

**Coventry Public Schools**  
Jennifer DeRagon, Principal  
George Hersey Robertson Intermediate School Goals  
2019-2020

**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.**

- Continue to analyze and disaggregate Smarter Balanced Assessment Consortium (SBAC) data; plan for instructional focus and assessment revisions based on data and student work analysis.
- Continue to collaboratively analyze the BAS assessment, pre- and post literary interim assessment blocks and the informational interim assessment block using the Student Work Protocol to inform instructional needs and student support areas in ELA.
- For implementation in the 2020-2021 school year, 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.
- Support the implementation of the science curricula in all grades, and develop a plan to implement NGSS aligned assessments.
- Disaggregate NGSS 2019 assessment data (Grade 5) to identify instructional and curricular needs in science.
- Implement Project Lead the Way module “Input/Output: Computer Systems” for all students in Grade 4 to address the Computer Science Framework.
- Implement new instructional strategies, including guided reading, to align with the Benchmark Assessment System and Leveled Literacy Intervention.
- Continue to implement listening skill instruction and incorporate these skills across the curriculum to support students with listening comprehension in authentic ways.
- Augment the student goal setting process and student-led conferences across Grades 3-5 to incorporate reading, writing and math goals and develop digital portfolios for all students in Grade 5.
- 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, with this area of focus emphasized at professional development.

## 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 spring 2019 SBAC assessment data to the spring 2020 SBAC 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 8 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 spring 2019 SBAC assessment data to the spring 2020 SBAC assessment data.*

### Whole School Indicator:

*All classrooms will implement a school-wide program to support social and emotional learning of students.*

### Parent Feedback Goal

*92% 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 goals and the action steps their child will take to achieve them as measured by our spring 2020 student-led conference parent/guardian survey data.*

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

- Enhance the GHR C.A.R.E.S. initiative to include GHR behavioral expectations, Kindness cards, the promotion of school spirit, and increased awareness and publicity of our school-wide philosophy.
- Provide opportunities to embed service learning into programming Grades 3-5.
- Develop a plan to integrate appropriate restorative practices and trauma informed practices for Grades 3-5.
- Implement goal setting in math, writing and reading, with opportunities for students to set instructional goals for themselves as they take ownership over their own learning.
- Enhance communication with parents and the community by promoting school achievements and highlighting initiatives through varied media.
- Maintain a focus on wellness for students, including professional development and increased practices that support physical, mental and emotional wellness.

### **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.
- Continue to recognize and honor staff who have demonstrated excellence in teaching and learning in multiple ways, including at faculty meetings, Positive Postcards, Staff Shout-Out bulletin board, 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.
- Provide structures for collaboration and professional learning during non-traditional times to further develop the capacity of our staff in the curricular revisions, assessment, and highly effective instructional strategies in the areas of English Language Arts, Mathematics, and Science.
- Continue to provide monthly technology coaching opportunities to ensure meaningful integration of technology to increase student engagement and enrichment opportunities.