

**New England Association of
School and Colleges, Inc.**

Commission on Public Schools



Committee on Public Secondary Schools

**Two-Year Progress Report for
Coventry High School**

Coventry, CT

Coventry Two-Year Progress Report

October 01, 2018

Joseph Blake, Principal

Progress Report Requests

General Recommendations

Standard 1 Recommendations

Request

Develop and document the specific plan and criteria related to the constituent groups which will be involved, current research, multiple data sources and district and school community priorities to be used in the school's regularly scheduled review of its core values, beliefs, and 21st century learning expectations

Response Status: In Progress

Coventry Public Schools is currently engaged in the development of a Portrait of a Graduate. In the 2017-18 school year, a team from Coventry attended the CAPSS Systemic Transformation Workshop series to help us begin the planning process for building a Pre-K-12 Portrait of a Graduate for our community. In the Spring of 2018, school leaders introduced the portrait of a graduate to our faculty and began to collect input from faculty and students. This fall, we continued collecting input, including parents and community members. Currently, a Portrait of a Graduate committee with representation from administration, teachers, parents, students and community members are engaged in the process of drafting a portrait of a graduate to share with all stakeholders for feedback before being edited and presented to the Board of Education for adoption.

The development of this portrait of a graduate will then guide our work in reviewing our Core Values and Beliefs statement and our 21st Century Learning Expectations. Core values and Beliefs and Rubrics will be aligned to the identified skills and attributes identified in our Portrait of a Graduate. This process will again include input from teacher, students, parents, and community members. Data sources will include our 21st Century Learning Rubric results over the past 3 years, standardized testing, internal measures, student grades, attendance, graduation rates and other school based student data.

Standard 2 Recommendations

Request

Ensure financial resources and time to complete all curricula

Response Status: Completed

Coventry Public Schools continues to ensure that financial resources and adequate time is available to complete all curricula and to engage in curricular revisions. Annually, we develop Coventry Public Schools Professional Development Plan for our five full days and three early release days of professional development and include in our plan opportunities for curriculum writing for teachers at Coventry High School. New courses, disciplines with new or revised standards, and content areas up for curriculum

review or revision in the Curriculum Review Cycle are the focus of these professional development days. In 2017-2018 in collaboration with an area regional educational service center, the entire curriculum for biology and chemistry courses was rewritten to incorporate the 3 Dimensions of the NGSS, and district funding supported this work. Curriculum work in 2018-2019 has focused on the revision of English 12 curriculum to align speaking and listening components to those of Manchester Community College's introductory freshman English course for which all CHS seniors enrolled in English 12 will be eligible to earn credits. All math teachers and English teachers also participate in five 1/2 day coaching sessions during which curriculum documents are revised to reflect changes to significant learning tasks or assessments for math and English courses.

In addition to funding in the Coventry Public Schools budget dedicated to support curricular revisions, approximately \$12,000 of Title II funding is used each year to support curriculum writing in the summer or on designated days after school across the district. In 2016-2017 Coventry Public Schools financed 417 hours of summer curriculum work for high school teachers. In 2017-2018 Coventry Public Schools financed 144 hours of summer curriculum work for high school teachers. Atlas Rubicon is the platform Coventry Public School uses for curriculum development and alignment, and the district annually budgets \$4800 to license that product.

Request

Ensure the curricula emphasizes cross-disciplinary learning and consistently supports the informed and ethical use of technology

Response Status: In Progress

A new strategy to support cross-disciplinary learning involves scheduling and utilizing grade level meetings to align pacing and use curriculum mapping to identify opportunities for disciplinary learning. The first of these meetings was held at Coventry High School on the October 9, 2018 professional development day. Teachers in each discipline shared significant projects included in their curriculum throughout the year and were able to explore interdisciplinary connections. Ongoing support including time for collaboration is also provided to teachers who are implementing interdisciplinary classes and projects that were previously developed. To foster innovation and support interdisciplinary projects, Coventry Public Schools Innovation Grants have been established and teacher may apply annually for grants valued at \$2000 and \$3000. Funds are required to be spent on educational initiatives that are specifically related to one or more of the following subjects: science, technology, engineering, the arts, or mathematics. Initiatives also need to be tied to specific, measurable, and achievable academic goals. A science department teacher was awarded an Innovation Grant in the 2016-17 school year, "Geodesic Dome Aquaponics Greenhouse". Funding was used to build a geodesic dome aquaponics greenhouse to serve as a laboratory to teach sustainable agriculture and aquaculture to 9-12 grade students. The greenhouse serves as a learning lab for biology, earth science, environmental science, and alternative energy classes. Teacher are also designing and hope to propose a Unified Science Course teaming regular education students with special needs students in projects related to aquaponics. Students from several courses in disciplines including science and technology education constructed a geodesic dome and designed and built the plumbing and electrical system to support a 200-gallon fish production tank, media growing beds, hydroponic flow beds, vertical grow towers, a solar hearing collector, and thermostatic ventilation systems. As the program develops environmental science students will focus on sustainable agriculture and physics students will focus on solar energy and biomass heating applications.

To support the informed and ethical use of technology, the district completed the gap analysis of high school curriculum to determine which student competencies in the Coventry Public Schools Student Technology Competencies plan were not included in high school curriculum. Digital citizenship was

identified as the first area in which to provide instruction so that all CHS students receive instruction each year in Digital Citizenship. In addition, in June 2018 the Connecticut State Board of Education adopted the ISTE standards for students. These standards provide a framework for defining the profile of a learner with the technology competencies that will prepare them for college and career. The ISTE standard for Digital Citizen states, "Students recognize the rights, responsibilities and opportunities of living learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical." Over the next few years CHS will develop a plan to assess the progress of students on their mastery of this ISTE Digital Citizen standard. Finally, in recent curriculum work to articulate the skills and concepts in the Library Media Curriculum K-12, the CHS library media specialist developed a unit for the high school library program on digital citizenship.

Request

Develop and implement a plan to ensure effective curricular coordination and vertical articulation between and among all academic areas as well as with sending schools in the district

Response Status: Completed

The district has implemented additional processes and structures to ensure effective curricular coordination and vertical articulation between and among all academic areas as well as with sending schools. In the 2015-2016 school year Coventry Public Schools implemented the positions of K-12 Literacy Specialist and K-12 Math Specialist. Since the adoption of these positions, the responsibilities of the specialists have grown to include the following:

- Assisting in the ongoing development, evaluation of, and implementation of the plan for curriculum renewal.
- Providing collaborative leadership in working with teachers on the development, assessment, and revision of curriculum and courses of study.
- Ensuring that curriculum is aligned to state and national standards.
- Working collaboratively in training teachers in the curriculum writing process.
- Providing leadership in the development and analysis of data to inform curricular, instructional, and assessment decisions.

In collaboration with the Director of Teaching and Learning and through their roles and in direct curriculum development with teachers, the Literary and Math Specialists ensure the coordination of curriculum within English and math courses at CHS and ensure the articulation of skills and topics between middle school courses and high school English and math courses. In addition, coaching sessions for English and mathematics in the middle school by grade level and in the high school by department are provided every five weeks and include a focus on curriculum and curricular articulation.

Each year Coventry High School and Capt. Nathan Hale Middle School hold three vertical team meetings for all content areas; these meetings are used for articulation and coordination of curriculum, instruction, and assessment. Over the past few meetings teachers have reviewed the articulation of the curriculum related to narrative writing, assessments in units aligned to the Next Generation Science Standards, curricular topics in social studies related to citizenship, robotics instruction in the middle school and high school, the integration of iPads into instruction in Physical Education, and the progression of the algebra standard through middle school and high school math curriculum. In addition, our Coventry High School Music Department meets four times a year with music teachers across the district. The recent focus has been on the use of solfege K-12; this year teachers are reviewing the national music cornerstone assessments and considering their integration into teaching and learning. World Language teachers engaged in curriculum writing and assessment revision in the summer of 2017, with a focus on the Spanish I curriculum offered in the middle school and the Spanish I curriculum offered in the high school.

Instructional Rounds held three times a year, once at Coventry High School, once at Capt. Nathan Hale Middle School, and once combined for both schools provide opportunities for teachers of Grades 6-12 to enhance their craft while learning from peers. Recent practices focused on during Instructional Rounds include Enhancing Student Engagement Through Checking for Understanding and Best Practices for Student Collaboration.

The district Curriculum Cabinet also provides leadership and oversight for key initiatives in curriculum, instruction, and assessment K-12. Last year the Curriculum Cabinet established the next 5 Year Curriculum Renewal Cycle, contributed to the development of the Technology Plan, provided input on curricular related grant proposals, read and discussed topics related to mastery based learning including the development of the Portrait of the Graduate, reviewed recently legislative curricular mandates related to health education and computer science, and reviewed new course proposals for AP Physics and Eastern Connecticut State University's Dual Enrollment Medical Terminology.

Standard 3 Recommendations

Request

Develop and implement a process to ensure that data from summative assessments is used by all teachers to improve instructional practices

Response Status: Completed

Coventry High School has developed several processes to ensure that data from summative assessments is used by all teachers to improve instructional practices. We have instituted the use of the Student Work Protocol in multiple professional development, faculty, and department meetings to analyze student performance data on the PSAT and SAT, as well as our own internal summative assessments such as unit tests, midterms and finals, and performance based assessments. All departments have engaged in this protocol with a focus on improving instructional practices. Coventry Public Schools recently purchased the Alpine Data Management System to warehouse all of our student data to make it more accessible to all teachers. Last year all faculty and administration engaged in training for effective use of Alpine for analyzing large group and individual student data to improve our instruction and assessment practices for all students. We have also used the teacher evaluation process (TEVAL) to support the use of summative assessment data to improve instructional practices. Each year, teachers develop Student Learning Objectives and Indicators of Growth and Development based on baseline data collected from in class and standardized assessments. They then engage in professional development and targeted instruction to help students achieve the targeted objectives. These practices have led to tremendous collaboration and

discourse on improving instruction and assessment practices based on student data.

Request

Increase opportunities for departments to engage in regular and formal interdisciplinary meetings for the purpose of analyzing student work to increase cross-disciplinary learning and improve instructional practices

Response Status: Completed

As stated in the previous recommendation, Coventry High School has instituted the regular use of the Student Work Protocol in multiple professional development, faculty, and department meetings to analyze student performance data on the PSAT and SAT, as well as our own internal summative assessments such as unit tests, midterms and finals, and performance based assessments. Faculty are divided into interdisciplinary groups to review an assessment and the student results from the assessment and engage in a discussion of the instructional practices, the student performance results, and the next steps to improve student outcomes for current and future student. CHS also engages in Instructional Rounds three times each year where teachers are placed in cross disciplinary groups to observe classes in our high school and middle school and engage in professional learning on effective instructional practices, student engagement, and a variety of other best practices. Teachers have also engaged in cross disciplinary groups for professional development in the areas of effective use of technology to support instruction.

Request

Provide increased opportunities for professional discourse, feedback from students and parents, and examination of current research to inform and improve instructional practices

Response Status: Completed

Over the past two years, Coventry High School has been engaged in a book study of Ron Berger's *Leaders of their Own Learning*. This study has led to significant increases in opportunities for feedback from students and parents and a review of our own practices in help students take ownership of their own learning. Through this process, administrators and teachers created a new opportunity for student and parent involvement in the learning process. Student Led Conferences were offered for the first time in the 2017-18 school year and will continue this spring for a second year. During these conferences, students conduct a conference for their parents where they review their progress on each of our 21st Century Learning Expectations and provide evidence from their own classes to support their progress. Parents are provided time to listen, review the data, and ask questions of their student and the faculty facilitator, as well as complete an online survey to help us improve our programs. Our regular use of the Student Work Protocol and Instructional Rounds continues to stimulate significant discourse on current BEST practices and our own instructional practices.

Standard 4 Recommendations

Request

Implement regular, formal opportunities for staff to collaborate on the creation, analysis, and revision of summative assessments

Response Status: Completed

In order to provide regular formal opportunities for staff to collaborate, we created dedicated department meeting time as a permanent part of our faculty meeting schedule. Each month, departments are given time to create, review and revise both formative and summative assessments based on teacher feedback and student performance from current and previous years. Teachers have greatly appreciated this time to collaborate with their colleagues. The professional development time dedicated to the Student Work Protocol has also led to the creation and revision of summative assessments based on the analysis and discussion of student performance results on standardized and non-standardized assessments. As part of our scheduling process each year, teachers are also scheduled for common planning time with colleagues who teach the same course develop instructional materials and help ensure alignment.

Standard 5 Recommendations

Request

Provide equitable opportunities for all teachers to be engaged in professional discourse for reflection and analysis of teaching and student learning

Response Status: Completed

Following the NEASC Report in 2016, Coventry High School instituted formal and regular department meeting time for all faculty. Faculty meeting time was reorganized to include monthly department meetings to give teachers much needed time to collaborate on curriculum, instruction and assessment. During our scheduling process, department chairs also submit a list of teachers for common planning time that is used in the creation of our master schedule.

Standard 6 Recommendations

Request

Implement a more formal means of collecting data from the school community on school health services and student support services for identified students to ensure that each student has opportunities to achieve the school's 21st century learning expectations

Response Status: Completed

Each year, the Coventry School District conducts a survey of our school community to provide feedback on the level of service we provide our students and families. This survey includes questions on educational and health services that are used by the district leadership to help improve services to all students on

achieving our 21st Century Learning Expectations. Data is also collected throughout the year on student progress towards our 21st Century Learning Expectations through the tracking of student performance on our 21st Century Rubrics. This data is disaggregated and used to set goals for the school and adjust instruction for students.

Standard 7 Recommendations

Request

Develop additional productive business and community partnerships that support student learning

Response Status: Completed

Coventry High School has significantly increased our partnerships with businesses and the community over the past few years. Our relationship with area colleges has always been strong, with partnerships in place with the University of Connecticut, Manchester Community College, The University of Saint Joseph, The University of Hartford, and the Eastern Connecticut University Whip Program. This year, we enhanced our partnership with ECSU by offering our first ECSU dual enrollment course, Medical Terminology, where students earn credit at both ECSU and CHS for successful completion of the course. We also increased our partnership with Manchester Community College, offering college English credit for students taking senior English 12 classes. Our Business department has fostered a strong relationship with Travellers Insurance Company, including guest speakers, simulation activities, and opportunities for job shadowing at Travellers. Our Social Studies department also regularly invites members of our community in as guest speakers, including police officers, town board members, motivational speakers, and elected officials. The English department has scheduled three published authors as guest speakers aligned to our English curriculum. Coventry Public Schools has also created a strong partnership with the Coventry Police Department to improve safety and security for all students and staff. Each year, Coventry High School seniors engaged in our Mock Interviews event where they engage in a college or occupational interview in a formal setting. Area businesspeople and community members volunteer their time to serve as interviewers, including medical professionals, legal experts, accountants, human resource specialists, elected officials, educators, local business owners, and many more. This program has been very positively received by the community as it showcases the skills and talents of our graduating seniors and gives them an opportunity to engage in a real world professional interview.

Request

Fulfill plans to bring building and grounds into compliance with ADA regulations

Response Status: Completed

All ADA compliance issues were completed as of July of 2018. All Science labs were remodeled to align with ADA regulations.

Request

Ensure appropriate privacy and confidentiality for student treatment and conversations in the health office

Response Status: Completed

The health office has been equipped with a privacy screen and locking private bathroom to ensure student privacy during treatment. The main office and school counseling office were remodelled in the summer of 2018, moving the school counseling suite right next to the health office, offering more space and support for students in need of treatment, counseling, and privacy. The counseling suite and student services office also have dedicated conference rooms that can be used in the event of multiple issues.

Highlighted Recommendations

Standard 1 Recommendations

Request

Ensure that each of the school's core values as well as beliefs about student learning are individually articulated and clearly identifiable within the Core Values and Beliefs Statement

Response Status: In Progress

Coventry Public Schools is currently engaged in the development of a Portrait of a Graduate. In the 2017-18 school year, a team from Coventry attended the CAPSS Systemic Transformation Workshop series to help us begin the planning process for building a Pre-K-12 Portrait of a Graduate for our community. In the Spring of 2018, school leaders introduced the portrait of a graduate to our faculty and began to collect input from faculty and students. This fall, we continued collecting input, including parents and community members. Currently, a Portrait of a Graduate committee with representation from administration, teachers, parents, students and community members are engaged in the process of drafting a portrait of a graduate to share with all stakeholders for feedback before being edited and presented to the Board of Education for adoption.

The development of this portrait of a graduate will then guide our work in reviewing our Core Values and Beliefs statement and our 21st Century Learning Expectations. Our Core Values and Beliefs and 21st Century Rubrics will be aligned to the identified skills and attributes identified in our Portrait of a Graduate. Those core values and beliefs will be individually identifiable and clearly articulated in our Core Values and Beliefs Statement and measured by a 21st Century Rubric.

Request

Ensure that each academic, social, and civic learning expectation is complemented by an analytic rubric or rubrics that can be used to assess student progress in achieving those learning expectations

Response Status: In Progress

During the 2017-18 school year, the Coventry High School faculty engaged in a review of our 21st Century Skill Rubrics to ensure that each rubric was analytic in nature and aligned to content specific standards where applicable. Prior to beginning the revisions, staff reviewed exemplar rubrics, identified power and cross cutting standards from each department and engaged in discussions about the purpose of each rubric. In interdisciplinary groups, the faculty reviewed each rubric, adjusting indicator expectations and identified key cross cutting standards. Revisions were brought to staff for feedback, editing and adoption in the Spring of 2018.

This recommendation is reported as ongoing due to our current work on our Portrait of a Graduate which will ultimately guide further review and revision based on the skills and attributes adopted by our entire pre-12 community.

Standard 4 Recommendations

Request

Increase opportunities for departments to engage in regular and formal interdisciplinary meetings for the purpose of analyzing student work to increase cross-disciplinary learning and improve instructional practices

Response Status: Completed

Coventry High School offers multiple scheduled opportunities for teachers to analyze student work in interdisciplinary groups for the purposes of improving instructional practices. As part of our Student Work Protocol, teachers are placed in interdisciplinary groups. After a presentation of the lesson and students results, teachers engage in a discussion of the instructional practices, student work, and BEST practices to help improve student outcomes for the students in question and future classes engaged in the same lesson. The student work protocol has been used during professional development time, during faculty meetings, and in department meetings over the past two years.

As a district, Coventry purchased the Alpine Data Management system to house our student data and assist us in the analysis of performance data to improve instructional and assessment practices. During our training and use of Alpine over the past year, teachers were also placed in interdisciplinary groups to engage in the process of reviewing student data from a variety of sources in order to make instructional decisions for whole class and individual students

Our dedication to Instructional Rounds has also assisted us in our interdisciplinary approach to improving instructional practices. During Instructional Rounds, interdisciplinary groups of teachers and administrators observe a variety of different classes in both the middle and high school. Areas of focus have included student assessment practices, engagement, and collaboration in all disciplines across both schools. Instructional rounds occur three times each year.

Request

Develop and implement a process to ensure teachers clarify for students how assessments using school-wide analytic rubrics applicable to 21st century learning expectations and rubrics related to unit-specific learning goals affect grades on individual assessments

Response Status: Completed

In the fall of 2017, our school wide practices for the use of our 21st Century Rubrics were reviewed with the entire staff. In small groups, best practices were discussed and then shared with the whole group. Department responsibilities for each rubric were reviewed as well as school wide expectations for frequency of use and the entering of rubric data into powerschool by each teacher.

All 21st Century Rubrics are posted in each classroom. At the beginning of each course, teachers identify which 21st Century Rubrics are used in the course, how they will be used in instruction, how they will be recorded in our student management system, and how they will impact student grades.

Throughout the course of the year, 21st Century Rubrics are used to assess multiple assignments and projects in a variety of courses. Based on feedback from teachers, students use these rubrics to help set personal goals that can be reported on during our Student Led Conferences in the Spring of each year.

Request

Review grading practices to ensure alignment with the school's core values and beliefs about learning as well as review how quarter/semester/year grades are weighted across disciplines to ensure consistency and equity of grading practices

Response Status: Completed

During the 2017-18 school year, teachers engaged in a review of grading practices during faculty and department meeting time. During department meeting time, teachers reviewed grading practices between and among courses to ensure consistent practices within each department and grade level. Teacher syllabi and grading practices were discussed and compared for consistency and alignment with the school's core values to support student growth and success. Teacher also reviewed use of 21st Century Rubric to create goal setting forms and ensure alignment of use in assessment.

At faculty meetings, teachers regularly reviewed grading practices in department based and interdisciplinary groups during our revisions of the 21st Century Rubrics, our use of the Student Work Protocol and our yearly reviews of student standardized and non-standardized assessment data. Grading practices are also discussed during common planning time and coaching days.

Standard 6 Recommendations

Request

Ensure sufficient common planning time for regular education and special education teachers to collaborate on the appropriate instructional and assessment strategies for students to achieve the school's 21st century learning expectations

Response Status: Completed

Through the effective use of our scheduling program, Powerschool, common planning time for regular and special education teachers has been created. Each spring, prior to our master schedule build, teams of regular and special education teachers are identified and pre scheduled for common planning time during the school year. They are then assigned as co teachers with equal access to student attendance and assessment data. Currently 100% of our special education collaborative teams have common planning time for lesson planning and instructional strategies.

Request

Ensure appropriate privacy and confidentiality for student treatment and conversations in the health office

Response Status: Completed

The health office has been equipped with a privacy screen and locking private bathroom to ensure student privacy during treatment. The main office and school counseling office were remodelled in the summer of 2018, moving the school counseling suite right next to the health office, offering more space and support for students in need of treatment, counseling, and privacy. The counseling suite and student services office also have dedicated conference rooms that can be used in the event of multiple issues.

Standard 7 Recommendations

Request

Ensure adequate funding to update the physical space of the weight room to make the weight room more inviting to all students, and to implement best practices for weight room safety and sanitizing protocols

Response Status: In Progress

Over the past two years, funding has been established through the budget process for the maintenance and updating of the Coventry High School Fitness Center. Last year, new weights, elliptical trainers, and exercise bikes were purchased by the school system and old or inoperable machines were removed. New spray bottles and paper towel dispensers were purchased and installed throughout the room and the maintenance department revised the cleaning schedule to improve the cleanliness and appearance of the facility.

Currently, the Superintendent of Schools, Director of Facilities, Athletic Director, and Principal are creating a proposal to build a new free standing fitness facility on school grounds to be included in the 2019-2020 budget.

Interim Report Questions

SECTION III Section III. Submit a copy of the school's current core values, beliefs, and learning expectations including the date of the most recent review.

Most Recent Review: 10/2017

COVENTRY HIGH SCHOOL

Core Values and Beliefs Statement

Our community believes in preparing students to become life-long learners by providing a challenging environment that supports the development and use of concepts, knowledge, skills, and ethics that meet the expectations of the global, interdependent society of the 21st century.

21st Century Learning Expectations

Coventry High School students will:

Academic

- Communicate effectively in multiple contexts and for varied purposes using a variety of tools/media.
- Use essential knowledge and skills to demonstrate critical, creative, and adaptive thinking to solve problems with real-world applications.
- Engage productively in self-directed learning, independently, and/or collaboratively.
- Create or respond effectively to artistic works or technical products.

Civic and Social

- Demonstrate civic, social, and personal awareness and responsibility.
- Respect people as individuals within our school and global communities.
- Apply skills for a lifetime of health and well-being.

Related Files

- [2018-10-29-08:54_core-values-and-beliefs-statement-chs.doc](#)

SECTION IV Section IV. Briefly describe any substantive change that has occurred since the decennial evaluation and which *has not been reported previously* to the Committee. A copy of the Committee's Substantive Change Policy can be accessed here: [CPSS Substantive Change Policy](#)

There has been no substantive changes for Coventry High School since our 2016 NEASC report.

SECTION V Section V. Provide a list of user fees for all co-curricular activities, including athletics.

CHS ATHLETICS – FEES 2018/19

Football participation fee: \$165 per athlete

Transportation fee – all other sports: \$40 per athlete

Related Files

- [2018-10-29-10:30_chs-athletics-fees.docx](#)

SECTION VI Section VI. Briefly describe any achievements or strengths in the school's programs or services which have not been previously reported and which have significance for the school.

Coventry High School had created a variety of new programs and opportunities for our students. In collaboration with our middle school, we have create a Mandarin Chinese Program including 6-12 Chinese language courses. We are currently offering Chinese I at the high school, with level II and III in future years as students progress. Through funding from a grant and district support, we have built an Aquaponics Dome in one of interior courtyards. This dome has evolved into an aquaponics elective at CHS where students are engaged in hands on sustainable agriculture projects inside and outside of the dome. Coventry schools and Eastern Connecticut State University entered into a dual enrollment agreement in 2018 where students take courses and earn credit at both ECSU and CHS. Our first ECSU dual enrollment course is Medical Terminology, of which there are currently 3 sections running. Three of our existing electives, Human Immunity and Disease, Personal Finance, and Computer Applications were also approved for credit through Manchester Community College. We have also added an Aviation course to our Technology offerings and are in the process of adding a new Computer Science course for the 19-20 school year. In addition to our already diverse Advanced Placement offerings, CHS also has AP Research and AP Physics in our program of studies.

Another new program of note is our Student Led Conferences. CHS faculty engaged in a book study of Leaders of Their Own Learning (Berger.) Through this new learning, staff met in interdisciplinary and grade level groups to create structure and support materials for students to engage in student led conferences with their parents. In these conferences, students share their progress on our 21 Century Learning Expectations using examples from their learning throughout the year. Our first student led conferences were held in March of 2018 with 9th grade students and their parents. The conferences are again schedule for March of 2019 with 9th and 10th grade students and their parents. The evolution of student led conferences has also led to changes in our Senior Portfolio Project so that student led conferences support the development of their senior portfolio and lead to improved outcomes for students.

In 2017, Coventry High School was also named 8th in CT on the Washington Post's America's Most Challenging High Schools List, which placed us in the top 3% in the nation based on their criteria. Forty six CHS students were also recognized as AP Scholars, a record for Coventry High School. Our AP enrollment remains strong, with over 300 scheduled AP tests for this spring, and the percentage of students achieving a three or better on an AP test rose to 68.4% in 2018, our highest achievement level in a decade.

SECTION VII Section VII. Describe any school restructuring or other reform initiatives or projects not previously reported and indicate planned or completed changes resulting from such initiatives or projects as they relate to the school's core values, beliefs and learning expectations, the curriculum, instruction, assessment, programs, personnel, facilities, finances, culture, educational media technology, and/or community support and involvement.

There have been no significant school or district restructuring since the 2016 NEASC Report.

SECTION VIII Section VIII. Briefly describe the school's Follow-Up Program. Include such information as the number of committees formed, degree of participation of parents and community members, process followed, and amount of release time provided. List the names and positions of faculty members who serve on the Follow-Up Committee.

Upon receipt of our Accreditation report in 2016, the NEASC committees were reconvened to review the commendations and recommendations. Each group then reported their summary including proposed action steps to address each recommendation. The school leadership team, with membership from each department and administration, then created a NEASC Action Plan which addressed each recommendation, including tentative timelines, resources, responsible parties, and desired outcomes. The NEASC action plan was also included as a goal for completion in the Coventry High School School Improvement Plan and progress was reported to the faculty, administration, board of education, and parents during the school year.

Follow up Committee Members:

Joseph Blake: Principal

Steve Merlino: Asst Principal

Gary Baumgartner: Social Studies

Michelle Swanson: Mathematics

Cyndy Alkire: Science

Christine Kendall: English

Tim Eberhardt: Technology Education

William Scheideman: World Language

Jennifer Trueman: K-12 Math Specialist

Jennifer DeRagon: K-12 Language Arts Specialist

Michele Mullaly: Director of Teaching and Learning

Related Files

- [2018-10-29-08:03_neasc-action-plan.docx](#)

SECTION IX Section IX. Statistical Data Sheet

School: Coventry High School Principal: Joseph Blake

City, State: Coventry, CT School Telephone:860-742-7346

E - MAIL Address: jblake@coventryct.org FAX Number:860-742-4591

Dates of Accreditation Visit: 5/1/16-5/4/16

Grades:9-12 School Enrollment: 479 at time of the evaluation

Grades: 9-12 School Enrollment: 443 at present time

Based upon the state's definition of a dropout, submit the school's dropout rate for the most recently completed school year as well as for the preceding two years:

The State of Connecticut no longer tracks drop out rates.

N/A%2016

N/A%2017

N/A%2018

Based upon the state's definition of the graduation rate, submit the school's graduation rate for the most recently completed school year as well as for the preceding two years:

92.6% 2016

98.4% 2017

97.3% 2018

Disposition of Visiting Committee Report Recommendations:

	Number	Percentage
Completed	16	76
In Progress	5	24
Planned For The Future	0	0
Rejected	0	0
No Action	0	0
TOTAL		100%