

Coventry Public Schools
SubSystem/Department Goals
for the 2017-2018 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.

- **Continue the implementation of the NEASC Action 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 Accreditation Report. Action steps, timelines for completion, and involved stakeholders were included in the plan. The most frequent recommendation, giving teachers more time for collaboration, was addressed in multiple ways in the past two years. Time within the contractual schedule continues to be dedicated to department meetings, where teachers have discussed departmental issues, collaborated on curriculum and assessment, and reviewed student work using the Student Work Protocol. Our dedication to the increased common planning continues through the effective use of the scheduling program. Department heads identify teachers to be teamed for common planning time and a schedule for common planning time is created within the schedule build. This process has been incorporated into our yearly process for scheduling.

The NEASC recommendation to review and revise our 21st Century Skills rubrics was addressed in the fall of 2017. Teachers and administrators worked in interdisciplinary teams to review the recommendation, the existing rubrics, and the department specific standards. Each team developed suggested revisions for each rubric and presented suggested changes to the staff for discussion, revision, and acceptance of changes. Each rubric was also reviewed to ensure standards alignment in each indicator and departments identified specific subject based standards for rubric.

- **Continue to implement and review Connecticut Core State Standards curriculum in English and math to include analysis of student progress on the SAT as a driver to develop and implement performance tasks aligned with 21st Century Learning Skills.**

Once again, 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

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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. Teachers in both English and Math created Mock SAT experiences that were administered during the school day and results were analyzed to help guide whole class instruction and individual student assistance. On multiple days during the year, the ELA and Mathematics Instructional Leaders organized coaching days to work with subject specific groups to create and implement SAT aligned instructional materials and assessments and to analyze school wide results to make adjustments.

Literacy, Math SMART Goals

- **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 2017 to spring 2018.**

Reading	Fall 2017 Avg RIT on Strand of Emphasis (SOE) Informational Text	Spring 2018 Avg RIT on Strand of Emphasis (SOE) Informational Text	Growth (Fall to Spring)
Grade 9	227.7	231.4	SOE RIT Growth: 3.7
Grade 10	229.1	231.5	SOE RIT Growth: 2.4

Each fall, MAP testing results from the previous year are reviewed to identify Strands of Emphasis for each grade level and to continue to monitor individual student performance for intervention. Fall MAP was administered to all 9-10 grade students and results were analyzed and shared with all teachers. Based on student data from the fall, Informational Texts was identified as the area in need of the most improvement. As their TEVAL Goal, English teacher goals for 2017-18 were focused on the effective instruction of informational texts. Teachers of 9-10th graders created SLO/IAGD's based on student results on the fall MAP administration. Multiple formative assessments have been created and

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administered throughout the year. English coaching days, department meetings, and content planning times were also utilized to review formative results and adjust instruction based on student performance. Teacher post observation conferences and Mid-Year meetings included discussions of the formative data aligned with MAP testing and interventions in place to support student growth. Department level assessments also included informational texts as an area of focus. The Spring MAP was administered in late April and teachers reported that students were highly engaged during the testing sessions. The 9th Grade overall RIT Growth for the school year was 2.4 and the Informational Text Strand of Emphasis RIT Growth was 3.7. The 10th Grade overall RIT Growth was 2.3 and the Informational Text Strand of Emphasis RIT Growth was 2.4. 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 2017 to the spring 2018.**

Math	Fall 2017 Avg RIT on Strand of Emphasis (SOE) Alg/Geom	Spring 2018 Avg RIT on Strand of Emphasis (SOE) Alg/Geom	Growth (Fall to Spring)
Grade 9	234.9/236.7	241.7/239.4	SOE RIT Growth: 4.9/4.5
Grade 10	238.4/239.8	244.4/244.4	SOE RIT Growth: 4.6/6.0

Each fall, MAP testing results from the previous year are reviewed to identify Strands of Emphasis for each grade level and to continue to monitor individual student performance for intervention. Fall MAP was administered to all 9-10 grade students and results were analyzed and shared with all teachers. Based

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on student data from the fall, Operations and Algebraic Thinking and Geometry were identified as the areas in need of the most improvement. As their TEVAL Goal, mathematics teacher goals for 2017-18 were focused on the effective instruction of informational texts. Teachers of 9-10th graders created SLO/IAGD's based on student results on the fall MAP administration. Multiple formative assessments have been created and administered throughout the year. Mathematics coaching days, department meetings, and content planning times were also utilized to review formative results and adjust instruction based on student performance. Teacher post observation conferences and Mid-Year meetings included discussions of the formative data aligned with MAP testing and interventions in place to support student growth. The Spring MAP was administered in late April and teachers reported that students were highly engaged during the testing sessions.. The 9th Grade overall RIT Growth for the school year was 4.2 and the Strand of Emphasis RIT Growth was 4.9 for Algebraic Thinking and 4.5 for Geometry. The 10th Grade overall RIT Growth was 5.2 and the Strand of Emphasis RIT Growth was 4.6 for Algebraic Thinking and 6.0 for Geometry.

- **Grade 11 students will increase performance from the 2017 PSAT to the Spring 2018 SAT by 5%**

Coventry teachers and administrators continue to support student growth on SAT skills in multiple ways. During the fall, teachers and administrators attended College Board workshops on the design, scoring and reporting of the PSAT and SAT to better understand the test design and score reporting. Both English and Math teachers engaged in coaching days with the ELA and Math Curriculum Specialists to review curriculum, instruction and assessment results and make changes based on student performance data. PSAT results were disaggregated, analyzed for school wide trends and individual student performance, and shared with teachers online. Teachers also engaged in the use of the Student Work Protocol during professional development to review their student results and discuss instructional practices that would support student growth. This year, teachers in both English and math also created and administered two mock SAT experiences for students to simulate the testing environment with released items provided by the College Board. The student performance data from these mock experiences were used guide pacing

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and intervention within the classroom. We look forward to reviewing the results some time during the summer.

Whole School Learning Indicator Goal

- **85% of students will score 3 or higher on the 21st Century Skills Rubrics as measured by yearlong performance in PowerSchool.**

In the fall of 2017, we held a faculty meeting to review 21st Century Skill Rubric assignments for each course. Throughout the fall, teachers worked in groups to align our current rubrics to subject specific standards. Each Department once again identified common lessons and assessments and recorded student performance on the rubric in PowerSchool throughout the school year. Department meeting time was dedicated to reviewing and revising lessons and assessments used to track student performance on all 21st Century Rubrics. As part of our midyear meetings, teachers discussed student progress on their assigned rubrics using data recorded in PowerSchool. Each semester, a school wide report is generated identifying whole school and individual student performance. The mid-year report was generated and shared with teachers during professional development in order to discuss progress and identify areas in need of focus. The final report will be available at the end of the school year and will be shared with the Superintendent.

- **Review intervention procedures and practices and develop recommendations for refinement.**

Early in the year, a district level intervention meeting was held to review current intervention practices and discuss strategies, programs, and structures that could better support student performance. The meeting included the superintendent, Director of Teaching and Learning, CHS and CNH principals, ELA and Math Instructional Leaders, and reading and math intervention teachers. Each teacher shared their current program and student results, fostering discussion about effective practices and structure. As a result of this meeting and several follow up meetings, CHS has improved our intervention structures and programs. During the scheduling process, reading classes and math intervention classes were pre-scheduled, ensuring that students who are in need of assistance are scheduled in the appropriate classes. Math intervention classes increased from two days a week to four days a week for the 2018-19 school year, with increased use of the ALEKS math program to support student success in their math

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classes. Intervention teachers were also given additional training on the effective use of ALEKS in the Math Lab classes.

- **Review and revise all 21st Century Skill Rubrics to align with Standards Based Learning and the Senior Portfolio.**

Our NEASC recommendation to review and revise our 21st Century Skills rubrics was addressed in the fall of 2017. Teachers and administrators worked in interdisciplinary teams to review the recommendation, the existing rubrics, and the department specific standards. Each team developed suggested revisions for each rubric and presented suggested changes to the staff for discussion, revision, and acceptance of changes. Each rubric was also reviewed to ensure standards alignment in each indicator and departments identified specific subject based standards for their assigned rubrics. As part of our professional development, teachers also worked in teams to develop lessons for our Student Led Conferences that support student understanding and growth on our 21st Century Learning Expectations. It is our vision to continue Student Led Conferences as building blocks to help students prepare for their Senior Portfolio Project during which they present evidence of their growth and mastery of Coventry High School's 21st Century Learning Expectations.

Parent Goal

- **Create and implement Student Led Conferences for 100% of students in the 9th grade during the 2017-18 school year.**

During professional development and faculty meeting time, teachers and administrators worked collaboratively to create our first Student Led Conferences with the intent to align the conferences with our existing Senior Portfolio Project. Teacher work groups were formed to create the structure, communications, and lessons needed to support a positive and meaningful experience for students. The lessons were taught during our Advisory period during the school day and topics included an overview of Student Led Conferences, Our 21 Century Learning Expectations, data collection and storage, a mock conference experience, and reflection. Throughout the year, Student Led Conferences were publicized through Open House, Parent Conferences, Parent Advisory Council Meeting, CHS Newsletters, emails,

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the CHS website, and phone calls. Student Led Conferences were held on the evening of March 21st, with 100% of students and parents scheduled into time slots. Forty Seven Percent (47%) of parents chose to attend with their students, which is a significant increase over our attendance rates for traditional parent conferences. All students who did not attend their scheduled conference met with staff the following week to review the Student Led Conference they missed and prepare them for the conference in their sophomore year. The conferences were very successful based on data from the parent feedback survey administered on the night of the conferences. 87% of parents reported that the experience was valuable or extremely valuable, 13% reported that is what somewhat valuable, and 0% reported that is was not of value. Parents reported having a better understanding of the 21st Century Learning Expectations and of their child's engagement, work habits, skills levels, and organization. An area for continued growth identified by several parents is to increase opportunities for students to work with their advisor prior to the conference.

- **Collaborate with district leadership and CHS teachers to begin to revise the grade 10 science curriculum to align to the new NGSS standards.**

In collaboration with the Director of Teaching and Learning, professional development time was allocated for science teachers to engage in NGSS activities. Throughout the year, professional development and department meeting time was used for science teachers to collaborate on curriculum revision, unit and lesson design to align with the Next Generation Science Standards. Two biology teachers and two Chemistry 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. Through the budget process, resources have been reallocated for the 18-19 implementation of the NGSS standards in grade 9-11. CHS is also in the planning stages for the creation of a mock NGSS assessment experience for all 11th graders to help them prepare for the question types, structure, and technology of the newly created NGSS assessment.

- **Continue the 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.**

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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 again offered differentiated professional development on the use of iPads with greater emphasis on Google Suite and effective assessment strategies using one-to-one technology. Several faculty and IT staff members offered in house professional development sessions during this dedicated time and offered follow up training for teachers seeking one-on-one help. As a follow up, post-observation conferences included a discussion of the implementation of technology in instruction and assessment at CHS. Administrators continue to model the use of technology during faculty meetings and professional development. All administrative documents have been disseminated through the CHS Professional Development Google Classroom and faculty meeting assignments and forms were shared and submitted as assignments in the 17-18 CHS Professional Development Google Classroom. This spring, we held differentiated Chromebook training in preparation for our transition to one to one Chromebooks next year. All faculty were given their own Chromebook and given an initial training as a large group, then separated into differentiated groups based on skills level.

- **Continue to utilize Instructional Rounds and subject specific mini rounds to improve instructional practices 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 our Curriculum Specialists for English Language Arts and Mathematics to support Instructional Rounds at the middle and high school level with a focus on fostering student understanding through checking for understanding. 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. This year, Instructional Rounds included direct instruction for teachers on a variety of strategies for checking for understanding within the classroom. After teachers completed the classroom visits, they were given an opportunity to reflect, share what they saw, and discuss how these strategies could be used in their own classroom to improve student understanding. Teachers continue to report a high level of engagement during instructional rounds and value the time to view their colleagues and learn new strategies to support students. We have also conducted multiple administrative

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walkthroughs to increase data collection in the area of English, mathematics and alternative education. During formal and informal observations, I observed many of the formative assessment practices discussed at instructional rounds this year.

- **Continue to collaborate with district leadership to provide individualized professional development and to ensure the continued effective implementation of iPads into teaching and learning to support the Connecticut Core Standards and 21st Century skill development through best pedagogical practices.**

This fall and spring, CHS offered differentiated professional development on the use of technology in the classroom. Our Director of Technology, District Technology Coach, and multiple teachers led professional development sessions on Apps for Education, Google Classroom, Google Suite, assessment using technology, and effective use of online textbooks. The professional development was well received by the faculty and they have asked for additional differentiated 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. Many of these individualized assistance sessions have led to direct application of the technology in the classroom, including the use of Google Classroom for assignments, submissions, surveys, and student assessment. A portion of our spring professional development was devoted to our transition to Chromebooks as our one to one platform. Teachers were given direct instruction on the significant differences between iPads, laptops, and Chromebooks and then broke into workshop sessions based on their level of comfort working with Chromebooks. Additional professional development on the effective use of technology are scheduled for the end of the year and will continue each year. In the past year, staff have reported a significant increase in the use of technology for instruction, dissemination and collection of assignments, and use of online assessment tools for formative and summative assessments. The staff has also used iPads and Google Classroom to create and submit documents for 21st Century Rubric revision, Student Led Conference creation, and Portrait of a Graduate discussions.

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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.**

In collaboration with the Superintendent, Director of Teaching and Learning, and CHS Science teachers, an agreement was made between Coventry Public Schools and Eastern Connecticut State University to offer our first dual enrollment course at Coventry High School. After multiple meetings with ECSU and Coventry District personnel, we selected ECSU Medical Terminology as our first dual enrollment course. Medical Terminology is a course that is typically required for any student who is planning to major in the medical field. The course was presented to the Coventry Board of Education and approved. A syllabus for the course was submitted to ECSU and approved for use in the 18-19 school year. ECSU Medical Terminology is currently highly enrolled and school counselors are working with ECSU staff to ensure a smooth enrollment process between the two schools.

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 and CNH/CHS Joint PTO meetings continue to be positive and supportive. Topics of discussion included student performance data, school spirit, athletics, NEASC recommendations, student scheduling, Student Led Conferences, Chasing the Dragon, school safety and many other topics. Scott Driscoll also presented on the topic of Internet Safety during our spring meeting. 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. Athletic advisory members also discussed the full implementation of the FamilyID system for athletic registration, which has streamlined our process for collecting and disseminating information between the Athletic Director, coaches, nurses, and families. Each teacher in the school has also continued their dedication to increasing parent communication through the use of phone calls, emails, and PowerSchool.

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- **Create new opportunities for students and staff to demonstrate school spirit and community pride through collaboration between our Student Council and the CHS Climate Committee.**

As in the past, the student council sponsored a number of activities, many of them with climate committee advice and support. These included pep rallies, dances, and blood drives. The student council has taken over the school store, which previously was run by climate committee members. The transfer of operations has helped students learn retail and marketing basics has seemed to generate greater sales and greater enthusiasm. It has also led to the development of a school store website. Student council hosts Teacher Appreciation Week by sponsoring a number of activities honoring the work of their teachers and coordinates events with the principal to share responsibilities. This year the climate committee sponsored two pilots designed to find links between students and teachers in school through surveys delivered in advisory. Next year this instrument will be refined and utilized to design additional student connections to staff. The climate committee has begun to design a student versus staff “world series.” This would consist of a “best of three” series of sporting events (fall, winter, spring) at which students and staff would compete to win this annual crown.

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

The administrative team supported school climate in multiple ways. Dr. Petrone continued to meet with the Student Advisory group throughout the year and shared discussion items with building administration. This fall the CHS administrative team attended a Crisis Team workshop with district administration to discuss multiple scenarios and responses to a variety of situations. Through collaboration with the student council, we held multiple spirit days and two pep rallies in the fall and spring to increase student involvement and positive school culture in the high school. Students, teachers, and administrators also worked together to discuss and plan the March 14th Walk-in to remember the victims of the Parkland school tragedy. Eighteen students met with administration to discuss their vision for the day, create structure for the event, and divide the responsibilities. The students created a respectful tribute that has been universally praised throughout the school community. The School Climate Committee continues to

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meet several times during the year to discuss morale for both students and staff and create events to help build school spirit and positive engagement.

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

Coventry High School continues to increase its connections with areas businesses and community members. The CHS Business Department continued its relationship with Travelers in Hartford for guest speakers and job shadowing experiences for our students. All costs, including transportation, covered by Travelers. Business and Family Consumer Science classes also hosted a guest speaker from Lincoln Technical College who presented on the evolving nature of computer and technical careers. The CHS Art Department participated in the community art show at Booth and Dimock Library and the district wide art show held in May, showcasing student work from the entire year. Our Music department has also engaged in a myriad of activities that showcase our students' talent and dedication to our community. These activities include programs such as our Band and Choral concerts, Pep band for football games, the Charter Oak Music Festival, the Eastern Regional Festival, the PTO Craft Fair, the Coventry Tree Lighting, the CGS Holiday Sing-a-long, Pre-K music lessons, the Senior Citizen Spring Fling, the dedication of the Shoddy Mill Building, and performances at the Nathan Hale Homestead and the Opening Day of Coventry Youth Baseball. The CHS Band will also be performing at the National Memorial Day Parade in Washington DC again this year. In Social Studies classes, we had guest speakers including members of the Board of Education, Town Council, the Registrar of Voters, Local Wildlife Rescue, and a motivational speaker. Our Health classes had speakers from Saint Francis Hospital, The UCONN Health Center, Wesleyan University, United Services CT, and AIDS Connecticut. In February, CHS also held the *Chasing the Dragon* program where state and local officials and community members presented on the dangers and consequences of opioid use. 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, WAIM, and the Registrar of Voters. 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 have also continued our long history of engaging local businesses in fundraising for sports and activities.

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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.

Through the collaborative efforts of district leadership and teachers, Coventry High School has launched a program in association with Neag School of Education utilizing graduate education students for 18hr. per week at CHS. The three interns worked primarily with 9th and 11th graders. The purpose of the internship is to help special education and at risk students with transitions. Two special education interns and one math specialist intern worked with 9th graders to help with the transition to high school. Work included support with organizational skills, goal setting, executive function and content area support. These same interns worked with 11th graders to insure their path to graduation and support goals beyond 12th grade. CHS sponsored twenty undergraduate and graduate students total. In this school year all of them came from either UCONN or ECSU. Most were in either the observational or student teaching phase. During observation these students provide classroom support and help to differentiate instruction. While student teaching, roles are essentially reversed with the classroom teacher, helping with planning and then providing differentiated instruction during the delivery of lessons. CHS also housed one ECSU graduate Resident. These students are accepted into the residency program after interviewing for the position. Once accepted they become part of the content team (social studies in this year's case) and serve as permanent subs outside of the time they student teach. The full time, full year nature of this position allows the Resident to become a defacto member of the staff, providing an extra set of hands, eyes, ears, and insights to better support our students.

- **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.**

This year we continued our practice of involving all of our teachers in the decision making process for individualized professional development. As in the past, we created Google Form surveys to poll the staff on their interest and expertise in the use of technology to enhance learning. As a result of teacher

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responses, we created professional development sessions on Google Classroom, Google Suite, assessment using technology, and the effective use of online textbooks. Teachers also volunteered to engage in a variety of subject based professional development on the SAT, Next Generation Science Standards, AP Workshops, and Mathematics and English Language Arts Coaching days. In addition, due to the positive feedback and results related to teachers serving as AP readers for the College Board, several other teachers have volunteered to serve as readers in their subject areas. We also continue to support the TEAM process, with 29 TEAM trained mentors at CHS.

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

In order to support the district goals to foster teacher leadership, a teacher who has shown the desire and capacity for leadership was selected to participate in Coventry's Early Leadership Academy, which met several times during the school year. Teachers from multiple disciplines have collaborated with administration to create and offer professional development opportunities for their colleagues. Four teachers also volunteered to serve as a pilot for Chromebooks in the second semester, testing several different versions to help select the technology that will best support students and teachers in Coventry. Teachers also continue to serve in leadership positions on our Leadership Team, Student Assistance Team, and School Climate Committees. The increased focus on teacher leadership has led to a strong collaborative environment where teachers are encouraged to share ideas and take responsible risks to improve student performance.