



2016-2017 Goal Achievement

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Coventry Public Schools
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District Goals

Board Adopted - February 2012

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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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.

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Objective - Continue the process of disaggregating Smarter Balanced Assessment (SBAC) and SAT data to inform pedagogy and the development, redesign, and alignment to the Connecticut Core Standards (CCS) of formative and performance based assessments.

- Teachers are increasingly becoming a bigger part of the discussion - they are invested in the process of analyzing the SBAC data
- Comprehensive SBAC reports developed in ELA and Math focused on:
 - Analysis by Target, Analysis by Claim, Analysis by Achievement Level, Cohort Analysis by Claim, Students in "Cusp" Range, Disaggregation by Regular and Special Education
- Interim Assessment Blocks (IAB) continued to be conducted
 - 27 IABs in ELA and 12 IABs in Math
- Data analysis is the foundation and driving force behind the District Strategic Plan, School Improvement Plans, Mathematic Improvement Plans, Reading Improvement Plan Grades 2-3, and the Action Plan for SAT Improvement

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Claim 1

Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.



Claim 1 and CAT Assessment Targets

Students can read closely and analytically to comprehend a range of increasingly complex literary and informational text.

Targets 1-7: Literary Text

Targets 8-14: Informational Text



Interim Assessment Blocks (IAB)

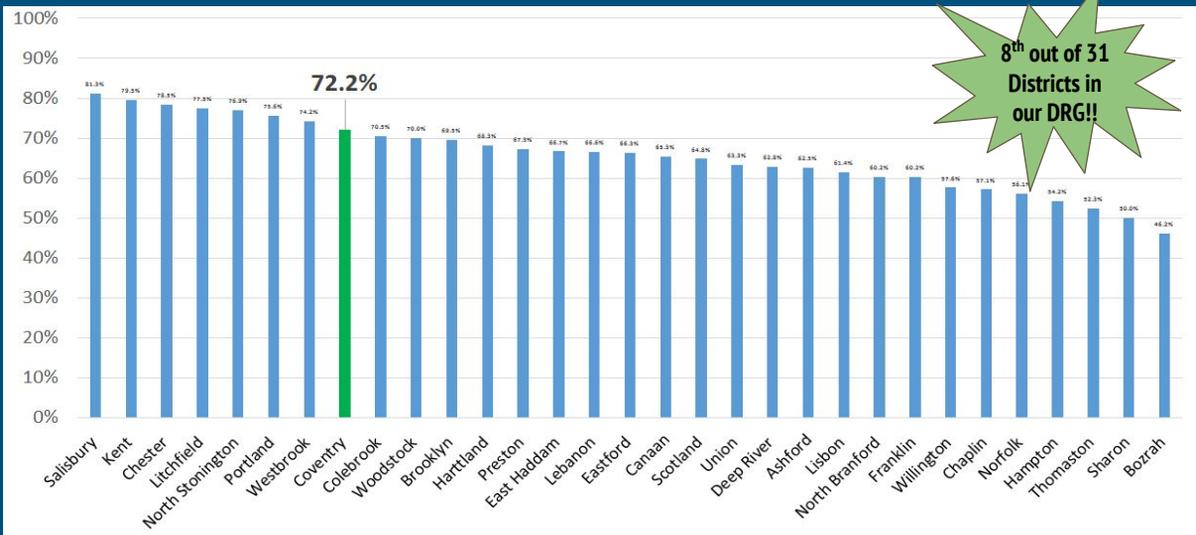
What is an IAB?

- Short, focused sets of items group by similar content

How are they used?

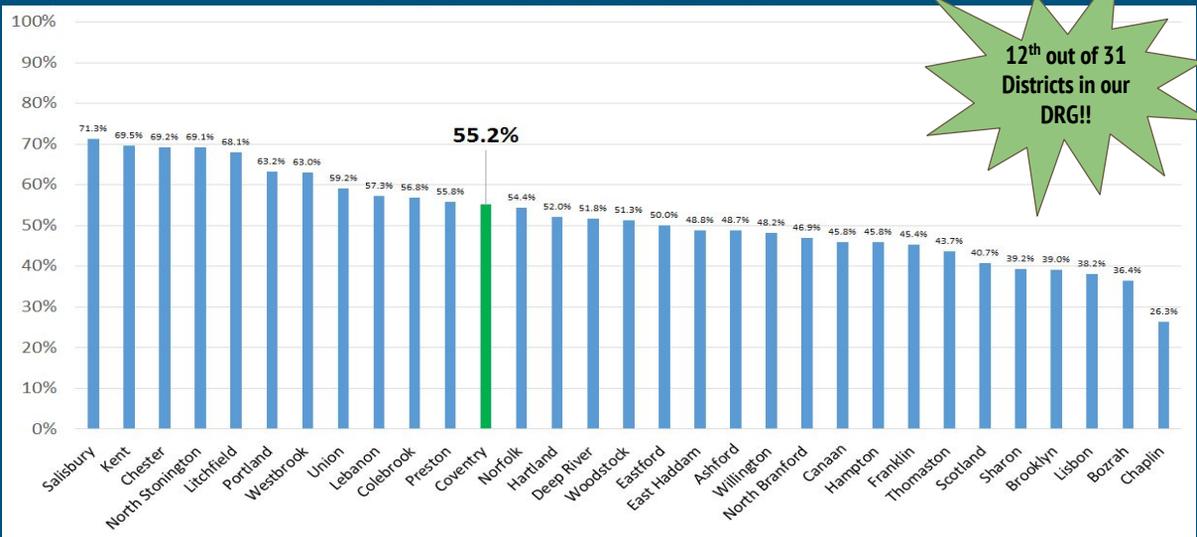
- The IAB is administered to augment formative assessments in ELA and Mathematics. The results from the IAB will determine the degree to which students learned the skill presented in class and assessed on the SBAC

Results... Coventry continues to perform strongly in **SBAC ELA** - top 25% of our DRG



Previous year, 2014-15, Coventry was 13th out of 31

Results... Coventry demonstrates gains in **SBAC Math** - top third of our DRG



Previous year, 2014-15, Coventry was 20th out of 31

Objective - Continue the refinement and development of a PreK-12 autism program and develop a five year strategic plan designed to address current and future needs by working with internal and external stakeholders focusing on the needs of students on the autism spectrum.

- Partnered with EASTCONN - conducted a comprehensive needs assessment of the ABA program
- Developed the *Autism Three to Five Year Plan* - includes prioritized targets for improvement:
 - System-Level Supports
 - Individual Evaluation & Individualized Education Program
 - Curriculum, Instruction, & Methodology
 - Review & Monitoring of Progress and Outcomes
 - Family Involvement & Support
 - Transition
 - Behavior
 - Teaming
 - Training
- Completed a Comprehensive Program Cost Analysis

Objective - Continue the work with key stakeholders to analyze essential data to develop and refine the district improvement plan to include multiple measures of student performance that will continue to provide the foundation and through-line for all initiatives related to instruction and student achievement.

- Initiated the District Improvement Plan
 - Created a sense of urgency
 - Ensured a through-line from the classroom to the Board of Education
 - Became the foundation and springboard for the district's refinement work related to reading, mathematics, and horizontal and vertical curriculum alignment
- Evolved into the District Strategic Plan
 - Data analysis is still the driving force
 - Additional essential plans developed to clearly articulate the work and focus at each site, grade level, and subject area: School Improvement Plans, Mathematics Improvement Plans, Reading Improvement Plan Grades Two-Three, and the Action Plan for SAT Improvement

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Objective - Work with district and preschool staff to organize and complete the NAEYC reaccreditation process, demonstrating continued compliance with the 10 NAEYC Early Childhood Program Standards.

- Necessary to continue Smart Start funding
- States our commitment to staying true to the highest preschool program standards
- Consists of the four steps/level:
 - Step 1: Enroll and Conduct Self-Study
 - Submit initial enrollment form
 - Collaborate with staff, families, and stakeholders to better understand program's current landscape, strengths, and challenges
 - Establish timeline
 - Step 2: Apply and Conduct Self-Assessment
 - Submit formal application
 - Gather evidence demonstrating how program meets standards

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NAEYC Accreditation Steps continued...

- Step 3: Candidacy
 - Demonstrate key components displayed by high-quality programs and show preparedness for site visit
 - File candidacy materials
- Step 4: Meeting the NAEYC Program Standards
 - NAEYC Assessor site visit is conducted; evaluating all of the program's evidence
 - Notification of final decision received within 90 days of visit

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Objective - Oversee and assess the additional Smart Start classroom and evaluate the current structure of the preschool and special education program to ensure the program maintains the needs of pre-school students, parents and the community.

- Expanded preschool offerings to the community significantly
- Implemented summer and school vacation week programs
- Exceeded OEC's expectations in enrolling below State Median Income students
- Carried out many recruitment efforts to ensure compliance with enrollment requirements
- Focused on alignment of the preschool and standards at CGS, with particular focus on literacy and social/emotional strands
- Opened up new partnerships - Booth & Dimock Library, Human Services, Lions Club Vision Screen, Food Service, CHS Family & Consumer Sciences Early Education Classes

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Objective - Continue to pursue outside funding sources to support district initiatives in an effort to reduce the overall funding necessary in the district budget to implement or continue district priorities and initiatives.

- Continued aggressive approach to seeking out grants that afford Coventry an opportunity to offer innovative programs
 - During the past two years total funding acquired equaled \$2,680,625 - the following are a few highlights:

Smart Start Grant (2 grants through 2024)	\$ 2,475,000
EASTCONN Professional Development	\$ 38,400
Educational Technology Grant	\$ 35,210
Northrop Grumman	\$ 5,000
Teachers of Critical Language Program (TCLP)	\$ 56,624
TCLP - Projects Grant	\$ 2,000
Intertown Capital Equipment	\$ 56,323

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Objective - Work with district and community stakeholders to ensure the successful transition of our Chinese teacher and ensure the successful development of a middle school world language program that looks to future needs.

Teachers of Critical Languages Program enables primary and secondary schools to strengthen teaching of critical languages - Coventry was one of 24 districts nationwide selected

- Coventry welcomed Wenming Gu for the 2016-17 school year to teach various levels of Mandarin to students in grades 6 - 8
- Quality relationships have been established
- Projects Grant enabled the expansion of the program - Chinese New Year Celebration and Spring Festival Assembly and Collaboration
- Community outreach work has fostered a desire to expand and sustain the program
- Second year of funding application submitted
- Coventry teacher chosen as one of two teachers from the United States to travel to Beijing, China to participate in the interview process to select Mandarin Chinese exchange teachers

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

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Objective - Evaluate ongoing student management data as it relates to the middle school's Positive Behavioral Interventions and Supports (PBIS) framework, while promoting positive school climate and increasing educational outcomes for all students through year one of the alternative education program and participation in the Juvenile Review Board (JRB) process.

- Five students serviced during first year
 - Self-reporting increased confidence and pride in their schoolwork
 - 33% reduction in grades falling below 69% - one student made honor roll in first quarter
 - Four of five students have remained off of academic probation
 - Classroom teacher reports are generally positive as related to effort and attitude
 - Number of discipline incidents has drastically reduced or has been eliminated - office referrals were down 75% at mid-year
 - Service learning project has become a source of pride, professionalism, and responsibility

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Objective - Evaluate the teacher-inspired Innovative Grant projects which impact student learning and achievement.

Coventry has an obligation to inspire our teachers for the benefit of our students.

- Geodesic Dome Aquaponics Greenhouse (grades 9-12 science)
 - Built a geodesic dome to serve as a lab to teach sustainable agriculture and aquaculture to high school students. Required students to construct the dome, design and build the plumbing and electrical to support the included systems.
- Science Technology Energy Matter Science Museum (grade 2)
 - Brought the experience of visiting a science museum directly to CGS. The museum was comprised of workstations that complemented the current curriculum.
- Wiggle While You Work (grades 1 and PE)
 - Entailed a year-long study where students investigated whether movement and physical activity would result in an increase of on-task behavior, enhance their ability and readiness to learn, and positively affect their learning experience/environment.

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

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Objective - Work with the University of Connecticut to ensure the successful first year implementation of the student teaching program as we become an official site district for the university.

- **Phase One:** Sixteen Neag students (juniors) were placed in all Coventry schools during 2016-17
 - Observe and support the class to which they are assigned
 - Eventually, engage in planning and delivery of some lessons
- **Phase Two:** Eleven Neag students (seniors) are working with Coventry's Cooperating Teachers at all four schools
 - Observe, learn instructional practices, develop rapport with professionals and Coventry students
 - Become increasingly involved in design and delivery of instruction
 - Start student teaching
- **Phase Three:** Ten Neag students (graduate interns) will be supported in Coventry in 17-18
 - Eighteen hours per week assignment
 - Each week is ten hours of student contact and eight hours of primary and secondary research, professional development, and planning.

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Coventry has developed three internship models, covering all four schools

- CGS and GHR model relates to the Next Generation Science Standards (NGSS)
 - Develop proposed science lessons for recently designed NGSS aligned science units
- CNH model will support the alternative education program
 - Enhance individualized educational opportunities provided and support student efforts for promoting social justice - split into two concentrations per semester
- CHS model focus is to develop Tier II and III intervention strategies for identified students at critical junctures
 - Tier II interventions will target common challenge areas aligned with academic units in core courses
 - Tier III strategies will address the more isolated challenges of individual students related to motivation, decision making, cognitive strategies, etc.

The feedback received from Neag has been extremely positive in all areas.

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Additional Noteworthy Items:

- Ongoing commitment to keeping the district visible by serving on the following committees:
 - CAPSS Early Childhood Advisory Committee
 - CAPSS Legislative Committee
 - University Region Superintendents Association
 - CAPSS DCF Advisory Committee
 - Vernon Regional Adult Board of Education Board of Directors
 - CAPSS - Experienced Superintendent Community of Practice
 - UCONN Executive Leadership Program Mentor

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“Culture does not change because we desire to change it. Culture changes when the organization is transformed – the culture reflects the realities of people working together every day.” – Frances Hesselbein

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