

Coventry Public Schools
Coventry Grammar School Goals
for the 2022-2023 School Year
By: Ronda Carrie, Principal

- 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.**

Literacy, Math SMART Goals

- **Literacy**

- Increase the percentage of students in K-2 meeting or exceeding the grade level benchmark, as measured by Benchmark Reading Assessment (BAS) instructional levels.

Grade Level	End of Year Benchmark	% At or Above Benchmark
Kindergarten	D	80%
Grade One	J	80%
Grade Two	M	75%

- Kindergarten and Grade One students will score 85% or higher by spring on the respective subtests of the Phonological Awareness Skills Test (PAST).
- Grade One students will increase their Rausch Unit (RIT) score by 16 points on the Measures of Academic Progress assessment.
- Grade Two students will increase their Rausch Unit (RIT) score by 12 points on the Measures of Academic Progress assessment.

- **Mathematics**

- Fact Fluency
 - 75% of kindergarten students will show mastery of their subtraction fluency within 5 as demonstrated by their spring post subtraction fluency ESGI assessment.

- 75% of grade one students will show mastery of their subtraction facts within 10 as measured by the post CORE Fluency assessment.
- 80% of grade two students will show mastery of their subtraction facts within 20 as measured by the post CORE Fluency assessment.
- Grade One students will increase their Rausch Unit (RIT) score by 15 points on the Measures of Academic Progress assessment.
- Grade Two students will increase their Rausch Unit (RIT) score by 15 points on the Measures of Academic Progress assessment.

Whole School Learning Indicator Goal

- Implement the Engaged Collaborator and Effective Communicator rubrics at the teacher and student level.

Parent Feedback Goal

- Develop a Parent Engagement Plan that honors parents as vital to our school community, makes clear how parent volunteers can help and results in parents feeling appreciated. A rubric will be used to score the level of implementation; not started, partially completed and completed. The goal is 80% of tasks identified in the plan rate as completed.
- Develop the Critical Thinker rubric that articulates the performance areas of solving problems, reasoning effectively, making evidenced based decisions, analyzing and evaluating outcomes and displaying characteristics of an inquisitive learner.
- Develop a Grade 2 Passage Presentation that is Portrait of the Graduate aligned, inclusive of several content areas, research-based and reflective of student interest.
- Create a master schedule that maximizes the talents of the art, music, library media, physical education and challenge and enrichment teachers in alignment with the W.I.N. (What I Need) sessions. In doing so, we will increase the enrichment offerings and participants.
- Gain proficiency in the statewide Special Education Data System designed to improve the special education process and the quality of Individual Education Plans. Monitor progress by degree of alignment to CT IEP Quality Training standards. Include CT-SEDs as a topic on meetings agendas and during professional development days.
- Coordinate training and implement Empower™ Reading with students in second grade who struggle with reading. Analyze data during weekly, content specific intervention meetings to inform Tier III and specialized instruction.

- Provide additional learning time by means of Summer Academy, Summer Enrichment, Incoming Kindergarten Transition Academy, After School Academy and Tutoring in response to two years of interrupted education.

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

- Utilize universal screener resources to provide whole class, small group and individual explicit instruction of eight social emotional competencies; self-awareness, self-management, social awareness, relationship skills, goal-directed behavior, personal responsibility, decision making and optimistic thinking.
- Provide second grade students with a live performance of Be an Upstander, a program that offers ways to be an upstander (vs a bystander) when they see mean behavior. Institute the Purple Hands Pledge and accompanying experiences to promote kind, tolerant and supportive behavior.
- Enroll students who reside in Hartford as Coventry Public School students through the Open Choice program. Revise current curriculum and craft new lessons aligned with culturally relevant pedagogy.

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

- Provide orientation to hiring committee members on best practices for increasing the diversity of our educators while maintaining a welcoming, inclusive and culturally competent school environment.
- Reserve facilitation roles for Coventry Leadership Academy (CLA) graduates during full-day, early release and faculty meeting professional development. Promote the management of special projects and events by CLA graduates.
- Provide professional development to certified staff on the four elements of differentiated instruction; content, process, product and affect/learning environment. This includes expanding the teacher's understanding of student readiness, interest and learning profile.
- Principal will participate in the Academic Return on Investment (A-ROI) Institute to receive in-depth training on how to analyze and assess programs and initiatives to determine what works best for students. This includes knowledge of achieving intended outcomes, identifying students who will most benefit and quantifying cost efficiency.