

**Coventry Public Schools  
SubSystem/Department Goals  
for the 2018-2019 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.**

**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 2018 to spring 2019.**

<b>Reading</b>	<b>Fall 2018 Avg RIT on Strand of Emphasis (SOE) Informational Text</b>	<b>Spring 2019 Avg RIT on Strand of Emphasis (SOE) Informational Text</b>	<b>Growth (Fall to Spring)</b>
<b>Grade 9</b>	226.0	228.9	SOE RIT Growth: 2.9
<b>Grade 10</b>	229.7	232.3	SOE RIT Growth: 2.6

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 2018-19 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 have 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 1.8 and the Strand of Emphasis RIT Growth was 2.9 for Informational Texts. The 10<sup>th</sup> Grade overall RIT Growth was 2.6 and the Strand of Emphasis RIT Growth was 2.6 for Informational Texts.

- **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 2018 to the spring 2019.**

<b>Math</b>	<b>Fall 2018 Avg RIT on Strand of Emphasis (SOE) Alg/Geom</b>	<b>Spring 2019 Avg RIT on Strand of Emphasis (SOE) Alg/Geom</b>	<b>Growth (Fall to Spring)</b>
<b>Grade 9</b>	236.1/232.0	240.7/236.9	SOE RIT Growth: 4.6/4.9
<b>Grade 10</b>	241.6/239.2	245.1/244.2	SOE RIT Growth: 3.5/5.0

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 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 2018-19

were focused on the effective instruction and assessment of each strand of emphasis. Teachers of 9-10<sup>th</sup> 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 9<sup>th</sup> Grade overall RIT Growth for the school year was 3.9 and the Strand of Emphasis RIT Growth was 4.6 for Algebraic Thinking and 4.9 for Geometry. The 10<sup>th</sup> Grade overall RIT Growth was 3.4 and the Strand of Emphasis RIT Growth was 3.5 for Algebraic Thinking and 5.0 for Geometry.

- **Grade 11 students will increase performance from the 2018 PSAT to the Spring 2019 SAT by 5%**

Coventry teachers and administrators continue to support student growth on SAT skills in multiple ways. During the fall, teachers attended College Board workshops on the design, scoring and reporting of the PSAT and SAT to better understand the test design and score reporting. I also presented at the 2018 Performance Matters Forum on the effective use of Khan Academy in improving student skills and performance. 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 also analyzed using the Student Work Protocol and used guide pacing and intervention within the classroom. We look forward to reviewing and sharing results in the near future.

- **Increase graduation rate for the class of 2018-19 to 95% or higher.**

The support and intervention practices put in place over the past few years have led to consistently strong graduation rates for Coventry High School, including a rate of 97.4% for the 2017-18 school year. We continued to implement these practices with fidelity in the 2018-19 school year. Prior to the start of the school year, student records were reviewed to identify students who may need supports in order to graduate on on time. School counselors and the principal met with these students early in the year to identify areas of concern and discuss strategies for success. Along with many other issues, these students were regularly reviewed at Student Assistance Team meetings. At the midpoint of the first marking period, the principal met with identified seniors who were struggling to review their needs and implement strategies for success. At the end of each marking period, seniors in danger of failing a course needed for graduation met with the principal, their parents, counselors, and teachers to review progress and implement structures for improvement including, but not limited to, increased after school support, tutoring center, peer tutors, increased parent contact, and organizational supports. Parent and student response to these structures have been universally positive.

#### **Whole School Learning Indicator Goal**

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

In the fall of 2018, we held a faculty meeting to review 21<sup>st</sup> Century Skill Rubric assignments for each department and course. Each Department once again identified and reviewed 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 21<sup>st</sup> 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. Next year, Coventry High School will be transitioning to rubrics aligned to the Portrait of the Graduate competencies as a continuation of our work towards mastery of 21st Century skills, but will continue to track student performance in PowerSchool.

**Parent Goal**

- **Create and schedule Student Led Conferences for 100% of students in the 9th and 10th grade during the 2018-19 school year.**

Throughout the year, parents and students were notified of our Student Led Conferences for 9th and 10th graders. Reminders were given at our 8th/9th grade transition meetings, Open House, Program of Studies Night, and PAC and PTO meetings. Multiple emails were sent to parents and students throughout the year, including individual emails between students and their faculty facilitator, and a pop-up was posted on the school website. During professional development and faculty meeting time, teachers and administrators worked collaboratively to revise our Student Led Conference 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, individual meetings with facilitators, a mock conference experience, and reflection. During regular classes, teachers regularly encouraged students to save examples of their work to share at their conferences. 100% of 9th and 10th grade students were scheduled for a Student Led Conference on the evening of March 27th, with multiple reminders of their specific date and times sent as the date approached. 52% of 9th graders and 30% of 10 graders attended their conference with their parents. 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 future conferences and Senior Portfolio. The conferences were very successful based on data from the parent feedback survey administered on the night of the conferences. 93% of parents reported that the experience was somewhat valuable, valuable, or extremely valuable. Parents reported having a better understanding of the 21<sup>st</sup> 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. Parents also continue to access powerschool regularly to check student progress. The total number of parents sign-ins

to the PowerSchool web portal and mobile app as of May 17, 2019 was 54,959 and the total number of student sign-ins was 105,233.

- **Complete the NEASC Two Year Progress Report based on recommendations generated during the 2016 NEASC Accreditation Visitation.**

Our NEASC Two Year Progress Report was completed in the Fall of 2018 through NEASC's online reporting system. The report was shared with teachers, administrators and the Board of Education and presented at a Board of Education meeting. The NEASC Committee on Public Secondary Schools met in January to review our report and sent us their findings. Their report included twenty one commendations including: District/school effort to develop a Portrait of a Graduate, Revision, use and tracking of 21st Century Skill Rubrics, Increase in department time and common planning time opportunities, Funding and time for curriculum development, Use of Student Work Protocol, Instructional Rounds, and book studies, Commitment to funding an update to the fitness center, Increase in partnerships with businesses and the community, and the Completion of 16 of the 21 recommendations to date. NEASC recognized that the remaining recommendations from our 2016 NEASC report were directly tied to our work on the Portrait of a Graduate and agreed with the "in Progress" status. No follow up information or interim progress report was required and our next report is our 5 year progress report.

- **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 21<sup>st</sup> 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 curriculum, instruction and assessment. Once PSAT data was disaggregated, professional development using the Student Work Protocol 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.

- **Engage faculty, parents, and students in the development of Coventry Public Schools Portrait of the Graduate that articulates the skills and attributes needed to be college and career ready.**

Coventry High School has supported districts group effort to develop the Coventry Public Schools Portrait of the Graduate at all stages throughout the year. The Portrait of the Graduate plan was introduced to staff early in the year at professional development and faculty meetings and remained as a standing agenda item at every leadership and faculty meeting throughout the year. During district level meetings, CHS administrators, teachers, parents, and students actively engaged in the collaborative brainstorming and refinement of the competencies and attributes in the Portrait of the Graduate. At each stage of development, the district group drafts were shared with CHS faculty for feedback and suggestions for improvement. The final draft of the Portrait of the Graduate was unanimously endorsed by CHS faculty prior to presentation to the Board of Education. Members of the CHS faculty also participated in presenting the finished Portrait of the Graduate to the Board of Education. The portrait of the Graduate was introduced to parents at our May PTO meeting. This Spring, CHS faculty analyzed both the EdLeader21 collaboration and communication rubrics and began to adapt units, lessons, and activities in preparation for implementation in the 2019-2020 school year.

- **Implement the new intervention procedures and practices developed for our math and reading intervention courses to support growth for all students.**

As a result of our study of intervention practices in 2017-18, Coventry High School implemented new structures for scheduling our ELA/Reading and mathematics support classes. Reading classes were scheduled as push in services during our S.A.T.E and English classes to improve the percentage of students available for services during the school day. As a result, our percentage of students receiving Reading intervention services improved from 30% in 2017-18 to 90% in 2018-19. This change in reading scheduling made it possible to increase our Math Lab intervention classes from 2 days a week to four days a week, including increasing the use of the ALEKS Math program to two days a week during the class time. The new structure has increased student contact time with math teachers, increased student buy in to the support classes, and improved alignment between Math Lab and their core math classes.

- **Collaborate with district administration to implement and support the three year Chinese Language program at CHS.**

During the 2017-18 school year, district and school administrators developed a plan for a three year Chinese Language program at Coventry High School. Students were surveyed for interest and a Chinese I course was created and scheduled for the 2018-19 school year. Through collaboration with CHS and Bolton administrators, a schedule was created to support both teacher and student success and a classroom in Coventry High School was dedicated to Chinese Language instruction. Throughout the year, multiple meetings were held with the Chinese teacher to assist in planning, time management, grading practices, and student support. During our scheduling process for the 2019-2020 school year, students were recruited to the Chinese Language program through Program of Studies Night, 9th grade transition events, and individual student scheduling meetings. Currently, Both Chinese I and Chinese II are scheduled for the 2019-2020 school year.

- **Develop a proposal to align Coventry High School's graduation requirements with the recently revised State of Connecticut Graduation Requirements.**

In 2018, the Connecticut Legislature revised the Connecticut High School Graduation Requirements for the graduating class of 2023 and beyond. Fortunately, the Board of Education supported many of these changes at Coventry High School in recent years in preparation for these requirements. The significant changes for Coventry High School included nine credits each in Humanities and STEM, one Credit in World Language, an additional .25 Credit in 9th Grade Health, and 1 Credit awarded for Senior Portfolio. The new CHS graduation requirements also included a .5 credit course in Computer Science Principles for all 9th grade students. Through collaborative efforts of district administrators and teachers, the CHS Graduation Requirements for the Class of 2023 and beyond were drafted and presented to faculty for review and then presented to the Board of Education for approval. During the school year, administrators, counselors, and IT staff adjusted our program of studies and PowerSchool to reflect the changes so that we can accurately track students using the current and new graduation requirements.

- **Collaborate with district leadership and CHS teachers to revise the grade 10 and 11 science curriculum to align to the new NGSS standards.**

The science teachers at Coventry High School were highly engaged in collaborative professional development to create and refine NGSS curriculum, lesson plans, and activities. Throughout the year, professional development and department meeting time was used for science teachers to collaborate on curriculum revision, unit and lesson design, and test taking strategies 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. All teachers in the Science department have collaborated to ensure the NGSS bundles are being incorporated into their instruction in all sections of each class. Teachers also created formative and summative assessment items to mirror the question types and structure of NGSS sample items to help student become more familiar with the design of the NGSS assessment. During the spring, teachers used the NGSS Interim Assessment Blocks with all students and created a practice NGSS assessment that was administered to all 11th graders at the end of April. Through the budget process, resources have been reallocated for the 19-20 implementation of the NGSS standards in grade 9-11.

- **Implement the use of Chromebooks in grades 9-12 to enhance students' development of 21st Century learning skills and to support identified student learning outcomes.**

The roll out of Chromebooks 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 Chromebooks with greater emphasis on Google Suite, effective collaboration, and 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 18-19 CHS Professional Development Google Classroom. This spring, we held differentiated Chromebook training on a variety of communication applications and strategies to align with our newly created Portrait of the Graduate. Both students and faculty have reported increased use of Chromebooks as compared to the iPads due to their keyboards and alignment with the Google Suite of programs and applications.

- **Continue to utilize Instructional Rounds and subject specific walkthroughs 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 focused collaboration both in and outside of the classroom. 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 infusing collaboration into instruction and assessment. 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 collaboration. All teachers who were not able to attend Instructional Rounds this year attended a professional development session on effective collaboration strategies in the classroom during our March professional development day. 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 walkthroughs to increase data collection in the area of English, mathematics, science, technology, and alternative education. During formal and informal observations, I observed many of the collaborative strategies discussed during Instructional Rounds. The data from instructional rounds was used showcase effective and innovative collaboration practices in the classroom during faculty and department meetings throughout the year.

- **Continue to collaborate with district leadership to provide individualized professional development and to ensure the continued effective implementation of technology 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 technology in the classroom. Our Director of Technology, District Technology Coach, and multiple teachers led professional development sessions on Chromebooks, Google Classroom, Google Suite, assessment using technology, and effective collaboration applications and programs. 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 increased use of Google Classroom for assignments, submissions, surveys, and student assessment. In the past year, staff have reported a significant increase in the use of Chromebooks for instruction, dissemination and collection of assignments, and use of online assessment tools for formative and summative assessments. The staff has also used Chromebooks and Google Classroom in every faculty meeting to view agendas, create and edit documents, engage in multimedia projects, and respond to administrator created assignments.

- **Support and strengthen partnerships with Eastern Connecticut State University (ECSU) to implement the new dual enrollment program at Coventry High School.**

In the Spring of 2018, the Superintendent entered into an agreement between Coventry Public Schools and Eastern Connecticut State University to offer our first dual enrollment course at Coventry High School during the 2018-19 school year. 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. During the 2018-19 school year, 35 students enrolled in the course for both CHS and ECSU credit. 33 of the 35 students earned the ECSU credit for earning a C average or better in the course and all 35 students earned CHS credit for passing the course. There are currently 50 students enrolled in the ECSU Medical Terminology course for the 2019-2020 school year.

- **Collaborate with the Director of PSSS, School Counselors, and Coventry Academy staff to develop and support a Vocational Training program at Coventry Academy.**

In the beginning of the 2019-2020 school year, Coventry High School administrators and counselors collaborated with Coventry Academy teachers and the Director of PSSS to identify students who would be eligible and available for vocational training as part of their educational program at Coventry Academy. After reviewing transcripts for graduation needs, the team met to identify course loads, verify availability for vocational training, and make student schedule adjustments. Multiple students were scheduled for vocational training and, where possible, placed in locations aligned with their career or life goals. To date, students have been placed at Rose Brothers Auto, WAIM, Coventry Kid Center, Discovery Depot, Hot Springs Guitar, Tara House Farm, and Community Children's Center Day Care.

## **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.**

Our Fall 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 Portrait of a Graduate, Graduation Requirements, student performance data, school spirit, athletics, NEASC recommendations, student scheduling, Student Led Conferences, technology, vaping policies, school safety and many other topics. During a joint CNH/CHS PTO meeting, we invited a speaker on the dangers of substance abuse and strategies for parents. Parents of all grade levels were invited. The Athletic Advisory Committee 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 creating spirit building events within games to create a more involved atmosphere for players and fans. During our basketball season, the CHS Pep Band performed at home games to increase attendance and create a positive atmosphere. Each teacher in the school has also continued their dedication to increasing 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.**

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 to support student involvement in maintaining a positive school climate. During the school year, members of Dr. Petrone's committee shared ideas and concerns with the principal through conversations both in his office and in the hallway. 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.

- **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 area 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. Students in Business classes and the Future Business Leaders of America also attended a breakfast for small business owners in Coventry sponsored by KeyBank, a Coventry Lion's Club Meeting, and hosted a speaker from Lincoln Tech. 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 and basketball games, the Charter Oak Music Festival, the Eastern Regional Festival, the PTO Craft Fair, the Coventry Tree Lighting, Senior Citizen Holiday Sing-a-long, the CGS Holiday Sing-a-long, Pre-K music lessons, the Senior Citizen Spring Fling, performances at the Nathan Hale Homestead and the Opening Day of Coventry Youth Baseball. In Social Studies classes, we had guest speakers including members of the Board of Education, Town Council, State Representative Tim Ackert, Joe Courtney, George Jepsen, several political candidates, a lobbyist, 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, Perceptions Programs, United Services CT, and AIDS Connecticut to speak to students about a variety of health related topics. Our student services staff arranged for large group presentations from Smoke Stoppers, Save a Life Tour, and NAMI Breaking the Silence. In October, our Athletic Director arranged for Jack Renkins, author of Recruiting Realities, to speak to students and families grades 6-12. In May, The CT Women's Hall of Fame came to speak to our 9th and 10th graders on women's contributions to our society. We also had speakers on variety of subjects including, firefighting, international travel, Connecticut Children's Medical Center/Pajama Day, environmental preservation, Native American culture, and microbiology. Throughout the year we have multiple local college visits during the school day and a larger college fair attended by many local college and universities. We also offered free tickets to community partners to our fall play, Radium Girls, and our Spring Musical, Newsies. In the fall, multiple community members participated as interviewers for our Senior Mock Interview event. 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. In the fall of 2018, I nominated Nick Wesoloskie for the Prudential Spirit of the Community Award for his creation and expansion of CCMC Pajama Day.. He was the high school recipient for Connecticut and travelled to Washington DC this May to compete for the National Award. We have also continued our long history of engaging local businesses in fundraising for sports and activities.

- **Collaborate with district administration and staff to develop a plan to integrate social emotional learning, restorative, and trauma informed learning practices at Coventry High School.**

Throughout the school year, Coventry High School has dedicated considerable faculty meeting and professional development time to improving our understanding and support for social emotional learning, restorative practices, and trauma informed practices. Early in the year, a joint CNH/CHS team of counselors, social workers, and school psychologists developed and presented a professional development session for all staff on social emotional learning and trauma informed practices. As a follow up, CHS faculty engaged in a session where teachers identified students with whom they had a strong relationship to help us identify students who were in need of positive adult connections in the building. Two other faculty meetings were dedicated to faculty learning on restorative practices in the classroom and responses to students in crisis. During the spring, students and staff from our Gay Straight Alliance attended the True Colors Conference. Shortly after, our school social worker and two teachers presented an interactive professional development for teachers on supporting LGBTQ+ students in schools.

### **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.**

Our newest initiative in collaboration with university education programs relates to the creation of a residency program with UCONN's Neag School of Education, similar to the Residency launched with ECSU 2 years ago. In addition to adding to the number of graduate students working alongside our staff to support student learning for the full school year, this new effort may help balance the calendar in terms of the presence of full time permanent subs who are in graduate teaching programs. The district continues to work with Neag fifth year students in research and practice internships. In 2018-2019 CHS supported one such intern who was assigned to the school for the first half of the year. Her work was focused primarily on transition to 9<sup>th</sup> grade and preparation for transition after graduation. Going forward the Neag fifth year program at the high school will be altered slightly to attract more candidates to the position and to be more in line with support in specific content areas. CHS sponsored nineteen undergraduate and graduate students total 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 during student teaching, roles are essentially reversed with the classroom teacher, helping with planning and then providing differentiated instruction in support of the student teacher. Well more than half of the certified instructional staff at CHS are trained TEAM mentors enabling them to support pre-service professionals and beginning teachers, helping us assure the quality of our beginning teachers and providing us a resource for the recruitment of future staff.

- **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. Through this process, teachers also volunteered their time to create and deliver technology based professional development based on their own expertise. 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 responses, we created professional development sessions on Google Classroom, Google Suite, assessment using technology, and collaboration tools. Our District Technology Coach has engaged in considerable outreach to teachers to support all levels of technology use in the classroom and he joined our CHS Leadership Team this year to help discuss

effective practices and planning for staff development. Our building technology support staff has been active in meeting with teachers individually to give tutorials on new programs, enhance teacher use in the classroom, and troubleshoot technical issues. 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. We continue to have several teachers serve as AP Readers for the College Board to improve their knowledge of AP curriculum and assessment practices. 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, another teacher who has shown the desire and capacity for leadership was selected to participate in Coventry's second year of Early Leadership Academy, which met several times during the school year. I also served as a mentor for a math teacher who is pursuing his administrative certificate and 6th year in educational leadership. Teachers from multiple disciplines have collaborated with administration to create and offer professional development opportunities for their colleagues in the area of technology, social emotional learning, innovative practices, and subject based learning. Two teachers also volunteered to present the Harkness protocol to our administrative team this spring. Teachers also continue to serve in leadership positions on our Leadership Team, Student Assistance Team, and School Climate Committees. One teacher is also serving as an administrative intern to the principal while he completes his administrative certification coursework. 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.

- **Develop a comprehensive plan for coaches to receive enhanced learning opportunities in addition to the required modules and protocols.**

In collaboration with district administrators and local officials, the CHS Athletic Director developed a plan to maintain and improve the learning opportunities provided to our coaches at all levels. As part of this plan, he implemented Mandated Reporter Training for all coaches for the first time in Coventry. He

also promoted further education for coaches through attendance at coaches clinics. Our soccer, football, baseball, softball, and track coaches all took advantage of these opportunities and attended coaches clinics outside the district this year. A Department of Athletics Emergency Action Plan was also created that provides comprehensive instructions for staff including emergency communications protocols, emergency equipment locations, Emergency protocols for each athletic site, weather related protocols, and cardiac and concussion protocols. He is also working with the Coventry Police Department to create an active crisis protocol for both indoors and outdoor events.