

Coventry Public Schools
Capt. Nathan Hale Middle School Goals
for the 2022-2023 School Year
Ross Sward, 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 SMART Goal

- Increase the percentage of Grade 6-8 students who demonstrate at or above goal scores on the ELA/Literacy Interim Assessment Blocks (IAB) by 10 percent as measured by the spring 2022 SBAC assessment to the spring 2023 IAB assessment data.

Math SMART Goal

- Increase the percentage of Grade 6-8 students who demonstrate at or above goal scores on the Math Interim Assessment Blocks (IAB) by 20 percent as measured by the spring 2022 SBAC assessments data to the spring 2023 IAB assessment data.

NGSS SMART Goal

- Increase the percentage of Grade 8 students who demonstrate at or above goal scores assessment by 8% percent as measured by the spring 2022 NGSS assessments data to the spring 2023 NGSS aligned performance tasks.

Whole School Learning Indicator Goal

- 85% of students will score 3 or higher on the revised Portrait of a Graduate Communication, Collaboration, Critical Thinking, and Empowered Citizen 21st Century Skills Rubrics as measured by year-long performance in PowerSchool.

Parent Goal

- Teachers will keep a log of all parent communication, which includes phone calls, emails and PowerSchool data/comments. 85% or higher of our CNH parent community will agree or strongly agree that their child's teachers have provided ongoing communication as measured by our spring 2023 parent/guardian survey data.

- Review Smarter Balanced Assessment (SBAC) data and Next Generation Science Standard (NGSS) data, which includes disaggregating subgroup performance to inform and address any necessary curriculum revisions, priority standard implementation, adjustments in assessments, and pacing that are needed to increase student achievement.
- Collaboratively analyze various formative assessments in math using Student Work Protocol, including Performance tasks, Interim Assessment Blocks, ALEKS, and intervention data in mathematics.
- Continue to integrate the Portrait of the Graduate (PoG) Collaboration, Communication, and Critical Thinking rubrics; Revise and Introduce the Empowered Citizen rubric and corresponding indicators that are aligned with our Coventry PoG competencies.
- Strengthen student goal setting in literacy and mathematics, and continue to expand the use of digital portfolios in all grade levels to support our work connected to Student Led Conferences.
- For implementation in the 2023-2024 school year, finalize the multi-disciplinary projects in Grade 8 that integrate the Coventry Portrait of the Graduate competencies.
- Continue to offer opportunities for high performing students, which includes our current Future Problem Solvers (FPS) curriculum as well as other instructional models.
- Continue to implement and evaluate intervention programming to provide a continuum of reading and math support services to better address students' ongoing needs.
- Identify the need for teacher training on aspects of differentiation of instruction and provide professional development to maximize student learning.
- Explore the possibility of resuming educational visits to support partnerships with schools in China.

2.0

Maintain and promote a positive and respectful learning community.

- Continue with year two of providing diversity and equity opportunities for students through small group activities focused on honoring and recognizing the importance of individual strengths as learners.
- Continue to provide professional learning on the acquisition of Social and Emotional Learning practices and trauma informed practices, and building positive

relationships with students to help build a stronger middle school culture of respect, understanding, and kindness.

- Utilize the Devereux Student Strengths Assessment (DESSA) universal screener to develop and implement additional tiered interventions to address students' social and emotional competencies (SEC) and learning needs.
- Continue to integrate literacy-based experiences into our school culture as well as other specific theme based programs targeting students' interests in order to create a community of lifelong readers through the planning and implementation of monthly literacy activities.
- Provide 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.

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

- Provide cultural competence training for teachers to support their efforts in recognizing unconscious bias, understanding the role of culture in education, and using students' cultures as a basis for learning.
- Utilize the leadership talent of teachers to lead professional development, serve as mentors, develop curriculum, and engage on various school-wide and district-wide committees.
- Identify the need for teacher training on aspects of differentiation of instruction and provide professional development to maximize student learning.
- Maintain partnerships with ECSU, UCONN, and other local universities and colleges through supporting student teacher assignments, practicums, and internships.
- 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, and the Teacher of the Year program.