



EHHS Instructional Update

March 2018

EHPS Theory of Action #1: Ensure High Quality Instruction

Health & Physical Education

Planning & Organization: Our 9th and 10th grade teachers have been discussing and analyzing our first semester's CTPFT results as well as second semester's pre-test results. In IDT meetings, teachers have worked together to plan activities and tasks that incorporate the four components of fitness that are included on the CTPFT.

Application & Practice: A variety of exercises will be incorporated into the common warm-up that is done at the beginning of each class. Instructional units that are being taught prior to post-testing will be more fitness based.



Special Education

Planning & Organization: The department is focusing on active reading strategies before, during and after reading fictionally text.

Classroom Environment: Teachers are using graphic organizers for comprehension along with guided comprehension questions and vocabulary strategies.

Assessment/Reflection/Feedback: Transition planning and assessments taking place for students as they focus on career readiness.

World Language

Planning & Organization: Spanish I students take six non-negotiables throughout the year. They have currently completed three and are now preparing for -ar verbs in the present tense and the verbs ir (to go), dar (to give) and estar (to be).

Classroom Environment: Spanish I students receive bravos and puntos for class participation and effort. They can use these to add points to their assignments.

Application & Practice: Spanish I students are currently in the School unit and learning to describe how they are doing, when and where they are going, and how to correctly use ir, dar and estar.

Assessment/Reflection/Feedback: The assessments in this unit include vocabulary quizzes, verb non-negotiables, an autobiography, and a simulation being a student guide.



Career & Technical Education

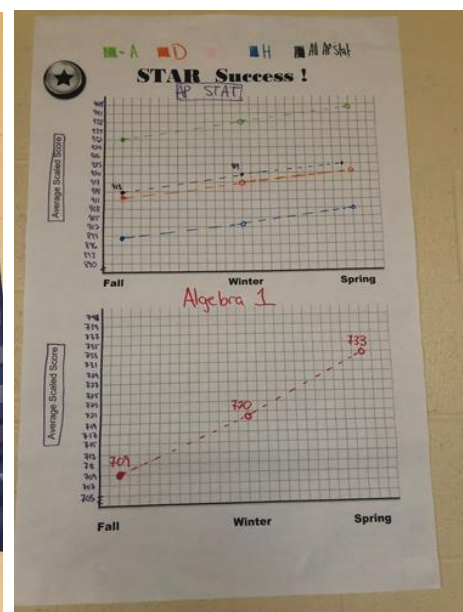
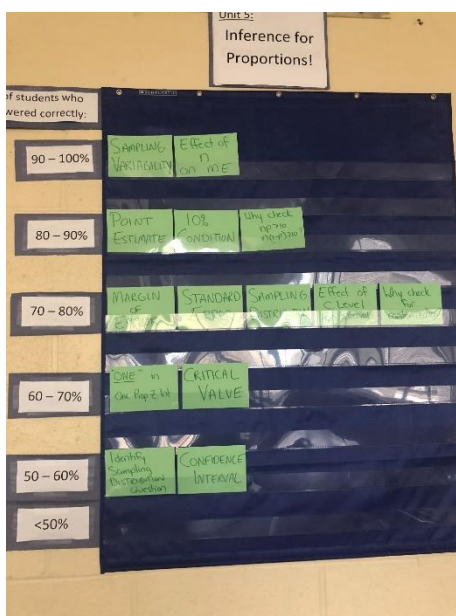
Planning & Organization: Focus on incorporating meaningful student discourse.

Classroom Environment: Focusing on SEL as it relates to what has happened around the country.

Application & Practice: Focus on content skills in each area.

Assessment/Reflection/Feedback: Focusing on skills assessments.

Word & Data Walls from Fred Carofano Rm 101



Guidance Department

Planning & Organization: Student grade or credit recovery on GradPoint.

Office/Computer Lab Environment: Counselor, student, parent and assistant principal discourse.

Application & Practice: Students will be able to improve grade point average or increase credit total upon GradPoint course completion.

Assessment/Reflection/Feedback: School counselors are monitoring student progress.



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English/Language Arts

Planning and Organization: We are in the final push toward the SAT on March 21st. Teachers in the English department are planning lessons that focus on student need related to the SAT.

Application and Practice: Teachers are using SAT-style warm ups in their classes to help students to have better knowledge of what questions on the SAT will look like.

Assessment/Reflection/Feedback: Students in grade 11 will be receiving their SAT reports from the practice test in February. Students will be completing a reflection on their scores and writing SMART goals leading into the March 21st SAT.



Mathematics

Planning & Organization: Teachers will be analyzing the Practice SAT data to inform instruction for the March SAT.

Classroom Environment: Continuing to develop a classroom culture that supports skill building, students centered learning and students doing the work.

Application and Practice: Teachers are implementing strategies from the SAT Action plan to provide students with SAT practice, as well as, using Khan Academy. Students are being exposed to daily SAT preparation in classes.

Assessment/Reflection/Feedback: STAR and practice SAT data is being utilized to guide math instruction.



Science

Planning & Organization: Planning to address midyear data. How can we differentiate support for student assessment and reflection?

Classroom Environment: Continuing to develop a classroom culture that supports students doing the work as well as reflecting on their progress.

Application & Practice: Planning lessons that incorporate small group instruction in order to address specific student needs.

Assessment/Reflection/Feedback: Mid-Year data reflection with a focus on updating interim assessments to address student needs.



Social Studies

Planning and Organization: The Instructional Data Teams continue to plan SAT Strategies and are working on released items.

Classroom Environment: Students have led more of the group topics in each class and are assessing their group's effort and effectiveness.

Application and Practice: Social Studies classrooms continue to focus on vocabulary and embedding specific terms into each unit with.

Assessment and Reflection: Students will be assessed on the Close Reading Process centered around a Great Books Discussion. Students reflect on their focus questions.

Fine Arts

Application & Practice: A band concert on February 13 provided an authentic context for students in Concert Band, Wind Ensemble and Jazz Band to demonstrate mastery of literature.

Assessment/Reflection/Feedback: In IDTs, the music team revised an instructional resource for student assessment of demonstrated expressive elements in ensemble performance. In IDTs, the art team is working on modifying the CBA for special learners.

Liz Pertesis, Art

Visiting Artist, Brett Hillman. On February 28, ceramics artist, Brett Hillman, visited art classes at East Hartford High School. This learning experience was made possible as a result of a teacher-grant from the East Hartford Fine Arts Commission. Great work taking advantage of this grant opportunity.

