

Coventry Public Schools
Jennifer DeRagon, Principal
George Hersey Robertson Intermediate School Goals
2020-2021

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.

SMART Goals

Reading

Increase the percentage of Grades 3-5 students who demonstrate at or above goal scores on the ELA/Literacy Smarter Balanced Assessment (SBAC) by 2 percentage points as measured by the fall 2020 SBAC literary interim assessment data to the spring 2021 SBAC literary interim assessment data.

Writing

All students in grades 3-5 will increase their writing scores from pre to post on-demand in narrative, informational, and opinion writing by an average of 6 points as measured by the Lucy Calkins rubric.

Math

Increase the percentage of Grades 3-5 students who demonstrate at or above goal scores on the Math Smarter Balanced Assessment (SBAC) by 2 percentage points as measured by the fall 2020 SBAC interim assessment data to the spring 2021 SBAC interim assessment data.

Whole School Indicator:

All classrooms will implement strategies to support social and emotional learning, such as the expansion of Second Step lessons to promote equity and trauma informed practices.

Parent Feedback Goal

90% or higher of our GHR parent community that responds to the survey will agree or strongly agree that they are aware of their child's progress and growth during the year.

- Collaborate with district and building leaders to develop a comprehensive plan related to reopening schools, which addresses scheduling, safety and operations, teaching and learning including refinements to distance learning, assessment strategies to identify gaps in learning as a result of distance learning, social and emotional programming, professional development, school activities and events, and the needs of parents and families.
- Provide models for use of effective instructional strategies and practices employed in distance learning; provide training for teachers on these strategies and practices, and further integrate them into instruction.
- Continue to analyze and disaggregate Smarter Balanced Interim Assessment data; plan for instructional focus and assessment revisions based on data and student work analysis.
- Continue to develop multi-disciplinary projects in each grade that integrate the newly adopted Coventry Portrait of the Graduate competencies, including utilization of the collaboration and communication rubrics.
- For science instruction, Integrate digital resources such as Mystery Science lessons aligned with existing NGSS units to support students during hybrid and/or distance learning.
- Provide additional opportunities to grow achievement in high performing students, including ways to encourage females on the STEM track.
- Enhance communication with parents and the community by promoting school achievements and highlighting initiatives through varied media; communicate regularly with families of remote learners to monitor progress and adjust instructional practices to support students learning at home.
- Continue to implement Project Lead the Way module “Input/Output: Computer Systems” for all students in Grade 4 to address the Computer Science Framework and revise for remote learning environments.

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

- Develop a Culturally Relevant Pedagogy committee to support a respectful, relevant and responsive curriculum and learning environment.
- Develop and implement additional tiered interventions to address social and emotional learning needs students have experienced as a result of the pandemic.
- Implement Second Step, a social skills curriculum to support social and emotional learning, adding to the school-wide approaches of responsive classroom and restorative practices.
- Continue to provide professional development on trauma informed practices and restorative justice.
- Implement personalized goal setting with opportunities for students to set instructional goals for themselves as they take ownership over their own learning.

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

- Continue to provide ongoing and personalized professional learning and leadership opportunities for all staff with a focus on effective pedagogical practices, strategies, and assessment.
- Maintain a focus on wellness staff, including professional development and increased practices that support physical, mental and emotional wellness.
- Engage in cultural competence training to support teachers in recognizing unconscious bias, understanding the role of culture in education, and using students' cultures as a basis for learning.
- Continue to recognize and honor staff who have demonstrated excellence in teaching and learning in multiple ways, including at faculty meetings, leading professional development, Positive Postcards, the "Most Valuable Patriot" program, and develop leadership through the teacher Leadership Academy.
- Maintain partnerships with ECSU, UCONN, and other local universities and colleges through supporting student teacher assignments, practicums, and internships with a focus on distance learning and virtual instruction.
- Continue to provide regular technology coaching to ensure meaningful integration of technology to support varied models of instruction, including distance learning.