

Coventry Public Schools
SubSystem/Department Goals
2017-2018 School Year

By: Michele Mullaly, Director of Teaching and Learning

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.

- Utilize disaggregated Smarter Balanced Assessment (SBAC) data, SBAC Digital Library Interim Block Assessments, the SAT Suite of Assessment Score Reports, SAT question prototypes and passage selections, and Khan Academy resources to inform pedagogy, identify student skill gaps, improve career and college readiness, and continue to revise formative and performance-based assessments to align to CCS.
- Provide leadership for teachers in reviewing the Next Generation Science Standards including performance expectations as well as the best practices in science curriculum development related to them and support teachers in implementing the science curriculum for Grades K-3, 6, and 9 and rewriting curriculum Grades 4, 7, and 10 with a focus on the sequencing and articulation of concept and skill development aligned with the three dimensions of the NGSS.
- Provide leadership for teachers in revising curriculum for ELA and mathematics K-5, deepening their understanding of the components of the Rigorous Curriculum Design model and use of the Atlas Rubicon Platform while focusing on the sequencing and articulation of concept and skill development and the incorporation of 21st century skills into curriculum.
- Collaborate with the Director of Educational Technology on the development of the aspects of the new three year Technology Plan which address curriculum, instruction, and assessment.
- Collaborate with district leadership and teacher leaders on data analysis to inform the development of the District Strategic Plan and school improvement plans and inclusion in them of multiple measures of student performance to provide the foundation for all initiatives related to instruction and student achievement and to guide the alignment of teacher evaluation goals, the use of resources, and the district Professional Development Plan.
- Collaborate with district leaders, teachers, and members of the Hale Early Education Center staff on protocols and process for the completion of the NAEYC Accreditation Self-Study, utilizing the Self-Study process as an opportunity to identify and plan for next steps in program improvement related to curriculum, instruction, and assessment.
- Collaborate with the Principal of Capt. Nathan Hale Middle School, the teacher mentor, and the community mentor to implement the Teachers of Critical Language Program Grant and provide support for our Chinese teacher; collaborate with the Superintendent and the CNHMS and CHS Principals to develop and propose a plan to sustain the Chinese language program.
- Review the Association for Computing Machinery, Code.org, Computer Science Teachers Association, Cyber Innovation Center and National Math and Science Initiatives recently released K-12 Computer Science Framework, research K-12 best practices in Computer Science Education, and collaborate with district leadership on developing a five year plan for implementing K-12 computer science programming and expanding K-12 STEM programming.

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- Seek out additional funding sources and provide leadership in grant writing to support the implementation of district priorities and initiatives.
- 2. Maintain and promote a positive and respectful learning community.**
- Collaborate with district leadership on the integration of the Connecticut Early Learning Standards for Social and Emotional Development into PreK curriculum, the inclusion of best learning practices in the Kindergarten through Grade 3 Social, Emotional, and Intellectual Habits Framework into Kindergarten instruction and the articulation and sequencing of skills from PreK to Kindergarten.
- 3. Recruit, retain, and develop high quality staff at every level.**
- Collaborate with district leadership and the Professional Development and Teacher Evaluation Committee to design a district Professional Development Plan for the 2017-2018 school year to provide rigorous customized systemic learning opportunities including those related to vertical articulation and coordination of curriculum, instruction, and assessment, and to provide expanded professional learning experiences aligned to the district's mission and goals, the District Strategic Plan, the professional learning needs articulated in the district Technology Plan, and to teacher growth needs.
 - Collaborate with the Superintendent on the development of hiring protocols and processes to include a focus on recruitment, interviewing, modelling lessons, and reference checking.