

# 2022-2023 Goal Achievement

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The Team



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# District Goals

Board Adopted - March 2017

1. Identify, define, and measure the critical skills and attributes that are required for success and align systems to continuously improve student performance and achievement.
2. Maintain and promote a positive and respectful learning community.
3. Recruit, retain and develop high quality staff at every level.

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## District Goal One

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

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1.1. Continue the process of disaggregating Smarter Balanced Assessment (SBAC), the Next Generation Science Standards Assessment (NGSS), and the Scholastic Aptitude Test (SAT) data to inform pedagogy, curriculum revisions, pacing, and the refinement of practices related to integration of formative and performance based assessments into teaching and learning.

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1.6. Continue to bolster programs Pre-K through 12 to provide opportunities to grow achievement in high performing students and explore enhancements to the Challenge and Enrichment Program.

**Research, backed by strong data, supports the need for these programs**

- HEEC collected data on key academic indicators at various points during the year
  - Learning is extended based on individual student skill levels
- CGS created enrichment What I Need (WIN) blocks
  - Enrichment blocks include: music, physical education, library work, art, and time with the Challenge and Enrichment teacher



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1.6. Continue to bolster programs Pre-K through 12 to provide opportunities to grow achievement in high performing students and explore enhancements to the Challenge and Enrichment Program.

Continued...

- GHR implemented weekly in-school and afterschool enrichment
  - Girls Who Code
  - Student Newsletter
  - Girls Who Code 2
  - LMC STEM Sessions
  - Secret Society of Readers
  - Invention Convention
  - Salmon in Schools
  - Chinese Enrichment
  - ALEKS Math Enrichment



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Continued...

- CNH work includes various experiences integrated into the daily schedule and outside of the classrooms
  - Future Problem Solving Program
  - Challenge and Enrichment Program
  - UCONN "Multiply Your Opportunity" Workshop
  - Science Olympiad Team
  - ALEKS Math Enrichment
- CHS has added or expanded several options for high achieving students (in addition to the current AP/ECE opportunities)
  - AP/ECE U.S. History Course
  - AP/ECE Environmental Science
  - Bridgeport University Dual Enrollment
  - Science Olympiad Team
  - Reestablishing ECE Spanish



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1.7. Continue to promote Coventry's specialized programs to attract out-of-district tuition students as a revenue stream to support conservative budgets.


- Coventry has several quality programs available on a tuition basis
    - Hale Early Education Center - NAEYC Accredited Preschool
    - Autism Program
    - Coventry Academy
    - Reaching Independence through Support and Education (RISE) - our 18-22 year old program
  - These programs have grossed \$356,696 to date
  - The savings to the taxpayers is in the millions of dollars
- 
- A word cloud graphic located in the bottom right corner of the slide. It features various financial and business-related terms in different sizes and orientations. The most prominent words include "ANALYSIS", "INVESTMENT", "SAVINGS", "BUDGETING", "COMPUTE PAYMENT", "RECEIPT", "FUND", and "TAX". The background of the word cloud is a gradient of yellow and orange.



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1.7. Continue to promote Coventry's specialized programs to attract out-of-district tuition students as a revenue stream to support conservative budgets.

Continued...

- Coventry Academy
    - Registered with the SDE as its own high school
    - Accommodated growth with two additions
    - Aligned the School Improvement Plan with *National Alternative Educational Association (NAEA) Fifteen Research-Based Practices for Effective Alternative Education Program*
      - Ensure social, emotional, academic, and vocational programming
      - Enrolled in GradPoint Classes
    - Fostered mentor/mentee relationships
    - Recognized by educators, parents, student community supports
- 
- The logo for the National Alternative Educational Association (NAEA) is located in the top right corner. It features the acronym "NAEA" in large, bold, blue capital letters. Above the acronym, the words "NATIONAL ALTERNATIVE" are written in smaller, red capital letters. Below the acronym, the words "EDUCATION ASSOCIATION" are written in red capital letters. The entire logo is enclosed in a thin blue rectangular border.



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1.9. Review and identify next steps in special education services (grades 6-12) aligned to the areas of opportunity identified in the District Management Group (DMG) study and develop a timeline for implementation of next steps and a metric to measure success.

- Partnered with DMG to conduct a deeper dive into areas to see greater efficiencies being realized with a focus on 6-12 in 22-23
- CNH team-taught classrooms continued with special education staff taking on a much more active role
- Professional development was provided at CNH to content teachers for differentiation of instruction
- CHS transitioned away from a co-taught teaching model to a Skill Centered approach providing increased opportunities for explicit specialized instruction in English Language Arts, Writing, and Executive Functioning as written in IEPs
- District and building administration evaluated progress by way of regular walkthroughs throughout the school year.

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## District Goal Two

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

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2.2. Expand curriculum at each school to include at least two experiential learning opportunities that focus on character development and fostering values, attitudes, and actions that promote a welcoming and accepting school climate to discourage bullying behaviors.

- HEEC utilizes the 2nd Step Program
  - Students are taught skills to manage conflicts productively, use kind words, deal with their strong feelings, and play and work cooperatively with peers.
- CGS facilitated the Be an Upstander not a Bystander Program and the Purple Hands Pledge
  - Students were taught four ways to be an Upstander: 1. be a buddy, 2. interrupt the bully, 3. speak out about bullying and 4. tell someone at school about the bullying.
  - The Purple Hands Pledge was introduced school-wide "I will not use my hands or my words for hurting myself or others."



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Continued...

- GHR provided a variety of activities to address this goal
  - 5th grade students attended a *Paul and Audley* presentation on diversity and stereotypes.
  - All GHR students participated in three sessions of being an Upstander vs. a Bystander program.
  - After-school mentoring was offered in collaboration with the Town's Youth Services department and CHS student mentors
  - Student office volunteers were recruited who also became hallway monitors to promote C.A.R.E.S and distribute kindness cards



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Continued...

- CNH had several opportunities for students learn in this area
  - Workshops provided by Paul and Audley focused on diversity and stereotypes
  - In collaboration with CHS, Rachel's Challenge program returned providing anti-bullying and anti-violence education
  - The Upstander program was also used at the middle school
  - A "chain of kindness" is being created by students
- CHS students participated in Rachel's Challenge and will participate in "Get Outside and Play Day, organizing "charity walk" to build a sense of community.



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Continued...

### Portrait of the Graduate Walk

CHS seniors will participate in the reinstated Portrait of the Graduate walk at CGS and GHR in May. This popular event has CHS graduates travel to both of these schools to walk through the halls in full graduation dress and visit with classes in small groups, talking with students about their future plans and taking graduation photos with each student



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## District Goal Three

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

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3.2. Continue to utilize the leadership talent of teachers who have completed year two of the Coventry Leadership Academy.

- In its fifth year with the fifth cohort completing year one
- Increased level of opportunities for Academy Graduates:
  - HEEC - Led weekly Teacher Planning Meeting, led SRBI and CT-SEDS processes
  - CGS - Shared *District Intervention Report* at Faculty Meeting and the *Dyslexia Presentation* at CNH/CHS professional development
  - GHR - Led elements of books studies, led "Share out Shout out" at staff meetings; supported leadership opportunities in Mileage Club, Fun Run and 5K, and Team Leader positions
  - CNH - Presented at faculty meetings, led professional development, assigned administrative designee
  - CHS - Organized Rachel's Challenge, served on Leadership Teams, offered professional development

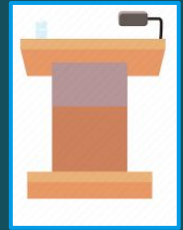


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3.2. Continue to utilize the leadership talent of teachers who have completed year two of the Coventry Leadership Academy.

- District-Wide Leadership Opportunities for Academy Graduates

- Provided support in the absence of a K-12 Math Specialist
- Assisted with data analysis and math coaching
- Presented at various regional, state, and national conferences!



- Connecticut Education Network (CEN)
- UCONN Conference
- ATMNE Conference New England
- AMLE National Conference
- CIAC Legislative Symposium
- CMEA Conference
- NSTA National Conference
- NELMS Conference
- CT Science Teachers Association Conference

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3.3. Develop a program that supports secondary learning for support staff (secretarial) in specialized areas.

### **Secretarial Staff/Administrative Assistants**

- Positions have greatly evolved
- Job descriptions have been updated
- Hiring process refined
- Unique skills recognized



### **Next steps**

- Invest in staff to ensure they develop professionally to match the needs of public education
- Support advanced learning at higher education institutions
- Create tuition pool for approved courses

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## Looking forward...

- 10-Year Comprehensive Visioning Plan
- Challenge and Enrichment K-12
- Portrait of the Graduate Work (Authentic Innovator)
- K-3 Literacy Plan
- Future Teachers Program
- TEVAL Plan Redevelopment
- Internship Program
- Interdisciplinary Projects: Focus on Technology Integration
- K-5 Schedule Alternatives
- Employee Benefits Reimagine
- Career Pathways
- Community Involvement
- K-12 Behavioral Program: Alternative Education with Vertical Alignment