

## Coventry Public Schools

### SubSystem/Department Goals for the 2016-2017 School Year

By: Joseph Blake, Principal Coventry High School

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.**
  - **Develop and begin implementation of a plan to address the recommendations from the 2016 Coventry High School NEASC Accreditation Report.**

A NEASC Action Plan was created this year based on the recommendations for improvement identified in the 2016 NEASC Report. Action steps, timelines for completion, and involved stakeholders were included in the plan. The most frequent recommendation, giving teachers more time for collaboration, has been addressed in multiple ways. Time within the contractual schedule has been dedicated to department meeting, where teachers have discussed departmental issues, collaborated on curriculum and assessment, and reviewed student work using the Student Work Protocol. The recommendation to increase common planning time was addressed through the scheduling program last spring, prior to the release of the report. Department heads identified teachers who would be teamed for common planning time and it was addressed during the schedule build. We have continued the practice this year.

One of the recommendations from the committee was to attempt to involve more local businesses and community members in our school. The committee recognized that we are a small town, but recommended increased efforts to bring the community into the school. We have made significant increases in recruiting community and business involvement at CHS. Our Business Department created a partnership with Travelers Insurance where guest speakers engage students in business simulations in class and then offer a job shadow day at Travelers in the Spring. All costs, including transportation, are covered by Travelers. The CHS Art Department participated in the Community Art Show at Booth and Dimock Library. In Social Studies classes, we had guest speakers including Coventry Police Officers, the Town Historian, A representative from the CT State Jury outreach program, and, during our discussions of the election process this year, Joe Courtney, Tony Gugleilmo and Tim Ackert also came to speak to our CI classes. Civics

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students also went to the town office for a tour and lecture given by our Town Manager. Our biology teachers invited in two local microbiologists to speak to students about their field of study and lab experiences. Our Health classes listened to speakers from Saint Francis Hospital, The UCONN Health Center, Wesleyan University, United Services CT, and AIDS Connecticut. As always, we offer a variety of community service opportunities for our students, included but not limited to the Dollars for Scholars Telethon, Salvation Army Bellringers, and Registrar of Voters and Election Day volunteers. CHS student volunteers also participated in the Tolland Spring 5K run and Kim's Fun Run Easter Egg Hunt, the Coventry Youth Services Adopt a Family and the CMCC Danceathon Activity Night and Pajama Day. We also have a long history of engaging local businesses in fundraising for sports and activities.

As beginning steps to addressing the recommendation to improve the Fitness Room, we created a more rigorous cleaning schedule, replaced broken equipment, and installed paper towel dispensers and spray bottles for wiping down machines. The cleanliness of the room has greatly improved and students are taking far better care of the room, cleaning up and replacing equipment after use. Mr. Petrone, Mr. Trudelle, and I are discussing possible options for either improving this space further or creating a new space.

This spring, the faculty has begun the process of revising our Core Values and Belief Statement as recommended by NEASC. We are also reviewing our 21st Century Skills rubrics to align them to standards addressed in each subject area. We will complete this work during the next school year and expect to present our revised Core Values and Beliefs Statement to the Board of Education by Spring of Next Year. We have also been reviewing our assessment practices using the Student Work Protocol to collectively analyze student work and adjust instruction and assessment. Through the use of the student work protocol, teachers present a collection of student work and share the planning and instruction leading up to the assessment. Teachers have been able to review actual student projects, papers, and

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other assessments, ask questions and engage in group discussions about how to program for current and future students.

- **Continue to implement and review Connecticut Core State Standards curriculum in English and math; analyze student progress on the SAT and continue to develop and implement performance tasks aligned with 21<sup>st</sup> Century Learning Skills.**

Throughout the year, professional development time was dedicated for curriculum writing in English and math with a focus on creating and implementing performance tasks aligned with PSAT/SAT skills and content. PSAT and SAT data and released items from the previous year were analyzed and used to adjust curriculum, instruction and assessment. Once PSAT data was disaggregated, professional development was held at the faculty and department level to discuss effective strategies for adjusting instruction based on the data. Data from our 2017 assessment data shows significant growth from the PSAT to the SAT for the class of 2018. In 2016, the Average SAT score was 1051, with an average score of 538 in Evidence Based Reading and Writing and 513 in Mathematics. In 2017, the average SAT score rose to 1097, with an average score of 559 in Evidence Based Reading and Writing and 538 in Mathematics. Students Reaching Common Core Readiness benchmarks also increased from 2016 to 2017. In 2016, 75% of students reached the benchmark in Evidenced Based Reading and Writing and 45% in Mathematics, with 41% of students reaching benchmark in both. In 2017, 79% of students reached the Benchmark in Evidenced Based Reading and Writing and 60% in Mathematics, with 58% of students reaching benchmark in both.

The cohort group of the Class of 2018 also showed significant growth from the PSAT in the fall of 2016 to the SAT in 2017. The average score on the PSAT was 1022, with an average score of 525 in Evidenced Based Reading and Writing and 498 in Mathematics. The average score on the SAT rose to 1097, with an average score of

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559 in Evidence Based Reading and Writing and 538 in Mathematics. Students reaching Common Core Readiness benchmarks also increased in the Class of 2018 cohort. In the 2016 PSAT, 71% of students reached the benchmark in Evidenced Based Reading and Writing and 46% in Mathematics, with 43% of students reaching benchmark in both. In the 2017 SAT, 79% of students reached the Benchmark in Evidenced Based Reading and Writing and 60% in Mathematics, with 58% of students reaching benchmark in both.

- **Students in Grades 9-10 will increase their mean RIT score on the MAP Informational Text Standard by 2 points or higher, as measured by the MAP Reading Assessment from fall 2016 to spring 2017.**

Reading	Fall 2016 Avg RIT on Strand of Emphasis (SOE) Informational Text	Spring 2017 Avg RIT on Strand of Emphasis (SOE) Informational Text	Growth (Fall to Spring)
Grade 9	227.5	230.6	SOE RIT Growth: 3.1
Grade 10	226.5	230.0	SOE RIT Growth: 3.5

Fall MAP was administered to all 9-10 grade students and results were shared with all teachers. As their TEVAL Goal, English teacher goals for 2016-17 were focused on the effective instruction of informational texts. Teachers of 9-10<sup>th</sup> graders created SLO/IAGD's based on student results on the fall MAP administration. Multiple formative assessments were been created and administered throughout the year. Teacher observations and Mid-Year meetings were focused on formative data aligned with MAP testing. The Spring MAP was administered in late April. The 9<sup>th</sup> Grade overall RIT Growth for the school year was 2.0 and the Informational Text Strand of Emphasis RIT Growth was 3.1. The 10<sup>th</sup> Grade overall RIT Growth was 3.8

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and the Informational Text Strand of Emphasis RIT Growth was 3.5. Both scores were well above the established target of 2.0 growth.

- **Students in Grades 9-10 will increase their mean RIT score on the MAP Operations and Algebraic Thinking and Geometry Standards by 2 points or higher, as measured by the MAP Mathematics Assessment from fall 2016 to the spring 2017.**

Math	Fall 2016 Avg RIT on Strand of Emphasis (SOE) Alg/Geom	Spring 2017 Avg RIT on Strand of Emphasis (SOE) Alg/Geom	Growth (Fall to Spring)
Grade 9	235.4/238.5	238.6/240.4	SOE RIT Growth: 3.2/1.9
Grade 10	239.5/239/9	243.9/244.7	SOE RIT Growth: 4.4/4.8

Fall MAP was administered to all 9-10 grade students and results were shared with all teachers. As their TEVAL Goal, Math teacher goals for 2016-17 were focused on the effective instruction of Algebraic Thinking and Geometry. Teachers of 9-10<sup>th</sup> graders created SLO/IAGD's based on student results on the fall MAP administration. Multiple formative assessments were been created and administered throughout the year. Teacher observations and Mid-Year meetings were focused on formative data aligned with MAP testing. The Spring MAP was administered in late April. The 9<sup>th</sup> Grade overall RIT Growth for the school year was 2.1 and the Strand of Emphasis RIT Growth was 1.9 for Algebraic Thinking and 3.2

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for Geometry. The 10<sup>th</sup> Grade overall RIT Growth was 5.4 and the Strand of Emphasis RIT Growth was 4.8 for Algebraic Thinking and 4.4 for Geometry.

- **The percentage of Grade 10 students who demonstrate At Goal or above scores on the CAPT Science Assessment will increase five percent or higher from 2016 to the spring 2017 CAPT Science Assessment.**

CAPT data was disaggregated and shared to each science teacher in the first semester. Administrators and teachers analyzed CAPT performance data and teachers were provided with data on students in need of remediation. As part of the TEVAL process, teachers collaborated with administration to create goals and IAGD's aligned with school goals for CAPT improvement. Throughout the year, teachers and administrators met to analyze formative data from each class in order to adjust instruction and provide targeted individual help for students in need of support. A CAPT preparation day was scheduled and completed with a two day structure and included a greater focus on 9<sup>th</sup> grade skills. Teachers also increased use of technology in the classroom and Study Island to prepare students for the new online version of the CAPT. Results from the final administration of the CAPT will be provided in the fall.

- **85% of students will score a 3 or higher on the 21<sup>st</sup> Century Skills Collaboration Rubric as measured by yearlong performance in PowerSchool.**

In the fall of 2016, a faculty meeting was held to reinforce the school goal for effective communication and effective strategies were shared. Each Department has identified common lessons and assessments and recorded student performance on the rubric in PowerSchool. Department meeting time was dedicated to reviewing and revising lessons and assessments used to track student performance on the 21<sup>st</sup> Century Communication Rubric. As part of our Midyear meetings, teachers discussed student progress using data recorded in PowerSchool. During the school year, I also collaborated with the IT department to create a report that will accurately reflect student performance and growth on all 21<sup>st</sup> Century Expectation Rubrics. Each

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semester, a school wide report is generated identifying whole school and individual student performance. The final report will be available at the end of the school year and will be shared with the Superintendent.

- **Begin the process of involving students as Leaders of their Own Learning through individualized student goal setting.**

Multiple Professional Development sessions were held to introduce Leaders of Their Own Learning through group reading and analysis. All teachers implemented the use of Learning Targets in the fall. Each department created goal-tracking forms and implemented individual student goal setting in the second semester based on specific teacher feedback. Students were given the opportunity to track progress on their individual goals using performance feedback provided by the teacher during the year. The entire faculty is currently in the process of creating a structure for student led conferences next year for 9<sup>th</sup> graders. During our spring professional development time, teachers met to discuss options for structuring student led conferences and begin the process of designing a program that will best serve our students and families. In the fall, Student led conferences will be aligned with Coventry High School 21<sup>st</sup> Century Learning Expectations by aligning the structure of the conference with the 4 year learning expectations and school wide rubrics. This process will also strengthen our four year Portfolio Project by giving students a bank of projects and presentations that can be used as evidence of their mastery of the 21<sup>st</sup> Century Learning Expectations..

- **Collaborate with district leadership and CHS teachers to begin to revise the grade 9 science curriculum to align to the new NGSS standards over the next two years.**

In collaboration with the Director of Teaching and Learning, professional development time was allocated for all science teachers 6-12 to engage in NGSS activities. A CREC consultant provided professional development for teachers on

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release days during the school year, giving teachers time to and guidance in discussing the NGSS, creating a plan for implementation, and beginning the work of creating units and lessons for use in the 9<sup>th</sup> grade classroom. Several teachers attended NGSS curriculum writing workshops during the school year to learn more about NGSS implementation and engage in unit design with colleagues from across the state. Throughout the year, teachers were able to create curriculum and instruction materials to support student growth in the practices, cross cutting ideas, and core concepts of the NGSS through inquiry and the engineering design process. Through the budget process, resources have been reallocated for the 17-18 implementation of the NGSS standards in grade 9 and 10.

- **Continue implementation of the iPad initiative in grades 9-12 to enhance students' development of 21st Century learning skills and to support identified student learning outcomes.**

Once again, the roll out of iPads to our students was efficient and professional due to effective collaboration with the Director of Technology, IT staff, and high school faculty. Throughout the year, we offered differentiated professional development on the use of iPads in the classroom, Apps for Education, and Google Classroom. The feedback from teachers has been universally positive, with multiple requests for additional training and offers from staff to share their expertise in technology with their colleagues. As a follow up, all post-observation conferences included a discussion of the implementation of technology in instruction and assessment at CHS. Administrators continue to model the use of iPads during faculty meetings and professional development. All administrative documents have been disseminated through iPads and a CHS Professional Development Google Classroom.

- **Collaborate with district leadership to implement recommendations from the assessment reduction committee with a focus on aligning our assessments to best practices.**

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Through district level meetings, administration continues to discuss action steps for the assessment reduction grant. A Mid-Term Exam pilot was implemented this year where three teachers created and implemented Project Based Assessments that are aligned with our current instructional practice. Next year, traditional midterm and final exams will continued to be administered, with project-based assessments implemented where appropriate to the course. As a school, we reduced the amount of MAP testing to only include the Reading and Mathematics assessments.

- **Continue to utilize Instructional Rounds and subject specific mini rounds to improve instructional practice and support achievement of the School Improvement Plan through the analysis of pedagogy and implementation of curriculum with a focus on high leverage instructional practices.**

Throughout the year, I collaborated with Mr. Merlino to support Instructional Rounds at the middle and high school level with a focus on Growth Mindset. A variety of teachers from all subject areas and experience were selected to participate in the rounds, ensuring that all faculty have been involved within the past two years. Teachers report that they highly value instructional rounds as an opportunity to grow as a professional and learn from their peers. We have also conducted multiple administrative walkthroughs to increase data collection in the area of mathematics and alternative education. As a result, teachers have included many of the ideas and teaching strategies observed and discussed during instructional rounds into their planning, instruction and assessment. The professional development on growth mindset has stimulated many ideas on how to structure our student led conferences so that students take ownership of their learning and set meaningful goals for improvement.

- **Continue to collaborate with the Director of Technology and the Director of Teaching and Learning to provide individualized professional development and to ensure the continued effective**

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**implementation of iPads into teaching and learning to support the Connecticut Core Standards and 21<sup>st</sup> Century skill development through best pedagogical practices.**

This fall and spring, CHS offered differentiated professional development on the use of iPads in the classroom, Apps for Education and Google Classroom. Workshops were offered in Google forms, Advanced Google forms, Google Classroom, Google sites, and Library Media Services. The professional development was well received by the faculty and they have asked for additional training. Throughout the year, administration and teachers collaborated with the District Technology Coach to offer individualized assistance to teachers on effective use of technology in instruction, communication and assessment. A portion of our spring professional development time was devoted to iPad use in the classroom and effective assessment tools. Several teachers have offered to present professional development in the future for their peers to increase their knowledge of Google Sheets, Google Classroom, Google Forms, and a variety of app based assessment tools. Two of our teachers have also been piloting the PowerTeacher Pro grading program in preparation for our roll out to the entire staff next fall.

- **Collaborate with district leadership on analysis of essential data to create aligned and coherent school and district improvement plans.**

The District Improvement Plan was created as a collaborative effort with all district administration. The School Improvement Plan has been aligned to specific goals from the District Improvement Plan and based on student performance data on standardized and non-standardized assessments. Throughout the year, administration met regularly to analyze school wide and individual student data as it relates to the District and School Improvement Plans. As a school, this process has been extremely beneficial in understanding our district and school goals and aligning our individual TEVAL goals to support the work of the school and district.

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- **Support and strengthen partnerships with Eastern Connecticut State University (ECSU) to continue exploring the establishment of a dual enrollment program at Coventry High School.**

Students from ECSU are supportive with a variety of resources based on their role at Coventry High School and needs as a learner. Certified staff support clinical observers in both their first and second semester of assigned observation. Each of these semester long assignments include instructional activity and support from our district. Student teachers are supported for a 14-week period and assigned to a trained TEAM mentor. We have added an ECSU internship. Currently we have five ECSU graduate students in residence who remain with us for the full year. For 132 days, they serve as an adjunct to our operations and the schools they are assigned to by substituting or working with their mentor teachers and school leaders. For 50 days they are assigned to student teach with their TEAM trained mentor. To improve the quality of support we receive from the undergraduate ECSU Psychology Interns located exclusively at the high school, we have built a system by which these interns are assigned to focus on four areas of work, reflect upon and make a record of that work. We have also assigned them to some sections of the classes of the students they are working with so they may better understand the material and the expectations of the teachers involved.

- **Collaborate with district leadership and teachers to explore the benefits and feasibility of a 6-12 STEM track within the Coventry High School Program of Studies.**

Changes in the CAPT and NGSS timeline have postponed any action on this goal. However, we are hopeful that we will be able to continue to explore this possibility in the future.

- **Collaborate with the Coventry Pre-School and CHS Faculty to continue the cross-curricular learning opportunities for CHS students in our Child Development program.**

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During the fall, CHS and Preschool staff collaborated on program structure and sequencing. The CHS Family and Consumer Science staff and Pre School staff have created a schedule for high school students to observe, assist, and teach lessons during the course of the school year as part of the Child Development curriculum. During the 2<sup>nd</sup> semester, high school students attended pre-school classes at The Hale Early Learning Center, beginning with observations and progressing to lesson development and implementation. Next year we will be continuing our collaboration through our new UCONN ECE Individual and Family Development course.

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

- **Continue and expand positive parent and community partnerships through the use of the Parent Advisory Council and Athletic Advisory to engage stakeholders in workshops and discourse on a variety of educational topics.**

The first CHS Newsletter highlighted our interest in promoting and expanding parent participation in the Parent Advisory Council. Parent Advisory Council meetings have been positive and supportive. We have shared performance data, the NEASC Accreditation Report findings, new course offerings and plans for upcoming events. Presentations and workshops included Growth Mindset, Student Led Conferences, and the Course Selection Process. The Athletic Advisory has worked on creating opportunities for more student and parent involvement at events, including increased student ownership of sportsmanship and role modeling. Joint HS/MS PTO meetings have provided opportunities for teachers and administrators to share programs and services available to families. Each teacher in the school has also made it their school wide Goal to increase parent communication through the use of phone calls, emails, and PowerSchool.

- **Support climate and safety initiatives developed by the student advisory groups to further provide a safe and positive learning environment for Coventry High School.**

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The administrative team supported the school climate open campus initiative created by the student advisory group. Seniors who had a free period were allowed to travel the school without a pass so that they could freely access the library media center, senior benches, the cafeteria, and teachers who were available for extra help. This new freedom did not cause any disruption to the operation of the school and will be continued next year. This fall, CHS administration attended a Crisis Team workshop with district administration during the fall to discuss scenarios/responses to a variety of situations. School security procedures were reviewed at faculty meetings to help ensure a safe environment for all stakeholders. This year we also expanded the School Climate Committee to include representation from all departments and developed subgroups for faculty, staff, and student climate.

- **Collaborate with district and town leadership to develop strategies to implement the Juvenile Review Board process in order to address student issues at Coventry High School.**

The purpose of the Juvenile Review Board was reviewed at our Student Assistance Team and it was discussed as a possible resource for student and parents in need. Throughout the year, it was included in discussions about student behavior issues and revisited during Student Assistance Team and administrative meetings. During the year, we referred two students to the JRB for assistance in behavioral decision-making.

- **Establish connections with area businesses to improve real world learning opportunities in our school program and to showcase student learning throughout the community.**

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As stated above, a recommendation from the NEASC Accreditation Report was to attempt to involve more local businesses and community members in our school. This year, the CHS Business teacher has established a relationship with Travelers in Hartford for guest speakers and job shadowing experiences for our students. All costs, including transportation, covered by Travelers. Science teachers collaborated with a local solar company to provide resources for our Alternative Energy, Physics, Science 9, and AP Environmental Science courses. The CHS Art Department participated in the community art show at Booth and Dimock Library. In Social Studies classes, we had guest speakers including Coventry Police Officers, the Town Historian, A representative from the CT State Jury outreach program, and, during our discussions of the election process this year, Joe Courtney, Tony Gugleilmo and Tim Ackert also came to speak to our Contemporary Issues classes. Civics students also went to the town office for a tour and lecture given by our Town Manager. Our biology teachers invited in two local microbiologists to speak to students about their field of study and lab experiences. Our Health classes had speakers from Saint Francis Hospital, The UCONN Health Center, Wesleyan University, United Services CT, and AIDS Connecticut. As always, we offer a variety of community service opportunities for our students, included but not limited to the Dollars for Scholars Telethon, Salvation Army Bellringers, and Registrar of Voters and Election Day volunteers. CHS student volunteers also participated in the Tolland Spring 5K run and Kim's Fun Run Easter Egg Hunt, the Coventry Youth Services Adopt a Family and the CMCC Danceathon Activity Night and Pajama Day. We also have a long history of engaging local businesses in fundraising for sports and activities.

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

- **Collaborate with school and district leadership to support university interns and student teachers to develop as professional educators and to support student learning within the classroom.**

We increased number of district wide TEAM trained staff by 24 (30%) increasing our school and district wide ability to support pre-professional development with

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UCONN, ECSU, Sacred Heart, etc. We have engaged ECSU to expand and strengthen dual enrollment opportunities by the summer of 2018 and integrate courses by fall 2018. The first year of the Graduate Residency pilot with ECSU employing graduate students in our buildings to support instruction (school calendar) while completing graduate education is coming to a successful close. We hope to go from five to at least eight residents in the second year (dependent on ECSU recruitment). We are currently planning second year. We have designed three UCONN graduate internships, covering all district schools. Graduate interns (7) will each be in district for 18 hours per week to design and apply instruction and intervention. Some of these internships are repeatable models that should help with student achievement. Finally, the ECSU Psychology Internship has been redesigned to increase accountability and improve intern ability to support curricular goals. The first semester of this redesign has had significant impact.

- **Continue to develop customized professional development opportunities in the areas of technology and BEST practices to meet the learning needs of the Coventry High School professional staff.**

Teachers were recruited and supported in individualized professional development on the SAT redesign, NGSS, AP workshops, and a variety of subject based professional development opportunities. Differentiated Technology professional development was offered in the fall and spring on iPad use, Google Classroom, Apps for Educations, and LMC technology resources. Professional development offerings were determined based on the results of teacher surveys on ability and interest levels.

- **Promote and develop leadership opportunities for teachers in the area of improving school culture and professional development.**

Regular meetings were held with our data specialist to support her growth and development as a school leader. Several teachers have offered professional development to the entire faculty in the area of technology, Apps for Education, and the use of Google Classroom. Multiple teachers were also recruited to train and serve

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as TEAM mentors for beginning educators, bringing our total to 29 trained TEAM mentors. The School Climate Committee has expanded to include eight members and has created subcommittees to support both staff and student climate.