U.S. Department of Education
2020 National Blue Ribbon Schools Program

[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [X] Title I   [ ] Charter   [ ] Magnet[ ] Choice

Name of Principal <u>Ms. Jennifer DeRagon</u>
<div style="text-align:center">(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)</div>

Official School Name <u>George Hersey Robertson School</u>
<div style="text-align:center">(As it should appear in the official records)</div>

School Mailing Address <u>227 Cross Street</u>
<div style="text-align:center">(If address is P.O. Box, also include street address.)</div>

City <u>Coventry</u>   State <u>CT</u>   Zip Code+4 (9 digits total) <u>06238-3304</u>

County <u>Tolland County</u>

Telephone <u>(860) 742-7341</u>   Fax <u>(860) 742-4582</u>

Web site/URL
<u>https://www.coventrypublicschools.org/schools/ghr</u>   E-mail <u>jderagon@coventryct.org</u>

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

<div style="text-align:right">Date_____</div>

(Principal's Signature)

Name of Superintendent* <u>Dr. David Petrone</u>   E-mail <u>dpetrone@coventryct.org</u>
<div style="text-align:center">(Specify: Ms., Miss, Mrs., Dr., Mr., Other)</div>

District Name <u>Coventry School District</u>   Tel. <u>(860) 742-7317</u>

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

<div style="text-align:right">Date_____</div>

(Superintendent's Signature)

Name of School Board
President/Chairperson <u>Mrs. Jennifer Beausoleil</u>
<div style="text-align:center">(Specify: Ms., Miss, Mrs., Dr., Mr., Other)</div>

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

<div style="text-align:right">Date_____</div>

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

Non-public Schools: If the information requested is not applicable, write N/A in the space.

PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.

2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2020 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.

3. The school configuration includes one or more of grades K-12. Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.

4. The school has been in existence for five full years, that is, from at least September 2014 and each tested grade must have been part of the school for the past three years.

5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2015, 2016, 2017, 2018, or 2019.

6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award.

7. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.

8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2019-2020) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district   <u>2</u> Elementary schools (includes K-8)
(per district designation):   <u>1</u> Middle/Junior high schools
                                   <u>1</u> High schools
                                   <u>0</u> K-12 schools

                                   <u>4</u> TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: https://nces.ed.gov/ccd/schoolsearch/ (Find your school and check "Locale")

    [ ] Urban (city or town)
    [X] Suburban
    [ ] Rural

3. Number of students as of October 1, 2019 enrolled at each grade level or its equivalent at the school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	71	60	131
4	66	50	116
5	59	61	120
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	196	171	367

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4.	Racial/ethnic composition of	0 % American Indian or Alaska Native
	the school (if unknown, estimate):	1.6 % Asian
		1.1 % Black or African American
		9 % Hispanic or Latino
		0 % Native Hawaiian or Other Pacific Islander
		85 % White
		3.3 % Two or more races
		100 % Total

 (Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5.	Student turnover, or mobility rate, during the 2018 - 2019 school year: 2%

	If the mobility rate is above 15%, please explain:

	This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred *to* the school after October 1, 2018 until the end of the 2018-2019 school year	4
(2) Number of students who transferred *from* the school after October 1, 2018 until the end of the 2018-2019 school year	2
(3) Total of all transferred students [sum of rows (1) and (2)]	6
(4) Total number of students in the school as of October 1, 2018	372
(5) Total transferred students in row (3) divided by total students in row (4)	0.02
(6) Amount in row (5) multiplied by 100	2

6.	Specify each non-English language represented in the school (separate languages by commas):

	Spanish, Polish, Arabic

	English Language Learners (ELL) in the school:	2 %

		9 Total number ELL

7.	Students eligible for free/reduced-priced meals:	27 %

		Total number students who qualify:	100

8. Students receiving special education services: <u>19</u> %

    <u>68</u> Total number of students served

    Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

<u>8</u> Autism	<u>5</u> Multiple Disabilities
<u>0</u> Deafness	<u>0</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>20</u> Other Health Impaired
<u>0</u> Developmental Delay	<u>27</u> Specific Learning Disability
<u>6</u> Emotional Disturbance	<u>1</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Intellectual Disability	<u>1</u> Visual Impairment Including Blindness

9. Number of years the principal has been in her/his position at this school: <u>2</u>

10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	22
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	9
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	15
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	6

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1   <u>20:1</u>

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Daily student attendance	96%	96%	96%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2019.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.
Yes ___   No X

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school's mission or vision statement.

George Hersey Robertson's engaging and respectful environment fosters responsibility, citizenship and lifelong learning as we prepare every student for life, learning, and work in the 21st century.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III - SUMMARY

A suburban community of approximately 12,000 residents located in northeastern Connecticut in Tolland County, Coventry is close to Interstate 84, which runs between Boston and New York State, and is near the University of Connecticut, Eastern Connecticut State University, and Manchester Community College, all popular universities attended by Coventry graduates. George Hersey Robertson Intermediate School (GHR) collaborates closely with universities for internships, student-teaching partnerships, and community service work. The Coventry school district and municipal offices are major employers within the community; many residents commute to insurance, technical and industrial jobs in the Greater Hartford area. Construction, retail trade, health care and social assistance are the most common industries. The town consists primarily of single-family homes but has several working farms. Coventry is ranked 122 out of 169 Connecticut towns in per-pupil expenditures according to 2017-2018 data. In the past several years, the percentage of students qualifying for free-and-reduced lunch has increased, with approximately 26% of GHR students meeting this criteria. The school is widely used for school and community events, including Girl Scouts, recreational sports, art clubs, and other school-wide extracurricular events. The school hosts numerous events including Math Night, Family Literacy Night, monthly PTO meetings, Open House, Student Led Conferences, Grade 3 Orientation, assemblies, concerts, Student Council meetings, book fairs, and classroom celebrations.

Our Coventry Public Schools (CPS) mission states: "The Coventry Public Schools will prepare every student for life, learning and work in the 21st century." Our GHR vision reads: "Our engaging and respectful environment fosters responsibility, citizenship and lifelong learning." Our GHR mission statement is: "In pursuit of our vision, we are committed to a collaborative partnership with students, staff, and families…We value the intellectual, social, emotional, and physical well-being of all members of the community. We promote and maintain a positive learning environment that inspires creativity, innovation and confidence. We dedicate ourselves to educate and empower all students to be successful in our dynamic world."

To challenge all students to reach their potential, GHR promotes equity and excellence in various ways. Structures are in place for constant review of student data, collaboration among grade level teams and specialists, and on-going professional development to support teachers. Academic achievement is a high priority and is validated in our comprehensive and standards-aligned curriculum that ensures vertical alignment across the grades. To support curriculum revisions and improve teacher pedagogy, professional development (PD) takes a variety of forms and provides the differentiated and responsive support necessary to improve our work with students. Six "coaching days" during which grade level teams collaborate with districtwide literacy and math specialists foster collective teacher self-efficacy, support Tier 1 curriculum revision, ongoing instruction, and analysis of assessments. There are also five full and three half-days of professional development a year. Grade level teams meet twice per week; meetings with special education and interventionists occur weekly to analyze student achievement data. The Safe School Committee, Team Leaders, and Intervention Referral Team (IRT) also review student progress. With structured time and designated committees that focus on instruction, assessment, and individual students, we address concerns in a timely and collaborative manner to support student achievement.

GHR prides itself on high student achievement and on fostering student growth emotionally, physically, socially, and culturally. To support this work, our district recently developed and adopted our district-wide CPS Portrait of a Graduate (POG). Our Portrait of a Graduate statement reads: "Our graduates are empowered learners who have the knowledge, skills, and habits of mind to thrive as members of a complex society." GHR promotes the Portrait of a Graduate competencies of Critical Thinker, Engaged Collaborator, Empowered Citizen, Authentic Innovator, and Effective Communicator. We have begun to explicitly teach, reinforce, and evaluate these five competencies and have developed self-assessments, rubrics, and lessons to teach skills associated with Engaged Collaborator and Effective Communicator, with the goal of explicitly teaching skills pertaining to Critical Thinker in the upcoming school year. Our schoolwide philosophy of GHR C.A.R.E.S. (cooperation, assertion, responsibility, empathy and self-control) supports the development of the whole child, and is stated every day in our Morning Announcements to remind students of expectations.

Student ownership and empowerment is a primary focus of the work that we do everyday, helping students become leaders in our school. Student empowerment is highlighted in our annual student-led conferences, a yearlong effort in which students set personalized goals in reading, writing and math, collect evidence that shows progress toward meeting their goals, and then self-assess regularly. Students collect artifacts of their work in portfolios and share their growth with parents in the spring. In grade 5 we are piloting digital portfolios as students create their own Google Site with tabs for each subject area; many students are so invested they have added science and band as supplemental areas for growth. Students are continually involved in their own success and recognize the importance of their personal investment in school.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas

The Coventry Public School's vision states, "The Coventry Public Schools will prepare every student for life, learning, and work in the 21st century." The overarching framework of our curriculum design incorporates components from the Ainsworth Rigorous Curriculum Design Model, which values engaging learning experiences and intentionally aligned components with clear outcomes, organized into sequenced units of study. The essential questions for each unit engage students in the "big ideas", designed to be rigorous and promote higher order thinking by focusing on "how" and "why" questions. Coventry Public Schools curates its curriculum on the online platform Atlas Rubicon. The curriculum template includes priority and supporting standards, big ideas, Depth of Knowledge, essential questions, concepts, content and skills, academic and domain-specific vocabulary, corresponding lessons/significant tasks, effective teaching strategies, assessments, and resources for units of study; units are paced throughout the school year. To address the informed and ethical use of technology, Student Technology Competencies are written into the curriculum, and curriculum is aligned to the ISTE standards.

Coventry Public Schools' Director of Teaching and Learning oversees cycles of curriculum for the entire district and facilitates curriculum revisions within each subject area. Our five year cycle of curriculum revision entails adoption, implementation, and program review for each subject area. However, the cycle is responsive to newly adopted standards, such as the CSDE Computer Science Standards, the Connecticut Elementary and Secondary Social Studies Frameworks, and the Next Generation Science Standards. GHR recognizes that the curriculum is a living document as it is continually monitored, refined, and renewed. Two district-wide positions were created in the 2015-2016 school year: K-12 English Language Arts Specialist and the K-12 Math Specialist. These specialists support the vertical coordination of curricular programs and provide collaborative leadership for teachers on the development, assessment, and revision of curriculum.

1b. Reading/English language arts

Reading and English Language Arts (ELA) are a critical focus at GHR. All ELA Common Core Standards are delineated as priority or supporting standards in units of study. Scheduling reflects the priority of literacy with a daily ninety minute reading block and separate forty-five minute writing block. Incorporating aspects of Readers Workshop, the work of Fountas and Pinnell, Jennifer Serravallo, and the Daily 5 Framework, reading blocks begins with a short strategy mini lesson focused on comprehension, fluency, vocabulary, or word study. Teachers read aloud mentor texts, model thinking using a think-aloud, create anchor charts with students, or demonstrate how students can make thinking visible by annotating and text marking strategies. Sustained, engaged independent reading is a critical focus of the reading block. Teachers have been trained in conducting reading conferences, helping students find a just right book, utilizing the Fountas and Pinnell continuum for pairing students with books, and increasing reading stamina. Teachers conduct formative assessments through reading conferences or small group instruction. Book Clubs, Literature Circles, and Guided Reading groups are common structures across grade levels and promote shared experiences and social interactions with a text. In stations, students engage in word study, craft written responses to text, read independently, and listen to reading with a partner or audiobook. This comprehensive approach to literacy instruction is responsive to student needs and promotes independence and authenticity with reading.

Reading assessments include the Benchmark Assessment System by Fountas and Pinnell. The Smarter Balanced Assessment Consortium (SBAC) Interim Assessment Blocks (IABs) are used to assess reading comprehension of literary and informational text. IABs are also administered in the areas of research, listening comprehension, and are used as instructional materials for brief writes, revision, language and vocabulary usage, and editing. The summative SBAC assessment provides a comprehensive analysis of literacy skills. With the K-12 Literacy Specialist in regularly scheduled collaborative inquiry and coaching

sessions, teachers conduct an analysis of all of the assessments using a "Looking at Student Work Protocol", to inform instruction, identify individual student needs and areas for curricular refinement. These assessments assist in identifying students for Tier 2 and 3 reading intervention supports. Interventions include programming such as Leveled Literacy Intervention, Just Words, Visualizing and Verbalizing, or a second guided reading group in the classroom. Student achievement on these assessments guides development of our School Strategic Plan, school-wide goals, and professional development planning.

GHR has previously partnered with Columbia Teachers College on professional development for Writers Workshop curriculum. All classroom teachers follow the Teachers College writing units of study to provide high quality instruction with narrative, opinion, and informational writing. The writing block begins with a 10-15 minute mini lesson and an invitation for students to try the skill/strategy in their writing. Teachers conduct 1:1 writing conferences with students, recording anecdotal notes and leaving students with a teaching point to improve their writing. In small strategy groups, teachers address common student needs revealed through conferencing. Students work through a process piece in their Writers Notebooks over the course of several weeks, constantly engaging in revision with aspects of elaboration, organization, and author's craft techniques. In each unit, students complete on-demand pre and post writing prompts scored using the Teachers College Learning Progressions Rubric to identify specific trends and needs. Writing is analyzed using our district Looking at Student Work Protocol during ELA Coaching Days with our K-12 Literacy Specialist. A review of the pre-prompt data helps teachers plan responsive lessons and address individual writing needs during the unit. The post-prompt analysis lends to a curricular review of what lessons were effective and what else needs to be taught to support developing writers.

1c. Mathematics

Our mathematics curriculum aligns to the Common Core Standards (CCS) for math, and math units are paced throughout the school year to build on skill and concept development, emphasizing the strands of emphasis, supporting standards, and math practices. Curricular units are revised by grade level teams in consultation with the districtwide K-12 Math Specialist who meets with math teachers six times during the school year to review curriculum and plan effective instruction based on the results of formative assessments. GHR uses resources from Eureka math to provide Tier 1 instruction, supplemented with computer-based Reflex math for all students to practice automaticity of basic math facts in the four operations. Eureka is a comprehensive program that focuses on the development of conceptual knowledge. Learning is separated into 6-7 modules over the year with a natural progression of skills along the grades. Eureka emphasizes the application of math skills to problem solve, incorporating multiple strategies and approaches rather than solely relying on traditional algorithms. 60 minutes of daily mathematics instruction is provided at each grade level, and each Eureka math lesson includes similar components. Fluency activities involve maintaining skill levels and preparing for new knowledge and skills. Application problems require students to utilize the concepts they have recently learned. Concept development focuses students on new learning, and the problem set includes problems related to the concept introduced in the lesson. The lesson debrief allows students to discuss key points of the lesson objective and to complete an exit ticket to serve as a formative assessment. Lessons involve direct instruction with teacher modeling and guided practice, the use of math stations including partner practice and a teacher instructional station, and fact fluency practice. Mid-module and end of module assessments provide formative and summative data directly aligned with curriculum. In alignment with SBAC, students take two math Interim Assessment Blocks (IABs) following applicable units of study, usually the Operations and Algebraic Thinking and Numbers Base Ten. For complex problem solving, SBAC-aligned Performance Tasks are given throughout the year, following the gradual release of responsibility model as students become independent. With the K-12 Math Specialist, teachers analyze all assessments using a "Looking at Student Work Protocol", to inform instruction and identify areas of student needs and curricular refinements. These assessments are also instrumental in identifying students for math intervention, including Tier 2 and 3 supports. Two years ago, a separate math intervention block was created in the daily schedule outside of the 60 minutes allocated for Tier 1 math instruction, providing a distinct 30 minutes of math intervention to address individual student needs, including personalized math intervention on skill deficits, spiral review of math curriculum, or math enrichment. Grade 5 students with advanced math skills are provided additional opportunities to accelerate their learning and master Grade 6 as well as Grade 5 math topics.

An annual Math Night involves family math games organized around a given theme. Math is also celebrated with the Math Maniacs enrichment group, and technology infused math programs of MobyMax, Assessment and LEarning in Knowledge Spaces (ALEKS), and Reflex math to support students at home. Our dedicated GHR math specialist has also showcased effective math pedagogy by presenting at the state and regional mathematics conferences.

1d. Science

Teachers have implemented new units of study aligned to the Next Generation Science Standards (NGSS) that provide coherent and coordinated curriculum across the grade levels. Participating in NGSS Consortium work with a Regional Education Service Center, CREC, teachers collaborated on curriculum and assessment development, and working with a consultant, teachers have shifted instruction to the 3-Dimensional teaching required by the standards. All grade levels have incorporated the NGSS Interim Assessment Blocks (IABs), which are formative assessments aligned with the content and skills assessed on the Connecticut State Department of Education (CSDE) NGSS Assessment. Teachers have analyzed released questions from the NGSS standardized assessment to determine how best to prepare our students for this testing format.

In Grades 3 and 4 science instruction is provided for 50 minutes three days a week and in Grade 5 for 60 minutes five days a week. Lessons incorporate the science 5e model of Engagement, Exploration, Explanation, Extension, and Evaluation. Curriculum provides students with opportunities to experience inquiry investigations that develop students' abilities to question, explore, observe, gather data, create graphs, draw conclusions based on the data and build their understanding of natural phenomena.

We celebrate science through an annual Grade 3 Science Fair, 4th grade assemblies on sound, light, and robotics, and a 5th grade "Out of this World Day" featuring a SkyDome and stations based on NASA activities. After-school programs such as the Lutz Museum biology program, a Science Club, and our Salmon River Field experience also provide enrichment. Two Grade 5 science teachers were awarded a Fund for Teachers (FFT) Fellowship Grant which will allow them to visit the Republic of Palau and examine its conservation efforts as well as the ecology, history, geography, and culture of the island country, to compare/contrast to our local community and guide a student-led, interdisciplinary project.. These teachers are teaching a unit they have already designed on the phenomenon of the jellyfish in Palau.

1e. Social studies/history/civic learning and engagement

Social studies units have been revised to align with the Connecticut Elementary and Secondary Social Studies Frameworks including standards for geography, economics, history, and civics, and inquiry. Social studies is taught three times a week for 45 minutes in Grades 3 and 4. In Grade 5, social studies has been integrated into the 90 minute Reading block, with interdisciplinary units of study that support social studies concepts and content integrated into reading and writing instruction. Units include historical fiction, American Revolution research, and biographies of early explorers. As a result of this integrated curriculum, SBAC IAB informational text reading scores were the highest yet in Grade 5, demonstrating strong non-fiction reading achievement.

Opportunities for civic learning, engagement and enrichment are pervasive throughout the school. Grade levels visit the local Nathan Hale Homestead, Sturbridge Village, and Mystic Seaport to align with their Social Studies curriculum. GHR promotes community service in our town. A group of students from all three grades engages in a Fun Friday community service group, in which this year they created ornaments for our Orchard Hill Senior Center, sponsored a food drive for the Coventry Food Pantry, and planted daffodil bulbs and mums in our garden. We also piloted Student Council this year, facilitated by the Principal and a Grade 5 teacher. Fifteen students in Grade 5 collaborated to promote positive school culture and engage in community service. They have met with Board of Education members, created a Grade 5 kindness chain, written a letter to the Director of Food Services to persuade her to adopt environmentally conscious food service approaches, served as student ambassadors and tour guides for new students, and promoted New Year's Resolutions by designing a bulletin board with positive affirmations. Their leadership and initiative is impressive as they work to make our GHR community a better place. Weekly, high school

students meet with striving GHR students as part of a formal Mentoring program co-facilitated by our Social Worker and Coventry Youth Services coordinator.

1f. For secondary schools:

1g. For schools that offer preschool for three- and/or four-year old students:

2. Other Curriculum Areas:

Visual Arts is part of three related arts classes for all grades taught in a three day rotation. Aligned to the National Coalition for Core Art Standards (NCCAS), the art curriculum incorporates culturally responsive pedagogy including a 3rd grade unit on African folk art and crafts, a 4th grade unit on Aboriginal (Australia) folk arts, and a 5th grade unit on Mexican and Central American folk art. Our K-12 Art Department meets regularly to ensure vertical alignment of skills and content. We celebrate the arts in an annual Districtwide Arts Festival, to which every student submits 1-2 art pieces, and hundreds of community members attend to view their artwork. Some students have work displayed at Arts Center East, a regional art museum with an annual student showcase. Our Art program supports statewide programs, such as the Fire Prevention Poster Contest; last year we had a student winner of the Roadway Safety Poster Contest sponsored by the CT Technology Transfer Center and the Governor's Highway Safety Program.

Music education is included in the three day related arts rotation with units aligned to the NCCAS standards, emphasizing responding, creating, performing, and connecting to music. Instruction is based on the Conversational Solfege curriculum. Fifth grade students may join Band as a first year instrumental experience, a weekly class in addition to band rehearsals and the three day related arts rotation. Fifth grade students have a winter "Informance" with Band and Honors Choir and an end of year concert. This year over 50 of our fifth graders participate in Honors Choir, and over 80 students, 66% of all fifth graders, are involved in Band. (Students can participate in both.) Selected fifth grade students participate annually in the Connecticut Music Educators Association (CMEA) Honors Choir and Band. Students also have opportunities to perform the National Anthem at the Hartford Yard Goats and Hartford Wolfpack games.

Physical education (P.E.) is part of the three day related arts rotation with units of study aligned to the CT Health and Physical Education standards, including units on everything from fitness and volleyball to snowshoeing. Physical education and health extends beyond the classroom, as the teacher encourages family health through monthly health challenges, a new 1 mile GHR Family Fun Run, and an individual fitness challenge with gold, silver, and bronze medals. Health lessons are provided in P.E., in the grade level classrooms, and at assemblies.

While we offer no formal foreign languages, we plan to provide Chinese enrichment to all Grade 4 and Grade 5 students next year to promote interest in our middle school Chinese program.

Beginning this year with the expansion to a full-time Library Media Specialist position, Library Media classes are held weekly for 40 minutes. These lessons integrate literacy and technology topics, such as digital citizenship and conducting effective research with reliable sources. Classes are held in our Library Media Center and our newly designed Innovation Station, a Science Technology Engineering Arts and Mathematics (STEAM) lab space designed to inspire creativity and critical thinking. This portable lab offers 3D printers, a MakerSpace, desktop computers, whiteboard easel tables, a lego wall, green screen wall and large TVs for Chromecasting. This year through the Library Media Center, we also began computer science standards aligned instruction for all Grade 4 students through a Project Lead the Way (PLTW) module, Input/Output: Computer Programming, which introduces computer systems infrastructure including computer hardware and digital data representation. In PLTW students learn coding while integrating science with technology, engineering, math, and language arts. They use the inquiry method, engaging in collaboration, communication, critical thinking, creativity, and problem-solving. In classrooms, chromebooks, iPads, green screen technology, interactive whiteboards and other digital tools are integrated to promote deeper learning across subjects. All students utilize the Google Suite and teachers use the Google Classroom platform to support and organize instruction and assignments.

New this year is the Second Step program, a social and emotional curriculum implemented as a Tier 1 program. Through explicit instruction of social skills such as understanding feelings and showing empathy, students learn how to be kind citizens. Programming aligns with our GHR C.A.R.E.S. (cooperation, assertion, responsibility, empathy and self-control) focus. Lessons are integrated into our existing Morning Meeting structure from Responsive Classroom and allows us to develop a school-wide approach and common language to support students.

3. **Academic Supports**:

3a. Students performing below grade level

Clearly defined structures are in place to identify students performing below grade level and specific criteria guides decision making about interventions to address students' areas of need. Our schoolwide Intervention Referral Team (IRT), composed of the Principal, psychologist, social worker, and other specialists including special education teachers, math and reading interventionists, speech and language pathologist, and occupational or physical therapists meets biweekly for teachers to share individual student concerns. The teacher addresses student progress in a comprehensive report which documents both standardized and formative assessments. Alpine Achievement, a digital platform which provides longitudinal student data related to achievement, assessments, attendance, etc., supports the team in viewing the student's progress over several years and in brainstorming strategies to help the student improve achievement. Strategies may include beginning or increasing the number of days of intervention, changing service providers, or decreasing the staff-to-student ratio in intervention. Student progress is revisited every 6 weeks.

Informed by our district RTI guidelines, our intervention process also includes delineated criteria for entrance and exit into interventions based on multiple data points, and students are fluidly entered and exited. Tier II and Tier III interventions have been restructured to service all students, general education and those identified for special education services, targeted to their specific skill deficits. The use of Fountas and Pinnell Leveled Literacy Intervention (LLI) and Linda Mood Bell's Visualizing and Verbalizing support student's reading comprehension and fluency. Wilson's Just Words, Wilson's Fundations, and the Orton-Gillingham approach support decoding and encoding. Some students participate in two reading interventions based on their areas of need. Math intervention programs include Assessment and LEarning in Knowledge Spaces (ALEKS), MobyMax, and Bridges Intervention, personalized and standards-aligned programs used to address math skill deficits, pre-teach, or re-teach concepts. Progress reports from all intervention programs are communicated monthly to families, and intervention programming is revised at biweekly IRT meetings. Primarily certified teachers who have extensive training provide intervention.

3b. Students performing above grade level

GHR prides itself on not only addressing the specific needs of striving learners but also of our highly achieving learners. A teacher of our Challenge and Enrichment Program (CEP) provides instruction to develop the potential of students identified as gifted and/or talented, twice exceptional, and other students performing above grade level. In Grade 3 we begin the screening process for identifying gifted and/or talented students. Our initial screener is the Otis-Lennon School Ability Test (OLSAT). Based on testing information and teacher recommendation, selected students meet weekly in small groups to work on independent self-selected research projects. Additional components of the 3rd grade screening process include collecting data from classroom teachers, parents/guardians and the challenge and enrichment teacher including the Scales for Identifying Gifted Students (SIGS) Home Rating Scale and a Mid-Screening Reflection sheet focused on creativity, task commitment, and academic achievement. Classroom observations and test scores are also used to determine a child's eligibility for identification. In Grades 4 and 5, students identified as gifted and/or talented participate weekly in the Challenge and Enrichment Program, learning problem solving skills and strategies using components of the Future Problem Solvers Programs. They engage in personalized projects as well as many projects which include the engineering and design process and incorporate 3D printing. Based on individual need, the screening process can continue for students in Grades 4-5 if they are not yet identified as gifted and/or talented.

For students not identified but with specialized areas of interest, the CEP teacher promotes a whole school

enrichment model and develops interest and project based groups each trimester. This year, topics have included Creative Writing, Math Maniacs, and Art and Technology.

Each year approximately ten to fifteen Grade 5 students demonstrate their mastery of grade level content and skills early in the year. To accelerate their math growth, these students use ALEKS math daily to begin instruction on Grade 6 math content and pre-algebra. Each year, several students then skip Grade 6 math and begin in an advanced Grade 7 math class.

3c. Special education

Our special education programming promotes inclusivity and timely responsiveness to individual needs. Driven by team decisions made at Planning and Placement Teams (PPTs), special educators and related services provide significant in-class instruction and support. Co-teaching models vary based on student need, and many employ station rotation models in which the classroom teacher and special education teacher rotate through small groups of students with similar needs, regardless of identification. Special educators also provide pull out instruction and interventions.

Specific meeting structures facilitate ongoing collaboration between special educators, teachers, and interventionists. Special educators and math/reading interventionists have scheduled weekly planning meetings. Special educators also co-plan with classroom teachers and attend six coaching days per year with grade level teams to stay current on curriculum and assessment analysis. The Director of Pupil and Staff Support Services holds monthly office hours at GHR to address specific needs and concerns. Special education personnel are also involved in IRT as we support students along the continuum of intervention services.

A 2018-2019 consultation with the District Management Group (DMG) has helped the district analyze special education programming to maximize resources and service delivery and identify six districtwide goals:

1) Ensure that general education teachers deliver strong Tier 1 instruction and are well- equipped to differentiate for all students in their classrooms; 2) Focus on strengthening intervention supports that are consistent across schools and allow for additional instructional time for all students who struggle; 3) Ensure interventions for students with mild-to-moderate special needs and other struggling learners are provided by staff with deep content expertise and training; 4) Focus on the role of special education paraeducators towards support for students with health, safety, behavior, or severe needs; 5)

Expand social, emotional and behavioral supports by increasing direct services to students and providing more strategies to teachers; and 6) Expand the reach of speech and language pathologists while also closely managing group size through thoughtful scheduling.

3d. ELLs, if a special program or intervention is offered

3e. Other populations (e.g., migrant), if a special program or intervention is offered

PART V – SCHOOL CLIMATE AND CULTURE

1. **Engaging Students:**

With 370 students, we are strategic in ensuring that all students have at least one trusted adult in school. Through ongoing training on building connections with students, each trimester we survey staff to identify which students they believe they have a strong relationship with; we then focus on personalizing connections for additional students with staff. The Safe School Committee provides a weekly forum to share concerns about students and provide weekly updates about students. Our Intervention Referral Team (IRT), provides a biweekly platform for teachers to share academic or social/behavioral concerns about students with a committee of internal experts, including the Principal, psychologist, social worker, reading specialist, math interventionist, and special education staff. IRTs helps us monitor student growth and progress, and brainstorm strategies along the tiered continuum of supports.

This year we implemented Second Step, a formal social and emotional curriculum. We embed lessons in our Morning Meeting, a structure from Responsive Classroom. We have adopted components of Positive Behavior Intervention Supports (PBIS) with the development of schoolwide expectations for locations throughout the building and promotion of our C.A.R.E.S. initiative. Each morning on the announcements, students are encouraged to show C.A.R.E.S.: Cooperation, Assertion, Responsibility, Empathy and Self-Control. C.A.R.E.S banners run down the corridor, and students are recognized with Kindness Cards written by staff and other students for demonstrating C.A.R.E.S. We showcase Kindness Cards on grade level bulletin boards. Each month, some students who have received Kindness Cards participate in the Principal's Forum, a lunch celebration with the Principal. The PBIS strategy of school-wide expectation posters is used to provide a bulleted list of expectations for each area in the building. Our school also promotes Spike's Buddy Bench, a location at recess for students who don't have anyone to play with. Students are taught how to help a friend in need and invite them to play. These Tier 1 supports have ensured consistency of expectations and a common language in our school. For Tier II and III supports, we use the Social Thinking Curriculum with the "size of the problem" strategy, provide both formal and informal counseling, and model SEL lessons.

A variety of clubs and activities promote student engagement. We offer Ski Club, Homework Club, Coding, Storrs Adventure Park, Art in the Afternoon, and Paints on Fire. We piloted Student Council this year and these students collaborate to promote positive school culture and engage in community service.

2. **Engaging Families and Community**:

The GHR community is a highly engaged and collaborative group of stakeholders, including students, parents, teachers, and universities. Parents provide feedback through the use of parent surveys, including our bi-annual school climate survey and annual student-led conference survey. We use PowerSchool to communicate student achievement, and teachers reach out to parents daily. Traditional annual parent teacher conferences are supplemented by student-led conferences at which students share portfolios of their progress on learning in reading, writing and math. Teachers invite parents to frequent and popular classroom celebrations of learning for their students. Google Classroom and Seesaw are venues for teachers to communicate with families. Parents are informed of events, achievements and challenges via the Principal's Twitter and Instagram, SchoolMessenger, and newsletters as well as the school website which also provides parent resources. For student concerns, the Principal and staff meet frequently with parents; the Principal attends every 504 and PPT, and daily parent meetings and phone calls encourage the vital home-school connection.

Our active GHR Parent Teacher Organization (PTO) provides input on programming and school initiatives and are dedicated to fundraising. Monthly, they support a Friday Spirit Day, when the school community sports green-and-yellow school colors, and a parent dons the Spike the Dragon mascot costume and greets students with a silly dance and high five. Our PTO supports school-wide events such as Spirit Night, Field Day and the Talent Show, organizes GHR family fun nights like parent-child bowling, and financially supports students for field trips and instrument rentals.

We host a Grade 3 Parent Orientation Night for incoming Grade 3 parents to meet the Grade 3 team. This evening event is coupled with an Ice Cream social with the Principal and a PTO Book Fair. Over the summer, well-attended "Tours with the Principal" welcome families and allow students to check out their new school. A voluntary summer orientation program for incoming third graders aids students in the transition to GHR.

GHR partners with University of Connecticut, Eastern State University, and Central Connecticut State University to host student teachers and interns. Over 80% of eligible GHR teachers have supported a student teacher or intern, and this partnership is mutually beneficial. GHR also collaborates closely with Booth and Dimock Memorial Library whose staff attend our Open House, work closely with our Library Media Specialist to conduct presentations for grade level classes, encourage library card registration, mutually develop our summer reading program, and share information for our newsletter.

3. Creating Professional Culture:

GHR boasts a positive and respectful culture that promotes collective teacher self-efficacy and provides opportunity for teacher leadership and voice. The school delegates leadership to teachers through committees including the School Leadership Team, team leader meetings, Safe School meetings, Intervention Referral Team (IRT) meetings, and School Climate Committee. The district sponsors cohorts of teachers each year for teacher leadership training.

To improve student learning through professional development, GHR engages in professional discourse for reflection, inquiry, and analysis of teaching and learning, use resources outside of the school to maintain currency with best practices, dedicates formal time to implement professional development and apply the skills, practices, and ideas gained to improve curriculum, instruction, and assessment. A districtwide Professional Development and Teacher Evaluation Committee collaborates on Coventry Public School's Professional Development Plan, with goals to provide job-embedded professional development aligned with the District Strategic Plan and the School Improvement Plan and responsive to teacher growth needs. To differentiate professional learning, we use survey data to inform customized opportunities for training including online and intensive, annual paid summer learning as well as five full and three half-day professional development days annually. We provide six coaching days each year for ELA, math, and science. PD topics include lesson and rubric development for the 21st century Portrait of the Graduate skills, implementing instruction for the three dimensions of the NGSS, use of online platforms for blended learning, trainings to integrate technology to promote higher order thinking including professional development related to the use of Google Classroom, Green Screen, and Merge Cube, opportunities for Google certification, curriculum writing, and School Improvement Plan development by teacher leaders. The district sponsors districtwide book readings aligned to initiatives, most recently Harnessing Technology for Deeper Learning by McLeod and Graber.

Faculty meetings focus on teaching and learning. Each meeting begins with a "Share out, Shout Out", for a teacher to share an innovative strategy they tried in their classroom, such as the "compliment rollercoaster" or student-generated rubrics using SeeSaw. Our meetings also have been dedicated to a professional book club based on the text Hacking School Discipline by Nathan Maynard, which emphasizes restorative practices and social-emotional learning. At meetings teachers take turns leading a discussion on a given chapter.

GHR teachers engage in Instructional Rounds, which provide an "in-house" professional development, as staff examine a focus of practice and discuss current instruction. Rounds include areas of district instructional concentration. In 2018-2020, Instructional Rounds focused on the Portrait of a Graduate competencies of communication and collaboration.

4. School Leadership:

The leadership philosophy at GHR centers around collaboration and consistency. GHR has one administrator, the school Principal. She collaborates with the Superintendent, the District Leadership Team,

the Director of Teaching and Learning, the Director of Pupil and Staff Support Services (PSSS) , the Director of Educational Technology, and the K-12 Literacy and Math Specialists. The Principal embraces a model of distributive leadership through committees and meetings to ensure the role of teachers in decision making and maintaining practices focused on student achievement.

Working with Principals, the Director of Teaching and Learning and the K-12 Literacy and Math Coaches oversee alignment of curriculum and instruction and implementation of initiatives to support student achievement. These initiatives have included empowering students to lead their own learning through goal setting and student-led conferences, redesigning science curriculum, developing a districtwide Portrait of a Graduate, developing interdisciplinary projects based on our Portrait of a Graduate, curating digital portfolios to showcase student work, implementing social emotional learning curriculum, and restructuring Tier 2 and 3 academic interventions with research-based programs. Focused on student achievement, the School Leadership Team and Team Leaders analyze formative assessment data and monitor progress toward schoolwide goals. Professional development and coaching days ensure collaborative training for teachers to engage in data informed decision making to revise curriculum and instruction.

PTO Meetings and a district PTO Presidents' Forum provide opportunities for parent input on programs and practices while Principal's Forum and Student Council allow for student feedback.

Decision making is designed to move student achievement forward. The budget and resources are dedicated to offering a broad standards aligned academic program and teacher training on high yield strategies. To further reading achievement, we added a guided reading model with new instructional materials in Grade 3. We increased our Library Media Specialist from .5 to 1.0 FTE allowing for the addition of computer science programming and the development of our Innovation Station. Annually, we evaluate the research based intervention programs we are using and have recently added Moby Max and Lexia to address student learning needs. Considerable funding is dedicated to training related to science instruction.

As part of the leadership philosophy, GHR's disciplinary practices support the development of the whole student. This approach emphasizes the importance of teachers building positive and caring relationships with students and knowing their students' strengths, challenges,and interests and supporting students in positive decision making, leading to a positive school culture. The Second Step social-emotional curriculum and use of Tier 2 and Tier 3 behavior supports contribute to student success.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

The practice that makes GHR so successful is undoubtedly collaboration. Collaboration takes many forms- from structured time for grade level teams to craft well-designed lessons, to school committees that regularly review students' academic achievement and behaviors. Teacher collaboration occurs naturally in the hallway but also in strategically designed meetings. These include twice a week grade level meetings, bi-weekly Safe School committee meetings, bi-weekly Intervention Referral Team (IRT) meetings that function like a child study team, several long-team time meetings during the year for intensive data analysis and assessment review, six coaching days with districtwide coaches, collaboration meetings with the educational technology specialist and library media specialist, and weekly collaboration time between interventionists in reading and math. This schedule responds to student needs throughout the year. We believe it is imperative that staff work together for the greater good, as we all recognize the strengths that colleagues bring and the inspiration we can provide to one another. This emphasis on leveraging collective efficacy helps promote student achievement and provides a supportive school culture and work environment. Not one classroom operates on the "closed door, my classroom" philosophy of years ago. Not only is the collaboration within our building vital to our success, but also districtwide collaboration ensures seamless transitions between schools and a coherent, aligned vision. In 2018-2019, our district began the process of developing and adopting our Portrait of the Graduate. While many associate "graduate" with high school, Coventry recognizes the importance of a common vision for all of our children. This districtwide Portrait of the Graduate aligns with our vision and mission statement at each school. Across the district, we focus on the five competencies of Critical Thinker, Empowered Citizen, Engaged Collaborator, Effective Communicator, and Authentic Innovator. At GHR, we have analyzed what these competencies look like for students in Grades 3-5 and continue to develop rubrics for each competency that are directly aligned with the rubrics at the grammar and middle schools to ensure vertical alignment. Inter-school and intra-school collaboration is critical to providing students with the knowledge, skills, and habits of mind they need to continue to thrive. Our holistic approach to educating our Coventry students addresses academic and social-emotional skills needed to be productive members of society while in our school communities and upon graduation. The collaboration at GHR is a pervasive practice that supports the success of our students and staff as we continue to evolve our practices.