

Cromwell Public Schools

Cromwell, CT 06416

Annual Report 2013-2014

In 2013-2014 Cromwell Public Schools continued to provide students with a high quality educational experience in grades K through 12. Our district continues to hold high expectations for all students and our dedicated team of faculty, staff, and leaders work collaboratively with the entire Cromwell community to support our students.

Of particular notes this past school year:

- Deborah Sanders, CHS English Teacher, was selected as the Cromwell Public Schools Teacher of the Year. Ms. Sanders began her role as Teacher of the Year by delivering a speech to our graduating students in the Class of 2014.
- Our Secondary Programming Task Force completed phase one of their work which culminated in the creation of the new Freshman Academy program. This program is designed to assist students in the transition to high school and has a new curriculum focused on getting students college and career ready.
- In our annual Math-A-Thon our students raised well over \$7,600.00 to support the St. Jude's Hospital for Children. Students participated in math practice and enrichment to raise funds.
- Our partnership with community organizations has led to increased opportunities for our students to become active with others. Our students have volunteered at the Belden Library book sales, the Senior Center, and many other activities. In return, community members have come to our schools to help students with reading, learn about new careers, and enjoy sharing a hobby.
- Teachers and administrators participated in the first year of the newly designed Educator Assessment Plan. Teachers and administrators share student learning outcomes based upon student needs and develop classroom or school based instructional plans to support improvement. As a result, each school has a School Improvement Team that will regularly review data related to student academic and behavioral growth.

The Five Year Strategic Plan for Cromwell Public Schools has recently been approved by the Board of Education. This plan guides the work of our schools, leaders and faculty. Our revised mission statement continues to focus on providing students with programs and curriculum that are aligned with national and state standards and strengthen college and career readiness.

Our students in grades 3 through 11 participated in the field test of the Smarter Balanced Assessments. These assessments will replace both the CMT and CAPT tests and eventually provide the schools with important information on individual student growth. We are excited about the advent of these new assessments as the requirement is for students to apply what

they have learned. We are confident that these assessments will provide us with valuable information as a piece of a whole picture of an individual student's success.

Edna C. Stevens Elementary School

The Edna C. Stevens Elementary School continued its Professional Learning Community affiliation with CCSU this year. This partnership brings many opportunities for teaching and learning for everyone at Edna C. Stevens School. We welcomed the fall teacher candidates and student teachers to our building. Our special relationship with CCSU provides our children with additional hands to support the important work our teachers do.

The Cromwell Early Childhood/School Readiness Council and Edna C. Stevens School sponsored a Raising Readers Parent Book Club for parents of 4 and 5 year olds (birth dates 2008-2009) who live in Cromwell. Parents learned how to encourage their child's life-long love of reading, ways to participate in their child's literacy development and share experiences with other parents. Participants received a free book at each session to add to their child's library. Babysitting was available. The Raising Readers Book Club was held on Thursday evening's beginning on October 3rd through October 24th from 6:00pm to 7:00pm at Edna C. Stevens School Library. Miss Raffone, an ECS kindergarten teacher facilitating the Raising Readers Book Club.

In Physical Education, Kindergarten students took part in jump rope activities. They learned the concepts: under, over, next to, around, through and on while playing with the large jump rope. Students also had the opportunity to use the climbing ropes to improve muscular structure. The first graders took part in team and individual jump rope activities. Students learned timing and communication as they work together. Congratulations to first grade students for raising over \$4,000 for the American Heart Association during Hoops for Heart month in February. The second graders worked on team and individual jump rope activities.

Our **At Home/In School Reading Incentive Program** this year was titled **"Pig Out and Read"**. Students handed in their completed pink pig reading maps in order to receive their prize and the next leveled reading map. Kindergarten, grade one, and grade two students listened to engaging winter themed stories and non-fiction related books and participated in creative writing activities in connection with the stories. All grade levels also learned the monthly PBIS skill of having "self- control" (physically and verbally).

Edna C. Stevens was chosen to be the host school for Wreaths Across America on December 10th. This project provides donated wreaths to be laid at the graves of veterans. This was an outstanding community event. The convoy bringing these wreaths stopped at Edna C. Stevens School on December 10th.

In addition, to honor this special occasion, ECS made a collage of our students' special veterans.

In the month of April, Kindergarten students read all different non-fiction books. They researched different animals both in the non-fiction books and on the learning website Pebble Go. The children learned about different non-fiction text features that have helped them to better comprehend non-fiction texts. The Kindergarten teachers worked on specific reading strategies to help students sound out unknown words as well as reread sentences to make sure what they are reading makes sense. The students also had extensive practice with retelling short stories. They identified and wrote about their favorite part in the stories as well as explaining why they

like them using evidence from the text. In math, the Kindergarten classrooms completed Unit 8 which focused on height, weight, temperature and capacity. Students participated in a variety of hands on activities to help them understand the math concepts being taught. Students demonstrated their understanding of these math skills through math workstations.

In Reading, first graders culminated a unit on perseverance while practicing new strategies including *accountable talk* to share ideas in respectful ways so that everyone's voice is heard. They used strategies which included close reading and responding to text. They discussed the important parts of the story, the author's message, and identify character traits. First graders continued to stretch their retells using key words and detail. Students continued to develop skills in phonics through word building, contextual application, and word study. They also continued to practice fluency, expression, and comprehension.

From Monday, June 9th through Friday, June 13th, during normally scheduled library classes, Mrs. Dougherty hosted a celebration to mark the end of the **At Home/In School Reading Incentive Program "Pig Out and Read"** by throwing a **"Read in the Barnyard Party"** held in the library media center. Every student was awarded a prize and a Certificate of Recognition for participating in the reading incentive program.

On Thursday, June 12th, the Edna C. Stevens School students and staff presented a Flag Day Assembly. The event was planned by a committee of teachers who worked collaboratively with Mrs. Chapman, the Music teacher. The event was a huge success! Several community members attended, including State Representative Christie Carpino, The Cromwell Police Department, Mayor Enzo Fienza, Dr. Talty, Mr. Maloney and several Veterans from Cromwell and other towns.

This year our pre-school students participated in a Field Day Unified Sporting event. Several parents and families attended to watch this fun day of activities. Each child received a medal for their participation.

Woodside Intermediate School

WIS is a Professional Development School which collaborates with Central Connecticut State University (CCSU). CCSU places student interns/student teachers as part of their teacher education process. Additionally, CCSU professors provide our faculty with professional development in the critical areas of reading and mathematics. This year CCSU also had a Leadership cohort. Several teachers from WIS have been accepted into the program and are working toward obtaining their administrative degree and certification.

WIS teachers participated in the new state implemented Teacher Evaluation Plan. Teachers used these goals to develop their own Student Learning Outcomes (SLOs).

Grade level teams at WIS participated in weekly data team meetings for one hour. During this time they discussed new instructional strategies and assessments in the areas of literacy and numeracy. Teachers also scored common assessments, charted data, analyzed student work, discussed SLOs, reviewed materials, and discussed instructional strategies, interventions, and enrichment strategies. WIS teachers also started learning about using the Readers Workshop Model and piloted newly developed literacy units that are aligned with the CCSS.

On November 15 students at WIS participated in an outstanding cultural event through a visit from the Destiny Africa Children's Choir. The choir put on a 30 minute performance that was both entertaining and compelling. During the performances students saw amazing singing, dancing, and drumming. The performance also included a question and answer session so Cromwell students could learn more about these inspirational performers.

During November/December 2013 parents in the WIS community were invited to complete The Comprehensive School Climate Inventory (CSCI) from the National School Climate Center (NSCC). This is a nationally-recognized school climate survey that provides an in-depth profile of a school community's particular strengths and needs. This is an online survey that took parents about 20 minutes to complete. NSCC compiled all of the results, conducted a thorough data analysis, and sent WIS a detailed report of the results. These were used to see how the public perceives WIS and what future school planning initiatives need to take place.

On March 3 Scott Driscoll of Internet Safety Concepts made a presentation to fifth graders on Internet safety. Mr. Driscoll is a former police officer who has years of experience in helping to resolve cyber-issues and promoting online safety for students. Mr. Driscoll focused on keeping online connections safe, the dangers of various social media, and how online conversations (such as texting) can be misinterpreted and cause problems among students and friends. This program was brought to WIS courtesy of Cromwell Youth Services.

Beginning in March, all students at WIS began participation in the assessments created by the Smarter Balanced Assessment Consortium – better known as SBAC. Students completed the SBAC assessments in the area of Language Arts and Mathematics on the computer in the computer lab. Grade 5 students were the only students required to take the any part of the Connecticut Mastery Test (CMT). They participated in the Science Test.

The Earth Club, Future Problem Solvers and Running Club all enjoyed another successful year.

Throughout the spring many students from WIS participated in the Woodside Running Club. Students, teachers, and parents ran or walked the course which travels around the perimeter of our school grounds. Thanks to WIS Running Club coach Doug McGough for all of his time and energy! The WIS Running Club season concluded with the annual 5K held at Cromwell High School.

WIS enjoyed an exciting and productive year with the ECS/WIS PTO. During the year the PTO held two Book Fairs, a barbeque, Trunk-or-Treat, Cultural Night, Country Fair, Ice Cream Social, and Family Fun Night.

Congratulations to Mr. Doug Kiss, fifth grade teacher, was recognized as the 2014 WIS Teacher of the Year.

Cromwell Middle School

The 2013-2014 school year began with students and teachers welcoming a new class of 141 sixth grade students. The new class of students from Woodside Intermediate School adjusted well to CMS and got off to a great start. In addition, the entire student body welcomed a new principal.

The Drama Club chose The Little Mermaid as this year's production. Over one hundred students had acting parts with additional students working behind the scenes to help deliver what was another outstanding event for the community. The presentation was held the first weekend in April.

In December the students had the opportunity to listen to Scott Driscoll, a retired state police officer, talk about internet safety. The information was well received by students as they heard all about the dangers involved in using technology in the 21st Century.

For the first time our S.T.E.M. team competed in a robotics tournament against other middle and **high schools. The competition was held at St. Paul High School.**

Grade 8 students traveled to the Bushnell in Hartford on Tuesday, January 14 to see "Warriors Don't Cry." Students witnessed the story of Dr. Melba Pattillo Beals, one of the Little Rock Nine, who integrated a segregated Central High School in 1957.

SBAC scheduling began. The window of testing was scheduled to take place from February to May.

Our intramural volleyball teams and the Ski Club completed their season and we prepared for our spring sports season. Cromwell Middle School had six students selected to participate in the Northern Regional Music Festival in March.

The band and chorus students worked on preparing for the spring concerts and the 8th grade band spent a morning at CHS rehearsing with the high school band and joined the group for a number at the high school concert.

Our middle school students made *history* by being well represented in the winner's circle at the district History Day competition. Students from all grade levels competed with other students throughout the state.

The National History Bee for Middle School is a 3 stage academic tournament that promotes history education. Students from Cromwell Middle School qualified and were invited to the second stage of the National History Bee, which is the **Regional Finals**.

At the Manchester District History Day on March 15th, 20 Cromwell Public School students attended and nine students placed 1st, 2nd and 3rd to advance to Connecticut History Day being held on April 26th. The theme this year is "Rights and Responsibilities in History".

On April 26, 2014 at Central Connecticut State University, one of our 6th grade students received a special award from the Connecticut League of History Organizations.

The CMS Drama Club presented The Little Mermaid during the first weekend of April. The four shows were performed to near sell-out crowds. The play was a huge undertaking for students, parents, and friends but the final product was worth all of their hard work. Over 100 students took part in the show and all had a memorable experience.

Grade 6 science students presented their culminating project for climate change on Thursday, April 10, 2014 in a Science Night Open House at CMS.

Students prepared for our spring chorus and band concerts. Our band students performed on May 15th and our chorus students on June 5th.

The CMS Student Council donated \$1,150 to various fundraisers and projects this year! They kicked-off the school year with a "Give 2 the Troops" service project. Students decorated plastic bags that were filled with goods and sent to our servicemen and servicewomen overseas. The Student Council also organized an M&M sale to benefit the Cromwell Aspiring Teacher Scholarship at CCSU; over \$400 was raised.

On May 3rd all repeat inventors, represented Cromwell Middle School at the 31st Anniversary of Connecticut Invention Convention. On this daylong event at UCONN's Gampel Pavillion 770 students from all over CT attended to display their inventions.

Eighth graders taking French got to take part in field trip to La Petite France in West Hartford. It was a wonderful day filled with speaking in French, eating French food, and celebrating their hard work this year.

The class of 2021 joined us for lunch on June 11th and for our night orientation program which was presented to familiarize the students and their parents/guardians with our school. As part of the orientation, students met with the sixth grade teachers and walked the hallways in which most of their classes will be held. The following week, our school counselors visited WIS and answered any questions that the students had.

Teachers and staff organized our second Variety Show on June 10th. Students and teachers displayed varying talents in front of a large audience. The Student Council finished the year by participating in the Rock n' Read program. One hundred and fifty students were recognized and promoted to 9th grade.

With the end of the 2014 school year, we would like to report on some of our year-long activities. We kicked off the year with a service project for "Give 2 the Troops", students decorated plastic bags that were filled with goods and sent them to our servicemen and servicewomen overseas. The Student Council also organized a "No Homework Week" for the CMS students. Teachers volunteered to have a week of no homework if students were able to raise the most money in their containers. Through the efforts of both the CMS students and our Student Council, over \$500 was raised to support Cromwell children during the holiday season.

Cromwell High School

On June 19, 2014, one-hundred thirty (130) students graduated from Cromwell High School. Sixty-three percent (63%) of our graduates are attending four-year colleges; twenty-nine percent (29%) are attending community colleges; three percent (3%) are attending technical colleges; 1 percent (1%) have entered the military and four percent (4%) are actively employed. Some of the outstanding four-year colleges that our graduates are attending include: Bates College, Bentley University, Boston College, University of Chicago, The Fashion Institute of Technology, Rensselaer Polytechnic Institute and the University of Connecticut. Graduates are also attending community and technical colleges such as; Middlesex Community College, Manchester Community College, Tunxis Community College, Gateway Community College, Porter and Chester Institute of Technology and the International Institute of Cosmetology. One

(1) student enlisted in the military, the United States Marine Corps. Four (4) students entered employment after graduation. One (1) student committed a year to a religious mission.

This year, Cromwell High School developed a School Improvement Team (SIT) to address the two-year report that is required by the New England Association of Schools and Colleges (NEASC). This team worked twice a month to develop and implement the fifty-six recommendations given to the school from the original visit. The team established committees and facilitated the entire staff in working on the recommendations. We will submit this report in October 2014 and will receive direction on next steps in the process from there. This year NEASC asked that we submit a response to a "special progress" report in December of 2013. This report included four areas of concern that needed immediate attention. The school addressed and completed the directives and was commended for their timely response to these issues.

During the 2013-2014 school year the PBIS Team (Positive Behavior Interventions and Supports) acknowledged each individual staff, faculty and administrative team member for their commitment to sustaining a positive school climate at Cromwell High School. Beginning in July 2013, the PBIS team met for three days to work on converting the school-wide positive behavior support motto to Respect, Responsibility and Safety (RRS). The PBIS team conducted a staff training and distributed informational folders on positive behavior management skills to all teachers in August 2013. New signage and positive reinforcement Panther Points were created by students to reflect the new RRS slogan. At the start of the school year, RRS posters were hung all around the school and in each classroom. With the help of a \$500 grant to defer costs, and administrative support, the PBIS Team designed and purchased an RRS t-shirt for every staff member in the building. Additionally, the team started and sustained a new tradition for staff members to recognize colleagues in the areas of Respect, Responsibility and Safety at monthly faculty meetings. The PBIS team met monthly and developed three Connections lessons, one for each area of Respect, Responsibility and Safety. The team also coordinated a delicious breakfast for all staff in March 2014, and maintained a public "Data Wall" tracking student behavior. At the end of the school year the PBIS Team conducted a survey of all staff members about PBIS. The school has experienced a significant reduction in office referrals over the past few years, which we believe is in part due to strong teamwork and acting proactively to prevent behavioral issues from escalating. We are very proud of the results.

The Safe School Climate Committee was renamed the School Safety and Security Committee according to state mandate. In renaming the committee, its membership was updated to include the school nurse, Mrs. MacAlpine and our new school resource officer Jason Tolton. The team met monthly to discuss and implement updates in lockdown drills and discussed updates in the status of school climate and discipline.

The Student Council had another positive year organizing, participating and leading several activities at Cromwell High School and throughout the Cromwell community. Some of these were organizing Freshman Orientation, Open House, 8th grade Orientation, Homecoming Week, Fall Talent Show, Cromwell Youth Services Holiday Party, Leadership Conference, running the Semi-Formal Dance, Teacher Appreciation luncheon, four Blood drives and Mr. Cromwell. The Student Council also were able to be involved in many community events such as, Leveling of books at WIS, Trick or Trunk at ECS, Math night at ECS, helping with lining up participants in the Memorial Day parade, Lids for Kids for CCMC, Holiday Shop at WIS, Book Drive and Fair for the Belden library, Senior dinners which assisted the Cromwell Senior center, and Thanksgiving and Easter Food Basket Drives which assisted Cromwell Human Services. In total, beyond the 30 hours of community service required of all Cromwell students, the 2013-14 Student Council had approximately 1000 hours of volunteering in and outside of the Cromwell

High School. This year's Student Council fulfilled their goal of the three C's: Communication, Commitment and Community. The group continues to learn and master the qualities of a leader through participation in various events in the school and community.

Cromwell High School enjoyed tremendous success in athletics for the 2013-2014 school year. Seven of our teams qualified for their respective CIAC State Tournaments. The Cromwell High School boys soccer team won the Class S State Tournament by defeating Bolton High School 3-0. Our boys and girls basketball teams won the 2013-2014 Shoreline Conference Tournament titles and both teams advanced to the semifinals of the CIAC State Tournament. Cromwell won three Shoreline Conference Tournament championships during the 2013-2014 school year.

- Girls Basketball won their fourth SLC title, third in a row ('10, '12, '13 '14).
- Boys Basketball won their third SLC title ('09, '12, and '14).
- Baseball won their second SLC title ('12, '14).

In 2013 the Board of Education approved the addition of boys and girls lacrosse. Boys Lacrosse is currently on schedule to become a varsity sport for the 2015-16 school-year and Girls Club Lacrosse is not far behind. Cromwell had 9 All-State student-athletes, 22 First Team All-Conference student-athletes, and 13 Second Team All-Conference student-athletes. More importantly, our success on the field/court was equaled in the classroom. Cromwell Athletics had 11 Shoreline Conference Scholar Athletes for the 2013-2014 school-year. In order to be a Shoreline Conference Scholar Athlete you must earn 1st Team All-Conference honors and maintain a cumulative B+ G.P.A. This was an excellent accomplishment for our student-athletes.

The Cromwell High School Concert Choir, Select Choir, Men's Choir and Women's Choir performed a Holiday Concert, the Annual Voices of Hope Benefit Concert (raising \$1000 for the Leukemia and Lymphoma Society), The Vocal Cabaret Concert with Awards and a Reception and a Concert at the Cromwell Middle School during the school year 2013-14. In addition the Concert Choir performs at the Cromwell High School Graduation each year.

Thirty eight members of the Concert Choir also went to Disney World at the end of April 2014 where they took an educational Workshop directed by Disney professionals and performed successfully at Downtown Disney.

The All School Production of "Chicago A Musical Vaudeville" by Fred Ebb and Bob Fosse, music by John Kander, was presented during the last weekend of February 2014. "Chicago" is an entertaining satirical musical about the concept of the "celebrity criminal". The Musical, performed with a live band on stage, contains many entertaining songs and dance numbers such as "All That Jazz" and the "Cell Block Tango". There were 30 students who actively participated in the musical with a lot of assistance from parents and school administration.

Cromwell High School's School to Career program participated in their 9th Annual Career Expo at Wesleyan University. The Expo is organized and coordinated with the Consortium of Schools and the Chamber of Commerce. The Expo allows students to speak with Professionals in all career cluster areas in an effort to better inform and help shape the choices of the students. The over 100 presenters were able to share information about education requirements, job benefits, specific job skills needed and any other questions the students might have had. The Expo served as a tool to help students begin to focus on career areas that may be of an interest to them and begin to take classes in high school that will help them gain the needed skills. The

Career Expo will continue to grow and provide professionals from both areas of student interest and areas where there is need and growth in the state of Connecticut. The School to Career program also provides students an opportunity to stay after school to work on resume writing and interview skills. Some students were even able to work during the school day on the resume writing. Next year the program will work with the guidance department to expand the resume and interview skills workshops. The effort will be to reach more students that are beginning to enter the workforce. This year a Job Shadow program was developed to offer students an opportunity to gain valuable insight into different careers in the professional setting. Work will continue to expand this program and make sure all needed documentation is developed to make it a successful venture.

Division of Teaching and Learning

The district continued its work to align curriculum, instruction, and assessments to the Connecticut Core Standards through the ongoing process of curriculum review and redesign, examining the instructional practices utilized to best support student learning and the careful analysis of work samples and assessments to inform the classroom instruction.

English Language Arts

Curriculum

At the K-5, level teachers moved towards a “workshop” model. Units developed by teacher leaders were designed to support this structure for teaching and learning. Carefully designed lessons supported high levels rigor for students as actively engaged as readers with text. Classroom libraries are being leveled to better align with literacy assessments that support instruction. Informational texts have been added to complement the ELA curriculum

At the secondary level, particular emphasis has been placed on discipline literacy. Through our professional development partnership with Central Connecticut State University, Dr. Sally V. Drew worked with teachers to examine their curriculum to include explicit discipline literacy strategies.

Instruction

Professional development opportunities this year focused on the instructional strategies to best leverage instruction and provide students authentic experiences to construct meaning. Classroom coaching sessions with consultants, faculty from the Reading Department as well as the Common Core Supervisor, helped teachers integrate theory into practice. A highlight at the K-5 level was the use of Accountable Talk, which shifts conversation from being teacher directed to student directed.

With the upcoming implementation of the 1:1 devices, teachers have been engaged in looking at how digital tools can complement their instruction and provide students with opportunities to demonstrate learning.

Assessment

Our students continued participated in a variety of assessments this year including the Smarter Balance Assessment. While there will not be specific individual student data available until 2015, it provides faculty and administrators with information about the types of tasks students will be required to perform.

The K-5 level has started the process of revising student report cards to be standards based. The committee will continue their efforts during the 2014-2015 academic year. Communication about these changes will occur regularly throughout the year.

Mathematics

Curriculum

Grades K-2 continued use of the Connecticut Core Standards-aligned curriculum written in 2012, with minor adjustments. These adjustments included consolidation of units, movement away from Scott Foresman resources, and increased rigor. Curriculum writing for grades 3-5 commenced in August 2013, with units created as the year progressed. Monthly Data Team meetings were used to align curriculum, instruction, and assessment, and provide professional development to teachers with respect to the Connecticut Core Standards. The grade 3-5 curriculum is scheduled for completion during the summer of 2014.

Grades 6-8 started the 2013-14 school year using a transitional curriculum written in 2011-12. With the knowledge that CMT testing was suspended, Barbara Budaj partnered with grade level teachers to rewrite the curriculum map to better align with the Connecticut Core Standards. A half-day professional development session helped teachers see the coherence of the CCS and infuse it into the updated curriculum. A primary goal for the 2014-15 school year is to identify additional resources and increase the rigor/pacing of curriculum implementation.

Grades 9-12 rewrote curriculum in 2013 to align with the Connecticut Core Standards during a week-long session. The Algebra I and Geometry curricula were fully implemented during the 2014-15 year. Teachers of advanced courses began the transition to the new curricula. Because students did not experience the CCS Algebra I and Geometry courses, some adjustments were required. Further transition to these curricula will continue in 2014-15.

Instruction

Edna C. Stevens teachers continued use of Math Work Stations (Debbie Diller), using the model to support gradual release of responsibility to students. Data Team time was used to share work stations, best practices, and instructional resources. Teachers also received a number of resources to support implementation of the new curriculum. During Data Team time, teachers discussed ways to use these resources to support student discourse, discovery, and conceptual understanding.

At Woodside Intermediate School, Data Team Meetings were used as the springboard for change in instructional practice. Each month, demonstration lessons provided the impetus for teacher discussion. Conversation focused heavily on the mathematics at the heart of each lesson. Teachers asked critical clarifying questions and discussed experiences in their classrooms. During the 2013-14 year, teachers piloted a number of resources – *My Math*, *Math in Focus*, *EnVisions Math*, and *Math Expressions*. Though not a perfect match, we determined *Math in Focus* to be best aligned with our district curriculum. Books were purchased for all of grade 3, with pilot sets for a grade 4 and grade 5 classroom.

At Cromwell Middle School and Cromwell High School, the teacher evaluation rubric helped narrow instructional focus on two primary areas: literacy in mathematics and student ownership of learning. As the year progressed, teachers increased use of literacy strategies such as the DIIS method of problem solving, the Frayer model for vocabulary, and the use of multiple mathematical representations (graph, equation, verbal model, table). Strategies to promote student ownership included formative assessments, student self-evaluations, use of school-wide rubrics, and exit tickets with a metacognitive focus.

Assessment

Students in grades 2-10 took the SMI (Scholastic Math Inventory) assessment at least two times during the school year. Assessment data was used to identify students in need of intervention and enrichment, as well as determine specific areas of student need. Further, teacher-specific data was analyzed for the elementary grades.

The recently-purchased Acuity assessment tool was used for students in grades K-8. Custom assessments were made for grades K-5 to align with teacher/school mathematics goals. After an on-line pilot test with one kindergarten class, it was determined that students in grades K and 1 would take the assessment on paper, with their responses uploaded to Acuity. At ECS, parallel assessments were administered 2-3 times during the school year. Students in grades 3-5 took the assessment in January only. SBAC testing made computer availability difficult for a year-end assessment.

Students in grades 3-8 and 11 took the field test of the SBAC (Smarter Balanced Assessment Consortium) assessment.

For all mathematics units in grades K-5, a common unit assessment was administered. Most grade 6-12 unit assessments and performance-based assessments were common, with minor adjustments based on the pace at which students were acquiring the curriculum. Teachers collaborated on all assessments. Cromwell High School examinations were common assessments.

Two primary areas focus for the 2014-15 school year are further alignment of assessments to the Connecticut Core Standards and analysis/use of data from assessments to inform curriculum and instruction.

Paula M. Talty, Ed.D.

Superintendent of Schools

And

John Maloney

Assistant Superintendent of Schools