



## Coventry Public Schools

Dr. David J. Petrone, Superintendent of Schools

### District Goals: 2022-2023 School Year

**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.**

- 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.
- 1.2. Develop improvement plans in Grades 6 and 8 to address mathematics achievement as measured by performance on the SBAC and in Grade 11 to address science achievement as measured by performance on the NGSS.
- 1.3. Continue the work associated with Coventry Public Schools Portrait of the Graduate, including the development of Pre-K through 12 rubrics for the Critical Thinker and Empowered Citizen competencies and an associated implementation plan.
- 1.4. Develop interdisciplinary passage presentation projects for grades K-8, which incorporate the Portrait of the Graduate Competencies which will be implemented in 2023-2024.
- 1.5. Work with key stakeholders and the District Technology Committee to implement year two of the Technology Plan to ensure continued effective integration of technology into curriculum, instruction, and assessment.
- 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.
- 1.7. Continue to promote Coventry's specialized programs to attract out-of-district tuition students as a revenue stream to support conservative budgets.
- 1.8. Develop a district plan for the implementation of science formative assessments in Grades 3-11 and design and implement science performance tasks aligned to the Science and Engineering Practices in the NGSS.
- 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.
- 1.10. Begin the adoption of the large-scale changes involved in migrating students' Individualized Education Programs (IEP) and 504 plans, to the newly mandated Connecticut Special Education Data System (CT-SEDS), including providing professional development for changes related to practice.

- 1.11. Continue to evaluate and refine interventions in reading and math to support academic recovery by incorporating additional researched based interventions and programs as needed to improve student learning.
- 1.12. Explore the possibility of resuming educational visits to support partnerships with schools in China.
- 1.13. Continue implementation of the Elementary and Secondary School Emergency Relief (ESSER) II and American Rescue Plan (ARP/ESSER) grants to provide enhanced programming and continue implantation of the comprehensive plan to manage and monitor these grants with a focus on constructing strategies to avoid future financial challenges as resources expire.
- 1.14. Develop a District Strategic Plan that defines progress and identifies strategies for improving student achievement in math, ELA, and science.
- 1.15. Complete the NAEYC re-accreditation process at the Hale Early Education Center (HEEC) by demonstrating HEEC's continued adherence and commitment to the highest level of early childhood classroom and program standards.

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

- 2.1. Continue implementation of the Aperture Education's Collaborative for Academic, Social, and Emotional Learning (CASEL)-aligned social and emotional learning system to provide a universal screener for students K-8, and use that data along with climate survey data to support students' social and emotional growth and to refine intervention and support programs.
- 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.
- 2.3. Continue to support the Open Choice program and continue efforts to reduce racial, ethnic, and economic isolation and develop a more diversified student body.
- 2.4. Resume the plan of exploring next steps related to attracting international students to Coventry by vetting agencies that support international student experiences.

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

- 3.1. Continue recruitment of a diverse candidate pool for hiring and utilize grant funding to continue initiatives with staff related to diversity, inclusion, and culturally relevant pedagogy to support inclusive teaching practices and inclusive school climates that are welcoming to all staff and students.
- 3.2. Continue to utilize the leadership talent of teachers who have completed year two of the Coventry Leadership Academy.

- 3.3. Develop a program that supports secondary learning for support staff (secretarial) in specialized areas.
- 3.4. Implement a formalized, planned program of comprehensive professional development for para-educators.
- 3.5. Identify the need for teacher training on aspects of differentiation of instruction and provide professional development to maximize student learning.
- 3.6. Engage members of the leadership team in intensive professional development on Academic Return On Investment (A-ROI) with the District Management Group and develop an approach for further application of the initiative to programs and practices in Coventry Public Schools.