Coventry School District
Strategic Plan 2017-2020

"All Children, Every Child, Your Child"

The Coventry Public Schools, with community partnerships, educate, inspire, and motivate students to be lifelong learners.

Coventry Strategic Plan

Equity and Excellence

Closing Achievement Gaps and Creating Excellence
Safe Learning Environment Where Every Student is Engaged and Successful
Students Connected to Adults in a Culture of Innovation and Risk Taking

Monitored by a district definition of a successful graduate and measured by qualitative and quantitative data

Strategic Area 1: **Curriculum, Instruction and Assessment:** Every Child Will Have Access to a Rigorous, Personalized, Innovative Pathway	Strategic Area 2: **Early Learning:** Every Young Child Will Thrive In a Dynamic Early Learning Setting	Strategic Area 3: **Professional Development:** Staff Supported By a Culture of Professional Excellence and Innovation that Supports Every Child	Strategic Area 4: **Community Partnerships:** Every Child Will Be Supported By a School That Is a Community Wide Hub	Strategic Area 5: **Finance/Facilities:** Every Child Will Benefit from a Secure, Innovative, and Flexible Physical and Financial Infrastructure That Supports Learning

The Purpose of the Strategic Plan

The purpose of the Coventry's Strategic Plan is to drive dynamic operational decisions that guide, but not constrain, the community in developing and implementing action plans.

How this Strategic Plan was Created:

The Strategic Planning Committee, facilitated by the Center for Leadership and Educational Equity, utilized the collective capacity of various stakeholders consisting of more than 40 school personnel, community members, parents, students, and school committee members to provide essential input into the creation of the Coventry Public School District's strategic plan. The committee met in the spring of 2017 to create a three year comprehensive and measurable strategic plan that would have the power to guide Coventry Public School District into the future.

Key Outcome: Students as Lifelong Learners

The key outcome of the strategic plan is to unleash the unlimited potential of every child, and fulfill the mission of Coventry Public Schools: " The Coventry Public Schools, with community partnerships, educate, inspire, and motivate students to be lifelong learners."

Strategic Areas

I. **Curriculum, Instruction and Assessment:** Every Child Will Have Access To A Rigorous,Personalized, Innovative Pathway
   - A. Program Innovation
   - B. Instructional Innovation
   - C. Every Child Will Have a Champion

II. **Early Learning:** Every Young Child Will Thrive In A Dynamic Early Learning Setting
   - A. Expand Preschool Programming and Marketing to Community
   - B. Improve Access to Technology to Support District Initiative
   - C. Increase SEL in the Early Learning Environment to support District Academic and SEL initiatives

III. **Professional Development:** Staff Supported By A Culture Of Professional Excellence And Innovation that Supports Every Child
   - A. Differentiated, Job-Embedded Professional Learning
   - B. Professional Innovation and Risk Taking
   - C. Collaborative Cycles of Improvement

IV. **Community Partnerships:** Every Child Will Be Supported By A School That Is A Community Wide Hub
   - A. Engage Community in School Events and Curriculum
   - B. Marketing of School Facilities and Services

V. **Finance/Facilities:** Every Child Will Benefit From a Secure, Innovative, and Flexible Physical and Financial Infrastructure That Supports Learning
   - A. Updated facilities - Safe, Innovative, and Efficient
   - B. Driver of Implementation: Flexible and Evolving Funding Strategies

Strategic Areas

I.   Curriculum, Instruction and Assessment: Every Child Will Have Access To A Rigorous, Personalized, Innovative Pathway to Postsecondary Destinations

Curriculum, Instruction and Assessment Key Outcomes:
- Successful, engaged students, connected to adults
- Rigorous, student-centered programs and curriculum in all areas including the arts and athletics
- Universal access to quality instruction (e.g. inclusion)
- Successful post secondary transitions
- Increased pathways to graduation and post-secondary opportunities
- Explore and develop a world language pathway for grades K-12

- **Curriculum Cycle Created for Writing and Continuous Review**

<u>Measured by:</u>

<u>Academic Measurements:</u>

- Various forms of assessment, grounded in a district definition of a successful graduate, that measure learning outcomes and identify underperforming groups of students
- Post-secondary placement and success (data that is available and achievable)
- Comparison community benchmarks: becoming a statewide leader
- Special population placement data (decreased under or over representation of any given population by school, program, course)
- Comparisons to similar schools and districts on measures important to Coventry.

<u>Non-Academic Measurements:</u>

- Suspensions (rate)
- Attendance (rate)
- Enrollment (traditional public, charter, private)
- Survey Works* (see glossary for survey areas), and/or other district identified survey to measure student and educator perceptions
- Specific program evaluation (e.g. behavior program)
- Qualitative measures based on student voice
- District Identified Social Emotional Learning (SEL) Measure (e.g. Panorama)

A. **Program Innovation**

Outcome(s):

- Rigorous, student-centered programs and curriculum in all areas including the arts and athletics
- Explore and develop a world language pathway for grades K-12
- Successful post secondary transitions
- Increased pathways to graduation and post-secondary opportunities
- Universal access to quality instruction (e.g. inclusion)

Action Steps:

- ➢ Define what a successful graduate should know and be able to do to drive program design and assessment
- ➢ Create, interdisciplinary, project-based learning opportunities Preschool-12 across all content areas
- ➢ Create learning opportunities using Science, Technology, Engineering, the Arts and Mathematics (STEAM) Preschool-12
- ➢ Create special population program options to serve the diversity of ALL learners and close equity gaps
  - Universal behavioral program
  - PreK special needs delivery system (see Strategy 3)
- ➢ Implement improved technology access initiative Preschool-12
- ➢ Instructional Partnerships w/ community-business/parents, etc. Preschool -12
- ➢ Build partnerships with local businesses to provide internships for students
- ➢ Research existing world language pathways in other communities to guide program development

B. **Instructional Innovation**

Outcome(s):

- Rigorous, student-centered programs and curriculum in all areas including the arts and athletics
- Universal access to quality instruction (e.g. inclusion)

- Increased pathways to graduation and post-secondary opportunities
- Curriculum Cycle Created for Writing and Continuous Review

Action Steps:
- ➢ Establish a Curriculum Writing Cycle
- ➢ Identify, implement, and monitor instructional strategies effective in advancing student voice and promoting personalization, and student engagement
- ➢ Revise student grouping and course assignment policies and procedures to provide equal access to rigorous instruction for everyone - explore best practices to address grouping strategies to increase equitable outcomes
- ➢ Expand, promote, and support academically rigorous coursework (e.g. AP courses, concurrent/dual enrollment, and options for students to complete course of studies in less than 4 years)
- ➢ Analyze and revise grading and assessment policies and practices to support innovative strategies such as competency-based grading and assessment
- ➢ Align professional learning system with identified instructional and programmatic strategies
- ➢ Create a model for world language pathways K-12

C. Every Child Will Have a Champion

Outcome(s):
- Successful, engaged students, connected to adults

Action Steps:
- ➢ Support the growth of the whole child socially, academically, healthfully, and emotionally
    - ○ Identify implement and monitor tools to gather baseline and progress data in each area
    - ○ Adopt, implement and monitor effective staff practices that support student learning in each area
    - ○ Create community partnerships that development of the whole child (e.g.agencies/mentoring/wellness centers within the schools, after school/summer programs.)
- ➢ Identify, implement, and monitor tools to gather data around Social Emotional Learning (SEL) and correlate with academic outcomes
- ➢ Adopt, implement, and monitor the impact of practices that develop and improve SEL and academic competencies
- ➢ Create parent partnerships and provide resources to increase understanding in developing social emotional skills

II. Early Learning: Every Young Child Will Thrive In A Dynamic Early Learning Setting

Early Learning Key Outcomes:
- **Students prepared for successful academic, social, and emotional transition into 3rd grade**
- **Increase Preschool program quality, as measured by Bright Stars Ratings**
- **Increased access to technology to Preschool-2**
- **Increased partnership with parents**
- **Increased enrollment in Preschool programs**

Measured by:

Academic Measures:
- Various forms of assessment, grounded in a district definition of a successful graduate, that measure learning outcomes and identify underperforming groups of students

Non-Academic Measures:

- Bright Stars Rating
- District Identified Social Emotional Learning (SEL) Measure (e.g. Panorama)
- Enrollment data
- Other district identified qualitative and/or non-academic measures.

A. Expand Preschool Programming and Marketing to Community

Outcome(s):
- Increased Preschool program quality, as measured by Bright Stars Ratings
- Increased partnership with parents
- Increased enrollment in Preschool programs

Action Steps:
- ➢ Analyze the special education delivery model to increase enrollment in Preschool
- ➢ Conduct space and cost analysis for Preschool expansion
- ➢ Enhance community partnership to expand Preschool service in community centers

B. Improve Access to Technology to Support District Initiative

Outcome(s):
- Increased Preschool program quality, as measured by Bright Stars Ratings
- Increased access to technology to Preschool-2

Action Steps:
- ➢ Identify, implement, and monitor best technology tools for early learning
- ➢ Identify, implement and monitor evidence-based practices to integrate technology into instruction that enhances learning through play
- ➢ Build staff capacity support implementation of using technology for early learning, monitor impact of implementation on student learning
- ➢ Support and provide resources in partnership to families that spur healthy and appropriate use of technology for their children

C. Increase SEL in the Early Learning Environment to support District Academic and SEL initiatives

Outcome(s):
- Students prepared for successful academic, social, and emotional transition into 3rd grade
- Increased partnership with parents

Action Steps:
- ➢ Create community early learning partnerships that support social/emotional development (e.g.agencies/mentoring/wellness centers within the schools, after school/summer programs.)
- ➢ Identify, implement, and monitor screening and measurement tools to gather data around SEL and correlate with academic outcomes
- ➢ Adopt, implement, and monitor the impact of practices that develop and improve SEL and academic competencies at the early learning level
- ➢ Build early learning educator capacity around SEL
- ➢ Create parent partnerships and provide resources to increase understanding in developing children's social emotional and academic skills.

III.   Professional Development: Staff Supported By A Culture Of Professional Excellence And Innovation that supports Every Child

Professional Development Key Outcomes:
- **Successful, engaged students, connected to adults**
- **Innovative, collaborative professional culture that supports rigorous, student-centered programs and curriculum**
- **Effective, engaged educators who take responsibility for the success of all students.**

As Measured By:

Academic Measures:
- Various forms of assessment, grounded in a district definition of a successful graduate, that measure learning outcomes and identify underperforming groups of students
- Post-secondary placement and success (data that is available and achievable)
- Comparison community benchmarks: becoming a statewide leader
- District Identified Social Emotional Learning (SEL) Measure (e.g. Panorama)
- Special population placement data (decreased under or over representation of any given population by school, program, course)

Non-Academic Measures:
- Survey Works and/or other district identified survey to measure student and educator perceptions
- Classroom Visits/Walkthroughs
- Educator Evaluation
- Other district identified qualitative and/or non-academic measures.
- Suspensions (rate, data analyzed for separate groups of students)
- Attendance (rate, data analyzed for separate groups of students)
- Enrollment (traditional public, charter, private)
- Specific program evaluation (e.g. behavior program)
- Qualitative measures based on student voice

A.   Differentiated, Job-Embedded Professional Learning

Outcome(s):
- Innovative, collaborative professional culture that supports rigorous, student-centered programs and curriculum
- Effective, engaged educators who take responsibility for the success of all students.

Action Steps:
- ➢ Assess professional needs of all educators (SRP staff, teachers, therapists, administration, school committee)
- ➢ Establish diverse committee to guide coherent professional learning across the district
- ➢ Use educator needs and student learning priorities to design professional learning options
- ➢ Use diverse platforms to support and sustain professional growth, such as blended learning (e.g. video, google drive, google classroom), professional learning communities, peer-observations and peer-coaching, team teaching across disciplines

B.   Professional Innovation and Risk Taking

Outcome(s):
- Successful, engaged students, connected to adults

- Innovative, collaborative professional culture that supports rigorous, student-centered programs and curriculum
- Effective, engaged educators who take responsibility for the success of all students.

Action Steps:
- ➢ Enhance professional learning communities to launch and evolve curricular and programmatic innovations
- ➢ Ensure protected time for educators to collaborate (give and receive feedback on professional work and dilemmas, examine student work/data, engage in text-based discussions)
- ➢ Engage in rapid cycles of inquiry to collaboratively monitor progress of instructional, curricular and/or programmatic innovations

C. Collaborative Cycles of Improvement
Outcome(s):
- Innovative, collaborative professional culture that supports rigorous, student-centered programs and curriculum
- Effective, engaged educators who take responsibility for the success of all students.

Action Steps:
- ➢ Use diverse sources of data (e.g. school and district, academic, SEL, behavioral,) to engage in ongoing, rapid cycles of inquiry to
  - ○ identify and close equity gaps in student outcomes at key transition points (e.g. 3rd grade, middle school, grade 9, post secondary transition)
  - ○ monitor the progress of instructional, curricular and programmatic innovations
  - ○ allow educators to collaboratively use student outcome data to evaluate efficacy of instruction
- ➢ Engage in cycles of inquiry at all levels (district wide, school-based, grade-level/department/team, classroom)

IV. Community Partnerships: Every Child Will be Supported by a School that is a Community-Wide Hub

Community Partnerships Key Outcomes:
- **Successful, engaged students connected to adults from across the community**
- **Increased attendance at all events from diverse community members (sports, music, plays, meetings, etc.)**
- **Increased opportunities for community members to use school resources**
- **Increased request by community members for use of facilities, services and partnerships provided by school**
- **Community partners engaged in all aspects of school curriculum (academic/social/emotional/athletics/arts) at all levels (PK-12), and all aspects of school culture and climate (academic/social/emotional/athletics, arts, etc.)**

A. Engage Community in School Events and Curriculum
Outcome(s):
- Successful, engaged students connected to adults from across the community
- Increased attendance at all events from diverse community members (sports, music, plays, meetings, etc.)
- Community partners engaged in all aspects of school curriculum (academic/social/emotional/athletics/arts) at all levels (PK-12), and all aspects of school culture and climate (academic/social/emotional/athletics, arts, etc.)

Action Steps:
- ➢ Engage students in developing an innovative marketing and community engagement plan for school-wide events
- ➢ Use multiple platforms (e.g. social media, automated calls, local press) and partner with town departments (e.g. libraries,

parks, rec.) to advertise school events
- ➢ Establish annual community-wide event(s) that will anchor community engagement
- ➢ Engage business partners in the school curriculum (e.g. CTE, as part of Real World Learning and Project Based Learning)

B. Marketing of School Facilities and Services

Outcome(s):
- Increased attendance at all events from diverse community members (sports, music, plays, meetings, etc.)
- Increased opportunities for community members to use school resources.
- Increased request by community members for use of facilities, services and partnerships provided by school

Action Steps:
- ➢ Identify districts/schools with successful 'community hub' models and visit them to learn
- ➢ Survey community to learn their needs (eg. facility needs, community partnership, services, student interns), and explore how school community might fulfill those needs
- ➢ Use community identified needs to advertise and build partnerships around school resources (e.g. facilities, services, student interns/Senior Projects, partnerships)
- ➢ Provide community access to description of school facilities, services, and partnerships available for community use (e.g. on school webpage, posted throughout community, etc.)
- ➢ Students develop innovative marketing plan to advertise existing services,partnerships to community (e.g. oil changes, haircuts, Senior Project ideas) and develop new services to engage the community (e.g. student-led teaching of social media for seniors)

V. Finance/Facilities: Every Child Will Benefit From a Secure, Innovative, and Flexible Physical and Financial Infrastructure That Supports Learning

Facilities Key Outcomes:
- **Installation of infrastructure that supports district wide technology applications**
- **State of the arts facilities that support innovative learning opportunities**
- **Financial resources and systems that provide for sustainable 21st Century Learning**
- **Safe learning environment**

A. Updated facilities - Safe, Innovative, and Efficient

Outcome(s):
- Installation of infrastructure that supports district wide technology applications
- State of the arts facilities that support innovative learning opportunities
- Financial resources and systems that provide for sustainable 21st Century Learning
- Safe learning environment

Action Steps:
- ➢ Develop staff capacity to support safer, cleaner, more efficient facilities that are better utilized by the community
- ➢ School building committee assesses facility needs
- ➢ Design innovations that support flexible learning environments

B. Flexible and Evolving Funding Strategies	

Outcome(s):
- State of the art facilities that support innovative learning opportunities
- Financial resources and systems that provide for sustainable 21st Century Learning

Action Steps:
- ➢ Build capital reserve fund in collaboration with Town
- ➢ Include updated needs in 5-year asset protection plan
- ➢ Establish community outreach program to build support for capital needs
- ➢ Research and seek creative funding opportunities (public/private partnerships, capital campaign, leasing, grants)

Glossary of Terms

Assessment: the wide variety of methods that educators use to evaluate, measure, and document the academic readiness, learning progress, and skill acquisition of students from preschool through college and adulthood. (RIDE 2015)

Blended Learning: the practice of using both in-person and technology-based learning experiences when teaching students; for example, students using online tools with teacher support during class; another example, a mix of being taught by a teacher in the classroom and portions completed independently, online and/or outside the classroom. (RIDE 2015)

Bright Stars: BrightStars is Rhode Island's Tiered Quality Rating and Improvement System (TQRIS). A TQRIS is a method used in almost all states in the U.S. to assess, improve, and communicate the level of quality in early care, education and school-age settings (brightstars.org)

Global Competence: the set of broad skills that ensure student preparedness in the areas of 21st century skills, language proficiency, cultural/global awareness, and social-emotional learning. (RIDE 2015)

Interdisciplinary Learning: a knowledge view and curriculum approach that consciously applies methodology and language from more than one discipline to examine a central theme, topic, issue, problem, or work. (Jacobs, 2014)

Multiple Pathways: the implementation of the idea that learning can occur at different times and in different places, including the classroom, the community, a workplace, outdoors, online, etc. which results in schools creating alternative learning experiences that may be better suited to some students while expanding the number and type of learning options available to all students. (RIDE 2015)

Personalized Learning: a diverse variety of educational programs, learning experiences, instructional approaches, and academic-support strategies that are intended to address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students; its implementation may differ from district to district and school to school; also known as Student-Centered Learning. (RIDE 2015)

Professional Learning: learning for educators that can fall into three areas: topical, collaborative, job embedded. Robust and effective professional learning requires frequent opportunities for educators to shares expertise, and work collaboratively to improve teaching skills and the academic performance of students. (RIDE 2015)

Proficiency Based Learning: systems of instruction, assessment, grading, and academic reporting that are based on students demonstrating that they have learned the knowledge and skills they are expected to learn as they progress through their education (RIDE, 2015).

Social Emotional Learning: the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions (RIDE, 2015)

Student Engagement: the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught, which extends to the level of motivation they have to learn and progress their education (RIDE 2015).

Whole Child: an approach that believes that each child, in each school, in each of our communities deserves to be healthy, safe, engaged, supported, and challenged. The whole child approach focuses on learning, teaching, and community engagement as a way to support students.

World-Class Standards: content standards that are equivalent in rigor, expectations, and scope to the content standards of the highest performing countries in the world (RIDE, 2015).

Virtual Learning: environment is a set of teaching and **learning** tools designed to enhance a student's **learning** experience by including computers and the Internet in the **learning** process.

Survey Works:
Surveyworks areas surveyed include:
• Student engagement
• Parent involvement
• Teacher expectations
• Teacher practices
• Professional collaboration and climate
• Student college and career readiness
• School safety and student risk behaviors
• Bullying
• Parent-teacher communication
• School-parent communication
• Student communication with parents and school staff
• Resources and support