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

- In collaboration with building principals, analyze state standardized assessment data to address challenges and identify strategies to reduce the gap between general education and special education students, grades 6 - 11.
- Develop a three year School Improvement Plan for Coventry Academy that aligns with National Alternative Educational Association (NAEA) Fifteen Research-Based Practices for Effective Alternative Education Programs to ensure appropriate social, emotional, academic, and vocational programming.
- Provide the structures and supports necessary to expand and enhance programming at Coventry Academy, including the following: school counseling, bi-weekly visits to the library media center, social and emotional learning, expanded electives, and increased personalized learning.
- In response to identified opportunities by DMG, develop an improvement plan for special education programming with prioritized action steps to maximize the use of resources and reduce expenses.
- Network with Local Education Agencies (LEA) to survey tuition costs for non-resident students to specialized programs.
- Explore college opportunities for students in the Transition program, ages 18-21.
- Continue to evaluate special education practices, more specifically, the way in which Individualized Education Plans (IEPs) are developed, student needs identified, and goals and objectives are progress monitored.
- Establish a Transition Team to develop a scope and sequence for transition goals for students with disabilities from ages 13 to 21 aligned with the CT CORE Transition Skills.

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

- Provide guidance and support to the District-wide Social Worker to revise and refine scheduling and job responsibilities as student and family needs shift throughout the year.
- Form a District Attendance Committee to increase educators’ awareness of student attendance and establish consistent district procedures and protocols aligned with
SDE Bureau of Special Education to reduce chronic student absenteeism.

- Provide the structures for collaboration and presentation for our Related Services Staff to develop Professional Development opportunities including Executive Functioning and Trauma Informed Practices presentations.

- Continue to collaborate with community agencies and stakeholders in order to develop and provide resources to support students with disabilities as they transition within the Coventry Public Schools.

- In collaboration with Related Services staff, more specifically Occupational Therapist and Physical Therapist, develop a tiered system of services to align with Scientifically Research Based Intervention (SRBI) tiers.

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

- Using internal expertise, establish the structures necessary to provide coaching opportunities to further develop the capacity of our ABA educators at CGS and CNH.

- In collaboration with administrative colleagues, establish the structures to provide collaboration opportunities for special educators to review students’ programming, goals and objectives.

- Provide differentiated professional development opportunities to para-educators.