style-type: none"> • <i>Matrix assured experiences (CW)</i> • <i>Secure/safe coding opportunities for grade 1,3,5 that don't need T supervision(CW)</i> • • Connect with Cathie, Jen DeRagon, Michele M about prioritizing touch screen CB for grade 2. 	<hr/> <ul style="list-style-type: none"> • 	<p>Done</p> <ul style="list-style-type: none"> • Computer Science standards audit 6,8,9 • PD: NGSS Engineering (9-12) • Grade 6 Automation and Robotics Curr. Guide • Quote for VEX5 upgrades <hr/> <p>To Do</p> <ul style="list-style-type: none"> • Take Comp Sci Audit to CHS Science and K-5 Team Leaders • More time for Tim's Tech Ed/Digital integration • Making manufacturing pathways explicit to students/career explorations (Defined Learning and others)
Ideas next year	<ul style="list-style-type: none"> • Matrix of assured experiences for planning → cnx back to previous learning, avoid over-reviewing previous learned skills (BOE presentation) • Revisit student collaboration/shared coding 	<ul style="list-style-type: none"> • Grade 7 STEM curriculum writing 	<ul style="list-style-type: none"> • Integrating digital and “dirty side”/tools • Consistent Engineering Language K-12 • Student persistence-coding
Sept.	<p>September 9, 2021 Agenda</p> <ul style="list-style-type: none"> • Who is Cindy anyway? • Developed Group Charter • Appreciative Inquiry Protocol(SOAR) • Began K-5 CompSci Standards Audit 	<ul style="list-style-type: none"> • 	
Oct.	<p>October 27, 2021 8:30 - 10:30 am at GHR 10/27/21 Comp Sci K-5 Coaching Agenda</p> <p>Discussion</p> <ul style="list-style-type: none"> • streamlining young students accessing Scratch Junior on touchscreen chromebooks. Can it be put on classlink? Will students have to download 		<p>10/18/21 Agenda - CNH Tech Ed (Liz)</p> <ul style="list-style-type: none"> • Who is Cindy anyway? - a bit about my journey • Appreciative Inquiry Protocol (SOAR Analysis) • Grade 6-8 Tech Ed Standards Audit • Other needs for the shop or first units? • Cleaning out and stocking the woodshop

	<p>every year? How to encourage use in grades that don't have PLTW units.</p> <ul style="list-style-type: none"> • Discussed creating a visual reminder of what students did in their previous PLTW unit. Board of Ed/Open House slide show shared and stored in shared drive. • Final revisions to Comp Sci standards audit • Continued work on selecting, adapting, compiling journal pages for each course/Started collection of images for journals in shared drive/ Created Cover page for teacher-made journals 		
Nov.		•	<p>11/9/21 Agenda (Vertical) Last review CPS Tech Ed Standards Audit Review Needs: materials, training, R&D</p> <ul style="list-style-type: none"> • Integrating Ideas (blending digital and shop) • Brainstorming replacement projects/tasks that are more engaging, useful and relevant to students • feedback on grade 6 PLTW draft, help with Robot-C, create code blocks for "library" <p>11/15/21 CNH Tech Ed (Liz)</p> <ul style="list-style-type: none"> • Share NGSS Engineering Standards • Finish draft Grade 6 Pacing Guide • Phil Gatcomb- - clarified a few CS Standards, troubleshoot code updates • Backwards mapped from Task and selected coherent set of lessons/activities from the PLTW Automation and Robotics unit
Dec.	<p>December 14, 2021 8:30 - 10:30 am at GHR Consult with Jeff Spivey:</p> <ul style="list-style-type: none"> • Can create a Scratch Studio for sharing SW for a class but not for a whole grade (of different classes) Workarounds include creating one large grade level class for the whole year or having students post a link to a game to share on a google doc. • Scratch Jr is pushed out by district, is available when Ss log in to their CB • Off PLTW grade opportunities: Scratch needs supervised, kids can access any published 		

	<p>games/suggest reminding students about Girls Who Code and other more secure sites</p> <ul style="list-style-type: none"> ● Keep Quick Cards secure. Discourage students from sharing. Your friend is trying to help you but you are logged in as them and your work will not be there when you log in as yourself again. <p>Needs:</p> <ul style="list-style-type: none"> ● Prioritize Touch - Screen Chromebooks for Grade 2 classes Students share a cart of touchscreen chromebooks for PLTW with Stacie. Has to be moved from place to place. If students accidently remove Scratch from their task bar the next student has to add it again. <p>Worktime:</p> <ul style="list-style-type: none"> ● PLTW journals(80 min)-Torrie and Matt are done. Stacie nearly so. 		
Jan.			<p>Check in with Tim, Phil and Liz (Classlink access to Defined Learning)</p> <p>Checked which POG rubrics Liz is using with grade 6 and 8. Discussed moving Feb 14 coaching to after the March 5 trimester change.</p>
Feb.			
March	March 28, 2021 8:30 - 10:30 am at GHR		
April			
May			

Month	Elementary Science (CGS) <u>Minutes</u>		
	Kindergarten	Grade 1	Grade 2
Follow up	<ul style="list-style-type: none"> Build kites and drop off Fix ELA/Sci coaching conflict on 4/26 Encouraged to order different pinwheels Sent Observation <u>Thank you</u> <hr/> <ul style="list-style-type: none"> Review possible alternate locations for plant growing (nightly UV treatment kills the plants) Tues. 4/26 Science Plan is to stage mock set ups of hands-on investigations and photograph them. Read units again/investigate STEM boxes Visit Science Classes in Dec/Jan- email Ronda to include on daily schedule/weekly calendar 	<ul style="list-style-type: none"> Sent Observation <u>Thank you</u> <hr/> <ul style="list-style-type: none"> Check in before April Check in with team just before April 21 grade level meeting to plan for Coaching session: Tues. 4/26 12:00 - 3:00 pm Visit Science Classes in Dec/Jan- email Ronda to include on daily schedule/weekly calendar Read units/slides and review science journal assessments for possible refinements/streamlining 	<ul style="list-style-type: none"> shared Science Explorations <u>Slide</u> Sent Observation <u>Thank you</u> Sent Thank you note for discussion that led to clarifications Requested schedules for Feb observing Jan. meeting with Ronda for January <ul style="list-style-type: none"> Area for plants for science units-UV lights Science scheduling thoughts <hr/> <ul style="list-style-type: none"> Observe Nature's Engineers activities in February - create document to collect team's reflections on each lesson Science "IABS"? (Cindy and Michele initially) Resources: supporting students to take risks/fail forward/questioning/discourse, sense-making
Ideas for Next Year	<ul style="list-style-type: none"> Coaching focused on practices and common student misconceptions Review results of Fall Inner Orbit assessment of K-2 standards Compare unit expectations and NGSS DCI Learning progressions for above grade level content Revise K-5 Standards to reflect NGSS Figuring Out Community of learners for 22-23 Connect a push/pull lesson with the Fire Dept. Visit (firehouse water streams) 	<ul style="list-style-type: none"> Coaching focused on practices and common student misconceptions Review results of Fall Inner Orbit assessment of K-2 standards Compare unit expectations and NGSS DCI Learning progressions for above grade level content Revise K-5 Standards to reflect NGSS Figuring Out Community of learners 	<ul style="list-style-type: none"> Coaching focused on practices and common student misconceptions Review results of Fall Inner Orbit assessment of K-2 standards Selecting and integrating a different anchor phenomena for Nature's Engineers (with a focus on fast/slow changes) Compare unit expectations and NGSS DCI Learning progressions for above grade level content Revise K-5 Standards to reflect NGSS Figuring Out Community of learners
Sept.	Planning meeting	Planning meeting	Planning Meeting <hr/> <u>Agenda Grade 2 Science</u>

			<ul style="list-style-type: none"> ● Group Charter for Grade 2 Science Coaching ● Appreciative Inquiry Protocol (SOAR Analysis) ● Strategies for returning to hands-on and collaborative science learning activities: ● Discussed changing phenomenon of Nature's Engineer
Oct.	<p>Classroom visit</p> <hr/> <p>Agenda Kindergarten Science</p> <ul style="list-style-type: none"> ● Who, Why, How and What---Oh my! <p>Round Robin Share</p> <p>Develop Group Charter</p> <ul style="list-style-type: none"> ● Returning to hands-on explorations <ul style="list-style-type: none"> ● Clarifying 21-22 COVID constraints ● Inventory/organize materials for hands-on explorations <hr/> <p>Dropped off kites.</p>	<p>Classroom visit</p> <p>Observed KN administration of a Science Journal prompt/assessment for "<i>What do you need to make a shadow?</i>"</p> <hr/> <p>Agenda Grade 1 Science</p> <ul style="list-style-type: none"> ● Charter ● Clarifying 21-22 COVID constraints Materials to order: craft sticks, black paper, cardboard tubes for shadow puppets ● Science and POG <ul style="list-style-type: none"> ● Shared Winbridge wireless voice amplifier. ● POG Slides for students <ul style="list-style-type: none"> ● Cooperation/Collaboration - Tri 2 (Design shadow puppets to retell a story) ● Listening/Communication and Cooperation/Collaboration - Tri 3 (Engineering Challenge: Design "mouth/foot" to gather the most "food". 	Classroom visit
Nov.	Dropped in on Sherri. Brought pinwheel. Encourage them to order different ones. Ronda will support.		
Dec.			Request science schedules
Jan.			Met with RC and MM Check in with grade 2 to organize visiting 4th Pig building (KC, HM) and visiting Nature's Eng.
Feb.			
March			
April			

May			
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Month	Intermediate Science (GHR)		
	Grade 3 Minutes link	Grade 4 Minutes link	Grade 5 Minutes link
Follow up	<p>Done</p> <ul style="list-style-type: none"> • Researched and shared information about grade 3 CT Science Center (Crash Lab, Making Waves, A Chem-Mystery) • Shared video tour of Dinosaur State Park • Delivered Think, Plan Do Signs and cards • Arrange for extra time to select performance tasks/IABs • Identified 3D NGSS Performance Tasks <hr/> <p>To do</p> <ul style="list-style-type: none"> • Inner Orbit account creation and class rostering • Review Fossils and Monarch Butterfly units • Plan for Analyzing and Interpreting Data and Using Mathematics and Computational Thinking in the Monarch Butterfly bundle. 	<p>Done</p> <ul style="list-style-type: none"> • Offered to help with labs • Arranged for extra time with Janine and Elizabeth • Delivered Think, Plan, Do posters • Reviewed K-3 Electricity PEs to see if Bear Sense Summative is beyond grade level • Identified 3D NGSS Performance Tasks • PD on Modeling • Inner Orbit account creation and class rostering • Co-planning/teaching with Mikayla <hr/> <p>To do</p> <ul style="list-style-type: none"> • Refine Bear Sense Model Task Prompt • Mini-lesson- difference b/t energy transformation and information processing • SWP on Bear Sense Inner Orbit mid-unit formative assessment • Engineering templates for Shaking Earth Engineering Challenge 	<p>Done</p> <ul style="list-style-type: none"> • Research and found direction to Deer Tag • Seasons exploration - Flashlight angled on graph paper • Read Antarctica Bundle • Researched relevant Page Keely probes - shared Competing Theories protocol • Dropped off goggles from CHS • Identified 3D NGSS Performance Tasks • Dropping Object NGSS Interim • Shared sources for digital thermometers and balances(CAVES) • Inner Orbit account creation and class rostering • Create Antarctica bundle Inner Orbit Formative <hr/> <p>To do</p> <ul style="list-style-type: none"> • Curriculum work goals/dates/location • Resources for a Parachute Drop engineering challenge • Review student handouts for glacier labs - lost access to "teacher notes" when interns left the district • Mathematical Thinking in Constellation bundle • Review NGSS Refresh plans
Ideas for Next Year	<ul style="list-style-type: none"> • Coaching focused on practices and common student misconceptions • Fall-Review Modeling Rubric and Perf. Task/playground Redesign • Review results of Fall Inner Orbit assessment of K-2 standards 	<ul style="list-style-type: none"> • Coaching focused on practices and common student misconceptions • Fall-Review Investigation Rubri and Perf Task /Weathering and Erosion • Review results of Fall Inner Orbit assessment of Grade 3 standards 	<ul style="list-style-type: none"> • Coaching focused on practices and common student misconceptions • Fall-Review Modeling Rubric and Perf Task/Golden Jellyfish and align ESS PEs that are repeated in bundles

	<ul style="list-style-type: none"> Compare unit expectations and NGSS DCI Learning progressions of at grade level content Revise K-5 Standards to reflect NGSS Figuring Out Community of learners for 22-23 	<ul style="list-style-type: none"> Compare unit expectations and NGSS DCI Learning progressions of at grade level content Revise K-5 Standards to reflect NGSS Figuring Out Community of learners for 22-23 	<ul style="list-style-type: none"> Review results of Fall Inner Orbit assessment of Grade 4 standards Compare unit expectations and NGSS DCI Learning progressions of at grade level content Revise K-5 Standards to reflect NGSS Figuring Out Community of learners for 22-23
Sept.			<u>Sept. 28, 2021 Agenda</u> <ul style="list-style-type: none"> Who is Cindy anyway? - a bit about my journey Develop Group Charter for Middle School Science Coaching - in progress Appreciative Inquiry Protocol (SOAR Analysis) NGSS assessment results Shared Deer Tag assignment Introduced Summary Tables Pacing guide-Antarctica Bundle (Revised Overarching Learning Target, Phenomena Launch, Season's model prompt, flashlight exploration (added quantitative piece)
Oct.	<u>Oct 19 Agenda</u> <ul style="list-style-type: none"> Who is Cindy anyway? - a bit about my journey Group Charter Science Explorations: Management Strategies Half of team worked to create extra sets of materials for the Magnet Lab stations while the other half planned for a virtual field trip Brainstormed about additional field trip 	<u>Oct 19 Agenda</u> <p>Who is Cindy anyway? - a bit about my journey</p> <p>Group Charter for Grade 4 Science Explorations: Management Strategies</p> <p>team reviewed the first bundle: National Parks</p> <p>Team needs more time to review the National Parks unit, especially the multiple labs and research activities. Some possible ideas for streamlining/clarifying the labs and research activities in National Parks were considered but tabled pending Janine's return.</p>	
Nov.		11/15 and 11/22 Meeting with Janine and Elizabeth <ul style="list-style-type: none"> Needs of teachers new to NGSS Going forward - doing own updates and refinements on units - will not receive from CREC Selected units for Investigation, Engineering and Modeling NGSS 3D 	<u>Nov 10 Agenda</u> <ul style="list-style-type: none"> Share and gather feedback on 21-22 Interim Assessment framework. <ul style="list-style-type: none"> Choose Dropping Object IAB and will share mid-unit Sun/Earth Inner Orbit assessment. Choose Modeling task for Golden Jellyfish, Engineering for

		<p>Performance Tasks</p> <ul style="list-style-type: none"> Selected IAB for test familiarity Planned for 12/3 Coaching 	<p>Antarctica, still need to identify Investigation (Constellations?)</p> <ul style="list-style-type: none"> Shared Resources (Seasons activity, Misconception probes, Competing Theories protocol) Continue Antarctica Slides Revision/sharing with new teachers
Dec.		<p>F 12/3 Science (ER), 12:40 - 3:40 pm</p> <ul style="list-style-type: none"> Reviewed K12 Science Assessment Framework components, chose date PD: Developing and Using Models Began to review Bear Sense Unit <p>Refining the Bear Sense Unit G4 U2B Overview - Bear Sense</p> <p>Coplanning/Coteaching Bear Sense with ML</p>	<p>Found suggestions for digital thermometers, handheld globes for Antarctic unit</p>
Jan.		<p>Coplanning/Coteaching Bear Sense with ML</p>	<p>Jan. 27, 2021 12:00 – 3:00 pm cancelled</p> <p>-SWP Antarctica Inner Orbit and Dropping Object</p> <p>-Parachute Engineering Challenge</p> <p>-Preview NGSS Refresh plans</p> <hr/> <p>NGSS/SBA review meeting</p>
Feb.	<p>Coaching (PD Day) Tues., Feb. 22, 8:30 - 11:30 am</p> <p>Review content of DSP fieldtrip, plan for sequencing into Fossils unit “storyline”</p> <p>Possibly reviewing Data Analysis needs in the Monarch bundle in preparation for 3/11</p>	<p>2/1 final meeting with ML</p> <p>T 2/22 Science (PD), 12:30 - 3:30 pm</p>	<p>2/1 LSWP Inner Orbit Formative</p> <p>2/2 reschedule - Parachute Engineering Challenge</p>
March	<p>Coaching (Early Release Day), Friday, March 11, 12:40 - 3:40 pm</p> <p>Planning to support students in NGSS Practices of Analyzing and Interpreting Data and Using Mathematics and Computational Thinking of the Monarch Butterfly bundle.</p>		<p>Mar. 8, 2021 8:30 - 11:30 am</p> <p>-NGSS Refresh plans</p>

April			
May			
Follow Up	<ul style="list-style-type: none"> Researched and shared information about grade 3 CT Science Center (Crash Lab, Making Waves, A Chem-Mystery) Shared video tour of Dinosaur State Park Delivered <i>Think, Plan Do</i> Signs and cards <hr/> <ul style="list-style-type: none"> Review Fossils and Monarch Butterfly units Plan for Analyzing and Interpreting Data and Using Mathematics and Computational Thinking in the Monarch Butterfly bundle. 	<ul style="list-style-type: none"> Offered to help with labs Delivered Think, Plan Do posters and cards Reviewed K-3 Electricity PEs to see if Bear Sense Summative is beyond grade level <hr/>	<ul style="list-style-type: none"> Researched Deer Tag and Seasons lab activities and misconception probes Read Antarctica Bundle <hr/> <ul style="list-style-type: none"> Digital balance Quote from CAVES Goggles from Michelle Trani Draft Antarctica bundle Inner Orbit IAB Parachute Engineering pilot Dropping Object NGSS Interim Identify, modify or create a student designed investigation REview NGSS Refresh plans
Ideas for Next Year	<ul style="list-style-type: none"> Practices and/or DCI audit -- choose one to focus on Measurement? Revise K-5 Standards to reflect NGSS Figuring Out Community of learners 	<ul style="list-style-type: none"> Practices and/or DCI audit -- choose one to focus on Measurement? Revise K-5 Standards to reflect NGSS Figuring Out Community of learners 	<ul style="list-style-type: none"> Practices and/or DCI audit -- choose one to focus on Measurement? Revise K-5 Standards to reflect NGSS Figuring Out Community of learners

Month	Middle School Science (CNH) Meeting Minutes(ongoing)		
	Grade 6	Grade 7	Grade 8
Follow up	<p>Done</p> <ul style="list-style-type: none"> Select and schedule IAB practice and NGSS Performance tasks Piloted an Inner Orbit assessment <hr/> <p>To Do</p> <ul style="list-style-type: none"> Share engineering and modeling rubrics 	<p>Done</p> <ul style="list-style-type: none"> Select and schedule IAB practice and NGSS Performance tasks Ordered ecospheres for Biome Bottle unit modeling and thermometers for hand warmer design task Inner Orbit account access for Ashley <hr/> <p>To Do</p> <ul style="list-style-type: none"> Share engineering and modeling rubrics Curriculum work goals/dates/location 	<p>Done</p> <ul style="list-style-type: none"> Select and schedule IAB practice and NGSS Performance tasks Draft Wrecking ball investigation <hr/> <p>To Do</p> <ul style="list-style-type: none"> Order washers and cubes for Wrecking Ball phenomena Draft Wrecking ball Engineering task handouts Share engineering and modeling rubrics
Ideas		<ul style="list-style-type: none"> 	

for Next Year			
Sept.	Sept. 20, 2021 Agenda <ul style="list-style-type: none"> Who is Cindy anyway? - a bit about my journey Develop Group Charter for Middle School Science Coaching - in progress Appreciative Inquiry Protocol (SOAR Analysis) NGSS assessment results ILT data meeting - draft proposal feedback, current prompts, initial new ideas 	Sept. 20, 2021 Agenda <ul style="list-style-type: none"> Who is Cindy anyway? - a bit about my journey Develop Group Charter for Middle School Science Coaching - in progress Appreciative Inquiry Protocol (SOAR Analysis) NGSS assessment results Grade 7 and 8 Unit review 	
Oct.	<ul style="list-style-type: none"> Consult Phenomena revisions and NGSS Performance Tasks 	<ul style="list-style-type: none"> Annotate sample summary table Backwards mapping from anchor phenomena as lens for selecting activities 5E Constructivist Inquiry (Which tasks are → engage, explore, explain, elaborate and evaluate?) Reviewed 3D NGSS Cluster-like task (Is a corn seed alive?) 	
Nov.	11/2/21 Vertical (6-8) <ul style="list-style-type: none"> CNH Unit Matrix → Audit the current core practices, main content/DCIs, student tasks, anchor phenomena and unit summative assessments Evaluate the alignment between unit anchor phenomena, the summatives, Performance Expectations, and Key Science and Engineering Practices All units - Asking Questions, Investigations(explorations/observations), Use models, Analyze/Interpret Data, Argument, Construct Explanations, Obtain Info Introduced Practices BIG Three - with depth in one unit per grade, one deeper in each grade <ul style="list-style-type: none"> Engineering (Define Problems, Design Solutions) with Design Process, Thinking and Engineering Explanation(CER) Plan and Carry Out Investigation (Student designed, some choice?) Exp. Design, graphing, outliers, sharing, using and explaining results(CER) Develop Model (Initial, Revisions, Final with feedback) as the unit Explanation(CER) 		
Dec.	<ul style="list-style-type: none"> Consult NGSS Investigation Perf. Task and Inner Orbit Formatives 	<ul style="list-style-type: none"> Consult NGSS Investigation Perf. Task and Inner Orbit Formatives Phenomena Brainstorm Grade 8 *Jetpacks Unit Mapping 	
Jan.	1/4 ILT Meeting <ul style="list-style-type: none"> Review Investigation Performance Task results, Feedback on rubric and data form, reorder learning activities for more formative experiences before summative 1/12/22 Coaching canceled 1/25 LSWP Feel the Beat Investigation	1/10 Coaching Agenda canceled	1/6 ILT meeting - <ul style="list-style-type: none"> Draft Gr8 Investigation Performance Task (Wrecking Ball) Prototype the pendulum Discuss needed materials Reviewed lab template, rubric and data form

			1/10 Coaching Agenda canceled <ul style="list-style-type: none"> Grade 8 Curr Writing Support
Feb.			2/10 Engineering Design PD (drafted Bungee Jump)
March	•	•	•
April	•	•	•
May	•	•	•
	•	•	•
Ideas for Next Year	•	•	•

Month	High School Science (CHS)			
	Grade 9	Biology	Chemistry	ALL
Follow up	<p>Done</p> <ul style="list-style-type: none"> Selected and scheduled IABs and NGSS Performance tasks Shared NGSS Investigation task rubric and data form Modeling and Engineering PT Rubric shared <hr/> <p>To Do</p> <ul style="list-style-type: none"> Curriculum work goals/dates/location Review Mar Lander STEM PBL with Justin Review Mars Landing and Engineering Challenge PT Rubric 	<p>Done</p> <ul style="list-style-type: none"> Selected and scheduled IABs and NGSS Performance tasks Shared NGSS Investigation task rubric and data Modeling and Engineering PT Rubric shared Modeling PD LSWP- Investigation <hr/> <p>To Do</p> <ul style="list-style-type: none"> Modeling Resources and PT Rubric for 1/11 coaching 	<p>Done</p> <ul style="list-style-type: none"> Selected and scheduled IABs and NGSS Performance tasks Shared NGSS Investigation task rubric and data form Modeling and Engineering PT Rubric shared Modeling PD LSWP -Modeling <hr/> <p>To Do</p> <ul style="list-style-type: none"> Curriculum work goals/dates/location Streamline bundle 1 	<p>Shared latest version of NGSS Performance Tasks Guide</p> <hr/> <ul style="list-style-type: none">

	<ul style="list-style-type: none"> Visit Standard grade 9 class-Block G. Resources for risk taking (Cindy) Streamline bundle 1/integrate ESS PEs 			
Ideas for Next Year	<ul style="list-style-type: none"> Differentiation/UDL Resilience-methods to make student thinking visible, value failing forward Pacing-Streamline bundle 1/integrate ESS PEs/Overall Pacing 	<ul style="list-style-type: none"> Resilience-methods to make student thinking visible, value failing forward 	<ul style="list-style-type: none"> Resilience-methods to make student thinking visible, value failing forward Use assessment inventory → begin to develop 3D body of evidence/ tasks balanced with tests, case studies, investigations 	<ul style="list-style-type: none"> Resilience-methods to make student thinking visible, value failing forward Pacing-Streamline bundle 1/integrate ESS PEs/Overall Pacing
Sept.	<ul style="list-style-type: none"> Who is Cindy anyway? - a bit about my journey Develop Group Charter for Middle School Science Coaching Appreciative Inquiry Protocol (SOAR Analysis) NGSS assessment results 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Dept mtg - reviewing Critical Thinking Rubric
Oct.	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 		<ul style="list-style-type: none">
Nov.	<p>11/16/21 Agenda</p> <ul style="list-style-type: none"> Shared strategies for engaging on level grade 9 students Selected Doppler Effect assignment for 3D Investigation Task Selected two IABs for test familiarity and instruction for unit storyline 	<p>11/16/21 Agenda</p> <ul style="list-style-type: none"> Who is Cindy anyway? - a bit about my journey Develop Group Charter for Middle School Science Coaching Appreciative Inquiry Protocol (SOAR Analysis) NGSS assessment results Selected an NGSS 3D Investigation Task for Mid-year data and IABs for test familiarity that also instruct/fit unit storylines LS4-1 End of Year, LS3-2 March/April 		<ul style="list-style-type: none">
Dec.	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Met with Michele T about Grade 9 concerns about rising 9th graders - need for differentiation/UDL PD 	<p>12/15/21 Agenda</p> <ul style="list-style-type: none"> Reviewed K12 Science Assessment Framework Select and schedule Chemistry IABs and Performance Tasks PD: Overview of Modeling 	<ul style="list-style-type: none"> GR11 NGSS refresh planning

			Practice <ul style="list-style-type: none"> Plan to review Modeling task at next coaching 	
Jan.	<ul style="list-style-type: none"> Checking in on performance data for Doppler Investigation task 	<ul style="list-style-type: none"> Checking in on performance data for Carbon Cycling Investigation task 1/11 Coaching canceled	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Dept mtg - CompSci standards (Data and Analysis) and PSAT results
Feb.	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
March	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
April	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
May	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">



CT-SEDS

Frequently Asked Questions

Volume 1

January 2021

1. What is CT-SEDS?

Connecticut Special Education Data System

In September, 2020, the Connecticut State Department of Education (CSDE) entered into a partnership with Public Consulting Group (PCG) to design, develop, and implement CT-SEDS. CT-SEDS is a single, statewide, Web-based special education data management system that is designed to:

- Support the development of a new, adaptive individualized education program (IEP) document that is compliant and of high quality;
- Reduce the current local data reporting burdens, eliminating the need for any local data uploading or collection (SEDAC, Evaluation Timelines, ECO, and Restraint/Seclusion);
- Consolidate the timely collection and accurate reporting of student data and information;
- Provide a document repository and facilitate timely record transfers;
- Ensure differentiated secure access to student data including a parent/guardian portal;
- Allow for the interoperability with existing state and local data systems and other authorized vendor programs; and
- Provide for the creation of student and aggregate reports for multiple user levels including teacher, school, district, and CSDE.

2. What is the cost of CT-SEDS?

CT-SEDS will be provided to local education agencies (LEAs) at no cost. LEAs will be able to repurpose the funds that they are currently utilizing for their online IEP system.

3. What is the CT-SEDS implementation timeline?

- 2020-21: CT-SEDS build;
- 2021-22: CT-SEDS will be piloted in a select number of districts during the winter/spring of 2022; and
- 2022-23: CT-SEDS will be implemented statewide beginning July 1, 2022.

4. How will districts be notified about the CT-SEDS Pilot?

The CSDE will contact the selected school districts about the pilot process and timeline.



5. What will CT-SEDS include?

The following modules and functions are included with potential staggered implementation based upon the system development timeline:

- ✓ IEP Module
- ✓ Statewide Assessment Eligibility and Accommodations Testing Designated Supports/Accommodations Form and Alternate Assessment Eligibility Form
- ✓ Service Delivery Tracking
- ✓ Documentation for Medicaid billing
- ✓ Progress Monitoring and Student Progress Reporting
- ✓ Services Plan Module
- ✓ Multi-tiered Systems of Support/Scientific Research-Based Interventions (MTSS/SRBI) Management Module
- ✓ Section 504 Accommodation Plan Module
- ✓ Gifted and Talented Module
- ✓ Surrogate Parent Module
- ✓ Document Repository Module with configurable process to archive and delete information
- ✓ Restraint/Seclusion Module
- ✓ Due Process Module
- ✓ Special Education Excess Cost Grant Module
- ✓ Integration with Public School Information System Registration and Directory Manager
- ✓ Office of Early Childhood data regarding notification reports
- ✓ Referral/Evaluation and Evaluation Timelines Module
- ✓ Early Childhood Outcomes data collection and reporting
- ✓ Data Verification Reports
- ✓ Student Transfer Process
- ✓ Parent Portal

6. What training is being planned for the implementation of CT-SEDS?

The CSDE has developed a five-year, comprehensive, statewide training plan for IEP quality as well as CT-SEDS usage. The CSDE is also in the process of gathering important information from our stakeholder groups to inform our strategies and structures to support new learning and to ensure a high level of user competency. More detailed information will be provided in the near future.

An overview of the training plan was shared during a June 25, 2020 webinar and can be accessed at: <https://portal.ct.gov/SDE/Special-Education/New-IEP/New-IEP>.

7. Who should I contact if I have questions related to CT-SEDS?

Questions may be submitted at: <https://forms.gle/rFA6BKAWUmX6aUhc9>

GHR Math Intervention Update

2021-2022

Math Intervention Information...

- Four teachers at each grade level, except for grades 3 and 5 where there are XX. XX, XX, Special educator(s), and UCONN Math Intern.
- Currently there are XX students in math intervention groups (February, 2022)
 - (361 GHR population) 15%
 - XX student (grade X) has a separate program 1:1 with XX.
- XX students receiving interventions at GHR have both math and some sort of reading interventions
- September 2020; XX students and in May, 2021; XX students (X were dismissed)
- XX students have been added to math intervention this year due to being remote last year or now requiring services after last school year. (covid/remote learning)

Artifact WW

Math Intervention Information...



- Bridges Groups are run by XX and XX at each grade level
- Special Educator and UCONN Intern run Moby Max groups, except at third grade level there are two special education teachers that help due to student need and smaller groups needed
- Grade 3 groups
 - Bridges groups have XX students in each group
 - Moby groups have XX students in each group
- Grade 4 groups
 - Bridges groups have X students in each group
 - Moby groups have XX students in each group
- Grade 5 groups
 - Bridges groups have XX students in each group
 - Moby groups have XX students in each group
- At times, groups have been cancelled due to coverage issues-math intervention providers covering classrooms as substitute teachers



Number of Students Exited This Year

February, 2022

XX students have been exited so far this year.

- XX needed a 'boost' at the beginning of the year and exited in October
- XX others exited with data review in December

Artifact WW

Grade 3 Math Intervention

- There are XX students in Math Intervention
 - XX use Moby Max; XX - IEPs
 - XX use Bridges Math Intervention; XX - IEP
- Bridges students are 4 days a week
- Moby Max students
 - XX are three days a week
 - XX are two days a week
- Students track Grade Level Equivalence on Moby Max as well as fact mastery.

Grade 3 Moby Max (growth from the beginning of the year)

Grade 3: MOBY MAX		Just started- not enough data yet (only in less than one month)	Less than one year's growth (less than 1.0)	One Year's Growth (exactly 1.0)	More than One Year's Growth (1.0 or more)
September 2021 to February 2022	Student Growth	X	X	X	X

Artifact WW

Grade 3 Bridges Math

- Grade 3 students have been working through different modules in Bridges Math. Students are currently working on Story Problems with Comparing Larger and Smaller Numbers to 20
- These XX students have each passed 8 modules since the beginning of the year
 - Doubles and Halves to 20
 - Doubles +/- 1 to 20
 - Add 10's, Add 9's
 - Think 10
 - Early Subtraction Strategies
 - Subtraction Strategies to 10
 - Fact Families, Fact Strategies
 - Compare/Difference Unknown Problems to 20

Grade 4 Math Intervention

- There are XX students in Math Intervention
 - XX students use Moby Max, XX - IEPs; XX - 504s
 - XX students use Bridges Math, XX - IEPs; XX - 504s
- Bridges students are 4 days a week
- Moby Max students
 - XX are five days a week
 - XX are three days a week
- Students track Grade Level Equivalence on Moby Max as well as fact mastery.

Artifact WW

Grade 4 Moby Max (growth from the beginning of the year)

Grade 4: MOBY MAX		Just started- not enough data yet (only in less than one month)	Less than one year's growth (less than 1.0)	One Year's Growth (exactly 1.0)	More than One Year's Growth (1.0 or more)
September 2021 to February 2022	Student Growth	x	x	x	x

Grade 4 Bridges Math

- Grade 4 students have been working through different modules in Bridges Math. Students are currently working on 2-step story problems.
- These XX students have each passed 5 modules since the beginning of the year
 - Adding 10's to 10's and 1's to 1's
 - Adding 2-digit numbers on a number line
 - Subtracting 10's to 10's and 1's to 1's
 - Add and Subtract Story Problems within 100
 - Identify Problem Types within 100

Artifact WW

Grade 5 Math Intervention

- There are XX students in Math Intervention
 - XX use Moby Max, XX - IEPs, 3 - 504
 - XX use Bridges Math, XX - IEPs; 2 - 504s
- Bridges students are 4 days a week
- Moby Max students
 - XX are one day a week
 - XX are two days a week
 - XX are three days a week
 - XX are four days a week
 - XX are five days a week
- Students track Grade Level Equivalence on Moby Max as well as fact mastery.

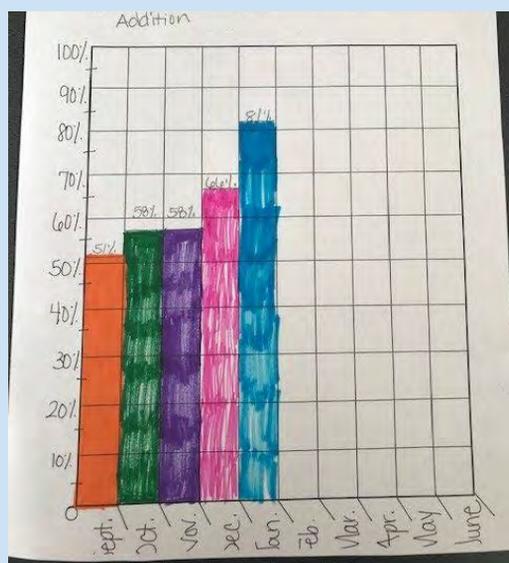
Grade 5 Moby Max

Grade 5: MOBY MAX		Just started- not enough data yet (only in less than one month)	Less than one year's growth (less than 1.0)	One Year's Growth (exactly 1.0)	More than One Year's Growth (1.0 or more)
September 2021 to February 2022	Student Growth	1	3	2	6

Artifact WW

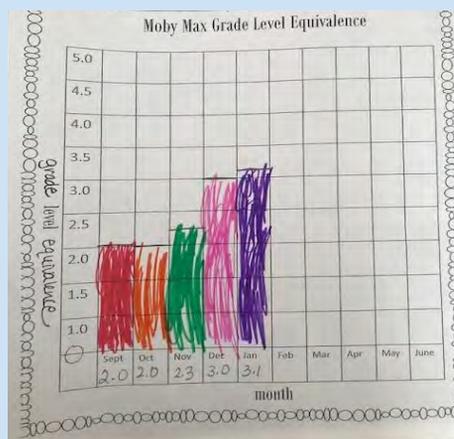
Grade 5 Bridges Math

- Grade 5 students have been working through different modules in Bridges Math. Students are currently working on Fractions.
- These XX students have each passed 8 modules since the beginning of the year
 - Multiply and Divide within 100 (Modules 1-4)
 - Equal Groups Multiplication and Division Word Problems
 - Equal Groups and Arrays Problems (Modules 1-2)
 - Building Unit Fractions



Data that Students Graph

- Math Fact Fluency (Moby Data)
- Moby Grade Level Equivalence



Artifact WW

Data that Students Graph

- Student Reflection after each Bridges Progress Monitoring Session

I can self reflect on my progress in math intervention to help me improve in math.

Date: September 2, 2021

Bridges Volume/Module: _____ Skill: _____

After my progress monitoring I feel _____
Vol. 4, Unit 2

I feel this way because _____
I feel impressed cause I did not know I was going to get a 10 out of 10 I thought I was going to get a 5 out of 10 because I worked very hard to get 10 out of 10.

One thing I feel that I did well this time was _____
I did well on solving using my 1 and 1 strategies and I my attention that's why I think I got a 10 out of 10 I'm so happy I got a 10 out of 10 so my teacher gives me a 10.

One thing I can work on for next time would be _____
Next time I should prefer use my strategies to 1 and larger numbers or smaller numbers that is what I think I should do to help me get 10 out of 10.

I can track my progress and set a goal for myself to help me improve in math.

Date: 9/29/21

Bridges Volume/Module: Volume 3 Module 4

Skill: **Addition with Regrouping** (bundling 1's to make a ten)

After my progress monitoring I feel _____ Proud _____

I feel this way because _____ I am Proud because I got the highest score _____

One thing I feel that I did well this time was _____ adding _____
Two digit numbers with _____
regrouping _____

One thing I can work on for next time would be _____ adding _____
3 digit numbers with regrouping _____

Collaboration:

- Weekly meetings with special education teachers about math students
- Intervention Referral Team Meetings to discuss student needs for math
- Teachers know they can contact us at any time to discuss student needs or progress.
- Provide grades 3-5 in class support daily
 - working with teachers to support all students in the area of math (intervention and non-intervention students)

Artifact WW

Link to Our Data Charts

<https://docs.google.com/spreadsheets/d/1XHBJ2720kQHDK2AgDfbScPXJ0hDgdZ9ttNv6VIsLgkg/edit?usp=sharing>

2021-2022 School Year : Updated 2/16/22					
Student Name:	IEP	Program	Days per week	Bridges: Where to Start?	Ending Moby Level
Grade 3: XX students					
	IEP	Moby Max/in class concepts	5 (moving to 3 days/week 11/24/21)		NA
	IEP	Moby Max/in class concepts	5 (moving to 3 days/week 11/24/21)		NA
	no	Moby Max	3 (1 day Moby Facts)	V3; M3	NA
	no	Moby Max	3 (1 day Moby Facts)	V3; M3	NA
	IEP	Moby Max	3 (1 day Moby Facts)	V3; M3	NA
	no	Moby Max	3 (1 day Moby Facts)	V3; M6	NA
	IEP	BRIDGES / moved to Moby Max 11/1/21	4 (decrease to 3 days/week 11/1/21) (1 day Moby Facts)	V2; M7	NA
	IEP	BRIDGES / moved to Moby Max 11/1/21	4 (moving to 3 days/week 11/24/21)	V2; M6	NA
	no	Moby Max	3 (decrease to 2 days 10/26/21; decrease to 1 days a week 2/16/22) (1 day Moby Facts)	V3; M6	NA
	IEP	Moby Max	3 (1 day Moby Facts)	-	NA
(started 1/18/22)	IEP	Moby Max	2 Days Moby Max		
(started 2/23/22)	no	Moby Max	3 days		

Artifact XX

(10/1/21)	no	Moby Max/moved to BRIDGES 12/6/21	3 (moving to 4 days BRIDGES) (1 day Moby Facts)	-	NA
	IEP	BRIDGES	4 (1 day Moby Facts)	V3; M3	NA
	no	BRIDGES	4 (1 day Moby Facts)	V2; M8	NA
	no	Moby Max/moved to BRIDGES 12/6/21	3 (moving to 4 days BRIDGES 11/24/21) (1 day Moby Facts)	V3; M3 and Moby Facts	NA
	no	BRIDGES	4 (1 day Moby Facts)	V2; M6	NA
	no	BRIDGES	4 (1 day Moby Facts)	V3; M2	NA
Grade 4: Total XX Students					
Student Name:					
	IEP	BRIDGES	4 (1 days Moby Facts)		2.6
	IEP	BRIDGES	4 (1 days Moby Facts)		2.8
	504	BRIDGES	4 (1 days Moby Facts)		3.3
	no	Moby Max/BRIDGES (12/6/21)	4 (1 day Moby Facts)		NA
	IEP	BRIDGES	4 (1 days Moby Facts)		3.5
	IEP	BRIDGES	5		3.6
	504	Moby Max/BRIDGES (12/6/21)	4 (1 days Moby Facts)		3.2
	IEP	Moby Max/BRIDGES (12/6/21)	5 (1 day Moby Facts)		3.6

Artifact XX

	504	BRIDGES	4 (1 days Moby Facts)	3.9
	IEP	BRIDGES	4 (1 days Moby Facts)	4.2
	IEP	BRIDGES	4 (1 days Moby Facts)	3.2
	IEP	BRIDGES	4 (1 days Moby Facts)	4.0
	IEP	BRIDGES	4 (1 days Moby Facts)	3.5
	no	BRIDGES	4 (1 days Moby Facts)	3.3
	504	BRIDGES	4 (1 days Moby Facts)	3.4
(started 10/14/21): moved to BRIDGES 12/13/21	IEP	Moby Max/BRIDGES	3 (moving to 4 days a week BRIDGES 12/13/21)	NA
(moved from Bridges 11/4/21 to Moby for two days a week)	IEP	Moby Max	**moved from 4 days to 2 days and program changed (11/4/21)	3.6
	IEP	Moby Max	4 (1 days Moby Facts)	4.1
	504	Moby Max	3 days	4.7
	IEP	Moby Max	4 (1 days Moby Facts)	4.2
	IEP	Moby Max	4 (1 days Moby Facts)	4.4
	504	Moby Max	4 days, then moved to 3 days 10/21	4.4
	IEP	Moby Max	2	NA
(was remote 2020-2021)	IEP	Moby Max	3	NA
(started 10/18/21)	IEP	Moby Max	3	NA

Artifact XX

(started 10/20/21)	no	Moby Max	3		NA
(started 1/18/22)	504	Moby Max	2		NA
(new student started 2/23/22)	no	Moby Max	3		NA
EXITED:					
Gr 4	no	Moby Max	2 days a week 10/25/21 (moved from 5)		3.7
Gr 3	504	Moby Max	3 (decrease to 1 day a week 10/27/21) (1 day Moby Facts)	V3; M3	NA
Gr 5	504	Moby Max	3 (moved to 2 days 10/1/21)		4.3
Gr 5	no	Moby Max	4 ** moved to 2 days a week 10/25/21 (1 days Moby Facts)		3.2

**Capt. Nathan Hale
Middle School
Reading & Math
Intervention
Updates 2021-2022**



**Capt. Nathan Hale
Middle School
Reading
Intervention
Updates**



Artifact YY

BAS (Benchmark Assessment Systems) Mid-Year Results

Levels of Growth	Grade 6	Grade 7	Grade 8
1	X	X	X
2	X	X	X
None	X	X	X
Students serviced	X	X	X

3

BAS (Benchmark Assessment Systems) Mid-Year Results

- Link to [Data Sheet](#)
- Based on May BAS data...
 - X students were serviced in quarters 1&2
 - X students made one level growth (76%)
 - X students made two levels growth (20%)
 - X student made no growth (4%)

4

Artifact YY

Schedule Changes

- Based on BAS scores, warm reads and student work completion in groups, the following changes were made to student schedules.
 - Grade 6: X students entered reading intervention and X students exited
 - Grade 7: X students exited and placed on monitor list
 - Grade 8: X ELL studentS added to intervention

5



BIG PICTURE OF STUDENT MOVEMENT: READING

6

RDG	Q1	End of Quarter 1			Q2	End of Quarter 2		
		Keep	Exit	Enter		Keep	Exit	Enter
Gr 6	= 8%	X	0	0	= 9%	X	X	X
Gr 7	=13%	X	X	0		X	0	0
Gr 8	= 8%	X	0	0	= 8%	X	0	X
Totals	= 9%	X	X	0	= 10%	X	X	X

Artifact YY

ELA Support

- ❖ We continue to incorporate SBAC question stems in reading.
 - [Sample 1](#)
 - [Sample 2](#)
 - [Sample 3](#)
- ❖ Continued use of Lexia once a week for 45 minutes.
- ❖ Continued use of graphic organizers for many of the lessons in order to increase higher order thinking and promote consistency with the content areas. The organizers and texts are available digitally for students if needed.
 - [Sample 1](#)
 - [Sample 2](#)

7

Areas of Strength and Weakness

- ❖ Strengths
 - Identifying key ideas and details in nonfiction texts
 - Decoding (although a handful of students continue to struggle - Lexia is used to address these issues.)
- ❖ Weaknesses
 - Crafting clear and complete summaries (specifically eliminating the irrelevant details)
 - Selecting the BEST text evidence to support their opinions and/or selecting multiple pieces of evidence
 - Identifying and supporting the author's message with text evidence



Artifact YY



❖ Moving Forward

- A push on deeper comprehension through...
 - continued support of ELA and social studies teachers with continued use of SBAC question stems and language in reading groups
 - continued focus on selecting the BEST test evidence through the use of graphic organizers and modeling
 - continued focus on SEL through the use of monthly Reading Games and individualized conversations with students at the beginning of class

9



❖ Resources Used

- LLI:
 - Red Kit: X students
 - Yellow Kit: X students
 - Purple Kit: X students
 - Teal Kit: X students
- Lexia: Grades All 6-8 graders
 - Select Lexia lessons and graphic organizers are printed and used with students as needed ([Cause/Effect](#), [Main Idea](#), [Informational Text Features](#))

10

Artifact YY

Upcoming Assessments

- ❖ Warm reads will be continued throughout the year. These are given once per quarter.
- ❖ Final BAS assessments will be given in May.

2021-2022

CAPT. NATHAN HALE

MIDDLE SCHOOL

MATH INTERVENTION UPDATES

Artifact YY



BIG PICTURE OF STUDENT MOVEMENT:

	Q1 /T1	End of Q1 or T1			Q2 /T2	End of Q2 or T2			Q3 /T3	End of Q3 or T3		
		Keep	Exit	Enter		Keep	Exit	Enter		Keep	Exit	Enter
Gr 6	17	X Move 2 to 2 days/wk	0	X	21	X Move 3 to 2 days/wk	X 1 behavior	X	23			
Gr 7	20	X Move 5 to 2 days/wk	X	X	X	X Move 6 to 2 days/wk	X 1 Home school	X	25			
Gr 8	15	X Move 5 to 2 days/wk	X 1 moved	0	X	X Move 1 to 2 days/wk	X	X	x			



GRADE 6 STUDENTS:

- Quarter 1 Percent of Population Served: 13%
- Quarter 2 Percent of Population Served: 16%
- Quarter 3 Percent of Population Served: 18%
- Quarter 4 Percent of Population Served:

	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Students Making Progress	X	X		
Students Not Making Progress	X X Attendance issue	X X moved to MobyMax X exited due to severe behavioral issues		

Artifact YY

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GRADE 7 STUDENTS:

- Trimester 1 Percent of Population Served: **16%**
- Trimester 2 Percent of Population Served: **17%**
- Trimester 3 Percent of Population Served:

	Trimester 1	Trimester 2	Trimester 3
Students Making Progress	X	X	
Students Not Making Progress	X conference with student.	X Xmoved to MobyMax X conference with student.	

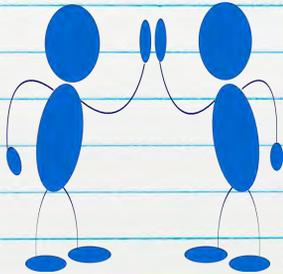
16



GRADE 8 STUDENTS:

- Trimester 1 Percent of Population Served: **10%**
- Trimester 2 Percent of Population Served: **8%**
- Trimester 3 Percent of Population Served:

	Trimester 1	Trimester 2	Trimester 3
Students Making Progress	X	X	
Students Not Making Progress	X X moved to MobyMax X conference with student. Focus issues	X X conference with student. Focus issues	



QUESTIONS?

CNH Math Intervention - Data Sheet Example 2021-22

Red: Behind, Yellow: Doing Fine, Green: Right Where They Should Be, Blue: Meets Exit Criteria

NAME	Date Entered	Days Per Week	Program	ALEKS Initial Knowledge Check	ALEK Progress as of 10/25/21: Should be on Division	Program Change (End Q1)	ALEK Progress as of 12/13/21: Should be on Division with at least 30 topics	Program Change Comments (Q2 Progress Report)	ALEKS Progress as of 1/12/22: Should be on Ratios and Rates with at least 35 topics	Notes for End of Q2	ALEKS Progress as of 3/21/22: Should be on Integers with at least 46 topics
	2/1/22	4	MobyMax		N/A		N/A		N/A	Added to Investigations: Mobymax	
	9/1/21	4	ALEKS	2	23/81 topics: Division		34/81 topics: Division		34/81 topics: Division	up to speed on ALEKS, use for homework checks	44/81 topics Integers
	9/1/21	4	ALEKS	4	16/81 topics: Add, Subtract, Mult		17/81 topics: Add, Subtract, Mult.	Very little Progress Made	18/81 topics: Add, Subtract, Multiply	works very slow on ALEKS, uses time for homework help Move to just 4 days per week. HW assistance	Focusing Just on Homework
	11/29/21	4	ALEKS	24	N/A	Enter Q2	Not Finished with Knowledge Check		26/81 topics: Add, Subtract, Multiply		41/81 topics Percent
	9/1/21	2	ALEKS	25	40/81 topics: Area and Volume		51/81 Topics: Ratios and Percent		56 topics: Integers and Rational #	can we go down to 2 days/wk or exit? 2 days a week would be great Move to 2 days per week- HW assistance	62/81 topics Expressions
	2/1/22	2	MobyMax		N/A		N/A		N/A	Added to Investigations	
	9/1/21	4	ALEKS	13	31/81 topics: Area and Volume		42/81 topics: Division		37/81 topics: Ratios and Rates	keep MRP for most of ratios	46/81 topics Expressions
	9/1/21	4	ALEKS	4	15/81 topics: Add, Subtract, Mult.		17/81 topics: Add, Subtract, Mult.	ALEKS not working. Needs support via homework help and topics.	Focusing Just on Homework		Focusing Just on Homework
	9/1/21	2	ALEKS	22	31/81 topics: Area and Volume		37/81 topics: Area and Volume		37/81 topics: Area and Volume	2 days for HW and math class completion	Focusing Just on Homework
	9/1/21	4	ALEKS	1	19/81 topics: Add, Subtract, Mult		19/21 topics: Add, Subtract, Mult.	No Progress Made	17/81 topics: Add, Subtract, Multiply	keep MRP for most of ratios Move to Mobymax	15/81 topics: Add, Subtract, Multiply
	9/1/21	2	ALEKS	10	31/81 topics: Division	Q2: Move to 2 days per week	39/81 topics: Division		34/81 topics: Division		35/81 topics: Division
	9/1/21	4	ALEKS	0	13/81 topics: Add, Subtract, Mult		13/81 topics: Add, Subtract, Mult.	No Progress Made.	21/81 topics: Add, Subtract, Multiply		23/81 topics: Division
	9/1/21	4	ALEKS	16	27/81 topics: Add, Subtract, Mult.		45/81 topics: Integers	work towards goals (+/- fract, 2-step word probs, order of ops)	47/81 topics: Order of Operations	can go down to 2 days/wk or exit with test on goals? Move to 2 days per week- HW assistance	58/81 topics Expressions
	11/22/21	4	ALEKS	24	N/A	Enter Q2	Not Finished with Knowledge Check		24/81 Add, Subtract, Multiply	2 days for homework completion	26/81 topics Add, subtract, multiply
	9/1/21	4	ALEKS	8	21/81 topics: Add, Subtract, Mult.		34/81 topics: Area and Volume		32/81 topics: Area and Volume	keep MRP before break	40/81 topics: Division
	9/1/21	4	ALEKS	13	31/81 topics: Area and Volume		36/81 topics: Division		37/81: Division		35/81 topics: Division
	9/1/21	2	ALEKS	13	30/81 topics: Division	Q2: Move to 2 days per week	37/81 topics: Division		39/81 topics: Division		46/81 topics Percent
	9/1/21	4	ALEKS	2	15/81 topics: Add, Subtract, Mult		30/81 topics: Area and Volume		32/81 topics: Area and Volume		49/81 topics Integers
	12/17/21	2	ALEKS	23	N/A		N/A		38/81 topics: Area and Volume		71/81 Topics Equations
	9/1/21	4	ALEKS	13	28/31 topics: Area and Volume		34/81 topics: Area and Volume		33/81 topics: Ratios and Rates		35/81 topics Ratios
	9/1/21	4	ALEKS	8	9/81 topics: Add, Subtract, Mult.		13/81 topics: Add, Subtract, Mult.		21/81 topics: Add, Subtract, Mult.		21/81 topics: Add, Subtract, Mult.
	11/5/21	4	ALEKS	18	N/A	Enter Q2	34/81 topics: Area and Volume		36/81 topics: Area and Volume		34/81 topics: Division
	11/5/21	4	ALEKS	16	N/A	Enter Q2	16/21 topics: Add, Subtract, Mult.		25/81 topics: Add, Subtract, Multiply		46/81 topics: Division

Reading & Math Intervention Coventry High School

February 2022



Reading Intervention General Information

ELEMENTS OF CONTEMPORARY READING

- X students placed in Elements of Contemporary Reading (ABA students)
- Use of LLI and Lexia

SATE READING LABS 9-12

- XX students total
- X grade 9 students will be exited for S2
- Use of content resources to teach reading skills and strategies

READING LAB 10 & READING LAB 11

- X students placed in Reading Lab 10
- X students placed in Reading Lab 11
- Use of content resources to teach reading skills and strategies

**100% of
identified
students
are being
serviced**

Artifact BBB



Data Reminders

- Expectation for BAS is a growth of 3 levels



Grade 4	26	Q, R, S
Grade 5	28	T, U, V
Grade 6	30	W, X, Y
Grade 7	32	Z
Grade 8	34	Z

- Expectation for BRI is a growth of 1 level.

3

1

READING LAB DATA

August 2021- February 2022

4

Artifact BBB



Celebrations

- 72% of students serviced have already met the target for adequate yearly growth
- X students were exited midyear -- x sophomores x juniors
 - X juniors “on watch” with reading check-ins for S2 per student and parent request to be exited

5



Students Who Did Not Make Progress

- █ students did not make progress

6

Artifact BBB

How Can We Continue to Address Areas of Need?

- Continuously refine the reading “curriculum” to fit student needs, particularly in anticipation of new “SATE” model next year.
- Update CHS Academic & Content Vocabulary document in preparation for the 2022-2023 school year.
- Heavy instructional focus on close reading, making inferences, and synthesizing information from multiple sources for S2.
- Send another Google Form to content teachers for S2 to determine most important reading strategies per grade/content.

7



Math Intervention General Information

Algebra 1 Lab

- X Students enrolled Lab
- X students also receive Special Education services
- X grade 9 students exited for S2 due to scheduling conflicts. [REDACTED] receive Special Education services.
- X grade 9 studentS exited after Q1 due to change in educational plan. This student receives Special Education services.
- X grade 11 studentS transferred into district at the start of Q2
- X students have had extended absences for health reasons

Geometry Lab

- X students enrolled in lab
- X students also receive Special Education services
- X grade 10 students exited and withdrew from Coventry Public Schools at the end of Q1
- X students have had extended absences for health reasons

Algebra 2 Lab

- X Students enrolled in Lab (each student attends 3 times per week due to scheduling conflicts)
- X students also receive Special Education services
- X students have had extended absences for health reasons

8

2

MATH LAB DATA

August 2021- February 2022



Celebrations

Algebra 1

- X students have shown progress in ALEKS since September
- X students have a passing grade for S1 in Algebra 1 class, Algebra 1 Lab, or both.

Geometry

- X students have shown progress in ALEKS since September
- X students have a passing grade for S1 in Geometry class, Geometry Lab, or both.

Algebra 2

- X students have shown progress in ALEKS since September
- X students have a passing grade for S1 in Algebra 2 class, Algebra 2 Lab, or both.

Artifact BBB



Students Who Did Not Make Progress

- students did not make progress

11

How Can We Continue to Address Areas of Need?

- Continue to utilize common plan time to refine math instructional materials designed support student skill development and address skill gaps.
- Continue collaboration with Guidance and school support staff to promote increased student attendance in Lab classes.
- Continue to communicate with parents/guardians where appropriate to support student school attendance.

12

Artifact BBB

Reading: every parent has been contacted at least 3 times. At this point, every parent has a copy of their child's initial and midyear data/progress. They have also received a copy of their child's reading goal and soon will receive the midyear reading goal reflection.

Math: parents/guardians of students with absences, suspensions, or lack of progress have been the key focus for regular communication with home by teachers, guidance and administrators. Intervention rational has been shared with parents/guardians.

PARENT CONTACT

September 2021-February 2022



**Connecticut's American Rescue Plan (ARP) Act, 2021
Elementary and Secondary School
Emergency Relief Fund (ESSER) Guidance:
Reimagining Schools to Transform Students' Lives**



**Connecticut State Department of Education
June 3, 2021**

American Rescue Plan (ARP) Act, 2021

Elementary and Secondary School Emergency Relief Fund (ARP ESSER)

Our Connecticut school communities—with students at the center—continue to be bold and innovative as they respond to the COVID-19 pandemic. In partnership with districts, stakeholders, students, and families, the Connecticut State Department of Education (CSDE) is planning a transformative and equitable recovery starting with [summer initiatives](#) for learning and fun every day, everywhere, and continuing forward into the next school year. The CSDE and the Connecticut Department of Public Health (DPH), in collaboration with the Office of the Governor, the Office of Early Childhood (OEC), and Office of Policy and Management, are promoting an educational response focused on renewal, reducing opportunity gaps, accelerating learning and advancing equity by providing access to supports, resources, and enhanced enrichment opportunities.

The United States Department of Education (USED) has recognized the importance of supporting these efforts, particularly with the infusion of resources to support education in Connecticut. The American Rescue Plan Act of 2021 Elementary and Secondary School Emergency Relief Fund (ARP ESSER) has granted the State of Connecticut an additional \$1,105,919,874, providing the opportunity to develop bold, high-impact plans to address the substantial disruptions to student learning, interpersonal interactions, and social-emotional well-being. This represents a total of \$1,709,414,391 in federal COVID-19 relief funding specifically directed to education in Connecticut since the start of the pandemic.

ESSER I created the opportunity to **survive**, ESSER II created the opportunity to **thrive**, and ARP ESSER is Connecticut's opportunity to **transform** our schools. School districts' use of ESSER II funding was shaped by the CSDE [State-Level Priorities](#) for education. **This document, Connecticut's ARP ESSER Guidance, expands upon those priorities while providing specific examples of the initiatives local education agencies (LEAs) can adopt to accomplish our common goals of education renewal, learning acceleration, and enrichment for every student.** We urge LEAs to reflect on the needs assessment conducted for the ESSER II application and to consider how ARP ESSER funds might help expand the depth and breadth of existing initiatives in their LEA ARP ESSER Plan.

Commitment to Equity:

It is our collective responsibility to fulfill the priorities outlined on the following page through an equity-focused lens. Access must be focused on our preK-12 populations most disproportionately impacted by COVID-19, including students of color, students with disabilities, English learners, students experiencing homelessness, disengaged youth, youth in foster care, students from low-income families, students involved in the justice system, and/or who experienced barriers to remote learning or whose progress was disrupted.

State-Level Priorities Revisited: *Reimagining Schools to Transform Students' Lives*

While all of the existing State-Level Priorities shaping the school community's work over the past year remain important, some have evolved. For ARP ESSER, CSDE revisited the State-Level Priorities to reflect the collective call to think boldly and create transformative programs for the students of Connecticut.

- **Learning Acceleration, Academic Renewal, and Student Enrichment:**
Advancing equity and access in education for students in Connecticut remain top priorities. Resources must focus on academic supports and recovery to accelerate learning for our students, particularly those disproportionately affected by the pandemic.
- **Family and Community Connections:**
The complex issues brought about by the pandemic have made it clear that the success of schools, families, and communities are interdependent and all have a stake in students' well-being. Investing in mutually beneficial school-family-community partnerships will not only support students to achieve their full potential, but it will also strengthen families and stabilize communities.
- **Social, Emotional, and Mental Health of the Students and of our School Staff:**
The school community experience during the pandemic has been one of collective challenge and trauma. We must be prepared to use strategic wraparound social, emotional, and mental health supports to restore and successfully re-engage our school communities.
- **Strategic Use of Technology, Staff Development, and the Digital Divide:**
Applying what we have learned during the pandemic requires careful consideration of the importance of student access to in-person learning and enrichment balanced with the strategic use of technology to engage and expand learning opportunities. Resources should be allocated to maintain or upgrade access to technology and connectivity for the long term and to ensure that technology training and support is provided to students, school staff, and families to maximize student outcomes.
- **Building Safe and Healthy Schools:**
Ensuring our school buildings are safe and healthy environments that enable all of our students to excel remains an important aspect of recovering from COVID-19. Resources may be used consistent with federal relief funding allowable uses as a means to continue facility repairs and improvements, such as improving ventilation and providing more space for distancing. Resources should continue to be allocated to support the physical health and safety of our students and staff (e.g., to ensure adequate personal protective equipment).

Required LEA Plans for ARP ESSER Funding

ARP ESSER shares many similarities with its predecessor, ESSER II; however, there are three key differences that LEAs are required to consider while planning their application as indicated below.

Checklist

- Safe Return to In-Person Instruction and Continuity of Services Plan (must be publicly available online 30 days after receiving ARP ESSER Funds: June 23, 2021):** LEAs are required to publish a plan for the safe return to in-person instruction and continuity of services, [which the CSDE has provided a template for](#), that includes the extent to which the LEA has adopted policies and a description of any such policies on each of the following (section 2001(i)(1) of ARP):
 - **Health and safety strategies:**
 - universal and correct wearing of masks;
 - physical distancing (e.g., use of cohorts/podding, handwashing and respiratory etiquette);
 - cleaning and maintaining healthy facilities, including improving ventilation;
 - contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, and/or Tribal health departments;
 - diagnostic and screening testing;
 - efforts to provide vaccinations to educators, other staff, and students, if eligible; and
 - appropriate accommodations for children with disabilities with respect to health and safety policies, as well as coordination with state and local health officials.
 - **Continuity of services (including but not limited to):**
 - Addressing student academic needs, as well as student and staff social, emotional, mental, and other health needs, which may include student health and food services.

Further considerations

Federal regulations **require all of these plans to be made publicly available online**. It is also required that these plans be in an understandable and uniform format; to the extent practicable, are written in a language that parents/guardians can understand or, if not practicable, orally translated; and upon request by a parent/guardian who is an individual with a disability, provided in an alternative format accessible to that parent/guardian.

Before making its plan publicly available, an LEA must seek public comment on the plan and develop the plan after taking into account public comment. If an LEA developed a plan before ARP was enacted that does not address the above requirements but otherwise complied with the requirements for public posting and comments, the LEA must revise its plan **no later than six months after it last reviewed its plan**.

LEAs are required to review and, as appropriate, revise their *Safe Return to In-Person Instruction and Continuity of Services Plan* **at least every six months** through September 30, 2023, including seeking public input and taking such input into account in determining whether to revise the plan and, if revisions are determined necessary, on the revisions it makes to its plan.

For further context you can reference [The American Rescue Plan Act](#) or the [Interim Final Requirements of ARP ESSER](#).

- **LEA ARP ESSER Plan (application was released by CSDE on May 24, 2021, and is due August 16, 2021):** Federal regulations requires LEAs to submit a plan that at minimum describes:
 - How the LEA will use the mandatory **20% set-aside** to **address the academic impact of learning loss** (note federal regulation uses term, "lost instruction time") through the implementation of evidence-based interventions such as summer learning or enrichment, extended day, comprehensive after school, or extended school year programs
 - How the remaining ARP ESSER funds consistent with statutory requirements will be used
 - How the LEA will ensure that the ARP ESSER funded interventions, including but not limited to the 20% set-aside, will respond to the academic, social, emotional, and mental health needs of all students, particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children and youth in foster care, and migratory students
 - How and to what extent ARP ESSER funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance on reopening schools

- LEAs **must engage in meaningful consultation with stakeholders when creating their LEA ARP ESSER Plan.** The description must include how the LEA provided the public the opportunity to provide input in the development of the plan, a summary of the input (including any letters of support), and how the LEA took such input into account.
 - Stakeholders with whom the LEA should consult include, but are not limited to:
 - students;
 - families/legal guardians;
 - school and district administrators (including special education administrators);
 - teachers, principals, school leaders, other educators, school staff, and their unions;
 - Tribes (if applicable);*
 - civil rights organizations (including disability rights organizations);*
 - stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children and youth in foster care, migratory students, children who are incarcerated, and other underserved students.*

**To the extent present in or served by the LEA*

Further considerations

ARP ESSER Funds must be obligated by September 30, 2024.

Federal regulations **require LEAs to use evidence-based interventions when addressing the academic impact of learning loss.** LEAs are encouraged to consult the [CSDE Evidence-Based Practice Guides](#), which are intended to inform school and district decision-making regarding instructional and student support programming and to optimize the use of local, state, and federal school improvement funds, much like ARP ESSER. LEAs are encouraged to also utilize well-regarded evidence bases such as the [EdResearch for Recovery Project](#).

To assist LEAs in meeting the **federal requirement of meaningful consultation with stakeholders**, we encourage LEAs to consult [Connecticut's Framework for Family Engagement](#), their local [Regional Educational Service Center \(RESC\)](#), the [State Education Resource Center \(SERC\)](#), and the [Counsel of Chief State School Officers \(CCSSO's\) handbook](#).

For further context, districts can reference [The American Rescue Plan Act](#) or the [Interim Final Requirements of ARP ESSER](#).

Initiatives/Resources to Spark Innovation

The priorities outlined advance the power of developing robust partnerships with community and education stakeholders, including the CSDE, and encourage LEAs to explore how they can serve the “whole student.” Transformation will occur when we leverage existing and/or form new school-family-community partnership structures, especially when these partnerships advance more than one priority. This chart provides information about some implementable initiatives and resources in Connecticut and nationwide that an LEA may wish to pursue or build upon. Note that it is not an exhaustive list and will continue to be updated.

Initiatives/Resources		at least 20% set aside	Learning Acceleration, Academic Renewal, & Student Enrichment	Family & Community Connections	Social, Emotional, & Mental Health	Strategic Use of Technology & Staff Development	Building Safe & Healthy Schools
Connecticut-Based Initiatives/Resources	CT Learning Hub: This resource supports statewide access to high-quality, high-impact resources from CSDE and external partners to support academic, social, and emotional, multilingual access. The Hub provides eight sub hubs to meet the needs of educators, parents/guardians, students, and communities, including on-demand professional development resources supporting each statewide priority.	X	X	X	X		
	TeachRock: With the support of CSDE and Governor Lamont , LEAs can apply to utilize TeachRock as a creative way to engage students and help them achieve success in their studies. This integrated model arts curricula weaves music history through core subjects such as English language arts and social studies. Partner LEAs will take part in focused professional learning on designing engaging instruction and on the implementation of TeachRock curricula materials, which will all be available in an online library.	X		X	X		
	Social-Emotional Learning (SEL) Assessment with DESSA: The CSDE has contracted with Aperture Education to provide the DESSA SEL assessment system, access to the online portal, training, and on-going support at no cost to school districts. Aperture has a specific information page for Connecticut districts .				X	X	
	Advancing Wellness and Resilience Education: Taking inspiration from Project AWARE which is currently being implemented in three public schools across Connecticut: Middletown, Naugatuck, and Windham, LEAs should explore partnerships and collaboration between state and local systems to promote the healthy development of school-age youth and prevent youth violence. AWARE sets out to increase awareness of mental health issues of school-age youth, train educators and other youth-serving adults to detect and respond to mental health issues, and connect youth and families to appropriate services.			X	X		

External organizations have not been vetted, approved, or endorsed by the state; they are included here as example resources.

Artifact CCC

Connecticut's ARP ESSER Guidance: Reimagining Schools to Transform Students' Lives

Initiatives/Resources		at least 20% set aside				
		Learning Acceleration, Academic Renewal, & Student Enrichment	Family & Community Connections	Social, Emotional, & Mental Health	Strategic Use of Technology & Staff Development	Building Safe & Healthy Schools
Connecticut-Based Initiatives/Resources	<p>AccelerateCT Framework: The bold, redesigned educational response to learning outlined in AccelerateCT will promote renewal, reduce opportunity gaps, accelerate learning, and advance equity to allow for the most effective response to the disruption caused by the COVID-19 pandemic. On the document's companion webpage, you will find strategies broken down by priority as well as age group.</p>	X	X	X	X	
	<p>Evidence-based mentorship programs: The Governor's Prevention Partnership provides mentoring programs and youth development professionals with the knowledge and resources needed to help young people thrive. By collaborating with the Governor's Prevention Partnership, LEAs can learn how to harness mentoring best practices and cutting-edge research to create a vibrant mentoring program and facilitate transformational mentoring experiences.</p>			X		
	<p>Connecticut School-Based Diversion Initiative (SBDI): In partnership with CSDE, SBDI helps keep kids in school, improve student outcomes, and ensure that students receive fair and equitable in-school discipline regardless of mental health, special education needs, or demographic characteristics such as race or ethnicity. SBDI is proven to reduce rate of in-school arrests, expulsions, and out-of-school suspensions.</p>	X	X	X		
	<p>LRP Special Education Connections: The CSDE provides a subscription to Special Education Connections, a special education e-News and resources website, at no cost to school districts. To assist with the special education complexities due to the pandemic, CSDE has upgraded subscriptions to include access to LRP legal case law. LRP provides concise summaries of significant local and national case decisions, evolving policy guidance, and regulatory changes directly to your e-mail inbox every week. If you don't know your district's login information, or you would like to schedule a free online orientation to learn more about Special Ed Connection®, contact the Special Ed Connection® Hotline at specialcon-nection@lrp.com or dial 800-515-4577 x6303.</p>	X		X		
	<p>Engaging Families through Home Visits: Research shows that family engagement helps students succeed, and following a very disconnected and challenging year, home visit programs and similar offerings are more important than ever. Drawing inspiration from Parent Teacher Home Visits, districts in Connecticut are already implementing programs and seeing marked success.</p>	X	X			

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Artifact CCC

Connecticut's ARP ESSER Guidance: Reimagining Schools to Transform Students' Lives

Initiatives/Resources		at least 20% set aside	Learning Acceleration, Academic Renewal, & Student Enrichment	Family & Community Connections	Social, Emotional, & Mental Health	Strategic Use of Technology & Staff Development	Building Safe & Healthy Schools	
Connecticut-Based Initiatives/Resources	<p>School Based Health Centers (SBHC): Inspired by Connecticut's School Based Health Centers (SBHC), LEAs can partner with local providers to create health centers located within or on school grounds that serve students in grades preK-12. SBHCs are comprehensive primary healthcare facilities licensed as outpatient clinics or as hospital satellites. The health centers are staffed by multi-disciplinary teams of pediatric and adolescent physical, mental, and behavioral health specialists.</p>			X	X			
	<p>Apex Learning: In partnership with CSDE, all Connecticut students in grades 6-12 can access Apex's online course catalogue for credit recovery, enrichment, and personal learning. This online tool is free for Connecticut schools and supports student needs from foundational skills to advanced coursework and everything in between.</p>		X			X		
	<p>Defined Learning: In partnership with CSDE, this online curricula resource is at no cost to LEAs and provides project- and career-based learning for all Connecticut K-12 students. Supplementing the local curricula, Defined Learning elevates the level of engagement in real-world inquiry projects, enrichment, and asynchronous and independent learning with a career focus.</p>		X			X		
	<p>Educators Rising: With the support of CSDE and Governor Lamont, this national curriculum introduces high school students early on to careers in education and diversifies pipelines to the state's educator workforce based on research showing that pre-college engagement of prospective teachers allows districts to invest in current students of color while also cultivating future educators.</p>		X					
	<p>NextGen Educators: With the support of CSDE and Governor Lamont, this program is designed to bring highly motivated college students seeking education degrees into Connecticut's classrooms today. Not only does this initiative address today's most pressing needs, but it can also serve as an innovative teacher pipeline for well-qualified educators, now and into the future. Currently, four universities have placed close to 100 students in districts, and many will be hired to work during the summer months to assist with summer school and learning loss.</p>		X					
	<p>NEAT Marketplace at Oak Hill: The CSDE is dedicated to supporting LEAs', families and students with their Assistive Technology needs. CSDE provides, at no cost to school districts, NEAT membership which includes AT Webinars, Lending Library, Professional Development, and support to build capacity.</p>				X		X	

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		at least 20% set aside				
Initiatives/Resources		Learning Acceleration, Academic Renewal, & Student Enrichment	Family & Community Connections	Social, Emotional, & Mental Health	Strategic Use of Technology & Staff Development	Building Safe & Healthy Schools
Connecticut-Based Initiatives/Resources	Career Pathways: The Office of Workforce Strategy (OWS) will provide technical assistance to districts and schools seeking to develop new career-focused courses, giving middle and high school students essential skills to begin their careers in an in-demand industry.	X				
	Work-Based Learning: OWS will assist districts and schools in fostering local employer partnerships to develop internship, pre-apprenticeship, job shadow, or mentorship opportunities for middle and high school students.	X	X			
	Dual Credit/Dual Enrollment: OWS will provide strategic support to districts and schools interested in developing new opportunities for high school students to earn college credit in a professional area of interest while working towards high school graduation requirements.	X				
	Digital Literacy Professional Development: OWS will assist districts and schools in forming partnerships with leaders in the technology and technology education sectors who can offer high-quality training to teachers. This will be crucial for preK-12 educators who wish to make continued use of the unprecedented influx of technology into schools over the past year by effectively embedding technology into in-person learning experiences going forward.	X			X	
	Family Resource Centers (FRC): Connecticut's FRCs provide access, within a community, to a broad continuum of early childhood and family support services that foster the optimal development of children and families. LEAs have an opportunity to partner with FRCs to expand their support of student learning and well-being beyond the school building.	X	X		X	
	Youth Service Bureaus (YSB): YSBs serve as the coordinating unit for community-based youth services to provide comprehensive delivery of prevention, intervention, treatment and follow-up services. Services range from counseling, employment and training, enrichment activities, truancy interventions, juvenile justice system diversion, and other positive youth development programs for families and youth. LEAs are encouraged to create partnerships with YSBs to enhance services provided to their students.			X	X	

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Initiatives/Resources	at least 20% set aside				
	Learning Acceleration, Academic Renewal, & Student Enrichment	Family & Community Connections	Social, Emotional, & Mental Health	Strategic Use of Technology & Staff Development	Building Safe & Healthy Schools
<p>Reframing the school day/year: Massachusetts, Texas, New York, and California are a just a few states where districts have embraced the evidence based-approach to reimagining when and how long students attend school. There are many ways to expand learning time, so we encourage districts to consider what model might work best for their students and families in order to best facilitate learning recovery and student enrichment. Expanding learning time is proven to help underserved students accelerate learning.</p>	X				
<p>High-quality tutoring: Research shows that personalized, intensive tutoring accelerates students learning and that those learning gains persist overtime. Whether implementing high-quality tutoring in person or utilizing online tutoring services, LEAs are encouraged to consider how tutoring can accelerate learning for all students and do so beyond the upcoming school year.</p>	X				
<p>Rethinking classroom models: While adverse experiences like the COVID-19 pandemic can have profound effects on students, research shows that learning environments and conditions can be designed in ways that can help students overcome these effects and thrive. LEAs are encouraged to explore how they can make innovative changes to learning environments, including reducing class size or adding more hands on supports in the classroom, to achieve better outcomes for students.</p>	X		X		
<p>Programs outside of typical school hours: These programs can help students get back into an educational routine; help students feel connected to their peers, schools, and instructors; provide academic supports; and provide enrichment opportunities. ARP ESSER funds can be combined with Nita M. Lowey 21st Century Community Learning Centers Grant Program funds to create programs that support students from low-income backgrounds, students who are struggling, and students who are at risk of later academic disengagement.</p>	X	X	X		
<p>Enhance access to professional student support personnel: Increasing staffing of school social, emotional, and behavioral support personnel, including counselors, social workers, psychologists, nurses, and others, has a marked impact on student success. With increased capacity and access to services by students and families, districts are able to better serve the needs of all students, especially students who were disproportionately impacted by COVID-19. An innovative example of how to enhance access can be seen in Nashville Public Schools with their "Navigators" program.</p>	X		X		

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Artifact CCC

Initiatives/Resources	at least 20% set aside				
	Learning Acceleration, Academic Renewal, & Student Enrichment	Family & Community Connections	Social, Emotional, & Mental Health	Strategic Use of Technology & Staff Development	Building Safe & Healthy Schools
Student enrichment in partnership with community based organizations (CBOs): From YMCAs to Taekwondo Centers to art centers and beyond, our communities are filled with strong organizations that can help LEAs meet students where they are. LEAs have an opportunity to partner with CBOs to expand their support of student learning and well-being beyond the school building.	X	X			
Supporting educator mental health: As educators continue working during a global health crisis, educator well-being and support will be essential to school and district success . Drawing inspiration from Louisiana , LEAs might consider partnering with virtual therapy programs to provide affordable and convenient support for educators. The USED also encourages LEAs to host on-campus wellness fairs and to provide free wellness check-ups and free or reduced gym memberships from local community partners.	X		X		
Full-service community schools: Recommended by the USED, these integrated student support services leverage school sites and community-based resources to ensure students' social, emotional, physical, and mental health while also making sure their academic needs are better met. Further details can be found on pages 35-37 of the USED guidance.	X	X	X		
CCSSO Well-being and Connection: This guidance supports districts to address the critical set of challenges in planning for—and restarting—teaching and learning. Designed to be a comprehensive guide, this can be used to plan, launch, and sustain initiatives that address student and staff well-being, academic supports, and the system conditions necessary to make it all happen.	X	X	X	X	X
Designing for enrichment and healing: Taking inspiration from the success of Urban95 , an initiative using urban design to promote early childhood development, and the forthcoming book Schools that Heal , a collection of research-based designs to help schools be places of healing, much like Sandy Hook Elementary, we encourage LEAs to think about how they can utilize these funds to make meaningful investments. For students, it might be a creative space designed for collaboration, and for educators, it might be an intentional space to recharge.			X		X

Artifact CCC

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Initiatives/Resources	at least 20% set aside				
	Learning Acceleration, Academic Renewal, & Student Enrichment	Family & Community Connections	Social, Emotional, & Mental Health	Strategic Use of Technology & Staff Development	Building Safe & Healthy Schools
Involve families in learning: One way to do this is through Interactive Homework , an evidence-based model of interactive homework to regularly keep families informed and involved in their children’s learning and help more students complete their homework and improve their skills. Interactive homework creates a three-way partnership involving students, families, and schools.	X	X			
Relationship mapping strategy: Inspired by the work of Making Caring Common , districts can ensure each student in their school has a positive connection with at least one school adult using this step-by-step guide. Research has shown that a positive connection can have tremendous benefits that include improved social-emotional capacities.	X		X		
Digital wellness program for students: Using The Student Resilience Project as a model of an alternative to in-person support, districts can create a web-based, research-informed toolkit to encourage students’ well-being by helping them learn to manage stress in healthy ways and increase their sense of belonging. Websites could feature videos, skill-building activities, resources, and more.		X	X	X	
Hands-on ‘green’ curriculum: Drawing inspiration from the Green Bronx Machine Curriculum , implement curriculum that combines the art and science of growing food. This can help educators reach students of all abilities while also teaching personal responsibility, building entrepreneurial skills, promoting workforce development, and transforming lives, one seed at a time.	X	X	X		X
FAFSA Completion and Postsecondary Enrollment: Although increasing economic insecurity and labor market expectations make postsecondary education and postsecondary financial assistance more important than ever, Connecticut’s FAFSA completion rate and postsecondary enrollment rate lags previous years’ and other states’. Districts can expand their own efforts, support students’ use of online scholarship and college advising platforms like CollegePoint , or partner with regional financial aid counselors through CONNTAC, Inc. to encourage postsecondary enrollment and put it within reach of family budgets.	X				

Artifact CCC

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Authorized Uses of ARP ESSER Funds

LEAs may use funds for any activity authorized under the major federal grant categories including the Elementary and Secondary Education Act (ESSA), the Individuals with Disabilities Education Act (IDEA), the Adult Education and Family Literacy Act (AEFLA), the Carl D. Perkins Career and Technical Education Act (Perkins), or the McKinney-Vento Homeless Education Assistance Act. The following more specifically describe the types of eligible activities under section 2001(e)(2) of ARP:

- Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the local educational agency, including by: (A) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction; (B) Implementing evidence-based activities to meet the comprehensive needs of students; (C) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; (D) Tracking student attendance and improving student engagement in distance education.
- Coordination of preparedness and response efforts of local educational agencies with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.
- Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agency.
- Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the IDEA and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the local educational agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment
- Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.
- Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems; filtering, purification and other air cleaning; fans, control systems, and window and door repair and replacement.
- Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the CDC for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.
- Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.



The Connecticut State Department of Education is committed to a policy of affirmative action/equal opportunity for all qualified persons. The Connecticut Department of Education does not discriminate in any employment practice, education program, or educational activity on the basis of age, ancestry, color, civil air patrol status, criminal record (in state employment and licensing), gender identity or expression, genetic information, intellectual disability, learning disability, marital status, mental disability (past or present), national origin, physical disability (including blindness), race, religious creed, retaliation for previously opposed discrimination or coercion, sex (pregnancy or sexual harassment), sexual orientation, veteran status or workplace hazards to reproductive systems, unless there is a bona fide occupational qualification excluding persons in any of the aforementioned protected classes.

Inquiries regarding the Connecticut State Department of Education's nondiscrimination policies should be directed to: Levy Gillespie, Equal Employment Opportunity Director/Americans with Disabilities Act (ADA) Coordinator, Connecticut State Department of Education, 450 Columbus Boulevard, Suite 505, Hartford, CT 06103, 860-807-2071, levy.gillespie@ct.gov.

Coventry Public Schools

Administrative Budget Proposal
American Rescue Plan (ARP) Funds

Our Connecticut school communities—with students at the center—continue to be bold and innovative. The United States Department of Education (USED) has recognized the importance of supporting these efforts, particularly with the infusion of resources to support education in Connecticut. The American Rescue Plan Act of 2021 Elementary and Secondary School Emergency Relief Fund (ARP ESSER) has granted the State of Connecticut an additional \$1,105,919,874, providing the opportunity to develop bold, high-impact plans to address the substantial disruptions to student learning, interpersonal interactions, and social-emotional well-being as they respond to the COVID-19 pandemic.

~Connecticut's ARP ESSER Guidance~

Coventry Public Schools

Administrative Budget Proposal American Rescue Plan (ARP)

Stakeholder Engagement:

Per the *Connecticut's ARP ESSER Guidance*, “engagement in meaningful consultation with stakeholders when creating ARP ESSER Plan is required.” Our engaged stakeholders include: Families, School and District Administrators, Teachers, School Staff and Unions, along with our Board of Education.

Superintendent of Schools hosted meetings with Leadership Team **members to review Connecticut's ARP ESSER guidance**, highlighting grant requirements and engaged members in drafting a plan based upon discussed spending priorities. The Safe Return to In-Person Instruction and Continuity of Services Plan was posted publicly on school website and parents/guardians were invited to share feedback via school survey sent to families.

Safe Return to In-Person Instruction and Continuity of Services Plan policy requirements:

“The plan is to include health and safety strategies to include universal and correct wearing of masks, physical distancing, cleaning and maintaining healthy facilities, including improved ventilation, contact tracing in collaboration with health department, efforts to provide vaccinations to school community, and appropriate accommodations for children with disabilities with respect to health and safety policies.

In addition, continuity of services must address student academic needs, as well as student and staff social, emotional, mental, and other health needs.” ~ *Connecticut's ARP ESSER Guidance*

Important Dates



June 23, 2021

“Safe Return to In-Person Instruction and Continuity of Services Plan” must be made publicly available online.

August 16, 2021

ARP ESSER Plan application is due.

Sept. 24, 2024

ARP ESSER Funds must be obligated.

Allowable Uses of ARP ESSER Funds for the Board of Education Approval¹

- * Addressing Learning Loss through administration of high-quality assessments and differentiating instruction
- * Coordination of preparedness and response to prevent, prepare for and respond to coronavirus
- * Providing necessary resources to principals and school leaders to address the needs of their students
- * Address the unique needs of special student populations, including how outreach and service delivery will meet the needs of each population
- * Improvement of preparedness and response efforts of local educational agencies
- * Training and professional development for staff on sanitation and minimizing the spread of infectious diseases
- * Purchasing of PPE and supplies to continue sanitization and cleaning of facilities
- * Purchase educational technology to aid in educational interaction between students and their classroom instructors
- * Provide mental health services and supports to students and staff
- * Planning and implementing activities related to summer learning and afterschool programs
- * Facilitate repairs and improvements to operation of schools to reduce the risk of virus transmission and exposure to environmental health hazards
- * Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve indoor air quality in school facilities
- * Develop strategies and implementation of public health protocols in line with the CDC guidance, to the greatest extent possible, to effectively maintain the health and safety of students, educators, and staff

¹ [Connecticut's American Rescue Plan \(ARP\) Act, 2021 Elementary and Secondary School Emergency Relief Fund \(ESSER\) Guidance: Reimagining Schools to Transform Students' Lives](#)



Priority 1: Learning Acceleration, Academic Renewal, and Student Enrichment (Required)

Advancing equity and access in education for students in Connecticut remain top priorities.

Resources must focus on academic supports and recovery to accelerate learning for our students, particularly those disproportionately affected by the pandemic. ~Connecticut's ARP ESSER Guidance~

Minimum 20% required set aside for Priority 1

Coventry Public School's SMART Goal aligned with Priority 1 will focus on hiring certified teachers to support after school math and reading programs, math intervention, additional classroom push-in instruction, and the needs of the special populations to increase its District Performance Index in math from 71.6 to 72.7 by 2024 and its Smarter Balanced Growth for ELA from 72.1 to 83.5 by 2024.

What/How:

1. Coventry Public Schools will add two, full-time, certified math interventionist positions, one at Coventry Grammar School and one at G. H. Robertson School. We will be able to provide more intervention during the intervention block to students below or approaching grade level in math, and we will be able to provide more in-class push-in instruction with an additional certified teacher. Intervention programming is evidenced-based and standards aligned.
2. We will continue Summer Academy and after school programming in reading and math for students in Grades K-5 who are below or approaching Grade Level. This strategy will involve hiring twelve teachers for four hours per day, for ten days for Summer Academy and hiring six teachers for one hour a day, two days a week, for 21 weeks for after school programming.
3. A tutoring program will be added at all schools two days a week, for an hour a day, for 21 weeks to support the academic needs of the lowest performing Tier III students. A mathematics and

When/Outcome:

1. *2021-2022 school year*
Increase numbers of students serviced in intervention; progress monitoring data from intervention; fluency data; IAB performance data in Grades 3-5.
2. *2022-2023, 2023-2024 school year* (already in place for 2021-2022)
Attendance at after school programming of students identified for additional programming. Progress monitoring data for Lexia and mid and end of module math assessments.
3. *2022-2023*
Measurements of growth based on entrance to tutoring assessment data such as SBAC, NWEA MAP, SAT data and grades. Progress monitoring data related to instructional materials used in tutoring, improvement in-class assessments in reading and math to include fluency assessments, performance tasks, and interim assessment blocks.

Artifact DDD
Coventry Public Schools



reading tutor will work individually with students at all four schools.

4. We will continue to implement Zearn math and Lexia Core 5 to support core instruction, after school programming, and intervention.

5. Coventry Public Schools will continue to provide professional development to ensure teachers are prepared to accelerate learning, compact curriculum, ensure appropriate curricular pacing with an emphasis on high priority standards, and support teachers in using assessment data to inform instruction for individual and aggregate groups of students.

4. 2022-2023

End of module assessments, progress monitoring assessments.

5. 2022-2023

Professional learning opportunities aligned to district goals and focused on the acceleration of learning, curriculum compacting, pacing, and assessment data developed and included in CPS Professional Development plan. Updated curriculum and pacing documents. Continued improved student achievement data, as measured by interim assessment block data, BAS data, and NGSS and SAT mock assessments.

Priority 2: Family and Community Connections

The complex issues brought about by the pandemic have made it clear that the success of **schools, families, and communities are interdependent and all have a stake in students' well-being**. Investing in mutually beneficial school-family-community partnerships will not only support students to achieve their full potential, but it will also strengthen families and stabilize communities.

~Connecticut's ARP ESSER Guidance~

Coventry Public School's SMART Goal aligned with Priority 2 will be addressed by implementing a new program, *Family Outreach Saturdays*, and the percentage of parents, families, and guardians of K-5 students who will engage with the new program focused on supporting them will reach a participation rate of 10%.

What/How:

On ten Saturday mornings throughout the year, we will hold a Family Outreach Saturday, each of which will be focused on a different topic or event and will include speakers, presentations, networking, and support for parents, families, and guardians. Programs will include Literacy Breakfasts, topics related to social work and social and emotional well-being as well as health. Programs will

When/Outcome: 2021-2022 School Year

Evidence of progress will be identified by the following action steps:

1. Solicitation of input from families on topics for the Outreach Saturdays.
2. Development of Session Agendas for all 10 sessions.
3. All families are invited to sessions, and K-12 PTO is involved in promoting sessions.

Artifact DDD
Coventry Public Schools



promote family networking with mental health professionals and access to supports related to parenting. The program will also provide the opportunity for students to engage in playgroups.

4. Identification of the 10% of parents and families that we would most like to engage in attending and the use of personalized strategies to promote their attendance.

5. Tracking of attendance of parents and families at each session.

We will solicit input and feedback on exit surveys following each session and use that feedback as well as attendance data to determine the impactfulness of the strategy.

Priority 3: Social, Emotional, and Mental Health of the Students and of our School Staff

The school community experience during the pandemic has been one of collective challenge and trauma. We must be prepared to use strategic wraparound social, emotional, and mental health supports to restore and successfully re-engage our school communities.

~Connecticut’s ARP ESSER Guidance~

Coventry Public School’s SMART Goal aligned with Priority 3 will entail providing additional training for school social workers and psychologists, increasing home visits to students and families of those chronically absent, through which the district will decrease its chronic absenteeism from 7.85% to 6.95% by 2024.

What/How:

Provide additional training to social workers, psychologists, and school counselors about approaches to building relationships with families and students using home visits. Review data and establish priority groups of students who most need additional engagement and for whom we better need to understand their strengths and challenges. Craft engagement strategies for parents, families, and students, taking a multi-tiered approach that is amplified in the fall and continues through the school year and summer. Adopt additional approaches for home visits.

When/Outcomes: *2021-2022 School Year*

Implementation of trainings for staff. Staff review of CSDE Attendance Works "A Guide to Using, ‘Attendance Playbook: Smart Strategies for Reducing Chronic Absenteeism in the Covid Era’" and completion of data analysis. Exploration and identification of possible interventions. Selection and implementation of district strategies. Chart of implementation of strategies which will include targeted home visits, incentives, positive messaging, and other approaches identified by the team. Improved student attendance data will demonstrate the impactfulness of the strategy.



Other Allowable Uses

1. Provide enrichment summer programming to all interested students in Grades K-8
 2. Provide enrichment programming at each school after school once a week for 15 weeks, grades K-12
-

Artifact DDD
Coventry Public Schools



ARP ESSER Funds Proposed Budget

100 - Personal Services > Salaries	\$441,806
1.0 FTE Math Interventionist: (21/22,22/23,23/24,Sept. 2024) GHR	\$308,426
.5 FTE Math Interventionist (21/22) CGS *0.5 FTE Math Interventionist covered by ESSER II	
1.0 FTE Math Interventionist (22/23,23/24, Sept.2024) CGS	
Summer Academy Teachers (22/23,23/24): CGS, GHR, CNH	\$35,200
Summer Academy Para-educators (Summer 2024) *21/22,22/23 covered by ESSER II Grant	\$2,400
Certified Site Supervisor for Summer Programming & Summer Enrichment (21/22,22/23) *including Summer Academies that were budgeted into ESSER II	\$16,000
Certified Program Developer for Summer Enrichment (21/22,22/23)	
After School Math & Reading Programming Teachers (22/23,23/24): CGS & GHR *21/22 covered by ESSER II Grant	\$22,660
After School Programming Site Supervisor (21/22,22/23,23/24)	\$9,000
1 Reading & 1 Math Tutor per school (21/22,22/23,23/24): CGS, GHR, CNH, & CHS	\$30,720
Summer Enrichment Teachers (21/22,22/23,23/24)	\$9,600
After School Enrichment Teachers (21/22,22/23): CGS, GHR, CNH, CHS	\$4,800
Program Developer & Program Administrator: Family Out Reach Saturdays (21/22)	\$3,000
200 - Personal Services > Employee Benefits	\$48,267
Insurance Benefits for two 1.0 FTE Math Interventionists (21/22,22/23,23/24)	\$48,267
300 - Purchased Professional and Technical Services	\$19,200
Presenter for Family Outreach Saturdays (21/22)	\$5,000
Social Work Consultant Fees - Family Outreach Saturdays (21/22)	\$3,200
Professional Developments for Social Workers & Psychologists: Successful Home Visits	\$1,000
Professional Development to support learning loss and accelerated learning (22/23)	\$10,000
400 - Purchased Property Services	\$23,243
Lexia Math Subscriptions (22/23,23/24,24/25): CGS, GHR, CNH	\$18,243
Zearn Math Subscription (22/23): CGS, GHR	\$5,000
600 - Supplies	\$33,404
Instructional Materials for Summer Academies (2022, 2023, 2024)	\$10,500
Instructional Materials for Family Outreach Saturdays (21/22)	\$5,157
Instructional Materials for After School Enrichment (21/22,22/23,23/24)	\$16,000
Instructional Materials for Summer Enrichment program (21/22,22/23,23/24)	\$1,747
Total Budget/Allocation	\$565,920

Coventry Public Schools

Administrative Budget Proposal for the American Rescue Plan Funds (ARP)

Coventry Board of Education - July 29, 2021

1

ARP Elementary and Secondary School Emergency Relief Fund

Our Connecticut school communities—with students at the center—continue to be bold and innovative. The United States Department of Education (USED) has recognized the importance of supporting these efforts, particularly with the infusion of resources to support education in Connecticut. The American Rescue Plan Act of 2021 Elementary and Secondary School Emergency Relief Fund (ARP ESSER) has granted the State of Connecticut an additional \$1,105,919,874, providing the opportunity to develop bold, high-impact plans to address the substantial disruptions to student learning, interpersonal interactions, and social-emotional well-being as they respond to the COVID-19 pandemic.*

**Coventry Public Schools has been allocated \$565,920
of which, 20% is required to be set aside for Priority 1**

* [Connecticut's American Rescue Plan \(ARP\) Act, 2021 Elementary and Secondary School Emergency Relief Fund \(ESSER\) Guidance: Reimagining Schools to Transform Students' Lives](#)

2

Artifact EEE

State-Level Priorities Revisited: Reimagining Schools to Transform Students' Lives

While all of the existing State-Level Priorities shaping the school community's work over the past year remain important, some have evolved. For ARP ESSER, CSDE revisited the State-Level Priorities to reflect the collective call to think boldly and create transformative programs for the students of Connecticut.

Below are the 5 priorities outlined in the ARP ESSER, we would like to focus on priorities 1, 2 and 3.

- **Priority 1: Learning Acceleration, Academic Renewal, and Student Enrichment:** Advancing equity and access in education for students in Connecticut remain top priorities. Resources must focus on academic supports and recovery to accelerate learning for our students, particularly those disproportionately affected by the pandemic.
- **Priority 2: Family and Community Connections:** The complex issues brought about by the pandemic have made it clear that the success of schools, families, and communities are interdependent and all have a stake in students' well-being. Investing in mutually beneficial school-family-community partnerships will not only support students to achieve their full potential, but it will also strengthen families and stabilize communities.

3

State-Level Priorities Revisited: Reimagining Schools to Transform Students' Lives

- **Priority 3: Social, Emotional, and Mental Health of the Students and of our School Staff:** The school community experience during the pandemic has been one of collective challenge and trauma. We must be prepared to use strategic wraparound social, emotional, and mental health supports to restore and successfully re-engage our school communities.
- **Priority 4: Strategic Use of Technology, Staff Development, and the Digital Divide:** Applying what we have learned during the pandemic requires careful consideration of the importance of student access to in-person learning and enrichment balanced with the strategic use of technology to engage and expand learning opportunities. Resources should be allocated to maintain or upgrade access to technology and connectivity for the long term and to ensure that technology training and support is provided to students, school staff, and families to maximize student outcomes.
- **Priority 5: Building Safe and Healthy Schools:** Ensuring our school buildings are safe and healthy environments that enable all of our students to excel remains an important aspect of recovering from COVID-19.

4

Artifact EEE

Priority 1: Learning Acceleration, Academic Renewal, and Student Enrichment (Required)

- “Advancing equity and access in education for students in Connecticut remain top priorities. Resources must focus on academic supports and recovery to accelerate learning for our students, particularly those disproportionately affected by the pandemic.”
~*Connecticut’s ARP ESSER Guidance*
- Coventry Public School’s SMART Goal aligned with Priority 1 will focus on hiring certified teachers to support Summer Academy, after school math and reading programs, math intervention, additional classroom push-in instruction, and the needs of the special populations to increase its District Performance Index in math from 71.6 to 72.7 by 2024 and its Smarter Balanced Growth for ELA from 72.1 to 83.5 by 2024.

5

Priority 1: Learning Acceleration, Academic Renewal, and Student Enrichment (Required)

How does Coventry plan to fulfill *Priority 1* Smart Goal?

- Adding two, full-time, certified math interventionist positions, one at Coventry Grammar School and one at G. H. Robertson School.
- Continuing Summer Academy and after school programming in reading and math for students in Grades K-5 who are below or approaching Grade Level.
- Adding a tutoring program at all schools two days a week, for an hour a day, for 21 weeks to support the academic needs of the lowest performing Tier III students.
- We will continue to implement Zearn math and Lexia Core 5 to support core instruction, after school programming, and intervention.
- Coventry Public Schools will continue to provide professional development to ensure teachers are prepared to accelerate learning, compact curriculum, ensure appropriate curricular pacing with an emphasis on high priority standards, and support teachers in using assessment data to inform instruction for individual and aggregate groups of students.

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Priority 2: Family and Community Connections

- “The complex issues brought about by the pandemic have made it clear that the success of schools, families, and communities are interdependent and all have a stake in students’ well-being. Investing in mutually beneficial school-family-community partnerships will not only support students to achieve their full potential, but it will also strengthen families and stabilize communities.” ~ *Connecticut’s ARP ESSER Guidance*
- Coventry Public School’s SMART Goal aligned with Priority 2 will be addressed by implementing a new program, Family Outreach Saturdays, and the percentage of parents, families, and guardians of K-5 students who will engage with the new program focused on supporting them will reach a participation rate of 10%.

Priority 2: Family and Community Connections

How does Coventry plan to fulfill *Priority 2* Smart Goal?

- On ten Saturday mornings throughout the year, we will hold a Family Outreach Saturday, each of which will be focused on a different topic or event and will include speakers, presentations, networking and support for parents, families, and guardians.
- Programs will include Literacy Breakfasts, topics related to social work and social and emotional well-being as well as health.
- Programs will promote family networking with mental health professionals and access to supports related to parenting.
- The program will also provide the opportunity for students to engage in play groups.

Priority 3: Social, Emotional, and Mental Health of the Students and of our School Staff

- “The complex issues brought about by the pandemic have made it clear that the success of schools, families, and communities are interdependent and all have a stake in students’ well-being. Investing in mutually beneficial school-family-community partnerships will not only support students to achieve their full potential, but it will also strengthen families and stabilize communities.” ~ *Connecticut’s ARP ESSER Guidance*
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Priority 3: Social, Emotional, and Mental Health of the Students and of our School Staff

How does Coventry plan to fulfill *Priority 3* Smart Goal?

- Provide additional training to social workers, psychologists, and school counselors about approaches to building relationships with families and students using home visits.
- Review data and establish priority groups of students who most need additional engagement and for whom we better need to understand their strengths and challenges.
- Craft engagement strategies for parents, families and students, taking a multi-tiered approach that is amplified in the fall and continues through the school year and summer.
- Adopt additional approaches for home visits.

Artifact EEE

Other Allowable Uses

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- Provide enrichment programming at each school, after school, once a week, for 15 weeks in grades K-12.

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Artifact EEE

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ARP ESSER - Proposed Budget by Account

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Artifact EEE

	ESSER II		General Fund	
	2021-22	2022-23	2022-23	2023-24
Salaries	165,092	83,377	-	-
Professional Services	17,977	-	21,000	-
Contracted Services	157,516	13,756	14,750	38,310
Supplies	68,292	15,657	-	-
Total	408,877	112,790	35,750	38,310

	ARP ESSER				General Fund
	2021-22	2022-23	2023-24	2024-25	2024-25
Salaries	99,127	148,146	150,881	11,402	102,618
Benefits	14,524	15,976	17,767	-	19,544
Professional Services	9,200	18,200	8,200	-	-
Contracted Services	-	14,125	14,125	-	11,500
Supplies	14,749	14,749	14,749	-	-
Total	137,600	211,196	205,722	11,402	133,662

Artifact FFF

DESSA Aperture SEL Assessment Training Schedule:

District Leadership Team:	Kick-off Session:	Team 1 Training:	Team Training 2:
	July 9th 11:00 - 12:00 pm	Wed., July 28th 10:00 am - 12:00 pm	Wed., October 27th 2:00 - 4:00 pm
	July 8th 8:00 - 9:00 am		

CHS Leadership Team	DESSA High School Edition (HSE) Student Self Report Training
	Wed., Aug. 25th 3:00- 4:30 pm

CNH Leadership Team	Team 1 Training:	Team 2 Training:	Raters: CNH ELA & Spec. Ed. Teachers	
	Thur., Aug. 26th 2:00 - 4:00 pm	Mon., Nov. 8th 2:00 - 4:00pm	Rater Training 1	Rater Training 2
			Tues., Oct. 12 1:00 - 2:00 pm	Tues., Nov. 2 9:30 - 10:30 am

GHR Leadership Team	Team 1 Training:	Team 2 Training:	Raters: All teachers + Leadership Team	
	8/19	11/8	Rater Training 1	Rater Training 2
	8/27	11/11	October 8th	November 2nd
	8/26	11/17	9:00 A.M. Grade 3	1:30 -2:30 pm All Grades
	8/19	11/15	11:00 A.M. Grade 4	
	8/19	11/11	1:00 P.M. Grade 5	

CGS School Leadership Team	Team 1 Training:	Team 2 Training:	Educators/Raters: 19 teachers + Leadership team	
	Aug. 26th, 2:00 - 4:00 pm	Nov. 8th, 2:00 - 4:00 pm	Team/Rater Training #1: October 12th 8:30-9:30 am	Team/Rater Training #2: November 2nd 1:30-2:30 pm
	Aug. 19th, 2:00 -4:00 pm	Nov. 15th, 11:00 - 1:00 pm		
	Aug. 19th, 2:00 -4:00 pm	Nov. 10th, 11:00 - 1:00 pm		
	Aug. 19th, 2:00 -4:00 pm	Nov. 15th, 11:00 - 1:00 pm		
	Aug. 26th, 2:00 - 4:00 pm	Nov. 10th, 11:00 - 1:00 pm		
	Aug. 19th, 2:00 -4:00 pm	Nov. 17th, 11:00 -1:00		

GHR's Aperture DESSA SEL Action Plan 2021-2022

Action Steps What activities need to happen?	Timeline Start dates	Measurement How is progress measured?	Lead Person	Stakeholders Who will be involved and/or impacted?	Complete?
Allocate time for teachers to review their student's data and review student's individual item analysis.	11/17 Faculty Meeting	On agenda, time for collaboration		All classroom teachers, special education team, and DESSA SEL leadership team	11/17/21
Identify competencies for whole class/school lesson.	11/2 PD	2-3 competencies identified: <i>"goal directed behavior"</i> and <i>"personal responsibility"</i>	DESSA Leadership Team	DESSA SEL leadership team	11/2/21
Develop lessons and examine provided resources to be implemented in every classroom regarding the competencies of "goal directed behavior" and "personal responsibility"	November 2021 - January 2022 December 3rd ER PD	Lessons created, shared, and implemented by classroom teachers	DESSA Leadership Team	DESSA SEL leadership team All students	1-24-22 lessons created share with grade levels by 3-11-22
For students with 504 or IEPs, review and revise counseling goals and service hours.	November 2021 - June 2022	Counseling goals and hours revised at 504 and PPT meetings		All students receiving counseling as part of their 504 or IEP	1-24-22 IEP/504 goals will not be revised, but will be reviewed
Teachers complete full DESSA for selected students based on the mini-screener	October 2021	On agenda, time for collaboration		All classroom teachers, special education team, and DESSA SEL leadership team	October Faculty meeting

Identify students to discuss at IRT based on "red" status.	Add extra IRT Monday Nov 15 9-12 am	Discuss individual student concerns and SEL data	DESSA leadership team	IRT team Classroom teachers	11/15/21
Restructure Tier 3 counseling services to allow for Tier 1 Morning Meeting with the classroom teacher.	November 2021 - June 2022	Revised counseling schedules		All students receiving Tier 2 Morning Meeting	ongoing
Create grade level groups for small group counseling	November 2021- June 2022	Newly identified students receive counseling based on targeted competencies		<hr/> <hr/> <hr/> <hr/>	2/22/22
Collaborate with special education team, BCBA and ABA teacher to plan social skills instruction for identified students	12/1/21	Analysis of data to identify competencies for social skills instruction		Special education Team ABA BCBA Marie, Laila	12/1/21
Maximize the use of 8:10-8:30 arrival and 3:10-3:40 dismissal for strength based opportunities.	November 2021- June 2022	Individualized opportunities for students		Special education team Marie, Laila	2/22/22 but ongoing
Pursue opportunities for enrichment groups based on identified strengths for students scoring in the red.	November 2021- June 2022	Individualized opportunities for students	DESSA leadership team	DESSA leadership team	2/22/22 but ongoing - see comment
Administer DESSA Screener in May	May 25, 2022 Faculty Meeting	DESSA Screener 2, 3 administered	All teachers	All staff and students	1/5/21

Conduct Connections Activity to assess the students who have a strong connection with staff.	October, March 2 Faculty Meeting	Review of Connections activity at Safe School	lead activity	All staff and students	3/2/22
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Vetted Resources: Compile here for now

Grade 5 Second Step Lessons that support Goal Directed Behavior:

[Lesson 18 Making a Plan](#)

Goal Directed Behavior Lessons:

[Envisioning Our Dream Community](#) (Grade 3 already has The Big Orange Splot)

Personal Responsibility Lessons:

[Playground Challenges](#)

[Positive Leader](#)

[When communities make mistakes](#)

Buddy bench video

Relationships- Healthy Habits video, trusted adults

Agenda 12/3/21 PD:

- Review of work by Marie/Laila
- Discussion of Tier 3-- moving students out of therapeutic Morning Meeting and back to classroom (status update)
- **Time to develop lessons for all classroom teachers to implement (action item 3 below)- Biggest priority!**

- ***Deadline to finish this work? You can get paid outside of these hours. Can they be completed by winter break?
- 5 for each of the two identified competencies
-
- Connections Activity- March 2 Round 2 and plan to share with staff the ones with limited connections

Capt. Nathan Hale School Aperture DESSA SEL Action Plan 2021-2022

Action Steps What activities need to happen?	Timeline Start dates	Measurement How is progress measured?	Lead Person	Stakeholders Who will be involved and/or impacted?	Complete?
Allocate time for teachers to administer the DESSA, and review their student's data and review student's individual item analysis.	Instructional Leadership Time October	On agenda, time for collaboration		All classroom teachers, special education team, and DESSA SEL leadership team	11/17/21
Identify competencies for whole class/school lesson.	11/2 PD	2-3 competencies identified: <i>"goal directed behavior" and "personal responsibility"</i>	DESSA Leadership Team	DESSA SEL leadership team	11/2/21
Develop lessons and examine provided resources to be implemented in every classroom regarding the competencies of "goal directed behavior" and "personal responsibility"	November 2021 - January 2022 December 3rd ER PD	Lessons created, shared, and implemented during Advisory	DESSA Leadership Team	DESSA SEL leadership team All students	
For students with 504 or IEPs, review and revise counseling goals and service hours.	November 2021 - June 2022	Counseling goals and hours revised at 504 and PPT meetings		All students receiving counseling as part of their 504 or IEP	
Teachers complete full DESSA for selected students based on the mini-screener	October 2021	On agenda, time for collaboration		All classroom teachers, special education team, and DESSA SEL leadership team	

Restructure Tier 3 counseling services to allow for Tier 1 Morning Meeting with the classroom teacher.	November 2021 - June 2022	Revised counseling schedules		All students receiving Tier 2	
Create grade level groups for small group counseling	November 2021- June 2022	Newly identified students receive counseling based on targeted competencies			
Collaborate with special education team, BCBA and ABA teacher to plan social skills instruction for identified students	12/1/21	Analysis of data to identify competencies for social skills instruction			12/1/21
Maximize the use of arrival and dismissal times for strength based opportunities.	November 2021- June 2022	Individualized opportunities for students			
Pursue opportunities for enrichment groups based on identified strengths for students scoring in the red.	November 2021- June 2022	Individualized opportunities for students	DESSA leadership team	DESSA leadership team	
Administer DESSA Screener in January and May	January 5, 2022 Faculty Meeting May 25, 2022 Faculty Meeting	DESSA Screener 2, 3 administered	All teachers	All staff and students	1/5/21
Survey students re: Positive Connections Activity to assess the students who have a strong connection with staff.	December Faculty Meeting	Review of Positive Connections activity		All staff and students	

Vetted Resources: Compile here for now

Character Strong Lessons that support Goal Directed Behavior:

Goal Directed Behavior Lessons:

Personal Responsibility Lessons:

**Coventry High School
DESSA Action Plan
2021-22**

Principal Joseph Blake	Team Members Joseph Blake, Ross Sward, Robin Spain, Kate Strange, Jamie Johnston, Kathryn Zadrowski, Heather Casale, Emily Robinson
Date: 2021-22 School Year	

Action Plan Steps (What activities need to happen?)	Resources Needed (Materials, Staff, Time, etc.)	Timelines		Lead Person	Stakeholders (Who will be involved and/or impacted?)	Outcome/Status
		Start Date	End Date			
Schedule and Conduct DESSA Student SEL Self Survey during Advisory Period	DESSA Training Materials, Student Login Information, CHS Training Video	October 26	October 26	Principal and Asst Principal	All Students and Advisory Teachers	Completed 10/26/21
Schedule and Conduct follow up Advisory for Absent students and Student Goal Setting.	DESSA Training Materials, Student Rosters, Goal setting Lesson	November 9	November 9	Principal and Asst Principal	All Students and Advisory Teachers	Completed 11/9/21 Goal setting Lesson Completed 300+ students created goals!
Allocate time for DESSA Leadership Team review data to identify areas and students in need.	DESSA Self Survey Results	November	November	Principal and Asst Principal	DESSA Leadership Team	Completed during PD and Department Time.
Develop and implement Advisory lessons for all students based on identified areas of need from aggregate data.	DESSA Self Survey Results	November	May	DESSA Leadership Team	DESSA Leadership Team, all students, Advisory teachers	Ongoing during Advisory Team Building/Logic Puzzle Lesson: Relationship Building

Artifact III

**Coventry High School
DESSA Action Plan
2021-22**

Creating counseling opportunities for all students identified with significant areas of need.	DESSA Self Survey Results, 504/SED rosters, Case manager rosters, Counseling assignments	December	May	DESSA Leadership Team	DESSA Leadership Team, Case Managers, Students	Ongoing
Engage in review of students with significant needs during SAT Meetings as standing agenda item	DESSA Results, SAT Agenda	Ongoing	Ongoing	DESSA Leadership Team	SAT Team	Ongoing
Complete Wall/Connections Activity for both Staff and Students.	Wall Activity Advisory Schedule	November	January	Social Worker and Psychologist	All Teacher and Students	Wall activity completed during 11/2 PD. Student Reverse Wall scheduled for January.

- Encourage students to complete/update goals during Advisory SEL Lessons throughout the year.
- Encourage students to attend Enrichments appropriate to them.
- Use existing counseling meetings to address counseling needs/Goal setting.
- Review 504/IEP's to adjust counseling/goals as needed.
- Exploring voluntary teacher mentoring program for 9th graders in alignment with 9th grade transition course.



COVENTRY BOARD OF EDUCATION MEETING



 **CREC** Excellence in Education

www.crec.org 



Agenda

- Introductions
- History of the Hartford Region Open Choice Program
- Benefits of Integrated Schools & Classrooms
- Highlights of Sheff v. O'Neil Stipulated Agreement
- CSDE Structure for Open Choice
- Open Choice Staffing & Services
- Open Choice Funding

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History of the Hartford Region Open Choice Program

- ❑ In 1966, Project Concern was managed by the Hartford Board of Education with five founding districts opening their schools and communities to 253 Hartford children in Farmington, Manchester, Simsbury, South Windsor, and West Hartford.
- ❑ In 1997, Project Concern became part of the statewide Open Choice program as a solution to the Sheff vs. O' Neill court case and is legislatively mandated to be managed by CREC.
- ❑ Today, the program partners with 27 participating districts serving over 2,300 students in 140 schools, including suburban residents attending Hartford Public Schools.



www.crec.org



Benefits of Integrated Schools & Classrooms*

- Racially and socioeconomically diverse schools offer students important social-emotional benefits by exposing them to peers of different backgrounds. The increased cross-cultural dialogue that result from these interactions are beneficial for civil society.
- When school settings include students from multiple racial groups, students become more comfortable with people of other races, which leads to a dramatic decrease in discriminatory attitudes and prejudices.
- Integrated classrooms can improve students' satisfaction and intellectual self-confidence.
- Learning in integrated settings can enhance students' leadership skills.
- Diverse classrooms prepare students to succeed in a global economy.
- Integrated classrooms encourage critical thinking, problem solving, and creativity.



*The Century Foundation content is adapted from *How Racially Diverse Schools and Classrooms Can Benefit All Students* (2016) and *A Smarter Charter: Finding What Works for Charter Schools and Public Education* (2014)



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Artifact JJJ



Sheff v. O'Neill Stipulated Agreement

Goal: 47.5% of Hartford residents in an integrated educational setting by SY21-22

- **New Funding:**
 - Social and emotional learning/supports for students and recruitment of minority educators/staff
 - Increased seat declarations
 - CREC staff for academic and social support
- Working group on cultural responsiveness and equity statements
- Data transparency on academic achievement and number of OC students at schools/districts
- Commissioner's Advisory Group



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Connecticut State Department of Education

Regional School Choice Office (RSCO) oversees:

- Application and placement process for Open Choice & magnet schools
- Partnership between SDE, Bloomfield Public Schools, CREC, East Hartford, Goodwin College, Hartford Public Schools and State Technical High Schools

Office of Strategic Planning and Partnerships oversees:

- Implementation of the *Sheff v. O'Neill* Stipulated Agreement
- Oversight of all Sheff and School Choice related services, programs, and attendance grant, bonus grants and funding for the management of all Open Choice programs in Connecticut
- Collaborates with the Office of Early Childhood for oversight of Early Beginnings



www.choiceeducation.org



Artifact JJJ



Hartford Region OC Districts

Zone	Districts
1	Avon*, Canton, East Granby, Granby, Simsbury*, Suffield, West Hartford
2	Bolton, East Windsor, Ellington*, Enfield*, Somers, South Windsor, Tolland, Windsor Locks
3	Berlin, Farmington*, Newington, Plainville*, Southington, Wethersfield
4	Berlin, Coventry, Cromwell*, Glastonbury, Portland, Rocky Hill, Wethersfield

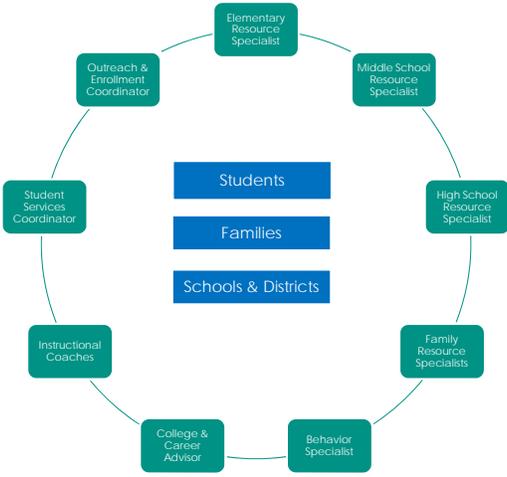
*Offers preschool opportunities for Hartford residents



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CREC Staffing & Services



CREC | Excellence in Education

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Artifact JJJ



Professional Development

Developing Awareness → Building Knowledge → Translating into Practice → Reflecting → Building Capacity

School Culture and Climate:

- Balanced and Restorative Discipline
- De-Escalation of Student Behavior
- Restorative Conferencing
- Understanding Trauma and its Impact on Education

Cultural Proficiency:

- Implicit Bias in Education
- Addressing Conflicts through Civil Discourse in the Classroom
- Sample Study Circle Dialogues about the Achievement Gap
- Structural Racism within Schools: Peeling Back the Layers
- Leadership in Equity Institute
- Storytelling as an Empathy Building Tool

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Open Choice Funding

Each Open Choice district receives the following reimbursements based on enrollment as of October 1, 2020:

Attendance Grant: The amounts below are allocated to school districts based on the percentage of Open Choice students in relation to total student population in the district:

- \$3,000 per OC student for districts who enroll less than 2%
- \$4,000 per OC student for districts who enroll greater than or equal to 2%
- \$6,000 per OC student for districts who enroll greater than or equal to 3% or for districts with greater than 4,000 students enrolled that increase the number of Open Choice students enrolled by at least 50% on October 1, 2019
- \$8,000 per pupil for districts who enroll greater than or equal to 4%

Early Beginnings: For each preschooler & kindergartener enrolled in district for a full day program, the district receives \$6,000 per child above the Attendance Grant funds; this amount will increase to \$6,500 per child in FY21-22. In addition, schools will receive instructional coaching services.

Academic & Social Support Grant: For SY2020-21, the State Department of Education will grant \$2.3 million to fund academic, student and social support activities to Open Choice districts. This funding is in addition to, not in place of, the statutorily provided open choice attendance grant.

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Bonus Set-Aside Grants

Bonus Set-Aside Grants: Pending confirmation from the State of Department of Education, this funding is in addition to, not in place of, the statutorily provided open choice attendance grant.

- **Schools with 10 or more Choice students:** For schools that enroll 10+ Open Choice students. Districts share in a bonus set aside of up to \$500K (subject to available funds). For FY19-20, districts received approximately \$198 per student.
- **Tier II Bonus:** Available to districts that enrolled an increased number of Choice students for the current year versus the prior year, based on October 1 PSIS. Districts share in a bonus set aside of up to \$500K (subject to available funds), traditionally \$100K has been available. For FY19-20, districts received approximately \$513 for each student above the previous year's enrollment.
- **School Construction Bonus Funds:** Districts receive a bonus through the school construction grant, which is equal to the percentage of Open Choice seats to the total projected school enrollment capped at 10%. For example, a school with a highest 8 year projected enrollment of 600 students, which enrolls 60 Open Choice students, would receive the full 10% bonus on their school construction grant.



www.crec.org



CONTACT INFORMATION

Debra M. Borrero

Director of School Choice

CREC (Capitol Region Education Council)
111 Charter Oak Avenue, Hartford, CT 06106

860.524.4033 | dborrero@crec.org

Open Choice Office: 860-524-4010

www.crec.org/choice | openchoice@crec.org

Robin Colombo Cecere

Regional School Choice Office Director

Connecticut State Department of Education

Regional School Choice Office

450 Columbus Boulevard

Hartford, Connecticut 06103

860.713.6518 | robin.cecere@ct.gov

Office of Strategic Planning and Partnerships: (860)713-6561

ct.gov/SDE/School-Choice/CT-School-Choice/Open-Choice-Programs/FAQ



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Artifact LLL

Coventry Open Choice Onboarding Plan Recommendations

Families:

- Conduct storytelling series with families from Coventry and Hartford to build a strong foundation
- Establish and solidify district social media policies and protocols regarding race and diversity issues
- All communication should be multi-layered and multi-lingual in Spanish and English (i.e. School Messenger which includes email, voice, text)
- Initial placement and welcome calls should be from the principal and/or superintendent
- Orientation for all new families residing in Coventry and Hartford should be in May and June to allow all families to begin developing relationships
- Several family-friendly initiatives should be held in the district and in Hartford by surveying families to determine level of interest
- Provide virtual and in-person school tours and meet and greets for new families
- Create marketing video for prospective families and welcoming video for newly placed families
- Provide training for families to utilize district technology – PowerSchool, Google Meets, etc.

Students

- Hire full-time bus monitor(s) for the first three years - monitors may also serve in additional support roles in the schools
- Hire school-based liaisons to support all new students (both Coventry and Hartford residents) in the areas of transition, integration, developing peer relationships, parental involvement, supporting families with initial PPTs, attending Open Choice liaison quarterly meetings, etc.
- Focus on developing Positive Behavioral Interventions and Supports (PBIS) to support all students with a focus on attendance initiatives
- Continue to provide professional development in restorative practices with a district-wide approach prior to the enrollment of Hartford resident students
- Incorporate equity programming for all students (CREC storytelling, Re-Center, Anti Defamation League) at all levels of the district
- To the extent possible, school trips should be scheduled in Hartford (various cultural locations/museums/ historical landmarks/government) prior to enrollment of Hartford resident students
- Establish a Diversity/Unity Clubs in middle and high school with a focus on equity
- Encourage Unity Club to participate in CREC's Youth Empowerment Summit

Artifact LLL

District and School Based Steps:

- Coventry leadership team continues to participate in book discussion(s) and PDs before requiring school based staff to participate.
- Identify a lead person in the Open Choice program for superintendent and elementary principal to contact, brainstorm strategies and address issues expeditiously
- Continue to evaluate curriculum and identify books that represent diversity of race, gender, disability into the library for all students to use (Year 1)
- Each school should complete Welcoming Schools analysis with CREC Open Choice staff participating on the team

Professional Development and Staff Preparation Steps:

- Identify staff who are supportive of integration and already have a level of awareness related to racial equity
- Staff, including office support staff, continue to participate in equity and inclusion trainings that include trauma informed practices
- Enroll in the Equity Leadership Institute with members from the district leadership team and the leadership team from the school students will be enrolling in for the first three years.
- Attend all Dine and Discuss events as soon as they are back up and running so staff is learning best practices
- Continue racial equity book club discussions and PDs (see chart below) to identify staff who are supportive and will engage in restorative practices with students
- Staff to tour other Open Choice district elementary school(s) in neighboring towns and meet with other educators to discuss best practices/advice

Community Steps

- Superintendent and the Coventry leadership team to engage in courageous conversations with board of education members, community leaders (including the police department), parents, students and school based staff
- Hold community forums with Tolland Superintendent, SDE representative to discuss the Open Choice program

Artifact LLL

Professional Development

Title	Session Length
The Case for Reparations– facilitated discussion	90 minutes
Avoiding Racial Equity Detours article – discussion	90 minutes
Robin DiAngelo – 30 min. video and article ‘Nothing to Add: Challenge to White Silence in Race Talk	90 minutes
Storytelling Session (Leadership team, elementary school and intermediate/middle school	120 minutes
Implicit Bias in Education	120 minutes
Peeling Back Layers: Structural Racism w/in Schools	90 minutes
Productively Addressing Hurtful, Biased Comments	3 hours
Storytelling – Parents of Hartford youth attending Coventry schools & Coventry resident parents	3 hours
Community Dialogue with various community leaders	Multiple sessions

Artifact MMM

CONNECTICUT STATE DEPARTMENT OF EDUCATION
Hartford

Office of Strategic Planning and Partnerships



Application for Open Choice Academic, Student and Social Support Grant (Sheff Region)
2021-22

Purpose: To promote academic and social success for students participating in the Open Choice program in the Sheff Region.

Section 10-266aa(o) of the Connecticut General Statutes

Applications Due: August 27, 2021
Published: July 2021
ED #999

Artifact MMM

OPEN CHOICE ACADEMIC, STUDENT AND SOCIAL SUPPORT GRANT
(SHEFF REGION)

Application Packet

Artifact MMM

Connecticut State Department of Education
Office of Strategic Planning and Partnerships
Hartford, Connecticut

GRANT APPLICATION FY 2021-22
OPEN CHOICE ACADEMIC, STUDENT AND SOCIAL SUPPORT GRANT
(SHEFF REGION)

Name of Applicant District	Coventry Public Schools	
District Code	032	
Contact Person's Name and Title	Michele Mullaly, Director of Teaching and Learning	
Address	1700 Main Street Coventry, CT 06238	
Phone	860-742-7317 x1114	
E-mail	mmullaly@coventryct.org	
Funds Requested	\$11,125.00	
Number of Resident Students Enrolled in the District	1,697 Resident Students	
Number of Hartford Students Enrolled in the District	We hope to enroll students by December 2021	
Name of Superintendent	Dr. David J. Petrone, Ed.D.	
I hereby certify that the information contained in this application is true and accurate to the best of my knowledge and belief. Superintendent or Designee Signature:		Date

Artifact MMM
Program Narrative

If you plan to utilize the Open Choice Academic, Student and Support grant for more than one strategy, please replicate this page for each support strategy and include responses to the questions on page 9. *The application must include a strategy for targeted professional learning for school climate and culturally responsive education programming for teachers.*

The CSDE understands that appropriate measures of strategy success and progress will vary across Open Choice districts.

Targeted Professional Learning for Culturally Responsive Education

Strategy: Programming for Teachers

Districtwide Strategy School-based Strategy

List Schools and Grade Spans

Schools	Grades
Coventry Grammar School	K-2
George Hersey Robertson School	3-5
Capt. Nathan Hale School	6-8
Coventry High School	9-12

Strategy Activity (Please select applicable strategy and provide responses to questions on page 9 along with a copy of this page for each strategy activity).

- Summer School
- Professional Learning for Teachers (one strategy must cover targeted professional learning)
- Family Engagement
- Academic Development
- Before and After School Program
- Culturally Responsive Education
- Other: _____

Artifact MMM

Questions for Inclusion in Program Narrative

1. Gloria Ladson-Billings proposed three main components of Culturally Relevant Pedagogy: (a) a focus on student learning and academic success, (b) developing students' cultural competence to assist students in developing positive ethnic and social identities, and (c) supporting students' critical consciousness or their ability to recognize and critique societal inequalities. Professional development is essential to support teachers in developing the skills and strategies needed to ensure that culturally relevant pedagogy is employed to provide an outstanding education for all students. Last year was the first year we provided explicit training to staff on topics related to equity and implicit bias. We used district funding and resources from other grants to support the training we provided last year. 2021-2022 is the first year that our district is participating in Open Choice. Our district goal for 2021-2022 includes the following goal, "Provide additional cultural competence training for all teachers in each school to support them in recognizing unconscious bias, understanding the role of culture in education, and using students' cultures as a basis for learning." We began cultural competence training for all Coventry Public Schools teachers and para-educators during our week of professional development in August of 2020. In addition, core groups of teachers from all schools had four additional half-day training sessions. These groups then were able to provide the training at their sites to their colleagues. Further, the district leadership team had five half-days of training on Equity Frameworks and How to Become an Antiracist Educator. On November 3, January 27, and February 16, professional learning was provided for all teachers regarding revising curriculum for inclusion and diversity, and looking at Curriculum through the Lens of Equity. Teachers collaborated on units to revise to be more inclusive. Across the district 56 units were rewritten through the Lens of Equity. In addition, for this 2021-2022 school year through funding other than the Open Choice Academic, Student, and Social Support Grant, we will be providing the following training for all of our teachers of Pre-K to Grade 8: *Productively Addressing Hurtful, Biased Comments or Actions in School*. High School teachers will all be provided with the following training: *Facilitating a Civil Discourse in the Classroom*.

Additional highlights of tasks performed by schools in 2020-2021 are noted below. You will see some of the same items listed at all sites. This guarantees consistency district-wide.

Coventry Grammar School

Provided staff training with Linda Darcy on cultural competency, bias, and acceptance

Equity Framework Training with Linda Darcy for school-based committee

Leadership for Equity Institute, CREC

Open Choice Committee Equity Framework Training - Principal

Open Choice Full Staff Training:

February 16, Session One: Storytelling

March 2, Session Two: Implicit Bias in Education

District Book Group in January 2021, *Between The World and Me* - 10 Participants

G. H. Robertson Intermediate School

School based team for Culturally Responsive Pedagogy

Professional development on November 3 focused on Racial Equity and examination of Anti-Bias framework

Professional development on November 18th focused on equity through a literacy lens

Professional development on March 3 focused on bias

On-going revision of written and taught curriculum to embed culturally relevant resources and responsive pedagogy

District Book Group in January, *Between The World and Me*

February 16, Staff Meeting to train with literacy tool to support the selection of more diverse texts for classroom libraries

Capt. Nathan Hale Middle School

Created a school based team for additional training and program development.

Coventry High School

Created a school based team for additional training and program development

Artifact MMM

Hale Early Education Center

Read and discussed three NAEYC articles on race and racism:

- *Becoming Upended: Teaching and Learning About Race and Racism with Young Children and Their Families* by Kirsten Cole and Diandra Verwayne
- *Understanding Children's Sense of Identity* by Grace Zemkembol, Annette Mohan, and Lois M. Christensen
- *Discovering the Brilliance and Beauty in Black* by Patricia Sullivan

Activity – Social Identity Wheel

Read and discussed: *Understanding Anti-Bias Education: Bringing the Four Core Goals to Every Facet of Your Curriculum* by Lisa Hansel

- Discussed how the four goals relate to what we currently do and need to do

Administrator is reading: *Leading Anti-Bias Early Childhood Programs – A Guide for Change* by Louise Derman-Sparks, Debbie LeeKeenan, and John Nimmo

Identifying all NAEYC standards that address diversity, bias, etc.

Teachers are reviewing all books they use as Read Alouds to look for bias and check all classroom literature in general. Staff will take inventory of all classroom materials – dolls, posters, etc. for bias and the need to purchase new materials to represent all aspects of diversity.

2. Coventry Public Schools plans to engage all teachers, para-educators, and leaders in a district wide book study of *Culturally Responsive Teaching & the Brain* by Zaretta Hammond. This text promotes authentic engagement and rigor among culturally and linguistically diverse students. From the text, “The achievement gap remains a stubborn problem for educators of culturally and linguistically diverse students. With the introduction of the rigorous Common Core State Standards, diverse classrooms need a proven framework for optimizing student engagement and facilitating deeper learning. Culturally responsive pedagogy has shown great promise in meeting this need, but many educators still struggle with its implementation. In this book Zaretta Hammond draws on cutting-edge neuroscience research to offer an innovative approach for designing and implementing brain-compatible culturally responsive instruction. This book includes:

- Information on how one’s culture programs the brain to process data and affect learning relationships
- Ten “key moves” to build students’ learner operating systems and prepare them to become independent learners
- Prompts for action and valuable self-reflection

With a firm understanding of these techniques and principles, teachers and instructional leaders will confidently reap the benefits of culturally responsive instruction.” At one staff meeting a month for nine months beginning in September, a core group of teachers from each school will lead professional development at their school on each of the nine chapters in the text. Using the study guide developed for use with the text, teachers will collaborate with each other and the Director of Teaching and Learning on the professional training for their staff meetings.

Timeline for Implementation

September: Purchase and distribute texts, identify teacher leaders to develop professional training and dates for planning.

October- June: Schedule and present chapter book discussions at one staff meeting per month at each school.

October-June: Teachers apply ideas and strategies in their instruction. Opportunities for sharing practices at staff meetings during book study.

Artifact MMM

3. Intended outcomes are that teachers adopt additional culturally relevant pedagogical approaches in their classrooms. Classroom walkthroughs for administrators are held three times a year at each school. Classroom walkthrough forms will be modified to enable administrators to notice and document culturally responsive strategies during classroom walkthroughs, providing a picture of strategies by school and by the district as a whole. Each teacher will be asked to submit a brief summary of a strategy they chose to employ in their classrooms and how they employed it.

4. This is our current first year as an Open Choice district, and we currently have not been able to enroll any Open Choice students. We have already conducted home visits, developed a video, put together bus packets for all students, and have upgraded our district website so that it can be viewed in several languages. In the 2021-2022 we will be starting new programming to increase family engagement for families in and out of district although we won't be using the Open Choice Academic, Student and Social Support Grant to fund this program. On ten Saturday mornings throughout the year, we will hold a Family Outreach Saturday, each of which will be focused on a different topic or event and will include, speakers, presentations, networking and support for parents, families, and guardians. Programs will include Literacy Breakfasts, topics related to social work and social and emotional well-being, as well as health. Programs will promote family networking with mental health professionals and access to supports related to parenting. The program will also provide the opportunity for students to engage in play groups. Our SMART Goal for this new programming states, "By adding a new program, Family Outreach Saturdays, the percentage of parents, families, and guardians who will engage with the new program focused on the support of parents, families, and guardians of K-5 students will reach a participation rate of 10% of parents, families and guardians of all students." We hope to begin implementation of the program on a Saturday at the end of September. Planning for this new program is in the incipient stages.

5. We hold several school events on site, within and beyond the school day. Transportation has been identified as a barrier for parents living in Hartford attending such events. In order for families to experience the full breadth as a Coventry student/family, full access is critical. This includes the ability to attend summer events, such as monthly Saturday Story Time, the back to school evening picnic and teacher Meet and Greets. As the year progresses, evening events focused on literacy and math, Book Fairs and PTO Spirit Night provide gatherings that promote school community and connections.

6. Coventry Public Schools will implement a number of strategies to prevent attrition and to support Choice students in remaining in the program through graduation. We are starting our program by offering seats in Kindergarten and hope to support our students and Project Choice families in building community with other students and families who are beginning their education in Coventry at the same time. We have established a family liaison position to support students and families in a variety of ways including maintaining frequent communication and supporting family needs. We will host welcoming events for parents and families of Open Choice students. We will frequently solicit family input and identify ways to support individual families. We will also invite and involve parents and families in PTO meetings and family Outreach Saturdays and try to foster connections between parents of Open Choice students and parents of students that live in district. Building these connections will help all parents but especially Project Choice families and would provide opportunity for parents to get to know each other and bond over their commonalities—their children. We have already been engaging in home or Hartford community visits with families who have expressed interest in seats in Coventry. We will maintain that same flexibility and proactiveness in meeting with parents and families in Hartford when that will meet family needs. We intend to participate in CREC sponsored parent celebrations and dinners in Hartford. In addition, we will provide transportation as needed for parents and families to attend events in Coventry as well as dinner before evening events such as parent teacher and student led conferences. We intend to provide a bus monitor for student transportation and are developing kits that will include iPads, books, toys, etc. for students to use on the bus. We will provide breakfast for students since they have to leave home so early and snacks after school. We will provide structured supervised time for Project Choice students after school while waiting for the bus to enhance academic skills. We have an ongoing district initiative to develop a more diversified applicant pool for our certified positions. Our goal is to have more diversified teaching staff in all of our schools, a goal which supports the retention of Open Choice students.

Artifact MMM

7. Our district has a policy related to Safe School Climate Plan. A section of the policy states, “The Board is committed to creating and maintaining a physically, emotionally, and intellectually safe educational environment free from bullying, dating violence, harassment and discrimination. In order to foster an atmosphere conducive to learning, the Board has developed the following Safe School Climate Plan, consistent with state law and Board Policy. This Plan represents a comprehensive approach to addressing bullying, cyberbullying and dating violence and sets forth the Board’s expectations for creating a positive school climate and thus preventing, intervening, and responding to incidents of bullying and dating violence. Bullying behavior and dating violence are strictly prohibited, and students who are determined to have engaged in such behavior are subject to disciplinary action, which may include suspension or expulsion from school. The district’s commitment to addressing bullying behavior and dating violence, however, involves a multi-faceted approach, which includes education and the promotion of a positive school climate in which bullying will not be tolerated by students or school staff.” In addition, we have a district goal for 2021-2022 which states, “Enhance opportunities for students related to diversity, equity, and justice at each school.” Funding a district book study of *Culturally Responsive Teaching & the Brain* will allow us to train teachers in culturally relevant pedagogy providing the quality instruction that all students need and deserve to access learning. In the forward to the text Dr. Yvette Jackson writes, “Cultural responsiveness is not a practice; it’s what informs our practice so we can make better teaching choices for eliciting, engaging, motivating, supporting, and expanding the intellectual capacity of ALL our students.”

Artifact MMM

Program Narrative

If you plan to utilize the Open Choice Academic, Student and Support grant for more than one strategy, please replicate this page for each support strategy and include responses to the questions on page 9. *The application must include a strategy for targeted professional learning for school climate and culturally responsive education programming for teachers.*

The CSDE understands that appropriate measures of strategy success and progress will vary across Open Choice districts.

Strategy: Establish a School Liaison for Open Choice Parent, Families, and Students

Districtwide Strategy School-based Strategy

List Schools and Grade Spans

Schools	Grades
Coventry Grammar School	K-2

Strategy Activity (Please select applicable strategy and provide responses to questions on page 9 along with a copy of this page for each strategy activity).

- Summer School
- Professional Learning for Teachers (one strategy must cover targeted professional learning)
- Family Engagement
- Academic Development
- Before and After School Program
- Culturally Responsive Education
- Other: _____

Artifact MMM

Questions for Inclusion in Program Narrative

1. The need for a School Liaison for Open Choice parents, families, and students was established through the numerous meetings and trainings we attended with CREC personnel as part of our onboarding process to Open Choice. Anecdotal evidence about the needs of parents and families and other districts' approaches to working with them informed our decision to establish this role to support parents and families. This is our first year with Open Choice; we established the Family Liaison position during the 2020-2021 school year as we worked with CREC and with families to invite students to join us in Kindergarten at Coventry Grammar School.

2. Home-school liaisons act as an intermediary between schools, parents and students. The main goal of a home-school liaison is to make sure the student succeeds. Responsibilities include communicating important information to students, parents, and school staff, setting up home visits and office meetings with parents, checking in with teachers on student performance, organizing community events that benefit families, referring students and families to special services, and managing programs such as parenting classes and English classes. In *School Liaisons: Bridging the Gap Between Home and School*, Allison Howland, Jeffrey A. Anderson, Azure Dee Smiley, and Daniel J. Abbott state, "An extensive research base that supports the involvement of families in their children's education is emerging. A growing number of studies confirm positive associations between parent involvement in schools and academic achievement, as well as with children's social and emotional development (Baker & Soden, 1997; Catcambis, 1998; Epstein, Clark, Salinas, & Sanders, 1997; Epstein & Sanders, 2000; Fan & Chen, 1999; Gutman & Midgley, 2000; Henderson, 1987; Izzo, Weissberg, Kaspro, & Fenrich, 1999; Jeynes, 2005; Shaver & Walls, 1998; Starkey & Klein, 2000; VanVoorhis, 2001; Westat, 2001). In urban settings, Jeynes contends that relationships between academic achievement and parent involvement hold across gender, race, socioeconomic status (SES), and academic ability of students; these positive relationships demonstrate statistical significance not only for overall academic ability, but also for GPA, standardized tests, and other academic measures (Jeynes). Given such findings, along with current pressures on schools (e.g., No Child Left Behind; U.S. Department of Education, 2001) to reduce achievement gaps and enhance the academic achievement of all students, it is important for public schools to actively seek and increase authentic forms of parental involvement. Cheney and Osher (1997) noted, "school districts will need to build structures that support teacher efforts to collaborate with each other and family members" (p. 5). This research summary supports the stipend for the School Liaison position.

Timeline:

- September: Post stipend and identify staff member to serve in this position

 - September-December: Continue to involve the School Liaison in actively recruiting students and families for Open Choice in Coventry. School Liaison to attend meeting with CREC staff, reach out to prospective families, participate in home visits, develop packets of materials for bus rides, develop and collaborate on materials for after school programming.

 - September-June: establish approaches and timelines for communicating with parents and families, support students and families as they join the Coventry community, provide support in organizing visits in Hartford and arranging for parents and families to attend school events such as Open House, Student Led Conferences, PTO meetings, the Spring Arts Festival, etc.
3. The important outcomes for this strategy are students meeting with success at school and feeling a sense of belonging in the school community and parents feeling supported, listened to, and connected in a true partnership with the school and school community. Continued student participation in the Open Choice program in Coventry would be one measure. Counselor meetings with students to solicit feedback on students' feelings and attitudes toward schooling in Coventry and surveys for parents of Open Choice students to provide feedback on our effectiveness in supporting students and parents would be an additional measurement.

 4. This is our current first year as an Open Choice district, and we currently have not been able to enroll any Open Choice students. We have already conducted home visits, developed a video, put together bus packets for all students, and have upgraded our district website so that it can be viewed in several languages. In the 2021-2022 we will

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be starting new programming to increase family engagement for families in and out of district although we won't be using the Open Choice Academic, Student and Social Support Grant to fund this program. On ten Saturday mornings throughout the year, we will hold a Family Outreach Saturday, each of which will be focused on a different topic or event and will include, speakers, presentations, networking and support for parents, families, and guardians. Programs will include Literacy Breakfasts, topics related to social work and social and emotional well-being, as well as health. Programs will promote family networking with mental health professionals and access to supports related to parenting. The program will also provide the opportunity for students to engage in play groups. Our SMART Goal for this new programming states, "By adding a new program, Family Outreach Saturdays, the percentage of parents, families, and guardians who will engage with the new program focused on the support of parents, families, and guardians of K-5 students will reach a participation rate of 10% of parents, families and guardians of all students." We hope to begin implementation of the program on a Saturday at the end of September. Planning for this new program is in the incipient stages.

5. We hold several school events on site, within and beyond the school day. Transportation has been identified as a barrier for parents living in Hartford attending such events. In order for families to experience the full breadth as a Coventry student/family, full access is critical. This includes the ability to attend summer events, such as monthly Saturday Story Time, the back to school evening picnic and teacher Meet and Greets. As the year progresses, evening events focused on literacy and math, Book Fairs and PTO Spirit Night provide gatherings that promote school community and connections.

6. Coventry Public Schools will implement a number of strategies to prevent attrition and to support Choice students in remaining in the program through graduation. We are starting our program by offering seats in Kindergarten and hope to support our students and Project Choice families in building community with other students and families who are beginning their education in Coventry at the same time. We have established a family liaison position to support students and families in a variety of ways including maintaining frequent communication and supporting family needs. We will host welcoming events for parents and families of Open Choice students. We will frequently solicit family input and identify ways to support individual families. We will also invite and involve parents and families in PTO meetings and family Outreach Saturdays and try to foster connections between parents of Open Choice students and parents of students that live in district. Building these connections will help all parents but especially Project Choice families and would provide opportunity for parents to get to know each other and bond over their commonalities—their children. We have already been engaging in home or Hartford community visits with families who have expressed interest in seats in Coventry. We will maintain that same flexibility and proactiveness in meeting with parents and families in Hartford when that will meet family needs. We intend to participate in CREC sponsored parent celebrations and dinners in Hartford. In addition, we will provide transportation as needed for parents and families to attend events in Coventry as well as dinner before evening events such as parent teacher and student led conferences. We intend to provide a bus monitor for student transportation and are developing kits that will include iPads, books, toys, etc. for students to use on the bus. We will provide breakfast for students since they have to leave home so early and snacks after school. We will provide structured supervised time for Project Choice students after school while waiting for the bus to enhance academic skills. We have an ongoing district initiative to develop a more diversified applicant pool for our certified positions. Our goal is to have more diversified teaching staff in all of our schools, a goal which supports the retention of Open Choice students.

7. Our district has a policy related to Safe School Climate Plan. A section of the policy states, "The Board is committed to creating and maintaining a physically, emotionally, and intellectually safe educational environment free from bullying, dating violence, harassment and discrimination. In order to foster an atmosphere conducive to learning, the Board has developed the following Safe School Climate Plan, consistent with state law and Board Policy. This Plan represents a comprehensive approach to addressing bullying, cyberbullying and dating violence and sets forth the Board's expectations for creating a positive school climate and thus preventing, intervening, and responding to incidents of bullying and dating violence. Bullying behavior and dating violence are strictly prohibited, and students who are determined to have engaged in such behavior are subject to disciplinary action, which may include suspension or expulsion from school. The district's commitment to addressing bullying behavior and dating violence, however,

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involves a multi-faceted approach, which includes education and the promotion of a positive school climate in which bullying will not be tolerated by students or school staff.” In addition, we have a district goal for 2021-2022 which states, “Enhance opportunities for students related to diversity, equity, and justice at each school.” Liaison workers help children do better at school. The many activities in which they are engaged clearly foster an atmosphere for students that is conducive to learning. These activities include:

- Sharing information among students, parents, and school staff
- Setting up home visits and office meetings with parents
- Talking to teachers to find out how students are doing
- Organizing events and activities that support families, such as open houses and potlucks
- Referring students and their families to services they need

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Program Narrative

If you plan to utilize the Open Choice Academic, Student and Support grant for more than one strategy, please replicate this page for each support strategy and include responses to the questions on page 9. *The application must include a strategy for targeted professional learning for school climate and culturally responsive education programming for teachers.*

The CSDE understands that appropriate measures of strategy success and progress will vary across Open Choice districts.

Strategy: Supporting Materials for Family Engagement

Districtwide Strategy School-based Strategy

List Schools and Grade Spans

Schools	Grades
Coventry Grammar School	K-2

Strategy Activity (Please select applicable strategy and provide responses to questions on page 9 along with a copy of this page for each strategy activity).

- Summer School
- Professional Learning for Teachers (one strategy must cover targeted professional learning)
- Family Engagement
- Academic Development
- Before and After School Program
- Culturally Responsive Education
- Other: _____

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Questions for Inclusion in Program Narrative

1. We need to purchase marketing materials to support our presence in recruiting students to Coventry Grammar School. We have been making home visits in Hartford, yet our vehicles are unmarked. We believe families will be more comfortable meeting us if they can recognize our vehicles and know we represent Coventry Grammar School. We intend to purchase two car magnets that will identify our vehicles. In addition, for our public presentations at school fairs for Open Choice families we would like to purchase a table covering and retractable banner displays so that we present a polished visible presence. Finally, we wish to develop school spirit packages for students and families with a variety of items including spirit wear, water bottles, notebooks, lanyards, stuffed animals of our mascot, etc. We believe welcoming packages for students and families will begin to help them in feeling part of our community.
2. When we receive this grant funding we will purchase materials and begin to use them.
September: order car magnets, table coverings, retractable banner displays and supplies for welcoming gifts. Begin to use items in marketing when they arrive. Provide gifts to parents and families immediately when they join us.
3. Outcomes are to establish a visible presence at public events at which we are trying to engage with students and families, ensure families recognize us when we engage in home visits or meeting them in public spaces, and communicate with students and families our sincere desire to welcome them into our school community.
4. This is our current first year as an Open Choice district, and we currently have not been able to enroll any Open Choice students. We have already conducted home visits, developed a video, put together bus packets for all students, and have upgraded our district website so that it can be viewed in several languages. In the 2021-2022 we will be starting new programming to increase family engagement for families in and out of district although we won't be using the Open Choice Academic, Student and Social Support Grant to fund this program. On ten Saturday mornings throughout the year, we will hold a Family Outreach Saturday, each of which will be focused on a different topic or event and will include, speakers, presentations, networking and support for parents, families, and guardians. Programs will include Literacy Breakfasts, topics related to social work and social and emotional well-being, as well as health. Programs will promote family networking with mental health professionals and access to supports related to parenting. The program will also provide the opportunity for students to engage in play groups. Our SMART Goal for this new programming states, "By adding a new program, Family Outreach Saturdays, the percentage of parents, families, and guardians who will engage with the new program focused on the support of parents, families, and guardians of K-5 students will reach a participation rate of 10% of parents, families and guardians of all students." We hope to begin implementation of the program on a Saturday at the end of September. Planning for this new program is in the incipient stages.
5. We hold several school events on site, within and beyond the school day. Transportation has been identified as a barrier for parents living in Hartford attending such events. In order for families to experience the full breadth as a Coventry student/family, full access is critical. This includes the ability to attend summer events, such as monthly Saturday Story Time, the back to school evening picnic and teacher Meet and Greets. As the year progresses, evening events focused on literacy and math, Book Fairs and PTO Spirit Night provide gatherings that promote school community and connections.
6. Coventry Public Schools will implement a number of strategies to prevent attrition and to support Choice students in remaining in the program through graduation. We are starting our program by offering seats in Kindergarten and hope to support our students and Project Choice families in building community with other students and families who are beginning their education in Coventry at the same time. We have established a family liaison position to support students and families in a variety of ways including maintaining frequent communication and supporting family needs. We will host welcoming events for parents and families of Open Choice students. We will frequently solicit family input and identify ways to support individual families. We will also invite and involve parents and families in PTO meetings and family Outreach Saturdays and try to foster connections between parents of Open Choice students and parents of students that live in district. Building these connections will help all parents but especially Project Choice families and would provide opportunity for parents to get to know each other and bond over their commonalities—their children. We have already been engaging in home or Hartford community visits with families who have expressed interest in seats in Coventry. We will maintain that same flexibility and proactiveness in meeting with parents and families in Hartford when that will meet family needs. We intend to participate in CREC sponsored parent celebrations and dinners in

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Hartford. In addition, we will provide transportation as needed for parents and families to attend events in Coventry as well as dinner before evening events such as parent teacher and student led conferences. We intend to provide a bus monitor for student transportation and are developing kits that will include iPads, books, toys, etc. for students to use on the bus. We will provide breakfast for students since they have to leave home so early and snacks after school. We will provide structured supervised time for Project Choice students after school while waiting for the bus to enhance academic skills. We have an ongoing district initiative to develop a more diversified applicant pool for our certified positions. Our goal is to have more diversified teaching staff in all of our schools, a goal which supports the retention of Open Choice students.

7. Our district has a policy related to Safe School Climate Plan. A section of the policy states, “The Board is committed to creating and maintaining a physically, emotionally, and intellectually safe educational environment free from bullying, dating violence, harassment and discrimination. In order to foster an atmosphere conducive to learning, the Board has developed the following Safe School Climate Plan, consistent with state law and Board Policy.” Car magnets will promote safety in visiting with families in their homes or communities. Other Materials for family engagement such as a table cover and retractable banner will create awareness of the safe environment for learning at Coventry Public Schools while welcoming kits will promote a the feeling of belongingness to the Coventry community.

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Questions for Inclusion in Program Narrative

For each selected strategy, please respond to the following questions on a separate page(s):

1. Describe the need to be addressed with this funding
 - a. How was the need determined?
 - b. Is there evidence of that need? Please provide details concerning such evidence with associated data.
 - c. Has funding been used for this strategy in prior years? If so, provide evidence of success or progress, with associated data for support.
 - d. If the district employed the strategy in the past but did not experience progress from the strategy, please provide reasons for the lack of progress and the adjustments that will be made for successful implementation.

2. Describe the plan for implementing the strategy, including research-based evidence and other evidence of its effectiveness. Include a detailed timeline for implementation.

3. What is (are) the intended outcomes(s)? Please provide details concerning measurements that will be utilized to assess outcomes.

4. What strategy is being used to increase family engagement for families that live out-of-district?
 - a. Please describe current engagement of families that live out-of-district and remark on the success/progress of this engagement. Has progress been made? If not, why?
 - b. Please provide data and evidence to support the strategy to increase family engagement and increase a sense of community between resident students and out-of-district students and their families.
 - c. Please include anticipated timelines for implementation.

5. If the grant or local funds will be used to provide emergency and other transportation needs for families, please explain the basis for this use of funding and how such an expenditure supports the district's Open Choice initiatives?

6. What strategies will be implemented to prevent attrition and to support Choice students to remain in the program through graduation?

7. How is the funded activity connected to the approved school or district Climate Plan?

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ED 114 Fiscal Year 2022 BUDGET FORM *Revised 9/3/2021

GRANTEE NAME: Coventry Public Schools		
GRANT TITLE: Sheff Settlement PROJECT TITLE: Open Choice Academic, Student and Social Support (Sheff Region) CORE-CT CLASSIFICATION: FUND: 11000 SPID: 12457 PROGRAM: 82160 BUDGET REFERENCE: 2022 CHARTFIELD 1: 170101 CHARTFIELD 2:		
GRANT PERIOD: 7/01/21 - 6/30/22 AUTHORIZED AMOUNT: \$ 11,125.00		
CODES	DESCRIPTIONS	BUDGET AMOUNT
100	Personal Services/Salaries	\$2,000.00
200	Personal Services/Employee Benefits	
300	Purchased Professional and Technical Services	
500	Other Purchased Services	
600	(1) Supplies and Instructional Technology	\$643.70
	(2) Targeted Professional Learning for School Climate and Culturally Responsive Education Programming and District-wide book study	\$5,000.00
		\$3,481.30
800	Other Objects	
	TOTAL	\$ 11,125.00

ORIGINAL
REQUEST DATE

REVISED
REQUEST DATE

DEPARTMENT OF EDUCATION
PROGRAM MANAGER
AUTHORIZATION

DATE OF
APPROVAL

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Budget Narrative: Program *Revised 9/3/2021

CODE	DESCRIPTIONS	AMOUNT
100	PERSONAL SERVICES-SALARIES: Amounts paid to both permanent and temporary grantee employee, including personnel substituting for those in permanent positions. This includes gross salary for personal services rendered while on the payroll of the grantees.	2,000.00
	Home School Liaison	2,000.00
200	PERSONAL SERVICES-EMPLOYEE BENEFITS: Amounts paid by the grantee on behalf of employees; these amounts are not included in the gross salary but are in addition to that amount. Such payments are fringe benefit payments and, while not paid directly to employees, nevertheless is part of the cost of personal services.	0
300	PURCHASED PROFESSIONAL/TECHNICAL SERVICES: Services that can be performed only by persons or firms with specialized skills and knowledge. While a product may or may not result from the transaction, the primary reason for the purchase is the services provided. Included are the services of architects, engineers, auditors, dentists, medical doctors, lawyers, consultants, teachers, accountants, etc.	0
500	OTHER PURCHASED SERVICES: Amounts paid for services rendered by organizations or personnel not on the payroll of the grantee (separate from professional, technical or property services). While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.	0
600	SUPPLIES: Amounts paid for items that are consumed, worn out or deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substances, which includes instructional technology with a value under \$5,000 and a useful life less than five years.	
	Targeted professional learning for school climate and culturally responsive education programming and a District Wide Book Study book purchase – Culturally Responsive Teaching and the Brain by at \$33.26 each	5,000.00 3,481.30 298.45
	Table Cloth Cover – School Name and Logo (Coventry Grammar School)	75.25
	Car Logo Magnet – School Name and Logo (Coventry Grammar School)	170.00
	Retractable Banner – School Name and Logo (Coventry Grammar School)	100.00
	Welcome Kits – For open choice students joining the district	
800	OTHER OBJECTS: Amounts paid for goods and services not otherwise classified above.	0
	TOTAL AMOUNT	11,125.00

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AFFIRMATIVE ACTION CERTIFICATE

CERTIFICATION THAT CURRENT AFFIRMATIVE ACTION PACKET IS ON FILE

According to the Connecticut Commission on Human Rights and Opportunities (CHRO), municipalities that operate school districts and also file a federal and/or state Affirmative Action Plan(s) are exempt from the requirement of filing an Affirmative Action Plan with the Connecticut State Department of Education. Agencies with an Affirmative Action Plan on file need to certify such by signing the statement below.

I, the undersigned authorized official, hereby certify that the applying organization/agency: Coventry Public Schools, has a current affirmative action packet on file with the Connecticut State Department of Education. The affirmative action packet is, by reference, part of this application.

Signature of Authorized Official: _____ Date: _____

Name and Title: Michele Mullaly, Director of Teaching and Learning

STATEMENT OF ASSURANCES

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CONNECTICUT STATE DEPARTMENT OF EDUCATION
STANDARD STATEMENT OF ASSURANCES
GRANT PROGRAMS

PROJECT TITLE: Open Choice Academic, Student and Social Support Grant
July 1, 2002- June 30, 2022

THE APPLICANT: David J. Petrone, Ed.D. **HEREBY ASSURES THAT:**
Coventry Public Schools
(insert Agency/School/CBO Name)

- A. The applicant has the necessary legal authority to apply for and receive the proposed grant;
- B. The filing of this application has been authorized by the applicant's governing body, and the undersigned official has been duly authorized to file this application for and on behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application;
- C. The activities and services for which assistance is sought under this grant will be administered by or under the supervision and control of the applicant;
- D. The project will be operated in compliance with all applicable state and federal laws and in compliance with regulations and other policies and administrative directives of the State Board of Education and the Connecticut State Department of Education;
- E. Grant funds shall not be used to supplant funds normally budgeted by the agency;
- F. Fiscal control and accounting procedures will be used to ensure proper disbursement of all funds awarded;
- G. The applicant will submit a final project report (within 60 days of the project completion) and such other reports, as specified, to the Connecticut State Department of Education, including information relating to the project records and access thereto as the Connecticut State Department of Education may find necessary;
- H. The Connecticut State Department of Education reserves the exclusive right to use and grant the right to use and/or publish any part or parts of any summary, abstract, reports, publications, records and materials resulting from this project and this grant;
- I. If the project achieves the specified objectives, every reasonable effort will be made to continue the project and/or implement the results after the termination of state/federal funding;

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- J.** The applicant will protect and save harmless the State Board of Education from financial loss and expense, including legal fees and costs, if any, arising out of any breach of the duties, in whole or part, described in the application for the grant;
- K.** At the conclusion of each grant period, the applicant will provide for an independent audit report acceptable to the grantor in accordance with Sections 7-394a and 7-396a of the Connecticut General Statutes, and the applicant shall return to the Connecticut State Department of Education any moneys not expended in accordance with the approved program/operation budget as determined by the audit;
- L. REQUIRED LANGUAGE (NON-DISCRIMINATION)**

References in this section to “contract” shall mean this grant agreement and to “contractor” shall mean the Grantee.

(a) For purposes of this Section, the following terms are defined as follows:

- i. “Commission” means the Commission on Human Rights and Opportunities;
- ii. “Contract” and “contract” include any extension or modification of the Contract or contract;
- iii. “Contractor” and “contractor” include any successors or assigns of the Contractor or contractor;
- iv. “Gender identity or expression” means a person’s gender-related identity, appearance or behavior, whether or not that gender-related identity, appearance or behavior is different from that traditionally associated with the person’s physiology or assigned sex at birth, which gender-related identity can be shown by providing evidence including, but not limited to, medical history, care or treatment of the gender-related identity, consistent and uniform assertion of the gender-related identity or any other evidence that the gender-related identity is sincerely held, part of a person’s core identity or not being asserted for an improper purpose.
- v. “good faith” means that degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations;
- vi. “good faith efforts” shall include, but not be limited to, those reasonable initial efforts necessary to comply with statutory or regulatory requirements and additional or substituted efforts when it is determined that such initial efforts will not be sufficient to comply with such requirements;
- vii. “marital status” means being single, married as recognized by the State of Connecticut, widowed, separated or divorced;
- viii. “mental disability” means one or more mental disorders, as defined in the most recent edition of the American Psychiatric Association’s “Diagnostic and Statistical Manual of Mental Disorders”, or a record of or regarding a person as having one or more such disorders;
- ix. “minority business enterprise” means any small contractor or supplier of materials fifty-one percent or more of the capital stock, if any, or assets of which is owned by a person or persons: (1) who are active in the daily affairs of the enterprise, (2) who have the power to direct the management and policies of the enterprise, and (3) who are members of a minority, as such term is defined in subsection (a) of C.G.S. § 32-9n; and
- x. “public works contract” means any agreement between any individual, firm or corporation and the State or any political subdivision of the State other than a municipality for construction, rehabilitation, conversion, extension, demolition or repair of a public building, highway or other changes or improvements in real property, or which is financed

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in whole or in part by the State, including, but not limited to, matching expenditures, grants, loans, insurance or guarantees.

For purposes of this Section, the terms “Contract” and “contract” do not include a contract where each contractor is (1) a political subdivision of the state, including, but not limited to, a municipality, unless the contract is a municipal public works contract or quasi-public agency project contract, (2) any other state, including but not limited to any federally recognized Indian tribal governments, as defined in C.G.S. § 1-267, (3) the federal government, (4) a foreign government, or (5) an agency of a subdivision, state or government described in the immediately preceding enumerated items (1), (2), (3), or (4).

- (b) (1) The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, status as a veteran, intellectual disability, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by such Contractor that such disability prevents performance of the work involved, in any manner prohibited by the laws of the United States or of the State of Connecticut; and the Contractor further agrees to take affirmative action to insure that applicants with job-related qualifications are employed and that employees are treated when employed without regard to their race, color, religious creed, age, marital status, national origin, ancestry, sex, gender identity or expression, status as a veteran, intellectual disability, mental disability or physical disability, including, but not limited to, blindness, unless it is shown by the Contractor that such disability prevents performance of the work involved; (2) the Contractor agrees, in all solicitations or advertisements for employees placed by or on behalf of the Contractor, to state that it is an “affirmative action-equal opportunity employer” in accordance with regulations adopted by the Commission; (3) the Contractor agrees to provide each labor union or representative of workers with which the Contractor has a collective bargaining Agreement or other contract or understanding and each vendor with which the Contractor has a contract or understanding, a notice to be provided by the Commission, advising the labor union or workers’ representative of the Contractor’s commitments under this section and to post copies of the notice in conspicuous places available to employees and applicants for employment; (4) the Contractor agrees to comply with each provision of this Section and C.G.S. §§ 46a-68e and 46a-68f and with each regulation or relevant order issued by said Commission pursuant to C.G.S. §§ 46a-56, 46a-68e, 46a-68f and 46a-86; and (5) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor as relate to the provisions of this Section and C.G.S. § 46a-56. If the contract is a public works contract, municipal public works contract or contract for a quasi-public agency project, the Contractor agrees and warrants that he or she will make good faith efforts to employ minority business enterprises as subcontractors and suppliers of materials on such public works or quasi-public agency projects.
- (c) Determination of the Contractor’s good faith efforts shall include, but shall not be limited to, the following factors: The Contractor’s employment and subcontracting policies, patterns and practices; affirmative advertising, recruitment and training; technical assistance activities and such other reasonable activities or efforts as the Commission may prescribe that are designed to ensure the participation of minority business enterprises in public works projects.

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- (d) The Contractor shall develop and maintain adequate documentation, in a manner prescribed by the Commission, of its good faith efforts.
- (e) The Contractor shall include the provisions of subsection (b) of this Section in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and in every subcontract entered into in order to fulfill any obligation of a municipal public works contract for a quasi-public agency project, and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The Contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with C.G.S. § 46a-56, as amended; provided if such Contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission regarding a State contract, the Contractor may request the State of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter.
- (f) The Contractor agrees to comply with the regulations referred to in this Section as they exist on the date of this Contract and as they may be adopted or amended from time to time during the term of this Contract and any amendments thereto.
- (g) (1) The Contractor agrees and warrants that in the performance of the Contract such Contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of sexual orientation, in any manner prohibited by the laws of the United States or the State of Connecticut, and that employees are treated when employed without regard to their sexual orientation; (2) the Contractor agrees to provide each labor union or representative of workers with which such Contractor has a collective bargaining Agreement or other contract or understanding and each vendor with which such Contractor has a contract or understanding, a notice to be provided by the Commission on Human Rights and Opportunities advising the labor union or workers' representative of the Contractor's commitments under this section, and to post copies of the notice in conspicuous places available to employees and applicants for employment; (3) the Contractor agrees to comply with each provision of this section and with each regulation or relevant order issued by said Commission pursuant to C.G.S. § 46a-56; and (4) the Contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the Contractor which relate to the provisions of this Section and C.G.S. § 46a-56.
- (h) The Contractor shall include the provisions of the foregoing paragraph in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the State and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The Contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with C.G.S. § 46a-56 as amended; provided, if such Contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission regarding a State contract, the Contractor may request the State of Connecticut to enter into

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any such litigation or negotiation prior thereto to protect the interests of the State and the State may so enter.

M. The grant award is subject to approval of the Connecticut State Department of Education and availability of state or federal funds.

N. The applicant agrees and warrants that Sections 4-190 to 4-197, inclusive, of the Connecticut General Statutes concerning the Personal Data Act and Sections 10-4-8 to 10-4-10, inclusive, of the Regulations of Connecticut State Agencies promulgated there under are hereby incorporated by reference.

I, the undersigned authorized official, hereby certify that these assurances shall be fully implemented.

Superintendent Signature:

Name: *(typed)*

David J. Petrone, Ed.D.

Title: *(typed)*

Superintendent of Schools

Date:



CONNECTICUT STATE DEPARTMENT OF EDUCATION

Talk Tuesdays
*Student Attendance,
Engagement, and Support Series*

June 29, 2021

Please **sign-in** using the chat - include your name, title, district/school or agency.

Developed by the CSDE in collaboration with SERC



Notice: This meeting is being recorded.

Agenda

June 29, 2021

1. **Welcome**, Kari Sullivan Custer, Attendance & Engagement Consultant, CSDE
2. **What's New! CSDE and Partners**
3. **Chronic Absence Patterns and Prediction During Covid-19:**
Insights from Connecticut, David Alexandro, Ph.D., co-author, and Education Consultant, Performance Office, CSDE
4. **Updates & Questions - LEAP**
5. **Upcoming Attendance & Engagement Meetings**

Notice: This meeting is being recorded.





What's New! CSDE & Partners

What's New at CSDE

June 24, 2021

- [Let Families Know: Hundreds of Affordable Summer Enrichment Programs Available Across CT](#)
 - [English TV video](#), [English social media video](#)
 - [Spanish TV video](#), [Spanish social media video](#)
 - [Low-Cost Summer Camps](#)
 - [Programas De Verano A Bajo Costo](#)
- [Update: Reimagining Schools July Webinar Series](#)

June 21, 2021

- [Reminder: 2022 Anne Marie Murphy Paraeducator of the Year Award Application](#) due June 30, 2021

June 17, 2021

- [Monitoring ARP ESSER Evidenced Based Interventions](#)
- [Reminder - Future of Tech Commission Town Hall: A Public Discussion on Advancing Innovations in Education](#)
- [State Student Advisory Council on Education Presentations](#)



Visit the [Superintendent's Digest](#) to stay current on new guidance from CSDE.



Chronic Absence Patterns and Prediction During Covid-19: Insights from Connecticut

Presented by
David Alexandro, Ph.D.

Talk Tuesday - June 29th, 2021



Agenda

- ❖ Background and Context
- ❖ CT's Attendance & Absenteeism Data Response to COVID-19
- ❖ Analysis and Findings
- ❖ How CDSE Will Leverage These Findings

Chronic Absence Patterns and Prediction During Covid-19: Insights from Connecticut



By Hedy N. Chang, Kevin Gee, Brianne Hennessy, David Alexandro and Ajit Gopalkrishnan

Overview

Monitoring chronic absence is widely recognized as an essential tool for reducing educational inequity. The recent shift to distance and/or hybrid learning during the Covid-19 pandemic disrupted the collection and utilization of attendance data across the country. Putting in place consistent, reliable and actionable data has been a major challenge for states and school districts.

This report describes how Connecticut took steps to collect consistent attendance data by learning mode (or modes), and publicly released data in a timely manner during the pandemic. For example, the Connecticut State Department of Education (CSDE) agreed upon a standard definition of attendance — showing up to school for half of a day — to ensure consistency with prior year data and across learning modes. CSDE also invested in frequent collection and public reporting of attendance and chronic absence data throughout the 2020-21 school year. As a result, Connecticut is uniquely positioned to analyze how patterns of chronic absence differ across learning modes, grades and student groups.

The report offers key insights from the analysis of Connecticut's chronic absence data that can inform Covid-19 educational recovery efforts and attendance initiatives. It shares lessons learned from Connecticut and recommends steps that other states can take to improve their data systems and ensure actionable data for the next school year.

1. Why Monitoring Chronic Absence Matters for Reducing Educational Inequity

Prior to the pandemic, 8 million students were chronically absent (missing 10% of school) in the 2017-18 school year. Chronic absence rates in 2017-18 were higher for groups hardest hit during the pandemic by poor health, economic hardship and unequal access to schooling.¹

Research on in-person learning shows that chronic absence has a wide-ranging impact on student outcomes including lower academic achievement,^{2,3,4} a higher probability of high school dropout,⁵ and worse social-emotional outcomes.⁶ The adverse impact was greatest for students living in poverty who are less likely to have the resources to make up for lost learning time in the classroom and more likely to experience multiple systemic barriers to getting to school.⁷

Studies conducted prior to the pandemic also reveal the importance of noticing and addressing, as early as possible, when absences are adding up. Missing more than two days in September predicts higher levels of chronic absence for that school year.⁸ Mounting evidence finds that each additional day of missed school contributes to worse educational outcomes.^{9,10,11,12}

Chronic absence, calculated throughout the school year, can serve as an early warning sign that particular or groups of students and families need additional engagement and support. It can be used to indicate when a school, district or community is struggling to put in place positive conditions for learning, such as physical and emotional health and safety, a sense of belonging, connection and support, academic challenge and engagement, and adults and peers with social-emotional competence.¹³

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[Chronic Absence Patterns and Prediction During Covid-19: Insights from Connecticut - Attendance Works](#)



Partnering with a State – The Connecticut Example

- ❖ In partnership with Attendance Works, CSDE began address the problem of chronic absence in Connecticut starting in 2012.
- ❖ Connecticut's chronic absence rates dropped from June 2013 to June 2019 *with +/- 5,000 fewer students chronically absent in each school year and an increase in graduation rates each year.*
- ❖ By 2017-18, Connecticut had moved to the 3rd lowest level of chronic absence of any state in the U.S. *compared to 29th lowest level in 2013-14.*



See this *Kappan* magazine article for more:

https://www.attendanceworks.org/wp-content/uploads/2017/08/22pdk_98_2-Kappan-Chronic-Absence-2016.pdf



www.attendanceworks.org

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CSDE's Initial Attendance Response to COVID-19

- ✓ Maintained a standard definition of attendance (i.e., showing up to school for half of a day)
- ✓ Published state [guidance](#) on hybrid and remote learning which included the state's definition of attendance.
- ✓ Collected attendance data monthly versus at the end of the year with data reported separately for in-person and remote learning.
- ✓ Released [monthly data reports](#) comparing current and prior year attendance and chronic absence.
- ✓ Reviewed district data submissions on an ongoing basis and offered districts opportunities to submit corrected data.
- ✓ Created recurring virtual learning communities to support reviewing data and learning about best practices for implementing a multi-tiered approach to improving attendance.
- ✓ Established a state team to review the data, research best practices and coordinate the work across departments.



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Guiding Questions for Analysis

1. Patterns of Chronic Absence by Learning Model.

- What did rates of chronic absence look like across three learning modes (i.e., in-person, remote, hybrid)?
- What did chronic absence look like for key student groups and across grade levels?

2. The Predictive Value of Chronic Absence.

- How well did chronic absence function as an early warning indicator for absences later in the school year?
- Did chronic absence in fall 2020 predict chronic absence in winter 2021?
- Did different racial and ethnic groups face different probabilities of being chronically absent?



Learning Models

Learning Model	Membership Days in Person
Predominantly in-person	greater than 75%
Hybrid	25% to 75%
Predominantly remote	0% to less than 25%

This analysis focused on two periods: fall (September 2020 to November 2020) and winter (January 2021 to March 2021).



Sample Demographic Characteristics

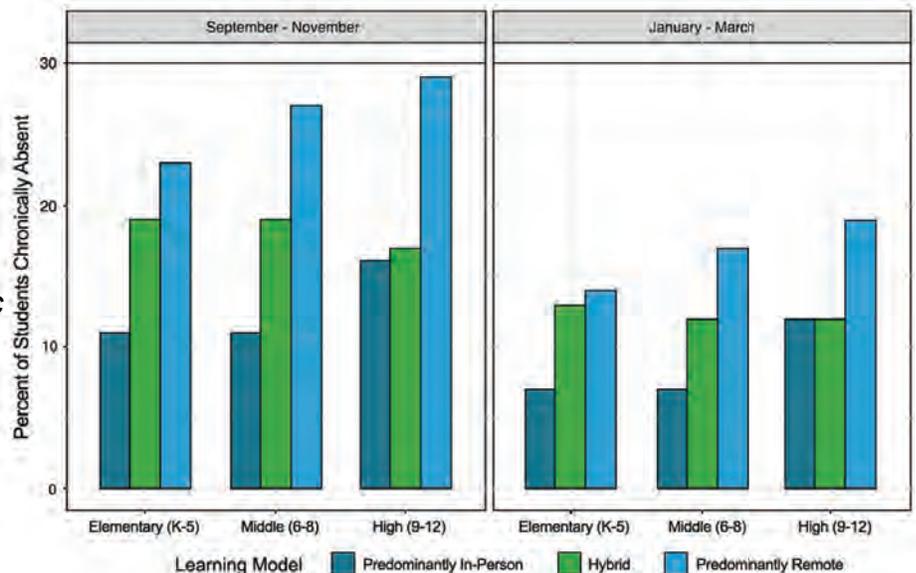
- 477,000 students
- 13% in-person, 48% hybrid , 38% remote
- 50% white, 28% Hispanic or Latino, 13% Black or African American, and 9% for all other racial and ethnic groups (American Indian or Alaska Native, Asian, Native Hawaiian, other Pacific Islander or two or more Races)
- 16% were students with disabilities, 8% were English learners and 43% qualified for free or reduced-price meals.



Finding 1. Chronic absence was most prevalent among predominantly remote students and least prevalent among in-person students, with rates for hybrid students falling in between.

Finding 2. Chronic absence rates declined between September-November and January-March across all three learning modes.

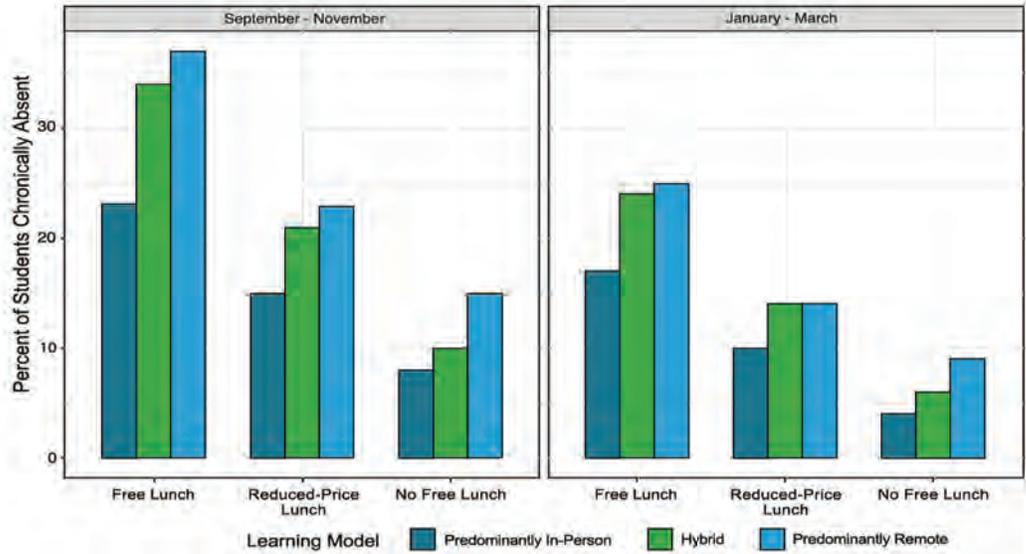
Finding 3. The gap in chronic absence rates between in-person and hybrid students was less pronounced for high school students relative to elementary or middle school students.



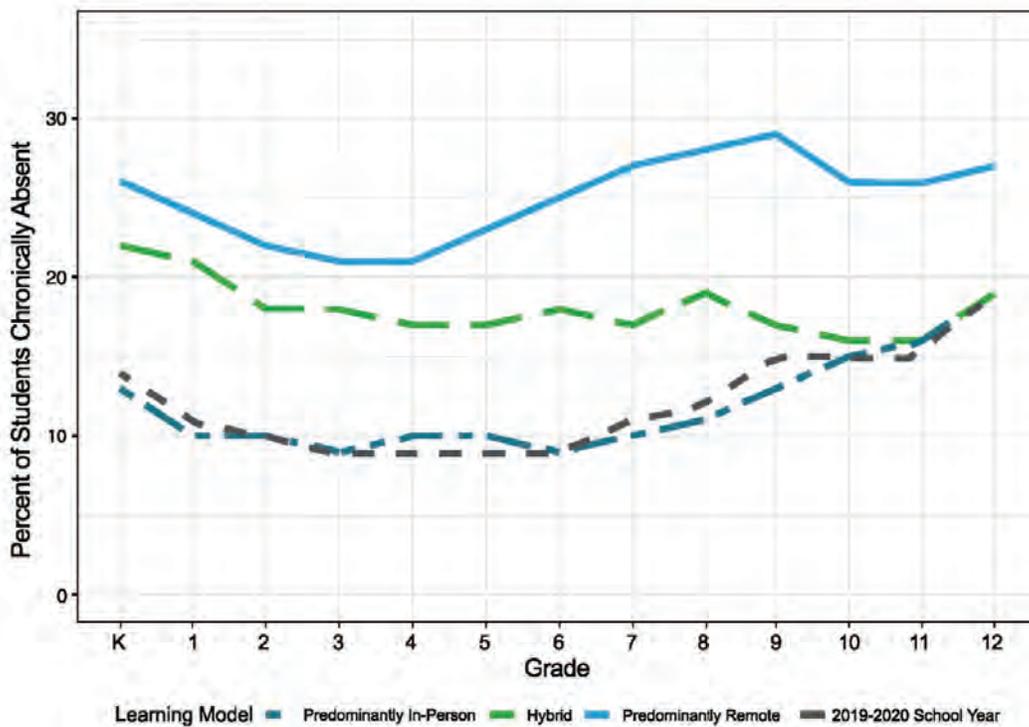
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Finding 4. Chronic absence rates were higher for students who were receiving free or reduced-price lunch, Black or Hispanic, English learners, identified as having a disability and male. These gaps persisted between Fall and Winter.

FRPL
Status

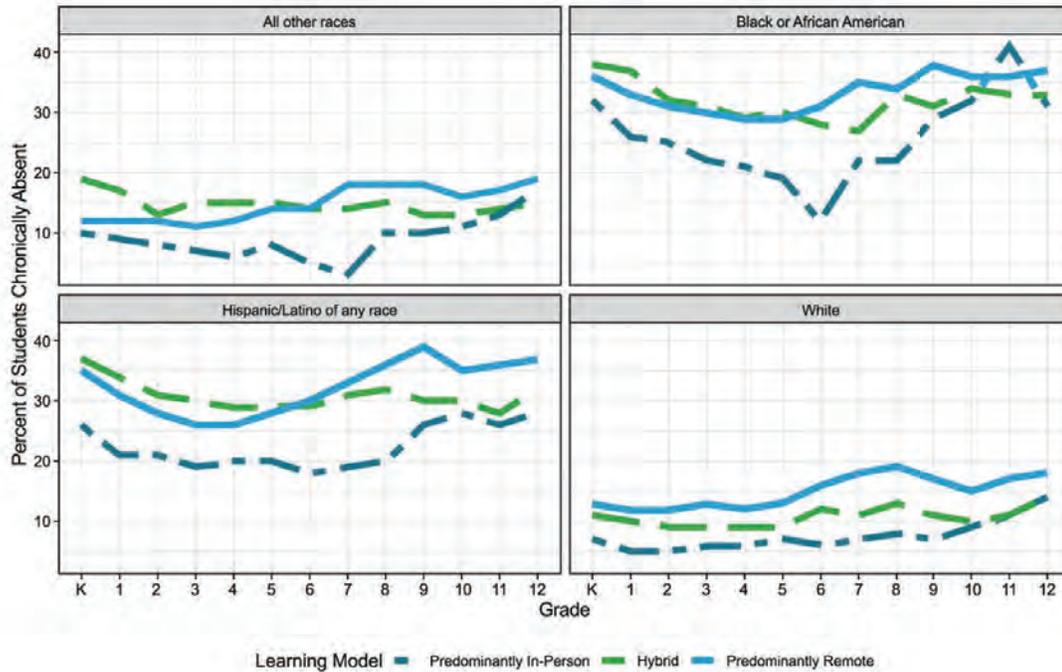


Finding 5. The patterns and grades most affected by absenteeism differed by learning model.



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Finding 6. Patterns of chronic absence by learning mode and grade were not the same across racial and ethnic groups.



Finding 7. Students were predicted to have a higher chance of winter chronic absence if, in the fall, they were chronically absent, compared to peers with satisfactory attendance (i.e., missed less than 5% of total school days).

- When examined across learning models, the odds of being chronically absent in the winter were about **17 times higher** for students who were chronically absent in fall compared to those with satisfactory attendance.
- For in person students, the odds of being chronically absent in winter were **6.5 times higher** for students who were chronically absent in fall versus those with satisfactory attendance.
- For hybrid students, the odds were **16 times higher**, while for remote students, the odds were **23 times higher**.



How CSDE Will Leverage These Findings

- Inform decisions about which student groups need **additional outreach and support**.
- Support implementation of Governor's LEAP Learner Engagement and Attendance Program (LEAP) serving 15 districts
- Share data with all districts through virtual peer learning forums
- Bring data to attention of sister agencies to discuss implications for collaboration.



Learner Engagement and Attendance Program LEAP PROGRAM DESIGN

LEAP is a collaborative partnership of the RESC Alliance, LEAP school districts, and CT State Department of Education. Professional support and expertise provided by Attendance Works and Parent Teacher Home Visits

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What is LEAP?

1. LEAP is a contracted partnership between CSDE and the RESC Alliance to support districts in the reengagement of students and families. Funding is provided by the Governor's Emergency Education Relief (GEER) Fund - \$10 million
2. Individual RESCs are working with LEAP districts in their region to conduct a self-assessment, engage community providers, agree upon a plan to engage families through positive, relational home or community visits and connect them to summer programs and supports needed to ensure a successful re-entry to school in the fall.
3. Local district LEAP plans should build on home visiting that is **already happening** in the district and expand to support data-informed populations of students, e.g., homeless, students with disabilities, grade level.
4. Components of LEAP include: 1) home visitor training and supports, 2) attendance awareness campaign, 3) contracted support from Attendance Works and 4) performance management system.

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Where is LEAP?

RESC Alliance

1. ACES
2. CES
3. CREC
4. EASTCONN
5. EdAdvance
6. LEARN

1. Bridgeport Public Schools
2. CREC Magnet Schools
3. Danbury Public Schools
4. East Hartford Public Schools
5. Hartford Public Schools
6. Manchester Public Schools
7. Meriden Public Schools
8. Consolidated School District of New Britain
9. New Haven Public Schools
10. New London Public Schools
11. Norwich Public Schools
12. Stamford Public Schools
13. Torrington Public Schools
14. Waterbury Public Schools
15. Windham Public Schools

Why LEAP Home Visits Are Needed?



- **Urgent need** for capacity to reach out personally to the large number of students who were chronically absent in the past school year and who are disengaged from school due to Covid-19
- **Expand people power** beyond teachers who may not currently have bandwidth, at this time, to engage in outreach given other responsibilities on their plate.
- **Leverage assets of community-based organizations** who successfully connect to families
- **Need common approach** to conducting assessment of assets and challenges and analyzing collective results

What do we mean by LEAP Home Visits?



LEAP home visits are voluntary, scheduled opportunities for a school district member or partner to go, in pairs, to the home of a student with prior chronic absence (or other location) to meet with a parent or guardian for the purpose of strengthening the school-family relationship in a positive and relational manner.

The conversation is focused on families' strengths and capabilities, as well as their aspirations for their child. The visitors are there to learn from families, not to enforce attendance policies or sanctions.

Ideally, families receive multiple home visits that support building relationships over time.

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What is the difference between LEAP Home Visits and Parent Teacher Home Visit?

Who: PTHV always includes teachers of the student while LEAP home visits may be carried out by community partners not necessarily teachers and if teachers are involved, they may not be the teacher of the child. Both models involve conducting the home visit in pairs.

When: LEAP Home Visits are occurring on a more defined time schedule, ideally starting as early as possible in the summer.

What: LEAP Home Visits start with a discussion about the experience during the prior year and summer learning vs. hopes and dreams for the next school year

Students: PTHV are universal for all students whereas LEAP home visits target students who are chronically absent.

Who would receive LEAP home visits?

For this summer, districts will use their data to identify and prioritize home visits for students that experienced chronic absence and/or did not attend school last year, particularly those in transitional grades.

Over time, the goal is to have a more universal approach and to focus on the schools with the highest levels of chronic absence where there is sufficient administrator and teacher buy-in.

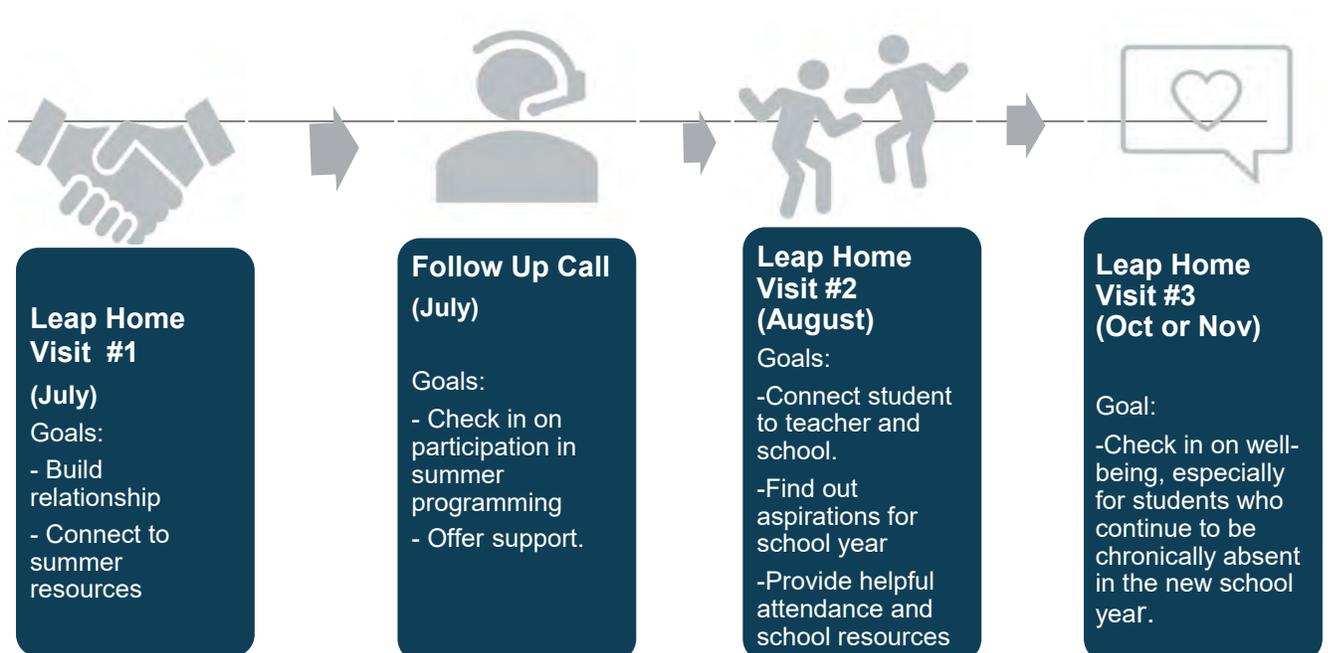
Home Visit Training Sessions

Training for Visit #1 – June 29, 2021, 3 to 5 p.m.

To register: [LEAP Home Visitor Interest \(google.com\)](#)

Training for Visit #2 – July – date to be determined

LEAP Home Visit Series





Questions about LEAP Implementation?

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Upcoming Attendance & Engagement Meetings

Next Talk Tuesday

Tuesday, **July 13, 2021**
10 to 11 a.m.

Attendance Works research brief: *Chronic Absence and Prediction During COVID-19: Insights from Connecticut*

Have a **promising practice or success** you want to share?

Concerns you want to share through peer discussion?

Send ideas for topics for discussion to Kari.Sullivan@ct.gov.



Talk Tuesday will be held on ZOOM with our partners at SERC – watch for a new meeting link starting July 13th!



Community of Practice

District Attendance Leads

Thursday, **July 29th, 2021**
10 to 11:30 a.m.



Thursday, **July 29th, 2021**
10 to 11:30 a.m.

Registration coming soon!

Save the dates!

Thursday, **August 19, 2021**, 10 to 11:30 a.m.

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Keep in touch!



**Kari
Sullivan Custer**

Kari.Sullivan@ct.gov
860-807-2041

Connect with CSDE for more information
on student attendance and engagement:



[Facebook.com/ctdepartmentofeducation](https://www.facebook.com/ctdepartmentofeducation)



<http://www.ct.gov/sde>



[@EducateCT](https://twitter.com/EducateCT)

Coventry Public Schools

Attendance

August 2021



Students are predicted to have a higher chance of winter chronic absence if, in the fall, they are chronically absent, compared to peers with satisfactory attendance (i.e., missed less than 5% of total days).



YOU can make a DIFFERENCE

Reducing chronic absenteeism ~ a goal for all!

Student's sense of belonging and connectedness to the school community directly impacts student's attendance.

Positive communications are invaluable!



Sense of Belonging

Build Relationships:

- Greet students
- Make eye contact
- Learn students' names
- 5 positive comments to 1 negative

When students are absent - greet them upon their return. "It's great to see you today!"



Note the Attendance Codes in PowerSchool

Attendance Codes

- **A** - Yellow - Chronically Absent Last School Year
- **A** - Green - Chronically absent current school year (this can fluctuate throughout the school year)
- **T** - Green - Truant (once students are truant, they remain truant)

Quarantined Students - Attendance Codes

- **MRP** - Medical Remote Present (engaged)
- **RAU** - Remote Absent Unexcused (disengaged)



Truancy Vs. Chronic Absence

TRUANCY

- Counts only unexcused absences
- Emphasizes compliance with school rules
- Relies on legal & administrative solutions

Vs.

CHRONIC ABSENCE

- Counts all absences: excused, unexcused & suspensions
- Emphasizes academic impact of missed days
- Uses community-based, positive strategies



Attendance Protocols

Teacher's Role

- ❖ Parent contact regarding attendance

School Counselor or Social Worker

- ❖ Document in PowerSchool contacts
- ❖ Identify students to receive attendance letters (quarterly/ trimester)

Office Personnel

- ❖ Mail attendance letters to families quarterly/ trimester

**Documentation is important to adhere to attendance protocol and accurately depict our attempts to discuss*



Tier 1 Universal Supports

- ✗ Clear, concise and consistent communication about schedules and expectations
- ✗ Predictable daily/weekly routines, rituals and celebrations
- ✗ Community building to create belonging and connection
- ✗ Taking attendance in a caring manner
- ✗ Personalized outreach and communication to families when students are absent
- ✗ Recognition of good and improved attendance
- ✗ Facilitate access to food, health/telehealth and supports for other basic needs
- ✗ Regular monitoring of attendance data to activate supports and identify trends



Tier 2 Early Intervention

- ✘ Using absenteeism data to activate targeted supports
- ✘ Virtual/physically distanced family meeting or home visit when absences add-up
- ✘ Individual attendance plan developed with families and students
- ✘ Mentoring (in-person and virtual)
- ✘ Tailored physical and mental health supports
- ✘ Prioritizing participation in expanded learning



Tier 3 Intensive Intervention

- ✘ Intensive outreach to locate student and family and assess situation
- ✘ Coordinated case management with multiple systems including child welfare, mental health, health, housing/homelessness and juvenile justice (as a last resort)





Thanks!

Any questions?

Beth Giller, Director, Pupil and Staff Support Services

Catherine Drury, Director, Educational Technology

Artifact QQQ

Guide for Student Attendance Processes

Attendance Situation	Response	Staff Responsible
Student is on time to class	<ul style="list-style-type: none">• If a student is in class, on time, please leave PowerSchool blank	<ul style="list-style-type: none">• Classroom teachers
Student arrives to school after 7:40am	<ul style="list-style-type: none">• Student reports to the main office• Secretary signs a pass to class and enters attendance code• Teacher accepts student to class and continues teaching	<ul style="list-style-type: none">• Secretaries
Student is late to class	<ul style="list-style-type: none">• If a student arrive with NO pass, mark student Tardy (R) in PowerSchool• If a student arrives with a pass, mark Tardy Excused (T) in PowerSchool• In both situations, accept student into class and keep teaching	<ul style="list-style-type: none">• Teacher
Student is with a Support Staff member (social worker, counselor, nurse, speech, psychologist, AP)	<ul style="list-style-type: none">• Support staff must notify teachers when they have student with them• If a student is sent back to class, please provide students with a pass	<ul style="list-style-type: none">• Support staff

Artifact QQQ

<p>Student is quarantined and remote learner</p>	<ul style="list-style-type: none"> • Teacher will post assignments in google classroom for remote learners • Teacher will check email communication regularly to communicate with student as needed • Secretary/Nurse will code absence in PowerSchool 	<ul style="list-style-type: none"> • Teacher • Secretary • Nurse
---	---	---

Important Protocols

<p>Take attendance (and lunch count if first block) in the first 10 minutes of class</p>	<p>This allows for appropriate tracking</p>
<p>First 10, last 10</p>	<p>No passes issued in the first 10 minutes of the period. This allows for maximized instructional time.</p>
<p>Scan for missing students</p>	<p>Scan the previously marked attendance periods to cross reference if you believe students are missing. Call the main office to report the student missing.</p>
<p>Teacher response</p>	<p>Develop a list of repeat offenders (tardy and absent). Discuss students at ILT meetings to develop proper interventions. Contact parents.</p>
<p>Administrative referral</p>	<p>If grade level interventions have not been successful, follow up with AP and support staff. This will be brought to the Attendance Committee for further follow up.</p>

Artifact QQQ

Absence Codes

Absence Code	Reason	When to use	Who can enter
MRP	Medical Remote Present	For students who are participating in asynchronous (or synchronous in some cases) learning while quarantining	Nurse
A	Absent Excused	For students with an excused absence	Nurse
U	Absent Unexcused	For students where absence reasons is unknown or absence does not qualify as excused	Teachers
Present	Present	For students in attendance	Teachers
T	Tardy Excused	For students who arrive late to class with a pass or school with a valid reason.	Teachers/Secretaries
R	Tardy Unexcused	For students who arrive late to class or school without a valid reason and/or pass.	Teacher/Secretaries

Artifact RRR

TEACHER ATTENDANCE CODE CLARIFICATION FOR REMOTE LEARNING OPTION

Students are automatically set to Present (which looks blank in PS). If a child is absent, the teacher may put in the following code:

U (Unexcused Absent): Teachers mark if student is not in class.

Additional codes you may see in PS for your students that are put in by the office or nurse are:

MRP (Medically Remote Present): NURSE'S ONLY USE THIS CODE

Per the State Document this would be defined as: "For students who must be in isolation due to a confirmed COVID-19 infection, or who must quarantine due to close contact with a confirmed case."

RP (Remote Present): For Teacher Use (Nurse or Office Staff will confirm who these students are).

1. In rare and individualized circumstances, for students with live-in family members who have documented an unusual vulnerability to COVID-19;
2. In those rare cases in which a Planning and Placement Team determines that instruction in the home provides the student with a free appropriate public education in the least restrictive environment and revises the student's Individualized Education Program accordingly.

*As a reminder, students whose parents are choosing to keep them home (**not** for any of the limited circumstances noted above) **are to be marked as absent**. Districts cannot count these as school days or an excused absence for these students.*

RAU (Remote Absent Unexcused): Nurse's ONLY use this code.

A (Absent Excused): Office Staff and School Nurse Mark This CODE.

Artifact SSS

Chronic Absenteeism Protocols

When running reports...if someone appears on the [Chronic Absentee Report](#) that you feel should not (i.e. has modified schedule per IEP), please email Maria and Ali to assist.

Date	Absence Count (excused and unexcused)	Action (Individuals responsible for action steps will be determined by the building administrator)	
By 9/30	If 3 or more absences are listed for the student on the Chronic Absenteeism Report in PowerSchool	If the absences are excused...	And the student has no absence alerts... No action necessary
			And the student has a yellow A alert... Make a phone call home (general check-in) and document in PowerSchool via Attendance Log
		If any of the absences are unexcused...	Make a phone call home (general check-in) and document in PowerSchool via Attendance Log
By the end of Q1 (11/1)	If 5 or more absences are listed for the student on the Chronic Absenteeism Report in PowerSchool (missing 10% of school days). All students in this listing should have the green A attendance alert added in PowerSchool.	If the absences are excused...	And the student's family was not notified in previous check... Make a phone call home (general check-in) and document in PowerSchool via Attendance Log .
			And the student's family was notified in previous check... send home letter for excused absences and document in PowerSchool via Attendance Log .
		If any of the absences are unexcused...	And the child is not truant... send home letter for unexcused absences and document in PowerSchool via Attendance Log .
			And the child is truant... follow district truancy procedures. (CNH/CHS or CGS/GHR/CA - Monthly/Yearly)
By 12/6 By end of Q2 (1/17) By end of Q3 (3/10)	If student is absent for 10% of school membership days... All students in this listing should have the green A attendance alert added in PowerSchool. Additional actions may include holding PPT, contacting Youth Services, or DCF referral depending on individual case.	If the absences are excused...	And the student's family was not notified previously... Make a phone call home (general check-in) and document in PowerSchool via Attendance Log .
			And the student's family was called at the end of previous quarter... send home letter for excused absences and document in PowerSchool via Attendance Log .
			And the student's family was mailed a letter at the end of previous quarter... hold a parent meeting and document in PowerSchool via Attendance Log .
		If any of the absences are unexcused...	And the child is not truant.. hold a parent meeting and document in PowerSchool via Attendance Log .
			And the child is truant... follow district truancy procedures. (CNH/CHS or CGS/GHR/CA - Monthly/Yearly)

Artifact TTT

CAPT. NATHAN HALE MIDDLE SCHOOL

1776 MAIN STREET
COVENTRY, CONNECTICUT 06238
TELEPHONE 860.742.7334
FAX 860.742.4565
WWW.COVENTRYPUBLICSCHOOLS.ORG



DENA C. DEJULIUS
PRINCIPAL

CHRISTIAN A. MARCINCZYK
ASSISTANT PRINCIPAL

DATE

Dear CNH Parent/Guardian of,

Our attendance records indicate that your child, _____, has missed _____ days of his or her classes due to absences, tardies, or early dismissals.

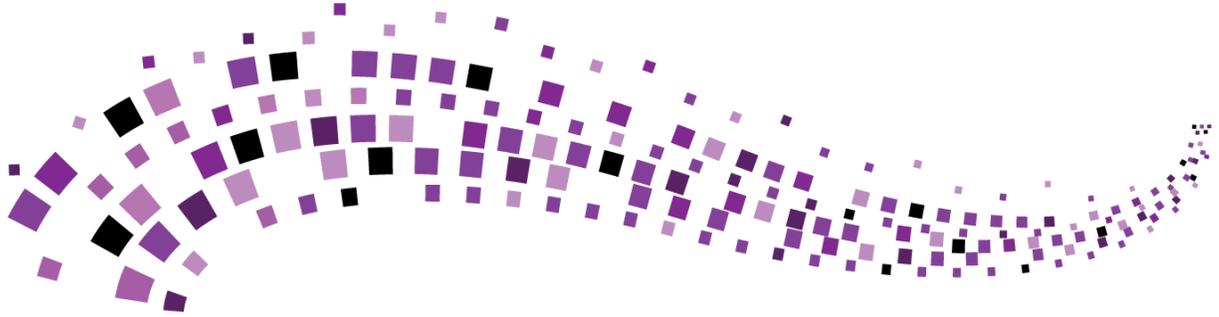
We are required to inform you of this information quarterly. Please note we are aware of the current circumstances and no further action is required. Please continue to keep students home if they are experiencing symptoms of COVID-19 or have been exposed to someone who may have COVID-19.

We encourage your cooperation in maintaining a positive attendance pattern for all academic and related arts classes. As a reminder, all absences, including the reason your child is out, must be reported to the school nurse or main office. If we can be of further assistance, please do not hesitate to contact your son or daughter's School Counselor.

Sincerely,

Dena DeJulius
Principal





**COVENTRY SCHOOL DISTRICT
PROFESSIONAL DEVELOPMENT PROPOSAL**

Submission Date:

May 13, 2021

Developed by:

Gloria Francesca Mengual

Diversity, Equity & Inclusion Coordinator, CREC Open Choice Program

gmengual@crec.org

(860)509-3768

(860) 729-2093

Artifact UUU

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Artifact UUU

QUALIFICATIONS AND EXPERIENCE

(a) Background Information on the Capitol Region Education Council

The Capitol Education Council (CREC) is pleased to submit this proposal for professional development to the school district of Coventry.

CREC, headquartered in Hartford, is the largest non-profit regional education service center in Connecticut. CREC began in 1966 as a grassroots organization of local school districts working together to solve common problems. Our organization has a proven record of developing cost-effective programs to advance education for children and adults.

(b) Background Information on the Hartford Region Open Choice Program

The Hartford Region Open Choice Program, formerly Project Concern, launched more than 50 years ago. The program maximizes the opportunity for every student to achieve at the highest level. It is a part of statewide Regional School Choice Office (RSCO) programs that offer students the opportunity to attend public schools in suburban towns, and suburban students the opportunity to attend public schools in Hartford at no cost to the student's family. The program helps improve academic achievement, reduce racial, ethnic, and economic isolation; and provides families a choice of educational programs. Admission into the program is conducted through the RSCO at the State Department of Education. CREC is one of three RESCs in the state legislatively mandated to manage an Open Choice program.

(c) Statement of Qualification

CREC is qualified and experienced in providing engaging, informative professional development focused on social justice and cultural proficiency in school districts.

(d) Project Leader

Gloria Francesca Mengual, Diversity, Equity & Inclusion Coordinator for CREC Open Choice, provides professional development to suburban school districts serving Hartford students, along with other districts throughout the state. She collaborates with district leadership to assess and identify district needs as they relate to racial/ethnic tensions and/or other isms and recommends actions. Specific areas of professional development focus she offers include: race as a social construct and its impact on education, facilitation of race dialogues, the role of implicit bias in education, culturally proficient parent engagement, recognition of and techniques to challenge prejudice, discrimination and oppression, facilitation of student voices creating a school vision, and more. She has a B.A. in journalism, has completed several Master's level classes at Wesleyan University, and has participated in and presented at numerous regional and national racial justice conferences. She has trained in conflict resolution, mediation, restorative justice circles and race dialogue facilitation, has coached community coalitions (which included educators) throughout

Artifact UUU

the U.S. in development of large-scale, diverse dialogue-to action programs, using civic engagement to address issues such as racial equity, the opportunity gap in education, poverty, immigration, food insecurity, public health, and more.

WORK PLAN AND DELIVERABLES

The professional development provided to Coventry school teachers and other certified and non-certified staff members will focus on the following areas:

FORMAT: ZOOM

AUGUST 30, 2021

Coventry Middle School Staff – 44 teachers; some paras **12:30 – 3:30 p.m.**

- *Productively Addressing Hurtful, Biased Comments or Actions in Middle School*

AUGUST 31, 2021

Coventry Grammar School - 35 staff **8:30 – 11:30 a.m.**

- *Productively Addressing Hurtful, Biased Comments or Actions in Grammar School*

Coventry Intermediate School – 35 staff **12:30 – 3:30 pm**

- *Productively Addressing Hurtful, Biased Comments or Actions in Intermediate School*

OCTOBER 12, 2021

Coventry High School – Staff total of 50, counting certified staff who are not teachers

- *Facilitating a Civil Discourse in the Classroom* –1st Group **8:30 – 10:25 am**
- *Facilitating a Civil Discourse in the Classroom*–2nd Group **10:30 am – 12:30 pm**
- **12:30 – 1:30 pm – LUNCH**
- *Overview of Systemic Racism - Examples within Education* **1:30 – 3:30 pm**

OTHER PROPOSED SESSIONS:

DATES: TBD

1. **District-wide Book Club** (Two Sessions – 1.5 hours each)
 - *Stamped; Racism, Anti-Racism and You* by Jason Reynolds & Ibram Kendi (youth version of *Stamped from the Beginning* by Ibram Kendi)
2. **Facilitating a Civil Discourse in the Classroom*** – Participant limit: 10 staff
 - *One full-day training session, followed by two days co-facilitating with Open Choice Diversity, Equity & Inclusion Coordinator race dialogues among 10-15 high school youth (see accompanying document for more details about this professional development session)*

Artifact UUU

** This is a bundle. – full day training only available to districts that commit to completing two days of student dialogues.*

PROFESSIONAL DEVELOPMENT ~ COST ANALYSIS

Full day rate: \$1,050.00

Half day rate: \$ 750.00

<u>SESSION(S)</u>	<u>DATE/LENGTH</u>	<u>COST</u>
1. Addressing Hurtful, Biased Comments (Middle School)	8.30.21 ~ 3 hours (1/2 Day)	\$750.00

2a. Addressing Hurtful, Biased Comments (Grammar School)	8.31.21 ~ 3 hours (Full Day)	\$1,050.00
2b. Addressing Hurtful, Biased Comments (Intermediate School)	8.31.21 ~ 3 hours	

3a. Facilitating Civil Discourse in Classroom* (High School)	10.12.21~ 2 hours (Full Day)	\$1,050.00
3b. Facilitating Civil Discourse in Classroom* (High School)	10.12.21~ 2 hours	
3c. Overview: Systemic Racism in Education*	10.12.21 ~2 hours	

4. Book Club: <i>Stamped: Racism, Anti-Racism and You</i> by Jason Reynolds & Ibram Kendi	Proposed; pending approval ~ 2 hours (Half Day) Two Sessions	\$750.00

5. Facilitating a Civil Discourse in The Classroom*	Proposed; pending approval Full Day	\$850.00

TOTAL:		\$4,450.00
Value of Pro Bono Trainings:		<u>\$2950.00</u>
<u>BALANCE DUE (Includes Book Club):</u>		\$1,500.00

** Items 2a, 2b, 3a, 3b and 3c make up the two pro bono Professional Development days available to each school district serving Hartford youth via Open Choice.*

Artifact UUU

**Item 5 also is pro bono – Open Choice obtained Graustein Foundation funds for this project. To participate in this full-day session, district must commit some of their recently trained district staff to facilitating a two-day race student dialogue with Open Choice Diversity, Equity & Inclusion Coordinator Gloria Francesca Mengual.*



Coventry

Equity Conversations

February 22, 2022

Agenda

- ▷ Setting the Stage
- ▷ Case Study
- ▷ Video Carrossel
- ▷ Intersectionality
- ▷ To infinity and beyond!



Artifact VVV

Which Will Smith character are you today?



Check in

3

Norms

- ▷ Be willing to be surprised
- ▷ Speak your truth
- ▷ Be aware of Impact versus Intentions
 - Humility and Grace
- ▷ Expect and Accept Non closure
- ▷ Lean into the discomfort



4

Case Study

- ▷ Background
- ▷ Read the document:
 - Use your equity lens
 - Use your teacher lens

- ▷ What is positive about this document?
- ▷ What doesn't feel right?
- ▷ What suggestions do you have?

Video Carrossel

Procedure:

1. Select a video to watch
2. Mute and turn off video
3. Choose the breakout room that corresponds to your video
4. Report out to larger group

Video Carrossel Discussion

Room 1: Binary Code of Racism

Room 2: How to deconstruct racism ...

Room 3: Why English class is silencing students of color

Room 4: The urgency of intersectionality

Video Carrossel Share out



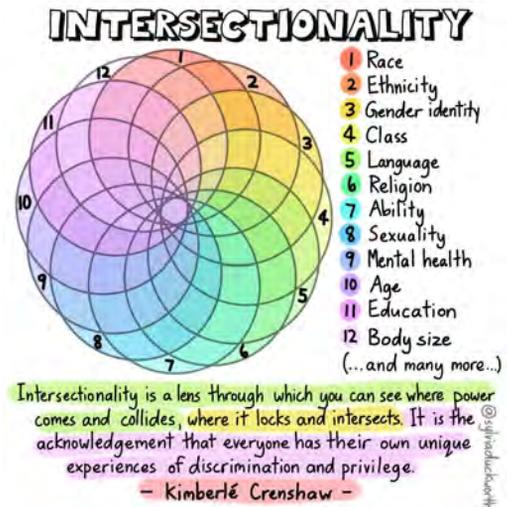
Room 1: Binary Code of Racism

Room 2: How to deconstruct racism ...

Room 3: Why English class is silencing students of color

Room 4: The urgency of intersectionality

Intersectionality



9

Intersectionality in the Court System

In 1989, legal scholar and law professor Kimberlé Crenshaw applied retrospective analyses to three discrimination lawsuits, each filed by black women.

The first case she examines, *DeGraffenreid v. General Motors* (1976), illustrates how the courts at that time interpreted existing anti-discrimination laws, previous legal decisions and plaintiffs' claims to be members of a protected class. In *DeGraffenreid*, five black women claimed that their employer, General Motors, discriminated against black women by laying off employees on the basis of seniority during the 1970 recession. Because GM did not hire black women before the Civil Rights Act of 1964, "all of the [black] women hired after 1970 lost their jobs," Crenshaw explains.

The U.S. District Court for the Eastern District of Missouri ruled in favor of the defendant, however, stating that, because the layoffs did not also affect white women, there was no legitimate sex discrimination claim; and, because the layoffs did not also affect black men, there was no legitimate race discrimination claim either. "[Black women] should not be allowed to combine statutory remedies to create a new 'super-remedy' which would give them relief beyond what the drafters of the relevant statutes intended," the court stated. "Thus, this lawsuit must be examined to see if it states a cause of action for race discrimination, sex discrimination, or alternatively either, but not a combination of both."

Crenshaw argued that the court's failure to see the ways in which sex and race compounded the injustice against the plaintiffs indicated a systemic failure—one that isn't limited only to black women.

10



Discussion

A horizontal bar with a blue segment on the left, a larger blue segment in the middle, and a multi-colored segment (orange, yellow, red) on the right.

Intersectionality Activity

Process

Any ah-has?

Students with connections to the school

Keep Learning!

Stop waiting for the learnin to come to you

Introductions

Linda T. Darcy

Director of Teaching and Learning

ldarcy@learn.k12.ct.us



Coventry

Equity Conversations

January 12, 2022

Agenda

- ▷ Setting the stage
- ▷ Using Equity Lens to review curriculum
- ▷ Survey for our last session



17

Introductions

Linda T. Darcy

Director of Teaching and Learning

ldarcy@learn.k12.ct.us



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Information

- ▷ Please use the chat, emojis, reactions, hand raise . . . or unmute yourself.
- ▷ Video
- ▷ I will share the presentation with you.
- ▷ We will take a break.



19

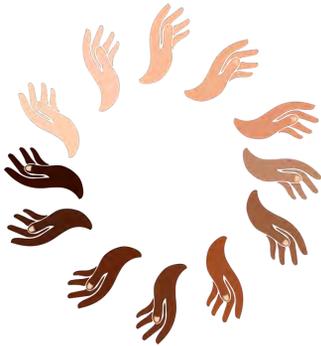
Norms

- ▷ Be willing to be surprised
- ▷ Speak your truth
- ▷ Be aware of Impact versus Intentions
 - Humility and Grace
- ▷ Expect and Accept Non closure
- ▷ Lean into the discomfort



20

Discussion



Last session: Intersectionality

Impact of New Learning

What is (at least) one thing you are going to incorporate into your practice before our next session?
OR, something you are going share with your colleagues.

Agenda - January 12

- ▷ Report on impact of new learning;
- ▷ Taking an Equity Lens to a K - 12 Curriculum
- ▷ Survey for final session.



Coventry

Equity Conversations

November 2, 2021

Agenda

- ▷ Setting the stage
- ▷ Intersectionality
- ▷ Inclusivity in a course
 - Tools for review
 - Exploration
- ▷ Wrap up



23

Introductions

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Director of Teaching and Learning

ldarcy@learn.k12.ct.us



24

Information

- ▷ Please use the chat, emojis, reactions, hand raise ... or unmute yourself.
- ▷ Video
- ▷ I will share the presentation with you.
- ▷ We will take a break.



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Discussion



Last session:

Culturally Relevant Pedagogy



26

Discussion



What is your understanding of 'intersectionality'?

Summarize the discussion from your group.



Intersectionality

A concept used to describe the ways in which different kinds of oppression, e.g. racism, sexism, ableism, classism, etc. are interconnected and cannot be examined separately from one another.

Social Identity Review



What are the implications of intersectionality in K -12 Education?

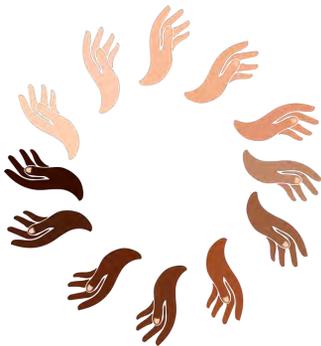
Article Read and Share

1. Turn off your video to read the article.
2. Turn video back on when you are finished.
3. Small group discussion:
 - a. What is one thing that surprised you?
 - b. What is one thing felt familiar?
 - c. What is one thing you want to know more about?
4. Choose someone as a reporter.



31

Large Group Debrief



Summarize the discussion from your group.



32

Impact in Curriculum

How can we make our courses for inclusive?



Assignment Make Over

Before: 3rd grade Biography Unit

Students picked a famous person to read a chapter book about and write a 'book report'

Conversation in district:

Equity committee wants to make sure the students read a book about a person of color.

1 teachers wants to let the students pick anyone.

Assignment Make Over

Change: 3rd grade Biography Unit

Students will complete a biography 'anthology'.
Teachers will create three lists of famous people
and each student will pick one person from each list.

This will allow students to pick someone from a
eurocentric background, as well as people of color.

Allows for comparing and contrasting

Assignment Make Over

Suggested lists:

<ul style="list-style-type: none">• Jane Goodall• Louis Braille• Albert Einstein• Walt Disney• Anne Frank• Daniel Radcliffe• Dr. Oz• Elizabeth Blackwell• Greta Thunberg	<ul style="list-style-type: none">• Gandhi• Jim Thorpe• Cesar Chavez• George Washington Carver• Roberto Clemente• Lin Manuel-Miranda• Ellison Onizuka (1st Asian American in space)• Neil deGrasse Tyson• Jason Momoa• DJ Khaled• Shaquille O'Neal• Dwayne "The Rock" Johnson• Congressman Elijah Cummings	<ul style="list-style-type: none">• Harriet Tubman• Kamala Harris• Rosa Parks• Ruby Bridges• Ella Fitzgerald• Sadako Sasaki• Malala Yousafzai• Gloria Estefan• Michelle Obama• Oprah Winfrey
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Assignment Make Over

Actual lists:

<ul style="list-style-type: none">• Louis Braille• Anne Frank• Greta Thunberg• Congressman Elijah Cummings• Harriet Tubman• Kamala Harris• Rosa Parks• Ruby Bridges• Roberto Clemente• Cesar Chavez• Gandhi• Malala Yousafzai• Michelle Obama	<ul style="list-style-type: none">• George Washington Carver• Ellison Onizuka (1st Asian American in space)• Neil deGrasse Tyson• Jane Goodall• Albert Einstein• Elizabeth Blackwell	<ul style="list-style-type: none">• Ella Fitzgerald• Sadako Sasaki• Gloria Estefan• Oprah Winfrey• Walt Disney• Daniel Radcliffe• Dr. Oz• Dwayne “The Rock” Johnson• Jason Momoa• DJ Khaled• Shaquille O’Neal• Lin Manuel-Miranda• Jim Thorpe
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Dabble and Dive

Dabble:

- Spend 10 minutes exploring the resources provided . . . skimming
- Your goal is to find something you want to spend more time exploring.

Feel free to turn your camera off while dabbling.
I’ll bring call you back.

Dabble and Dive

Dive:

- Pick 1 resource to take a deep (20 minute) dive into, alone or with a partner or small group.
- Share you the resource and I can partner you with someone in a small room in you are interested
- You may also choose to explore resources from the last session

Share (when you come back):

- Describe what you explored, its value and would you recommend it?

What is (at least) one thing you are going to incorporate into your practice before our next session?

OR, something you are going share with your colleagues.

Agenda - January 12

- ▷ Report on impact of new learning;
- ▷ Taking an Equity Lens to a K - 12 Curriculum
- ▷ Survey for final session.

Artifact VVV



Linda T. Darcy

ldarcy@learn.k12.ct.us

Date	Content
October 12, 2021	Review compass Review CRP Dabble and Dive instructional strategies
November 2, 2021	Equity Lens to a full year course
January 12, 2021	Equity Lens to K-12 Curriculum
February 22, 2021	TBD



Coventry

Equity Conversations

October 12, 2021

Agenda

- ▷ **Setting the stage**
 - Where we've been
 - Where we're going
 - The Compass
- ▷ **Culturally Relevant Pedagogy**
 - Review
 - Exploration
- ▷ **Wrap up**



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Introductions

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Information

- ▶ Please use the chat, emojis, reactions, hand raise ... or unmute yourself.
- ▶ Video
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- ▶ We will take a break.



Norms

- ▷ Be willing to be surprised
- ▷ Speak your truth
- ▷ Be aware of Impact versus Intentions
 - Humility and Grace
- ▷ Expect and Accept Non closure
- ▷ Lean into the discomfort



2020-2021

- Social identity
- What is bias?
- Microaggressions
- Interrupting bias
- Privilege
- Culture and its impact in the classroom
- Applying an equity lens
- Courageous Conversation Compass
- White Supremacy
- Culturally Relevant Pedagogy

Small group discussion and [padlet](#)



Thinking back to all we explored last year, what made an impact? How has your practice changed?

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Large Group Debrief



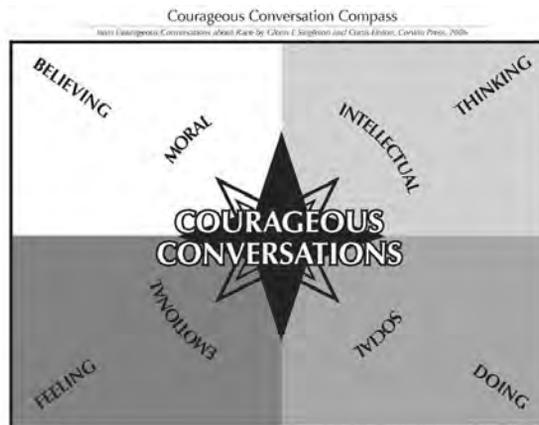
- ▷ Read what everyone wrote on the padlet.
- ▷ Like or comment.
- ▷ Share your thoughts.

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The Plan: 2021 - 2022

Date	Content
October 12, 2021	Review compass Review CRP Dabble and Dive instructional strategies
November 2, 2021	Equity Lens to a full year course
January 12, 2021	Equity Lens to K-12 Curriculum
February 22, 2021	TBD

Courageous Conversations Compass



The Compass



Courageous Conversations About Race, Singleton & Linton, 2005

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Large Group



- ▷ Do you find yourself referring (internally or externally) to the Compass?
- ▷ Have you noticed a trend in the energy you bring to conversations?

54

CRP - Redux

1. High Expectations for all students
2. Student Centered
3. Cultural Competency (teacher and students)
 - a. Windows, Mirrors and Sliding Doors
4. Building Rapport with Students
5. Building Socio-Political Awareness
6. Teacher assumes responsibility for student learning

57

Pedagogy of Confidence: Inspiring High Intellectual Performance

- ▷ Belief
- ▷ Fearless belief
 - Enormous Intellectual capacity
 - Teacher has the capacity (and responsibility) to inspire and elicit that
- ▷ Enrichment
- ▷ Metacognition
- ▷ Relevancy



58

Dabble and Dive

Dabble:

- Spend 10 minutes exploring the resources provided ... skimming
- Your goal is to find something you want to spend more time exploring.

Feel free to turn your camera off while dabbling.
I'll bring call you back.

Dabble and Dive

Dive:

- Pick 1 resource to take a deep (20 minute) dive into, alone or with a partner or small group.
- Share you the resource and I can partner you with someone in a small room in you are interested

Share (when you come back):

- Describe what you explored, its value and would you recommend it?

Artifact VVV



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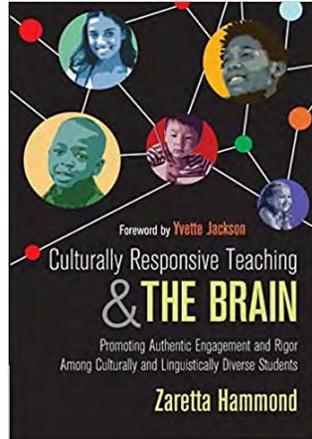
Artifact WWW

Capt. Nathan Hale Middle School PLC Book Talk 2021-2022

Zaretta Hammond's *Culturally Responsive Teaching and the Brain*

9 chapters/15 minutes dedicated to a chapter at staff meetings and/or during staff development time

Led by CNH Leadership Team



Date	Chapter	Book Discussion Leader
Wednesday, October 13, 2021	1	
Wednesday, October 27, 2021	2	
Wednesday, December 8, 2021	3	
Wednesday, December 8, 2021	4	
Wednesday, January 26, 2022	5	
Wednesday, February 23, 2022	6	
Wednesday, March 9, 2022	7	
Wednesday, April 6, 2022	8	
Wednesday, May 11, 2022	9	

Artifact XXX

Coventry Public Schools Professional Development Plan 2021-2022

Philosophy of Professional Development:

"Increasing the effectiveness of professional learning is the leverage point with the greatest potential for strengthening and refining the day-to-day performance of educators." - National Staff Development Council

The mission of Coventry Public Schools is to prepare every student for life, learning, and work in the 21st century. Professional development is designed to improve the learning and achievement of all students by providing continuous learning opportunities for teachers to develop skills and knowledge related to curriculum, instruction, and assessment. Our goals are to provide professional development options that support the achievement of our district and school improvement plans, are based on teacher growth needs, are linked to teacher goals and the Connecticut Core of teaching, are job-embedded and reflect the expectations for accomplished practice, showcase best practices, and are based on standards for professional development (<http://www.secl.org/pubs/secl-letter/v19n01/nsdc-standards-tools.html>).

Hale Early Education Center	Coventry Grammar School	George Hersey Intermediate Robertson School	Capt. Nathan Hale Middle School	Coventry High School
AUGUST – HEEC	AUGUST – CGS	AUGUST - GHR	AUGUST - CNHMS	AUGUST - CHS
	8/16/21- SIP Committee			
	8/19/21: DESSA, 2-4 (LaPere, McPeck, Knauf, Hosey)			
	8/23/21- SIP Committee			
8/24-8/26 – New Teacher Orientation	8/24-8/26 – New Teacher Orientation	8/24-8/26 – New Teacher Orientation	8/24-8/26 – New Teacher Orientation	8/24-8/26 – New Teacher Orientation
	8/26/21, DESSA, 2-4 (Carrie)			
	8/27/21, DESSA, 3-5 (Lamb)			
8/30/2021 - Convocation	8/30/2021 - Convocation	8/30/2021 - Convocation	8/30/2021 - Convocation	8/30/2021 - Convocation
12:00-12:30 PreK Teachers - speed dating with K teachers	Immediately following Convocation K Speed Dating with PK-at HEEC	Our agenda linked here	CNH agenda linked here	CHS Agenda: linked Here
12:00-12:30 Paras - review of safety plan	12:30-1:30 Paras - TEACH CT and Opportunities to become a certified teacher CHS Lecture Hall	12:30-1:30 Paras - TEACH CT and Opportunities to become a certified teacher CHS Lecture Hall	12:30 - 3:30 Open Choice PD - Productively Addressing Hurtful Biased Comments Meeting Link	12:30-3:00: Faculty Meeting
12:30-1:30 Paras - TEACH CT and Opportunities to become a certified teacher CHS Lecture Hall			12:30-1:30 Paras - TEACH CT and Opportunities to become a certified teacher CHS Lecture Hall	3:00-3:30: Classroom/Collaboration time
12:30-1:15 Certified staff - review of safety plan	All other certified staff			12:30-1:30 Paras - TEACH CT and Opportunities to become a certified teacher CHS Lecture Hall
2:00-3:30 Meet & Greet - all staff	1:30-2:15, All Staff Reopening-Nurse Presentation			

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Coventry Public Schools Professional Development Plan 2021-2022

	2:30-3:30, Meet & Greet K-2 (with bus on site)			
8/31/2021 - Prof. Dev.	8/31/2021 - Prof. Dev.	8/31/2021 - Prof. Dev.	8/31/2021 - Prof. Dev.	8/31/2021 - Prof. Dev.
8:30-11:30 Productively Addressing Hurtful Biased Comments - virtual; with CGS staff - Meeting Link	8:30-11:30 Open Choice PD - Productively Addressing Hurtful Biased Comments Meeting Link	Our agenda linked here	CNH agenda linked here	CHS Agenda: linked Here
12:30-3:30 Literacy Instruction	12:30-1:30 PSSS and Sped with Ronda and Beth (Sped Teachers, SLP, SW, Psych, BCBA)	12:30-3:30 Open Choice PD - Productively Addressing Hurtful Biased Comments Meeting Link		8:30-10:00: Universal Precautions 10:00-11:30: Mandated Reporter 12:30-1:00: Classroom/Collaboration Time 1:00-3:30: New Student Orientation
	All other certified staff-Classroom Communities			
	1:30-2:30 PSSS and Sped-Classroom Communities			
	All other certified staff- Grade Level Meetings			
	2:30-3:30 Classroom Communities			
SEPTEMBER – HEEC	SEPTEMBER – CGS	SEPTEMBER – GHR	SEPTEMBER – CNHMS	SEPTEMBER – CHS
9/1/2021 - First Day of School	9/1/2021 - First Day of School	9/1/2021 - First Day of School	9/1/2021 - First Day of School	9/1/2021 - First Day of School
	9/2/21: Hundreds and Multiplication Chart, 8:30-9:30 (Kelly, Gia, Sarah)			
	Bridges, 12:30-2:30 (Megan, Gia, Sarah)			
	Reflex, 2:35-3:05 (Katie, Gia, Sarah, Cassidy)			
	9/3/21: LI, 12:30-2:30 (Gia, Sarah, LTS)			

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Coventry Public Schools Professional Development Plan 2021-2022

	9/21/21, Faculty Meeting, Cathie Drury Zaretta Hammond's <i>Culturally Responsive Teaching and the Brain</i>			
		9/8 Faculty Meeting (BAS, rdg,	9/8 Faculty Meeting-SEL Training/Character Strong	
	9/20/21: BAS, 8:30-10:30 (Cassidy, Katie, Gia, Sarah)			9/20/21 Equity Training for Students Grade 9 Times TBA
		9/22 Faculty Meeting TEVAL, SLO's		
				9/27/2021 Equity Training for Students Grade 10 Times TBA
			9/29 Faculty Meeting	
		Goal setting?		
OCTOBER – HEEC	OCTOBER – CGS	OCTOBER – GHR	OCTOBER – CNHMS	OCTOBER – CHS
	10/2/21, Foundations Grade 2, Full Day Virtual (Cassidy, Katie, 1 Sped)			
			10/04/2021 Equity Training for Students Grade 6 Times TBA	
10/12/2021 – Full Professional Development Day				
8:30-3:30 CPR/1st Aid Training 12:30-3:30 Systemic Racism in Education and How to Address It (Select participants for/each school) Legasse, LeBoribus ZOOM w/Linda Darcy	8:30-9:30 DESSA Rater Training Part 1 (19 classroom teachers and leadership team) 9:30 -11:30 Science coaching Gr. 2	Agenda 12:30-3:30 Systemic Racism in Education and How to Address It (Select participants for/each school), Dragonjac, Nagy, Bernier, Dzwonchuk, Daigneau with Linda Darcy ZOOM w/Linda Darcy 12:30-3:30pm Facilitating Civil Discourse in the Classroom	8:30-11:30 POG work- Critical Thinking Rubrics 10:00-11:30 Planning for Zaretta Hammond's Culturally Responsive Teaching and the Brain	CHS PD Agenda 10/12/21 8:30-10:00 Addressing Increased Conflicts through Civil Discourse (% of Staff) ZOOM w/Gloria Mengual 10:00-11:30 Addressing Increased Conflicts through Civil Discourse (% of Staff) ZOOM w/Gloria Mengual

Updated: 10/20/2021 cs

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Coventry Public Schools Professional Development Plan 2021-2022

	12:30-3:30 Systemic Racism in Education and How to Address It (Select participants for/each school) Reveruzzi-White, Kyer, Bertora, Marques, Poulin, Bosco ZOOM w/Linda Darcy 12:30-3:30 Train the Trainer-Facilitating Civil Discourse: Heather Casale, Kathryn Zadrowski, Meghan Legassey, Ashley Szyluk, Donna Zuber, Debby Page, Chris Sheehan, Kristen Sparks Laila DaSilva, Erin Beason, Gia Karahalios ZOOM w/Gloria Mengual Music Dept Meeting -best teaching practices during COVID, benchmark assessments Grades 2,5,8 PE Meeting: Review Health Moves Minds programming PMT Training Para-Educators and Other s	Heather Casale, Kathryn Zadrowski, Meghan Legassey, Ashley Szyluk, Donna Zuber, Debby Page, Chris Sheehan, Kristen Sparks Laila DaSilva, Erin Beason Gia Karahalios ZOOM w/Gloria Mengual 8:30-11:00 POG work? Critical Thinking Rubrics- how to teach and assess. 12:30-1:30 Relationship, Regulation and Responsibility Intro and Chapter 1 Music Dept Meeting -best teaching practices during COVID, benchmark assessments Grades 2,5,8 PE Meeting: Review Health Moves Minds programming Art District PMT Training Para-Educators and Others (Lisa Silva)	8:30-9:30 ALEKS Math? (new special ed, new math, Erin Brown GHR) 12:30-3:30 Systemic Racism in Education and How to Address It (Select participants for/each school) Milardo, Buonome, Ennis, Damarschi, Cagianello-Jones, Chatis ZOOM w/Linda Darcy 12:30-3:30 Train the Trainer-Facilitating Civil Discourse Heather Casale, Kathryn Zadrowski, Meghan Legassey, Ashley Szyluk, Donna Zuber, Debby Page, Chris Sheehan, Kristen Sparks Laila DaSilva, Erin Beason Gia Karahalios ZOOM w/Gloria Mengual 12:30-3:30 Gr. 6 & 7 STEM Robotic Arms Training with Goodwin University: Matt Dadona & Cindy Wilbur 12:30-3:30 Social Studies Department with Kara Hennessey-Research/evidence; sharing of IAB information; differentiation strategies in the SS classroom. (Kara will join at 1:45)	12:30-3:30 Systemic Racism in Education and How to Address It (Select participants for/each school) Entwistle, Kirkpatrick, Spain, Gatcomb, Johnston, Harris ZOOM w/Linda Darcy 12:30-3:30 Train the Trainer-Facilitating Civil Discourse Heather Casale, Kathryn Zadrowski, Meghan Legassey, Ashley Szyluk, Donna Zuber, Debby Page, Chris Sheehan, Kristen Sparks Laila DaSilva, Erin Beason, Gia Karahalios ZOOM w/Gloria Mengual Music Dept Meeting -best teaching practices during COVID, benchmark assessments Grades 2,5,8 12:30-3:30: Differentiated Technology PD PE Meeting: Review Health Moves Minds programming Art District PMT Training Para-Educators and Other s
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Coventry Public Schools
Professional Development Plan
2021-2022

			<p>1:00pm to 2:00pm DESSA Team Training #1: Intro to Aperture System-CNH ELA Department and CNH Special Education Teachers</p> <p>12:30-3:30pm Facilitating Civil Discourse in the Classroom: Donna Zuber, Debby Page, Megan Legassey, Ashley Szyluk</p> <p>Music Dept Meeting -best teaching practices during COVID, benchmark assessments Grades 2,5,8</p> <p>PE Meeting: Review Health Moves Minds programming</p> <p>Art District</p> <p>PMT Training Para-Educators and Others</p>	
			10/13 Faculty Meeting	
			10/18/2021 Equity Training for Students Grade 7 Time: TBA	
	10/19/21 Faculty Meeting 8:30 - 11:30 Gr. 2 - Math Coaching 12:00 - 3:00 Gr. 2 ELA Coaching	10/19/2021 Equity Training for Students Grade 5 Time: TBA 8:30 - 10:00 Gr. 3 Science Coaching	7:40 - 10:40 Coaching: Tech Ed with Cindy Wilbur	

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		12:00 - 1:30 Gr. 4 Science Coaching		
	8:30 - 11:30 Gr. K ELA Coaching 12:00 -3:00 Gr. K Math Coaching	10/20 Faculty Meeting- DESSA and Relationship, Regulation and Responsibility Ch 2		
			10/21/2021 7:40 - 10:40 Gr. 7 ELA Coaching 11:20 - 2:20 Gr. 8 ELA Coaching	10/21/2021 7:40-10:40 Gr. 9 Science Coaching
			10/22/2021 7:40 - 10:40 Gr. 7 Math Coaching 11:20 - 2:20 Gr. 6 Math Coaching	
			10/26/2021 7:40 - 10:40 Gr. 6 ELA Coaching 11:20 - 2:20 Gr. 8 Math Coaching	
10/27/2021 9:00 - 11:00 Eureka Training Team A			10/27 Faculty Meeting	
10/28/2021 9:00 - 11:00 Eureka Training Team B				10/28/2021 7:40-10:40 Tech Ed Coaching Moved to 11/9 per teachers request

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NOVEMBER – HEEC	NOVEMBER – CGS	NOVEMBER – GHR	NOVEMBER – CNHMS	NOVEMBER – CHS
11/02/2021 – Full Professional Development Day				
<p>8:30-11:30 Curriculum Work - embedding literacy strategies</p> <p>12:30-3:30 Equity Training with Linda Darcy - Core Group</p> <p>12:30-3:30 Curriculum Work continued Initial NAEYC re-accreditation work</p>	<p>Eureka, 8:30-10:30 (Katie, Cassidy, Gia, Sarah Le) at GHR</p> <p>ABA Collab-K-5, 8:30-10:30, CGS</p> <p>Science Coaching: 8:30 - 10:30 Science Coaching Gr. K 10:30-11:30 Gr.1 Science Coaching 12:30-1:15 Gr. 1 Science Coaching</p> <p>F&P-Guided Reading & Literacy Continuum 10:30-11:30 and 12:30 to 1:30 (Katie, Cassidy, Gia, Sarah Le) at GHR</p> <p>12:30-3:30 Equity Training w/Linda Darcy Core Group ZOOM w/Linda Darcy</p> <p>1:30-2:30 DESSA SEL Assessment Rater Training Part 2 (19 classroom teachers and leadership team) Home School Agreement: K-2 (various times)</p> <p>12:30-1:30, Phonological Awareness, K and Lit Lab 1:30-2:30, Sped Collab 2:30-3:30 Session 2: Book Study with Teacher Leaders</p> <p>CMEA Music PD</p>	<p>Agenda here</p> <p>Eureka Math 8:30-10:30 (Mikayla, MaKenna, Emily, Joya, Cherie)</p> <p>F&P-Guided Reading & Literacy Continuum 10:30-11:30 and 12:30 to 1:30? (Just Emily Wade, Molly, Mikayla)</p> <p>8:30-10:30 Technology Productivity Hacks? - Jeff (virtual) Peardeck- Torrie LMC Halley</p> <p>10:30-11:30 Relationship, Regulation and Responsibility Chapter 3</p> <p>11:30-12:30 LUNCH</p> <p>12:30-3:30 Equity Training w/Linda Darcy Core Group ZOOM w/Linda Darcy</p> <p>12:30-1:30 Relationship, Regulation and Responsibility Part 2, Chapter 4</p> <p>1:30 - 2:30 DESSA SEL Assessment Rater Training</p> <p>CMEA Music PD PE State Conference</p>	<p>CNH PD Agenda 11/2/21</p> <p>8:30: Critical Thinking Rubric Review of work; Culturally Responsive Teaching: Chapter-Chapter 3</p> <p>Do we have connections with all of our students activity follow up?</p> <p>Looking at Curriculum through the lens of equity?? (take a unit and revise) Passage Presentations/Interdisciplinary unit??</p> <p>Parent Engagement Part II-Sharing of Strategies; plans moving forward</p> <p>9:30am to 10:30am DESSA Team Training # 2: Analyzing and Utilizing Data from the Aperture System-CNH ELA Department and CNH Special Education Teachers</p> <p>12:30 - 3:30 Grade 6 Math (moved form 11/16)</p> <p>1:30 - 3:30 Gr. 6-8 Science Coaching</p> <p>1:45-3:30 Liz and CHS CMEA Music PD</p>	<p>CHS PD Agenda 11/2/21</p> <p>8:30-9:15: Critical Thinking Rubric Review/Final Edits</p> <p>9:30-10:15: Interdisciplinary Project Overview</p> <p>10:30-11:30: Relationship building: Student wall of names</p> <p>12:30-1:30: Culturally Responsive Teaching: Chapter 2</p> <p>1:45-3:30: Looking at Curriculum through a diversity lens</p> <p>12:30-3:30: Equity Training w/Linda Darcy Core Group ZOOM w/Linda Darcy</p> <p>CMEA Music PD</p>

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	PE K-5 Gopher Huddle curriculum integration	PE K-5 Gopher Huddle curriculum integration	2:20-2:50 Adaptive PE 12:30-3:30 Equity Training w/Linda Darcy Core Group ZOOM w/Linda Darcy	
	11/8/21 DESSA, 2-4 (Carrie)			11/08/2021 7:40 - 10:40 Chemistry Coaching 8:26 - 9:54 Geometry Coaching Period B & C
		11/09/2021 8:30 - 11:30 Gr. 3 Math Coaching 12:00 - 3:00 Gr. 3 ELA Coaching		11/09/2021 11:20 - 2:20 Tech Ed Coaching
	11/10/21 DESSA, 11-1 (Lamb, McPeck)	11/10/2021 8:30 - 11:30 Gr. 5 ELA Coaching 12:00 - 3:00 Gr. 5 Math & Science	11/10/2021 Joint Staff Meeting/Vertical Teaming with CHS	11/10/2021 Joint Staff Meeting/Vertical Teaming with CHS
		11/11/2021 8:30 - 11:30 Gr. 4 Math Coaching 12:00 - 3:00 Gr. 4 ELA Coaching		
	11/15/21 DESSA, 11-1 (LaPere, Knauf)		11/15/2021 7:40 - 10:40 Tech Ed	11/15/2021
	11/16/21 Faculty Meeting - Critical Thinking Presentation		11/16/2021 11:20 - 2:20 Gr. 8 ELA Coaching	11/16/2021 7:40 - 10:40 Biology Coaching 11:20 - 2:20 Gr. 9 - Science Coaching
	11/17/21 DESSA, 11-1 (Hosey)	11/17/2021 Faculty Meeting	11/17/2021 7:40 - 10:40 Gr. 7 - ELA Coaching	

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		Goodale- Behavior Management and Positive School Climate, her role and examples - 25 min 20 min- DESSA Results Relationship, Regulation and Responsibility Ch 5 (30 min)	11:20 - 2:20 Gr. 7 - Math Coaching	
			11/18/2021	11/18/2021
			11:20 - 2:20 - Gr. 8 Tech Ed Vertical Teaming w/CHS	11:20 - 2:20 - Gr. 8 Tech Ed Vertical Teaming w/CHS
DECEMBER – HEEC	DECEMBER – CGS	DECEMBER – GHR	DECEMBER – CNHMS	DECEMBER – CHS
12/3/2021 Early Release Professional Day				
12/03/2021 12:30-3:00 NAEYC New Standards Review	12/03/2021, 12:40-3:40 W December 3, 2021 PD CGS.... 12:40-1:40, K- Fine Motor Best Practices and Lessons 1- Calibration Writing On Demand 2-ELA Units-differentiation Sped Collab 1:40-3:40, POG PD with Ronda 12:40-2, Coordinate staff training, student assessment and implementation of strategies to support students' social and emotional growth: Aubrey Lamb and Linda Massucci 2-3, Aubrey Lamb-Parent Outreach with Donna PE: and Kessler (and other attendees) Present from November Conference	12/03/2021 12:40 - 3:40 Grade 4 Science 12:40-1:30 Relationship, Regulation and Responsibility Chapter 6 part 1 (45 min) 1:30-3:40 POG project development; Critical Thinking rubric PE: Kessler shares out K-12, then Adaptive PE 2:00 to 2:30 with Dr. Giller Art- K-12 district-wide art showcase planning (CHS art room) DESSA SEL Leadership team meetings 1:30-3:30 (Laila and Marie report out)	12/03/2021 11:30-2:50 Technology Training with Jeff and Cathie 11:30-1:00 Session 1 1:20-2:50 Session 2 11:30 Matt Dadona to work with STEM teachers - Robotic Arms Training Social Studies & Special Education -NewsELA Training agenda 1:20-2:50-LGI Adaptive PE-2:00 to 2:30 with Dr. Giller Music Department together	12/03/2021 11:40-1:00: Culturally Responsive Teaching: Chapter 4 1:15-2:40: Student Engagement - Presentation and focused discussion on exemplars provided by teachers Adaptive PE (2:00-2:30) Music Department together Art 6-12 to Continue Collaboration/Planning for Spring Art Show.

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	Adaptive PE 2:20 to 2:50 with Dr. Giller Music Library: 12:40-1:40, K-5 Collab Art: Vertical Teaming for outdoor event	Newsela Training - Makenna, Molly, Emily -at CNH LGI 1:20-2:50 Matt and Torrie collab 12:40-1:40 at CGS, then Torrie POG Music- 12:40-3:40 K-12 at CHS	Art 6-12 to Continue Collaboration/Planning for Spring Art Show-Outside. 12:00 - 2:40 Gr. 8 Math Coaching 12:00-2:40 Additional Training Robotic Arms STEM Teachers (Kyle, Jen) (pending confirmation) 12:00-2:40 Science (Sarah, Kelley, Jen, Kyle, Ashley) Continue refining anchor phenomena for coherence and relevance (summary tables/backwards mapping).	
				12/6/2021 Equity Training for Students Grade 9 Time: TBA
	12/07/2021 8:30 – 10:30 Computer Science Units: Kyer, Fortin, Phillips* at GHR Moved to 12/14 8:30 - 11:30 Gr. 2 Math Coaching 12:00 - 3:00 Gr. 2 ELA Coaching	12/7/2021 Equity Training for Students Grade 5 Time: TBA		
	12/08/2021 8:30 - 11:30 Gr. K - ELA Coaching 12:00 - 3:00 Gr. K - Math Coaching	12/08/2021 3:45 - 5:00 Faculty Meeting - Critical Thinking Presentation (Jen, Kara, and Cindy) Collaborate with the special education team, BCBA and ABA teacher to plan social skills instruction (Marie, Laila, Jen, Brianna, Rebecca)		12/08/2021 7:40 - 10:40 Algebra II Coaching

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	12/09/2021 8:30 - 11:30 Gr. 1 ELA Coaching 12:00 - 3:00 Gr. 1 Math Coaching			
				12/13/2021 7:40 - 10:40 Trigonometry Coaching Equity Training for Students Grade 10 Time: TBA
	12/14/2021 8:30-10:30 Computer Science Units: Kyer, Fortin, Phillips* at GHR Faculty Meeting			12/14/2021 7:40 - 10:40 ELA Coaching
		12/15/2021 Faculty Meeting		12/15/2021 7:40 - 10:40 Geometry Coaching 11:20 - 2:20 Chemistry - Moved from 1/11
JANUARY - HEEC	JANUARY - CGS	JANUARY - GHR	JANUARY - CNHMS	JANUARY - CHS
***ALL Coaching Canceled for the month of January due to lack of sub coverage in high absence during COVID Spike				
		1/5 Faculty Meeting Relationship, Regulation and Responsibility Chapter 6 part 2 (45 min)		
1/10/2022 Canceled - 9:00 - 11:00 Eureka Training: Team A	1/10/2022		1/10/2022 Canceled - 7:40 - 10:40 Gr. 7 - Science Coaching Canceled - 11:20 - 2:20 Gr. 8 Science Coaching	

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			Grade 7: STEM Robotics Arms Unit - Matt Dadona Co-teaching with Jen Starnick, (A, D, & G) Equity Training for Students Grade 6 Time: TBA	
1/11/2022 Canceled - 9:00 - 11:00 Eureka Training: Team B	1/11/2022 Faculty Meeting		1/11/2022 Grade 7: STEM Robotics Arms Unit - Matt Dadona Co-teaching with Jen Starnick, (G & A)	1/11/2022 Canceled - 7:40 - 10:40 Biology 11:20 - 2:20 Chemistry - Moved to 12/15
	1/12/2022 Cancelled - 12:30-2:30 Equity Training w/Linda Darcy Core Group	1/12/2022 Cancelled - 12:30-2:30 Equity Training w/Linda Darcy Core Group ZOOM Link	1/12/2022 Canceled - 7:40 - 10:40 Gr. 6 Science Coaching 11:20 - 2:20 Tech Ed - Vertical Team Meeting - Moved to 2/01 AM Cancelled - 12:30-2:30 Equity Training w/Linda Darcy Core Group Faculty Meeting	1/12/2022 Cancelled - 12:30-2:30 Equity Training w/Linda Darcy Core Group
			1/14/2022 Grade 7: STEM Robotics Arms Unit - Matt Dadona Co-teaching with Jen Starnick, (G, A, & D)	
			1/18/2022 Canceled - 7:40 - 10:40 Gr. 8 Math Coaching	1/18/2022 12:00 - 2:00 - Linda Darcy - Equity Training with AP, Counselors,

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			Grade 7: STEM Robotics Arms Unit - Matt Dadona Co-teaching with Jen Starnick, (G & A) Cancelled - 11:20 - 2:20 Gr. 6 Math Coaching 12:00 - 2:00 - Linda Darcy - Equity Training with AP, Counselors, Social Workers and School Psychologists	Social Workers and School Psychologists
			1/20/2022 Cancelled - 7:40 - 10:40 Gr. 6 ELA Coaching Grade 7: STEM Robotics Arms Unit - Matt Dadona Co-teaching with Jen Starnick, (A, & D) Cancelled - 11:20 - 2:20 Gr.8 ELA Coaching	
			1/21/2022 Grade 7: STEM Robotics Arms Unit - Matt Dadona Co-teaching with Jen Starnick, (G, A, & D)	
			1/24/2022 Equity Training for Students Grade 7 Time: TBA Grade 7: STEM Robotics Arms Unit - Matt Dadona Co-teaching with Jen Starnick, (A, D, & G)	

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		1/25/2022 Cancelled - 8:30 - 10:00 Gr. 4 Math Coaching Cancelled - 10:00 - 11:30 Gr. 4 ELA Coaching Cancelled - 12:00 - 1:30 Gr. 3 ELA Coaching (moved from 1/24) Cancelled - 1:30 - 3:00 Gr. 3 Math Coaching(moved from 1/24)	1/25/2022	
			1/26/2022 Faculty Meeting	1/26/2022 2:30 - 4:00 Faculty Meeting - Critical Thinking Presentation (Jen, Kara, & Cindy)
		01/27/2022 Cancelled - 8:30 - 11:30 Gr. 5 ELA Coaching Cancelled - 12:00 - 3:00 Gr. 5 Math & Science Coaching		
FEBRUARY – HEEC	FEBRUARY – CGS	FEBRUARY – GHR	FEBRUARY – CNHMS	FEBRUARY – CHS
			2/01/2022 7:40 - 10:40 Tech Ed - Vertical Team Meeting - Moved from 01/12	2/01/2022 7:40 - 10:40 Tech Ed - Vertical Team Meeting - Moved from 01/12
		2/02/2022 Faculty Meeting - Coaching moved from Jan. cancellations Gr. 3 Math Gr. 4 ELA Gr. 5 Science Gr. 5 Math - Task-Oriented		

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		Critical Thinking Part 2 - Moved to Mar 2, 2022 (Jen, Kara, Cindy)		
2/4/2022 Early Release Professional Day				
NAEYC - Portfolio development	February 4, 2022 PD Agend...	1:30-3:40 Culturally Responsive Teaching and the Brain Ch 1, 2, Chapter 3 (assigned for independent last hour) (Stacey and Lynn tentative) 12:45-1:15 DESSA Leadership pilot lessons - trial and explore lessons, integration DESSA Leadership: Marie, Laila, Jen, Elizabeth, Sara, Nicole Art - art show prep, curriculum writing	CNH FEB 4 AGENDA 11:30-2:30: 6-12 World Language planning/alignment? 11:30-2:50 Social Studies Discovery Tech exploration - ZOOM Link 11:30 - 2:50 Grades 6-8 Science Coaching 11:30-2:50 Grades 6-8 ELA Coaching 11:30 -2:50 - Grade 7 and 8 Math Coaching (all math teachers + Ashley W.) 7:40-2:40 Dadona & Liz - CNC Router Training 6-12 Music and Art	CHS Agenda 02/04/22 11:30-1:00: Culturally Responsive Teaching: Chapter 6 1:15-2:50: SEL Activity for Teachers: Decompression Activities 11:30-2:50: 6-12 World Language planning/alignment 7:40-10:40: Chemistry Coaching Rescheduled to 2/17/22 at the request of teachers 11:30-2:50: Grade 9 Science pacing/planning 11:30-2:50: 6-12 Music and Art
	02/08/2022 Cancelled 8:30-11:30 Gr. 2 Math Coaching 12:00-3:00 Gr. 2 ELA Coaching	2/08/2022 Equity Training with Students Grade 5 TIME: TBA		
	02/09/2022 Cancelled 8:30-11:30 Gr. K ELA Coaching		2/09/2022 Joint Faculty Meeting with CHS	2/09/2022 Joint Faculty Meeting with CNH

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	12:00-3:00 Gr. K Math Coaching			
	2/10/2022 Canceled 8:30-11:30 Gr. 1 ELA Coaching 12:00-3:00 Gr. 1 Math Coaching			
			2/14/2022 Moved to March 11 7:40-10:40 Tech Ed Coaching	2/14/2022 11:20 - 2:20 Biology Coaching
	2/15/22 Faculty Meeting		2/15/2022 7:40 - 10:40 Gr. 8 Science Coaching (Postponed TBD) 11:20 - 2:20 Gr. 7 Science Coaching (canceled)	2/15/2022
				2/17/2022 11:20 - 2:20 Chemistry Coaching
2/22/2022- Full Professional Development Day				
2/22/22 NAEYC - Portfolio development Review of EASTConn classroom visits	2/22/2022 February 22, 2022 PD CGS.... 8:30-11:30 Dyslexia Training: Steph McNamar, Linda Massucci, Gia K, Sara Leduc, Halley Welz, Lauren Jordan, Marie Pappano, Eilish Lockward, cherie fidyrich, shari Piteo, sarah cooper, Kristen Urban, Conor Smith, Joya Libow, Zoe Zimmer (CGS Cafe) 8:30-11:30 Gr. 2 Math Coaching	2/22/2022 8:30-11:30 Dyslexia Training: Steph McNamar, Linda Massucci, Gia K, Sara Leduc, Halley Welz, Lauren Jordan, Marie Pappano, Eilish Lockward, cherie fidyrich, shari Piteo, sarah cooper, Kristen Urban, Conor Smith, Joya Libow, Zoe Zimmer (CGS Cafe)	2/22/2022 CNH FEB 22 AGENDA 8:30 - 11:30 Social Studies Discovery Tech exploration - ZOOM Link 10:00 - 11:30 Equity Training w/ Linda Darcy - AP, Counselors, Social Workers, School Psychologists ZOOM Link	2/22/2022 CHS 02/22/22 PD Agenda Art: District wide collaboration on art show (admin support needed-Ross, K-12 a.m. *front door 9:30-11:30

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	<p>12:30 - 3:30 Gr. 1 Math Coaching</p> <p>12:30-3:30 Gr. 2 ELA Coaching</p> <p>Art: District wide collaboration on art show (admin support needed-Ross, K-12 a.m. Ali Blair's classroom ; Enter CHS front door 9:30-11:30</p> <p>12:30-3:30 Equity Training w/Linda Darcy Core Group - ZOOM Link</p> <p>12:30-3:30</p> <p>Music with Hannah Cole- Michele will work with Hannah on Agenda p.m.</p> <p>12:30-3:30 PE and Health-Curriculum work with new standards; Michele to work with Health teachers Admin Conference Room</p> <p>Library-K-5 process for weeding materials</p>	<p>12:30-3:30 DESSA Leadership: Laila, Marie, Jen, Elizabeth, Nicole, Sara</p> <p>Art: District wide collaboration on art show (admin support needed-Ross, K-12 a.m. *front door 9:30-11:30</p> <p>8:30-11:30 K-5 SW (Laila and 2 new hires) at CGS</p> <p>8:30 - 11:30 Gr. 3 Science Coaching</p> <p>12:30 - 3:30 Gr. 4 Science Coaching</p> <p>12:30-3:30 Equity Training w/Linda Darcy Core Group ZOOM Link</p> <p>LMS K-5 8:30-11:30 at GHR LMS PM ???</p> <p>8:30-11:30 Culturally Responsive Teaching and the Brain Ch 1-4 Grades 4-5, special ed (Grade 3 can read in the PM)</p>	<p>12:30-3:30 Equity Training w/Linda Darcy Core Group - ZOOM Link</p>	<p>8:30-10:15: SEL/Decompression Activities for Teachers</p> <p>10:30-11:30: Culturally Responsive Teaching and the Brain: Chapter 6</p> <p>PM: Differentiated Department Based PD</p> <p>10:00 - 11:30 Equity Training w/ Linda Darcy - AP, Counselors, Social Workers, School Psychologists ZOOM Link</p> <p>12:30-3:30 Equity Training w/Linda Darcy Core Group - ZOOM Link</p> <p>12:30-3:30: Spec Ed IEP Training (Beth)</p> <p>9:30-11:30: K-12 Art</p> <p>Tech Check-ins new staff 30 min blocks</p>
			<p>2/23/2022</p> <p>2:30 - 4:30 Gr. 8 ELA Coaching 2:30 - 4:30 Gr. 6 Math Coaching</p> <p>Faculty Meeting</p> <p>2/28/2022</p>	

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			<p>7:40 - 10:40 Gr. 7 ELA Coaching (moved from 3/2)</p> <p>11:20 - 2:20 Gr. 8 Math Coaching</p>	
MARCH - HEEC	MARCH - CGS	MARCH - GHR	MARCH - CNHMS	MARCH - CHS
<p>3/2/22</p> <p>Staff meeting - Active Shooter and Firearms Training with Ted O.</p>		<p>3/02/2022</p> <p>Faculty Meeting Culturally Responsive Teaching and the Brain Ch 5 (Abby)</p> <p>Critical Thinking Part 2</p> <p>Ted - 30 minutes 4:30-5:00</p> <p>Share out, Shout Out- Elizabeth raffle tickets peer SEL</p>		
<p>3/11/22</p> <p>NAEYC portfolio preparation</p>		<p>3/03/2022</p> <p>8:30 - 11:30 Gr. 3 Math Coaching Moved to 3/15 to align w/IAB data</p> <p>12:00 - 3:00 Gr. 3 ELA Coaching</p>	<p>3/03/2022</p>	<p>3/03/2022</p> <p>7:40 - 10:40 ELA Coaching</p>
		<p>3/07/2022</p> <p>8:30 - 11:30 Gr. 4 ELA Coaching</p> <p>12:00 - 3:00 Gr. 4 Math Coaching</p>	<p>3/07/2022</p> <p>Equity Training for Students Grade 6 TIME: TBA</p>	
		<p>3/08/2022</p> <p>8:30 - 11:30 Gr. 5 Math Coaching</p> <p>12:00 - 3:00 Gr. 5. Science Coaching</p>		
			<p>3/09/2022</p>	

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			2:30 - 4:00 Gr. 7 Math Coaching (moved from 3/1)	
			2:30 - 4:00 Gr. 6 ELA Coaching (moved from 3/1)	
3/11/2022 Early Release Professional Day				
3/11/22 NAEYC portfolio work	3/11/2022 12:40-3:40 Gr. K Math Coaching 12:40-1:40 Grade 1: Grade 2: 1:40-2:20, Culturally Responsive Curriculum 2:30-3:30, Book Study with Carolyn McConnell and Erin Hazzard (all staff but K teachers) Art: curate images on Padlet for virtual District Art Show ABA with Jess Miglio-prescription sheets	3/11/2022 12:45-1:15 Ted? 12:40-3:40 ELA Coaching Grade 5 (moved from 3/08) 12:40-3:40 Gr. 3 Science Coaching Culturally Responsive Teaching and the Brain Ch 5 (Abby) 6 (Jen) and Jim, 7 (Karen) Jeff with reading and math intervention re: ActiveInspire? Art: curate images on Padlet for virtual District Art Show ABA with Jess Miglio-prescription sheets	3/11/2022 CNH MARCH 11 PD AGENDA 7:40 - 10:40 Tech Ed Coaching-cancelled Tech Training Nearpod EdPuzzle BrainPop Navigate360-Clinical Team Art: curate images on Padlet for virtual District Art Show ABA with Jess Miglio-prescription sheets Paras Tech Training	3/11/2022 CHS Professional Development Agenda 03/11/22 11:30am Tech Ed (Career Integration/Defined Learning) Individualized Tech Training Science Technology/IAB's Art: curate images on Padlet for virtual District Art Show ABA with Jess Miglio-prescription sheets Paras Tech Training
			3/14/2022	3/14/2022 7:40-10:40 Algebra II Coaching 11:20-2:20 Geometry Coaching Moved to May 17th
		3/15/2022 8:30 - 11:30 Gr. 3 Math Coaching		3/15/2022 7:40 - 10:40 Science Coaching Algebra I - moved to May 18

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				11:20 - 2:20 Chemistry Coaching moved to March 24th Trigonometry - Cancelled
			3/17/2022 Equity Training for Students Grade 7 TIME: TBA	
3/21/2022 9:00 - 11:00 Eureka Training Team A				
3/22/2022 9:00 - 11:00 Eureka Training	3/22/2022 Faculty Meeting			
			3/23/2022 2:30 - 4:00 Faculty Meeting- Critical Thinking Presentation (Jen, Kara, Cindy) SBAC/NGSS ???	
				3/24/2022 11:20 - 2:20 Chemistry Coaching - Digital Den Moved from March 15th
	3/28/2022 8:30 - 10:30 Computer Science Units: Kyer, Fortin, Phillips 8:30 - 11:30 Gr. 1 ELA Coaching 12:00 - 3:00 Gr. 3 Math Coaching Cancelled			

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APRIL - HEEC	APRIL - CGS	APRIL - GHR	APRIL - CNHMS	APRIL - CHS
			4/01/2022 11:20 - 2:20 Gr. 8 Math Coaching	
			4/04/2022 7:40 - 10:40 Gr. 6 Math Coaching 11:20 - 2:20 Gr. 7 ELA Coaching	4/04/2022 Student Equity Training Grade 9 Time TBA
		04/05/2022 8:30 -11:30 Gr. 3 ELA Coaching 12:00 -3:00 Gr. 3 Math Coaching	04/05/2022 7:40 - 10:40 Gr. 7 Math Coaching	04/05/2022
		4/06/2022 8:30 -11:30 Gr. 4 Math Coaching 12:00 -3:00 Gr. 4 ELA Coaching	4/06/2022 7:40 - 10:40 Gr. 8 ELA Coaching Faculty Meeting	
		4/07/2022 8:30 -11:30 Gr. 5 Math Coaching 12:00 -3:00 Gr. 5 ELA Coaching	4/07/2022 7:40 - 10:40 Gr. 6 ELA Coaching	
				4/18/2022 Student Equity Training Grade 10 Time TBA
	4/26/2022 8:30 - 11:30 Gr. K ELA Coaching 12:00 -3:00 Gr. K Science Coaching Faculty Meeting (Budget, combined with GHR)	4/26/2022 Faculty Meeting (Budget, combined with CGS) Connections Activity Round 2 10 MIN- DO ACTIVITY THEN crt		

Updated: 10/20/2021 cs

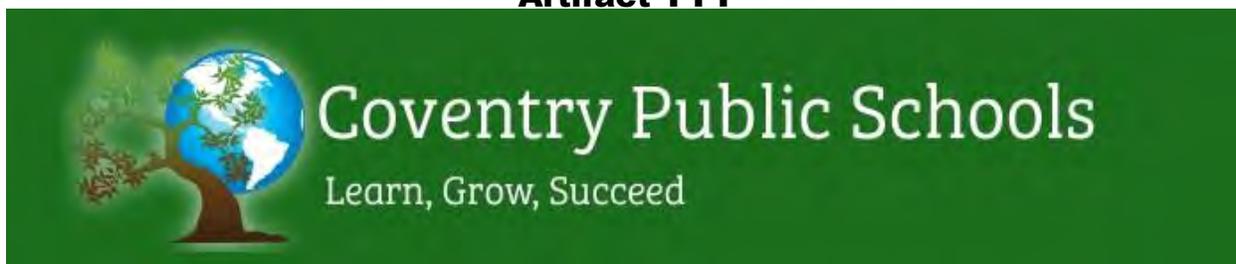
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Coventry Public Schools
Professional Development Plan
2021-2022

		Last 15 minutes- review Connections		
	4/27/2022 8:30 - 11:30 Gr. 2 Science Coaching 12:00 - 3:00 Gr. 1 Science Coaching		4/27 Joint Faculty Meeting with CHS-Budget Presentation	4/27 Joint Faculty Meeting with CHS-Budget Presentation
MAY – HEEC	MAY – CGS	MAY – GHR	MAY – CNHMS	MAY – CHS
		5/4 Faculty Meeting (placements)	5/11 Faculty Meeting	
	5/10/22, Faculty Meeting			5/17/2022 7:40 - 10:40 Algebra II Coaching 11:20 -2:20 Geometry Coaching Moved form March 14th
				5/18/2022 7:40 - 10:40 Algebra I Coaching Moved from 3/15
	5/24/22, Faculty Meeting	5/25 Faculty Meeting Culturally Responsive Teaching and the Brain Ch 8.9	5/25 Faculty Meeting	
JUNE – HEEC	JUNE – CGS	JUNE – GHR	JUNE – CNHMS	JUNE – CHS
Week of June 14-18	Week of June 14-18	Week of June 14-18	Week of June 14-18	Week of June 14-18
Week of June 21-25	Week of June 21-25	Week of June 21-25	Week of June 21-25	Week of June 21-25
August-HEEC	August CGS	August GHR	August CNH	August CHS

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2022 Minority Recruitment Grant Application

Provide an explanation of why your school/district/organization is seeking funds to support diversifying the educator workforce, including efforts to retain and/or recruit educators of color. Please include any relevant data, including demographic composition of both educators and students in your school/district.

The request for MTR funding is aligned to our district goals and our District Strategic Plan. For the 2021-2022 school year, under the district goal, “Recruit, retain and develop high quality staff at every level,” the Board of Education adopted additional district goals. These include, “Provide additional cultural competence training for all teachers in each school to support them in recognizing unconscious bias, understanding the role of culture in education, and using students’ cultures as a basis for learning,” and “Continue to pursue opportunities to actively recruit certified and non-certified applicants to promote diversity in the candidate pool which leads to the hiring of a more diversified staff.” The District Strategic Plan and all School Improvement Plans have been aligned with these goals and include action steps related to their achievement. With data that indicates that non white teachers comprise only 2.6% of all certified staff in Coventry, the need to attract more minority applicants, hire a more diversified teaching staff, and retain non-white educators is an important goal for us. In the 2020-2021 school year, Coventry Public Schools was comprised of 13.3% nonwhite students for a total of 214 non-white students out of 1,606 total students. Our non-white educators comprised 2.6% of our certified staff with 5 non-white educators out of a total 190 educators.

Please describe how you intend to utilize funds to support the recruitment and retention of educators of color. Indicate how these efforts will directly involve and include educators of color. If you received MTR Grants in Previous Years: Describe how these funds assisted with efforts to support recruitment and retention of educators of color.

We believe that to attract educators of color we must continue to create school climates that are culturally and linguistically responsive. Ongoing training of certified and non-certified staff in topics related to equity such as culturally relevant pedagogy and using students’ cultures as a basis for learning is essential to meeting the needs of all of our students as well as setting the conditions to ensure that non-white teachers would want to teach in our district and establish their careers in our district. As a result, grant funding will be utilized to engage a diversity trainer to provide five full days of equity training for teachers and para educators, continuing to focus on culturally relevant pedagogy and revising curriculum through the lens of equity. A

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portion of the training for all staff will be focused on how teacher interview committees can include best practices in interviewing and conducting demo lessons that support the candidacy and hiring of teachers of color. All teachers including currently employed educators of color will be involved in these trainings.

In addition to the diversity and equity committees that already exist in each of our schools, next year Coventry Public Schools will form a district wide Diversity, Equity, and Inclusion Committee, a group whose membership will include educators of color in district and will focus on district goals related to equity and inclusion including the recruitment and retention of teachers of color. Teachers of color as well as other teachers representing diverse identities and perspectives will be included in the membership of this committee which will move initiatives related to diversity and equity forward district wide.

This year with 2021-2022 MTR grand funding, aligned to our district goal related to cultural competence training for teachers, we engaged a diversity trainer to provide six days of Equity Training in Coventry Public Schools to include all teachers and para-educators at each school. This training expanded on the professional development begun in 2020-2021 which was also funded with an MTR Grant and centered on building cultural competencies, providing a deeper focus on culturally relevant pedagogies, and creating more inclusive environments. This year we also provided a second year of professional development for each school's diversity committee membership, offering 4 half day training sessions.

We continued curriculum revisions in all content areas at each school with a focus on equity, using district developed guidelines for curriculum revision with teacher work focused on adding more diverse instructional materials and redesigning learning tasks within a unit of instruction. As part of this work, all teachers were introduced to the Teaching for Tolerance Social Justice Standards. 2021-2022 MRG funding supported the following outcomes:

1. Ensured the hiring process incorporates best practices in order to recruit and retain minority teachers. Equity training included training related to hiring protocols and practices. A separate presentation was also designed for all teachers who participate on interview committees.
2. Utilized professional development days, designated days for training of district leadership, and provided release time for teachers as needed for trainings and for designing implementation plans. Training to support culturally and linguistically responsive environments will enable us to attract a more diversified candidate pool and hire and retain more teachers of color.

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3. Involved TEACH CT in providing a workshop for all district para-educators to inform them about opportunities for becoming a certified teacher, an action which will perhaps lead to a more diversified pipeline of prospective teachers.

While not funded through the MRG, all teachers district wide participated in our Coventry Public Schools book study of Zaretta Hammond's *Culturally Responsive Teaching and The Brain*. We utilized staff meetings for the book study, and individual teachers led presentations and discussions on each chapter.

We also received MRG funding in 2020-2021. With funding we engaged a diversity trainer and we provided district professional development for all teachers and para-educators including educators of color on the equity framework, implicit bias, using equity approaches in teaching, and other approaches we might adopt to promote a district climate that is welcoming and supportive of a diverse teaching staff. We provided five half days of equity training for all district administrators. We formed a core group of teachers including teachers of color at each of our schools for four half days of additional training with a plan for school leaders to collaborate with those groups in planning additional staff trainings. With these core groups each school held two additional staff meetings related to equity including one with a focus on selecting culturally relevant texts and one with a focus on the history of racism.

In 2020-2021 we also involved the consultant who is providing equity training for teachers in providing a presentation on equity for the PTO groups of our middle and high school.

How do your proposed strategies align with other DEI goals and/or fit into your comprehensive plan to recruit and retain educators of color in your district? If you are an Alliance District, please describe how Alliance funds are being utilized to support these efforts, if applicable. *

Our proposed strategies align with our Coventry Public Schools Equity Statement, "Coventry Public Schools honors the uniqueness of each individual and embraces diverse backgrounds, experiences, and points of view to build a strong, inclusive community that values equity and prepares students for lives in a multicultural society as they learn, grow, and succeed. "In addition, this year Coventry Public Schools developed and submitted to CSDE Coventry Public Schools Increasing Educator Diversity Plan.

Action steps include the following :

- At each school and district wide, refine practices and plans to ensure they are conducive to furthering diversity, inclusion, and equity.
- Continue to adopt annual BOE goals related to diversity and equity and recruiting a diverse candidate pool.

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- Include in the District Strategic Plan action steps related to diversifying the teacher applicant pool, increasing the hiring of candidates of color, and equitable practices for the entire process of recruitment, application, interviewing, and hiring.
- Continue to create an education climate that is culturally and linguistically responsive.
- Continue to provide training for all certified staff through book groups and work with outside consultants related to implicit bias, culturally relevant pedagogy, and the need for a more diverse workforce.
- Include pre-service educators working or learning in the district professional development experiences related to diversity and equity.
- Incorporate questions related to diversity, inclusion, and culturally relevant pedagogy into the interview process.
- To the extent possible ensure that interview committees are diverse, have had anti-bias training, and have been coached not to exclude candidates of color by employing “a will this person fit in with us” strategy.
- Prioritize interviewing candidates of color and ethnically diverse candidates.
- Make potential candidates aware of opportunities for growth and leadership within CPS.
- For candidates of color whom we hope to interview, standardize across the district the practice of providing a personalized experience prior to the interview through activities such as school tours and pre-interview, welcoming phone calls from principals, etc.
- Provide mentoring and induction opportunities that are culturally responsive.
- Recognize educators for employing culturally responsive practices.
- Examine organizational practices, policies, characteristics, and conditions to ensure that they support teacher retention and growth.
- Continue to monitor and address issues linked to educator satisfaction and retention.
- Explore opportunities to develop affinity groups for teachers of color.

Proposed use of MRG funding for professional development to continue the focus on culturally relevant pedagogy and revising curriculum through the lens of equity, professional development for interview committees, and the development of a district Diversity, Equity and Inclusion Committee to include non white educators fit in well with our Equity Statement and our Increasing Educator Diversity plan.

How will you know that your strategy has been successful? What data will you examine to evaluate the success of your strategies? Specifically consider impact on current or prospective educators of color.

We will conduct a post training survey for teachers and leaders to gather qualitative data on the participants’ perceptions about the training as well as their incorporation of culturally relevant pedagogical practices into teaching. Through classroom walkthroughs, we will use our protocol to quantify culturally relevant pedagogical practices we observe in classrooms. Through the Diversity, Equity, and Inclusion Committee, which we will create next year, we will define the

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purpose and goals of the committee as well as develop long and short term strategies to meet those goal. Among the goals will be the recruitment and retention of educators of color. We will monitor implementation of changes in our interview and demonstration lesson process to our hiring protocols and practices across the district. We will quantify our ability to attract and interview prospective educators of color and will consider an increase in the number of certified staff of color in Coventry Public Schools to be a positive impact of the additional support.

How will you sustain these efforts once funding is depleted?

Coventry Public Schools will identify other funding sources including grants as well as designate budget funding to support this ongoing work.



Increasing Educator Diversity Plan

December 6, 2021

Resources: *CSDE Creating a District Plan to Increase the Racial, Ethnic and Linguistic Diversity of Your Educator Workforce: A Guidebook for Hiring and Selection*

Theory of Action:

If Coventry Public Schools continues to refine its hiring and selection processes and for all staff including those responsible for the hiring and selection of new educators continues to provide professional development to increase racial and cultural awareness and enhance the implementation of culturally relevant pedagogy,

Then, we will increase the diversity of the candidate pool and the number of teachers of color hired, resulting in a more diverse educator workforce,

And, all students will benefit.

Statement of Need:

In the 2020-2021 school year, 2.6% of Coventry Public School educators were non-white for a total of 5 non-white educators and 185 white educators. In 2020-2021, the percentage of non-white students was 13.3 for a total of 214 non-white students and 1,392 white students. Increasing the number of non-white teachers will benefit all students.

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Coventry Public Schools
Increasing Educator Diversity Plan

Domain 1: Organizational Culture Strategy	
To Be Implemented	Currently Implemented
<ul style="list-style-type: none">● Continue to review and revise our vision and mission statements documenting them to foster racial equity and cultural responsiveness.● Continue to adopt annual BOE goals related to recruiting a diverse candidate pool.● 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.	<ul style="list-style-type: none">● At each school and district wide, refine practices and plans to ensure they are conducive to furthering diversity, inclusion, and equity.● BOE has adopted and CPS has prominently displayed an effective equity statement on our website and in outward facing documents.● Include in the District Strategic Plan action steps related to diversifying the teacher applicant pool, increasing the hiring of candidates of color, and equitable practices for the entire process of recruitment, application, interviewing, and hiring.

Domain 2: Talent Needs Strategy	
To Be Implemented	Currently Implemented
<ul style="list-style-type: none">● Continue to create an education climate that is culturally and linguistically responsive.	<ul style="list-style-type: none">● Continue to provide training for all certified staff through book groups and work with outside consultants related to implicit bias, culturally relevant pedagogy, and the need for a more diverse workforce.● Continue to provide professional learning opportunities to develop dispositions that engender equity and support students in meeting their highest potential.

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Coventry Public Schools
Increasing Educator Diversity Plan

Domain 3: Attracting a Diverse Workforce Strategy	
To Be Implemented	Currently Implemented
<ul style="list-style-type: none">● Form partnerships with historically Black colleges and universities and Hispanic-serving institutes to attract diverse candidates.● Review the application for teaching to ensure it is structured to recognize applicants' leadership experiences with diverse groups.● Include pre-service educators working or learning in district in professional development experiences related to diversity and equity.	<ul style="list-style-type: none">● Set annual district goals related to diversity and equity.● Continue partnerships and ongoing collaborations with teacher preparation programs at higher education institutions to attract diverse candidates.● Continue partnerships with higher education institutions which provide a variety of experiences including internships and 5th year placements at CPS to attract diverse candidates.● Incorporate questions related to diversity, inclusion, and culturally relevant pedagogy into the interview process.● Make potential candidates aware of opportunities for growth and leadership within CPS.● Continue to establish an online presence on college and university job placement sites.● Maintain a virtual and physical presence at a variety of career fairs.● Continue to seek out opportunities to connect with future teachers through activities such as mock interviews for teaching.

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Coventry Public Schools
Increasing Educator Diversity Plan

Domain 4: Selecting and Hiring Attracting a Diverse Workforce Strategy	
To Be Implemented	Currently Implemented
<ul style="list-style-type: none"> ● For candidates of color who we hope to interview, standardize across the district the practice of providing a personalized experience prior to the interview through activities such as school tours, pre-interview, welcoming phone calls from principals, ect. 	<ul style="list-style-type: none"> ● Partner with education preparation programs or higher education institutions to inform efforts to attract, recruit, select, and hire racially and ethnically diverse candidates. ● To the extent possible ensure that interview committees are diverse, have had anti-bias training, and have been coached not to employ “a good fit for us” strategy. ● Employ a collaborative hiring process. ● Prioritize interviewing candidates of color and ethnically diverse candidates. ● Continue to employ aggressive hiring timelines to avoid missing opportunities to capture educator talent.

Domain 5: Supporting and Developing Strategy	
To Be Implemented	Currently Implemented
<ul style="list-style-type: none"> ● Provide mentoring and induction opportunities that are culturally responsive. ● Recognize educators for employing culturally responsive practices. 	

Domain 6: Retaining and Extending Strategy	
To Be Implemented	Currently Implemented

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Coventry Public Schools
Increasing Educator Diversity Plan

<ul style="list-style-type: none">● Examine organizational practices, policies, characteristics, and conditions to ensure that they support teacher retention and growth.● Continue to monitor and address issues linked to educator satisfaction and retention.● Explore opportunities to develop affinity groups for teachers of color.	<ul style="list-style-type: none">● Promote opportunities for teacher leadership.
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21-22 Para-educator Trainings

Date of Training	Paras	Topic of Training
8/17/21	ABA	ABA Para Pre-season Training <ul style="list-style-type: none"> ● Review expectations ● Schedules ● Program Books ● Reinforcers ● Behavior Data Sheets ● Review Program Wide Behavior Plan ● Teams
8/30/21	All Paras	Independent Training: <ul style="list-style-type: none"> ● Confidentiality ● Roles and Responsibilities ● Fostering Independence ● Positive Relationships ● Instructional Strategies ● Understanding Positive Behavior Intervention ● Understanding Behaviors
8/30/21	All Paras	TEACH CT and Opportunities to become a Certified Teacher
8/30/21	All Paras	Mandated Trainings - CPS District
8/30/21	CNH	Productively Addressing Hurtful Bias Comments
9/3/21	Jen O. Melissa C. Nan K. Nicole C Mary A.	Leveled Literacy Intervention Training

21-22 Para-educator Trainings

9/2021	CNH	Hoyer Lift
10/12/21	All Paras	Body Language
10/12/21	All Paras	Fostering Student Independence
10/12/21	All Paras	Guide to Effective Communication
10/12/21	All Paras	Social Skills - What are Social Skills / Improving Social Skills
10/12/21	All Paras	Appropriate Feedback to Students and Teachers
10/12/21	All Paras	Data Collection
10/12/21	All Paras	Follow the Plan - I will be able to describe the importance of following a plan for intervention and the pitfalls that could result from not following
10/12/21	All Paras	Roles and Responsibilities
10/12/21	All Paras	Productivity & Technology <ul style="list-style-type: none"> ● Classlink ● Chromebook Tips ● Using Google Drive ● Basics of Google Forms
10/12/21	CGS/GHR	Relationship, Regulation & Responsibility
10/12/21	CNH	Facilitating Civil Discourse in the Classroom
10/12/21	CHS	Addressing increased Conflicts through Civil Discourse
10/12/21	Select Paras	PMT Training
10/25/21	Jen O.	Just Words Training
11/2/21	Sue Lewis	<ul style="list-style-type: none"> ● K Science Coaching

21-22 Para-educator Trainings

		<ul style="list-style-type: none"> ● K Home School Agreement ● K Phonological Awareness ● DESSA ● Book Study
12/3/21	Rebecca	ABA - DTI - Review the Error Correction Procedure
3/11/22	Select Paras	<ul style="list-style-type: none"> ● Google Certification and / or Google Workspace ● Self-paced Technology Options - Pear Deck, EdPuzzle ● Gradpoint Webinars ● Transition Curriculum

ABA Para Training - These trainings occur on a regular basis

Daily support/training of substitutes regarding student programs, behavior support, basic understanding how to run programs
Review of ABA program-wide BIP with paraprofessionals
Student specific meetings regarding fading adult supports
Staff have worked together to train on Edmark Reading program
Staff meeting / collaboration regarding toilet training - data collection, individualized reinforcement system, & review of data, and development /training on task analysis
Reviewing new programs
Collaboration regarding maximizing time in the general education setting
ABA Programming Books - Review & Revise as needed