

**Coventry Public Schools  
SubSystem/Department Goals  
for the 2020-2021 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**

- **Maintain or increase graduation rate for the class of 2020-21 at 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 96.6% for the 2019-2020 school year. We continued to implement these practices with fidelity in the 2020-21 school year with adjusted support and communication practices for remote learning students and families. Prior to the start of the school year, student records were reviewed to identify students who may need support in order to graduate on time. School counselors and the principal met with these students, either in person or virtually, 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 the first and second 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. During our Distance Learning, Student and parent meetings were held over the phone and included strategies including increased parent contact, weekly check ins, video conferencing, and increased support from subject area teachers and counselors.

- **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 2020 to spring 2021.**

Reading	Fall 2020 Avg RIT on Strand of Emphasis (SOE) Informational Text	Spring 2021 Avg RIT on Strand of Emphasis (SOE) Informational Text	Growth (Fall to Spring)
Grade 9	227.9	230.7	Student Growth Norm: 2.5 SOE RIT growth: 2.8
Grade 10	231.0	233.0	Student Growth Norm: 2.0 SOE RIT growth: 2.0

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, Informational Texts was identified as the area in need of the most improvement. Although teachers did not have MAPS as a formal TEVAL goal this year, our annual process for supporting growth on the Strand of Emphasis continued, including multiple formative assessments administered throughout the year to track progress and adjust instruction based on results.. 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 1.9 and the Strand of Emphasis RIT Growth was 2.5 for Informational Texts. The 10<sup>th</sup> Grade overall RIT Growth was 1.8 and the Strand of Emphasis RIT Growth was 2.0 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 2020 to the spring 2021.**

<b>Math</b>	<b>Fall 2020 Avg RIT on Strand of Emphasis (SOE) Alg/Geom</b>	<b>Spring 2021 Avg RIT on Strand of Emphasis (SOE) Alg/Geom</b>	<b>Growth (Fall to Spring)</b>
<b>Grade 9</b>	Alg: 237.9 Geom: 234.7	Alg: 242.5 Geom: 240.5	Student Growth Norm: 3.6 SOE Alg RIT Growth: 4.6 SOE Geom RIT Growth: 5.8
<b>Grade 10</b>	Alg: 238.0 Geom: 234.8	Alg: 244.5 Geom: 241.6	Student Growth Norm: 3.4 SOE Alg RIT Growth: 6.5 SOE Geom RIT Growth: 6.8

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 2019-20 were focused on the effective instruction and assessment of each strand of emphasis. As with ELA, mathematics teachers continued their focus on tracking student progress over time, including the use of multiple formative assessments 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 5.2 and the Strand of Emphasis RIT Growth was 4.6 for Algebraic Thinking and 5.8 for Geometry. The 10<sup>th</sup> Grade overall RIT Growth was 5.8 and the Strand of Emphasis RIT Growth was 6.5 for Algebraic Thinking and 6.8 for Geometry.

- **Grade 11 students will increase performance from the 2020 PSAT to the Spring 2021 SAT by 5%.**

Coventry teachers and administrators continue to support student growth on SAT skills in multiple ways. During the fall, administrators and counselors attended virtual College Board workshops on the design, scoring and reporting of the PSAT and SAT to better understand the test design and score reporting during the pandemic. 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. Once again this year, teachers in both English and math also created and administered two mock SAT experiences for students that were adapted to be used by both in person and remote learners to simulate the testing environment with released items provided by the College Board. Students took the SAT School Day test administration on April 13, 2021. All students were required to come to CHS to take the exam as the College Board does not have an online option for the SAT. We look forward to reviewing and sharing these results in the near future.

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

- **80% of students will score 3 or higher on the revised Portrait of a Graduate Communication and Collaboration 21<sup>st</sup> Century Skills Rubrics as measured by year-long performance in PowerSchool.**

In the fall of 2020, CHS held a faculty meeting to review our Portrait of a Graduate and identify teacher and department assignments to our new Effective Communicator and Engaged Collaborator rubrics. 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 the Communication and Collaboration 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. Our mid year data report on our two rubrics showed that 94% of students scored a 3 or higher on the Effective Communicator rubric and 97% of students scored a 3 or better on the Engaged Collaborator rubric.

### **Parent Goal**

- **Teachers will keep a log of all parent communication, which includes phone calls, emails and PowerSchool comments. 80% or higher of our CHS parent community will agree or strongly agree that their child's teachers have provided ongoing communication as measured by our spring 2021 parent/guardian survey data.**

Clear and accurate parent communication has been a heightened focus in the past year as we navigated opening schools during the pandemic. As we opened schools in the fall, CHS administration and staff worked closely with district leadership to ensure that all stakeholders had as much up to date information as possible through the development of our Full, Hybrid, and Remote Reopening plans. Regular communication was sent out through email and on our webpage to update students and parents on any changes to the plans, and to give building based details on protocols through detailed emails, photographs, and video walkthroughs. Throughout the year, parent and student questions were answered promptly by all office staff as we strived to be a model of stability during this uncertain time.

As part of our school parent communication goal, teachers also kept a parent communication log of emails and phone calls to and from parents and students. The parent communication log was reviewed with teachers during their evaluation process to help support positive two way communication between parents, students and their teacher. Parent communication has also been a standing item at all faculty meetings and SAT meetings to remind staff to continue open communication with all students both in person and remote.

- **Collaborate with district and building leaders to develop a comprehensive plan related to reopening schools, which addresses scheduling, safety and operations, teaching and learning including refinements to distance learning, assessment strategies to identify gaps in learning as a result of distance learning, social and emotional programming, professional development, school activities and events, and the needs of parents and families.**

Throughout the Spring and Summer of 2020, multiple members of the CHS staff engaged in the district process for developing reopening plans for full, hybrid, and remote learning for the 2020-21

school year. Once each district plan was completed, the CHS leadership team worked closely with staff to develop our [CHS Student and Family Safety Plan](#) to create a structure for safely reopening our school with the strongest safety and instructional support possible. This plan included guidance for students and families in preparing for and attending school, modified school schedules, building and classroom protocols, facility improvements, arrival and dismissal procedures, and a variety of print and video resources.

A significant amount of professional development time has been dedicated to faculty and staff to improve technology skills, distance learning practices, and to refine our use of our new digital cameras for each classroom. Members of our Instructional Technology team partnered with teachers to offer workshops on distance learning, apps to support online learning, and digital assessment resources. Department meeting time was also used to give teachers time to collaborate with colleagues teaching the same courses to share resources and align instruction. Throughout the year, our school psychologist and social worker also offered several professional development sessions on social emotional health for both students and staff.

In order to support student social emotional health, the district and building leadership worked hard to create as many opportunities as possible for students to safely engage in school activities and interact with each other throughout the school year. Our Athletic Director collaborated with the CIAC and area athletic directors to create modified athletic schedules for most sports and successfully structured and communicated safety protocols aligned with DPH recommendations for practices and games throughout the school year. With the support of all of our school faculty and staff, CHS was able to create several modified experiences for students to carry on our tradition of strong student activities. We were able to hold both fall and spring Spirit Week activities with dress up days each day. We continued our Music in Halls, where students and staff request music to be played in the halls during passing time on Fridays. CHS also continued its strong support of PJ Day and Connecticut Children's Medical Center, with many teachers and staff volunteering to shave their heads, color their hair, or give a free homework weekend to stimulate fundraising activities during the week. Our CHS Morning show team has been able to run our morning show videos every week this year, giving students updates on school events and sports, as well as offering wellness tips for students throughout the year. Although we were not able to hold our traditional Program of Studies Night, our faculty partnered with the district IT department again to create an amazing [Virtual Program of Studies Video](#) to share our many course offerings in a positive and engaging way. In place of our annual Red Cross Blood Drive, our student council set up a May Relay Day for students to walk our track to raise money for the Red Cross. In order to support and celebrate our

graduating seniors, district and school administration worked closely with the class officers and advisor to create a safe prom and graduation ceremony based on DPH guidance.

- **Implement and improve the Interdisciplinary Project aligned with the skills and attributes of the Portrait of a Graduate for all 10th graders.**

In an effort to build and strengthen our student's mastery of our newly designed Portrait of a Graduate competencies, Coventry High School administrators and teachers designed a [CHS 10th Grade Interdisciplinary Project](#) during the 2019-20 school year. During professional development and department meeting time, our social studies teachers collaborated on designing a student centered research assignment that allowed student groups to choose their own topic to research, problem solve, and ultimately present to their teachers, parents, peers, and community members. The project expectations were aligned to our Portrait of a Graduate competencies and students were assessed using our PoG Communication and Collaboration rubrics. As other rubrics are created and approved by the district, they will be infused into the project. In order to support student agency, students were given freedom to choose from topics and issues including, but not limited to, the environment, social issues, politics, business and innovation, education, and local issues. Teachers used the LAUNCH cycle of design to engage students in this process, which includes **Look**/listen/and learn, **Ask** lots of questions, **Understand** the problem or process, **Navigate** ideas, **Create**, **Highlight** what's working and failing, and finally: **Launch** to an Audience. This year, teachers used professional development and department meeting time to refine the project to include more global issues and to adapt the project for use for both in person and remote learning students. The Interdisciplinary Projects were completed in the fourth marking period this year, however, the public presentation of the project has been delayed a year due to the covid restrictions, but our plan is to have public in person presentations as soon as possible.

- **Collaborate with district administration to expand 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 and a Chinese I course was created and

scheduled for the 2018-19 school year. In the 2019-2020 school year, a Chinese II course was created, with students from both CNH and CHS enrolled in a high school course. In our current 2020-21 school year, we were able to offer Chinese I, Chinese II, and Chinese III for our students. During our scheduling process for the 2021-2022 school year, students were recruited to the Chinese Language program through our Program of Studies documents, a very creative and welcoming Program of Studies Video created by our IT Specialists and teachers, and individual student scheduling meetings. Currently, Chinese I, Chinese II, Chinese III, and an independent study for Chinese IV are scheduled for the 2021-2022 school year. Throughout the year, multiple meetings were also held with the Chinese teacher to assist in her adjustment to our culture, planning, time management, grading practices, and student support.

- **Continue to collaborate with district administration to explore next steps related to attracting international students to Coventry High School by vetting agencies that support international student experiences.**

The goal of exploring next steps to attract international students to Coventry High School was postponed during the pandemic. We look forward to continuing the process in future years to help increase diversity and world perspectives in our schools.

- **Implement student participation in the CT Seal of Biliteracy for CHS seniors.**

In 2019-2020, Coventry High School had a goal of exploring and piloting a Seal of Biliteracy opportunity for students. Under Connecticut Public Act No. 17-29: An Act Concerning Connecticut's Seal of Biliteracy, students who successfully complete four years of English/Language Arts Classwork for Graduation and demonstrate proficiency in another world language through required score performance on a recognized proficiency exam can earn a Seal Of Biliteracy for their high school diploma and transcript. Throughout the year, CHS administration, counselors, and teachers researched the program requirements and developed a pilot opportunity for the Spring of 2020. That pilot was ultimately cancelled due to the shutdown. However, we were able to continue our work this year in advertising the opportunity for students and five students elected to pursue the Seal of Biliteracy by taking the AAPPL (ACTFL Assessment of Performance towards Proficiency in Language) on April 27, 2021. Three students earned the Seal of Biliteracy and will have the Seal attached to their diploma and recorded on their transcript.



- **Review and revise science curriculum, instruction, and assessment based on student interim performance data from the Next Generation Science Standards assessment.**

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 for Science 9, Biology, and Chemistry courses to align with the Next Generation Science Standards. CHS science teachers also engaged in coaching days with a consultant from CREC to refine their curriculum and pacing to support student learning and alignment to the NGSS standards. All teachers in the Science department collaborated to create and adapt lessons to incorporate the disciplinary core ideas and ensure the NGSS bundles are being incorporated into their instruction in all sections of each class. Teachers modified formative and summative assessment items to mirror the question types and structure of NGSS and used existing Interim Block Assessments (IAB's) to help students become more familiar with the design and technology used in the NGSS assessment. During the school year, teachers also used the NGSS Vocabulary and Skills list to highlight specific vocabulary to be used in their lessons and assessments to support student understanding and achievement both in their classes and on the NGSS assessment. The NGSS assessment was administered to all 11th grade students during the week of May 24th and we look forward to reviewing and sharing the results when they are made available.

- **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 long standing district and school goal has proven to be extremely beneficial for Coventry High School during both the 2019-20 and 2020-21 school years. For seven years, CHS has offered it's teachers differentiated technology instruction to support the district's one-to-one technology initiative. Teachers have consistently improved their knowledge and use of multiple products and platforms to enhance and transform their classrooms over the years and these skills have made our smooth transition to distance learning possible. 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 Google Classroom, Advanced functions in Google Meet, Video Editing and Production Software, Distance Learning Strategies, Peardeck, Screencastify, Edpuzzle, Padlet, and the Formative assessment app. These professional development opportunities are always well received by teachers, but were particularly helpful to teachers this year in creating meaningful learning opportunities for our students in both in person and remote learning settings. 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. Once again, our District Technology Coach has been invaluable to our teachers during distance learning, offering resources, online training, video tutorials, and individualized sessions for faculty members looking to improve their skills. We look forward to continuing this goal each year to support our students and teachers in an ever changing technology based learning environment.

- **Support and strengthen partnerships with Eastern Connecticut State University (ECSU) to support our 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, Medical Terminology at Coventry High School during the 2018-19 school year. As part of our diverse college early college credit program, the ECSU medical terminology course is encouraged for all students pursuing a career in a medical or related 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. In the 2019-20 school year, 24 of the 25 students enrolled in Semester 1 of the course earned dual credit and another 15 students earned dual credit in Semester 2, bringing the total number of students earning dual credit for the 2019-2020 school year to 39 students. In the 2020-21 school year, all 16 students enrolled in the Semester 1 section earned dual credit and 13 of the 14 students enrolled for the Semester 2 section are on track to earn dual credit. There are currently 27 students requesting the ECSU Medical Terminology course for the 2021-2022 school year. We look forward to continuing and strengthening this partnership in the coming years. We are currently working with our Director of Teaching and Learning and ECSU to identify additional courses to offer for ECSU dual enrollment at Coventry High School.

- **Review and revise the Computer Science Principles course for all 9th grade students.**

As part of our roll out of the new Computer Science Principles course, CHS administration and teaching staff in the Technology Education department engaged in a review of year one curriculum, pacing, and student performance to help refine the learning experience for students. The course was very successful, with 98% of students earning the required graduation credit for the 19-20 school year. This year, professional development and department meeting time were dedicated to refining the classroom activities to support and engage students in both in person and remote learning through the use of online resources and web based learning opportunities. The teacher revised lessons to include graphical flow charts, increased use of the Scratch program and Python Programming, electronic keyboards, and Pixlr Image Filters. The teacher also revised assessments to include the use of standards/evidence based assessment, project based learning, and the creation of a Data Unit Presentation for all students. The class also transitioned from the use of processing.org to a web based platform that supports local, remote and cloud based learning.

- **Continue to promote opportunities for female students in pursuing a STEM track at the 9-12 level.**

For several years it has been a CHS goal to promote female career exploration in STEM related fields. Our current science, math and technology teachers have actively encouraged female students to enroll in coursework to support future goals in a variety of STEM fields. Each year, we have actively pursued female guest speakers in our science classrooms, including soil scientists, environmental professionals, space engineers, medical professionals, and many others. This year, all guest speakers were virtual, but we look forward to resuming in person opportunities as soon as possible. This spring, we also had a guest speaker from UCONN virtually come into our sciences classes to talk about careers in natural resources and environmental science. She also shared a program that UCONN offers for high school students called the Natural Resources Conservation Academy, which involves high schoolers in a summer intensive experience where they learn field techniques and then develop a community-aimed conservation program with mentors from across the state. We have also sent several students to the Inspiring Women in Engineering and Medicine workshop each year and look forward to continuing to promote that opportunity when it resumes. Early in the school year, Coventry High School devoted professional development time to support teachers in reviewing and adjusting lessons, visuals, and presentations to highlight and include examples of females as leaders and professionals in STEM related fields. Teachers were very enthusiastic to

make a targeted effort to create more equity in our science, math, and technology courses. Currently, the enrollment figures for the 2021-22 school year have female students representing well over 50% of the enrollment in our advanced math and science classes.

- **Support and enhance the Goodwin College Partnership to support students that wish to pursue a career in manufacturing.**

Coventry school and district leadership and staff have continued to promote the opportunity for students who wish to pursue a career in manufacturing. Early in the year, CHS met with Matthew Dadona from Goodwin University to review the current program and adjust to an online platform for the 2020-21 school year. CHS Counselors emailed all students and parents the Goodwin ECAMP materials and brochures outlining their program expectations and benefits. On November 18th, prior to our scheduling process, we hosted the Goodwin STEM Mobile Lab. All CHS Technology Education classes given tours of the Mobile Lab and any interested student from other classes were welcome to attend. During our scheduling process, counselors met with students to highlight the benefits of the Goodwin ECAMP and Associates Degree Program and included details of our Goodwin Partnership in our Program of Studies document. We look forward to continuing to support this STEM opportunity next year as an in person learning opportunity at Goodwin University.

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

- **Provide diversity, equity and justice training for students at Coventry High School.**

In addition to our efforts to support student Social Emotional Learning over the past two years, CHS has collaborated with district leadership to provide an ongoing opportunity for students to engage in meaningful discussions about diversity, equity, and social justice. In February and March of this year, all of our 9th grade students were given the opportunity to participate in two virtual diversity workshops during their English classes. Experienced diversity and equity trainers Paul Vivians and Audley Donaldson used Zoom meetings with each individual class to lead beginning discussions on the topics of diversity and equity with our students to create a common language and understanding for use in continued learning. Student participation in the discussions was high and teachers were very thankful for the opportunity to invite Paul and Audley into their classrooms. The district has planned to support continued diversity training at multiple grade levels for future years to continue to educate our students and give them multiple opportunities to be actively

involved in making our schools welcoming to all.

- **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.**

Once again, the Fall CHS Newsletter highlighted our interest in promoting and expanding parent participation in the Parent Advisory Council, which successfully held all of its scheduled meetings virtually this year. Administration also made phone calls to previously involved parents to encourage them to continue as a member of our PAC. Parent Advisory Council and CNH/CHS Joint PTO meetings continue to be positive and supportive with open discussions about strengths and areas of need at Coventry High School. PAC is always used to inform parents of any upcoming changes at Coventry High School, but this year it has been particularly useful in informing parents about school protocols and support structures during the pandemic. Parents commented on how appreciative they were to have multiple opportunities to ask questions and get clarification as the year progressed. In addition to the standing agenda item of Covid, topics of discussion included the Portrait of a Graduate, Graduation possibilities, student activities, school spirit, athletics, student scheduling, technology updates, social emotional learning and many other topics. During a joint CNH/CHS PTO meeting, a parent presentation on Race, Equity, and Social Justice was held by Linda Darcey from CREC to support our district and school wide efforts to create an inclusive and welcoming environment for all. We also hosted a parent presentation on School Security by our District Security Specialist, Ted Opdenbrouw, who gave a detailed presentation and question and answer session on school security issues and procedures. At our Spring PTO meeting, Dr. Petrone gave a detailed presentation on the Coventry Public Schools 2021-22 budget proposal. Due to the uncertainty and changing landscape of athletics and school activities this year, the Athletic Advisory Team did not meet this year. We look forward to resuming our regularly scheduled meetings in the fall of 2021. Throughout the year parent communication efforts by all CHS staff increased significantly to help inform and reduce stress for parents and students during our roll out of hybrid learning and our transition to full in-person learning.. Administrators, counseling staff, teachers, and staff used a combination of phone calls, emails, newsletters, Google Meets, and PowerSchool communication to help support students and families navigate the new learning platforms and assist with both academic and social/emotional issues associated with the ongoing pandemic.

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

Throughout the school year, Coventry High School leadership and staff have worked closely with our students groups to provide as many opportunities as possible to engage in school activities and support student social development. Our student council has been very active in promoting school activities in a safe and responsible manner. Student Council Leadership met with school administration multiple times during the year to plan Spirit Weeks in the fall and Spring, create an alternative to the Red Cross Blood drive, and to discuss issues important to students during the school year. Our National Honor Society and Albert Schweitzer Clubs worked with teachers and administration to plan a modified PJ Day to continue an endeavor that is very special to our school climate. The principal, Class of 2021 Advisory, and Class of 2021 Class officers also met many times to discuss possibilities and plan for senior activities such as Senior Prom and Graduation. In collaboration with Dr. Petrone and the Department of Public Health, we were able to create modified Prom and Graduation ceremonies to celebrate our graduating students. Our student Board of Education Member has met with the principal prior to each Board of Education Meeting and has served as an outstanding student leader for our school throughout the year. We also had student representation on our CHS Assistant Principal search committee, helping to share student perspectives on the qualities they would like to see in their new Assistant Principal. Although it has been very difficult due to the uncertainty of the pandemic, our students and staff have worked very hard to create safe and responsible opportunities to carry on many of our social traditions.

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

Although the ongoing pandemic has made maintaining our strong business and community connections more difficult, Coventry High School staff has worked hard to adapt our programs to support ongoing business and community connections during this time and for the future. The CHS Business Department continued its relationship with Travelers in Hartford with virtual guest speakers and we look forward to continuing our Job Shadowing program with travellers in the near future. Students in our Personal Finance classes also had a guest speaker focused on financial planning. Also in our Business Department, our Future Business Leaders of America club competed in the statewide event and took first place in the Agribusiness and Entrepreneurship events. We

also inducted our first class of The Business National Honor Society this year. Unfortunately, our talented music department was limited in their ability to offer events earlier in the year, but they continued to hold virtual practices for students. As the year progressed we were able to hold practices following updated safety guidelines and were able to hold an outdoor concert for our students and parents at the end of May and several students participated in the town Memorial Day activities. In Social Studies classes, during our newly created 10th Grade Interdisciplinary Project, students reached out to community members, local officials and experts to conduct research and interviews on their chosen topics. Also in Social Studies, Our Contemporary Issues students had the opportunity to interact with virtual guest speaker Wayne Schlegel, a Rhode Scholar and International teacher who discussed his experiences living and teaching in Myanmar. In English classes, we typically invite a guest speaker in to have individual writing conferences with our AP English Language students. We were able to continue that practice with our guest speaker offering to hold individual virtual writing conferences with each student. Our Health classes had virtual guest speakers from United Services Domestic Violence and Safe Relationships Program, Adolescent Sexual Health Awareness of Wesleyan University, Planned Parenthood, Health Education Center, Minding Your Mind, Impact Teen Drivers, Minding Your Mind Mental Health Education, AAA Substance Abuse Program, and AIDS Connecticut. Our Environmental Science class invited Willimantic Waste Management in as a guest speaker to get a better understanding of recycling and waste management to better inform the CHS recycling efforts. The Science department also hosted a virtual guest speaker from UCONN who discussed careers in natural resources and environmental science. In our Technology Education Department, our Department Chair enrolled in the 2021 Building Tomorrow's Workforce Externship and was paired with Stanley Black and Decker. Through this externship, he has been able to virtually meet with all levels of their organization and gain a better understanding of the company business plan and of the expectations for future employees, which will help us plan how to better prepare our students. Our annual College Fair was cancelled due to the pandemic, but many online college fair and tour opportunities were offered to students and families. Our School Counseling department hosted a virtual guest speaker from Yale University at our Virtual Financial Aid Night. As always, we continued our enthusiastic support of the annual CCMC Pajama Day, which was created by one of our students in Coventry. PJ Day continues to be a terrific community building event for students, staff, and Coventry Families.

- **Collaborate with district administration and staff to implement social emotional learning strategies into the classroom.**

Coventry High School continued our focus on social emotional learning strategies in the classroom for our teachers, but also expanded our focus to include social emotional learning for our students. For teachers and staff, we brought in guest speaker and author Monica Genta to facilitate discussions with staff on social emotional learning and building relationships with students. Our school social worker and psychologist also continued their series for staff on social emotional learning in the classroom with presentations on the Five Competencies of Social Emotional Learning, including Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision Making. All five presentations were well received by staff as self help and as strategies for supporting students in the classroom. As part of our support for students in our transition back to school in September, we created a six lesson series on social emotional learning that was presented to all students in school during the first two weeks of school. Topics included an introduction to SEL, Mindfulness Activities, Self Care and Coping Skills, Stress and Anxiety, and a variety of reflection and small group discussion activities to help students process the information and practice new skills. The CHS Support Service staff also created a Google Classroom and invited all students to join to give them another avenue for resources and to reach out to support staff if needed. As part of our CHS Morning Show, students have offered tips on managing stress and resources within the school. CHS also continues to support the District's commitment to the Say Something program, giving students another avenue to anonymously report issues to help themselves or others.

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

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

COVID changed the organization of pre-professional development considerably during the 2020-21 school year. Administration determined early in the year that best practice regarding student safety would require pre-professionals to participate in their experience virtually. College students were given the choice (by CPS and sending institutions) to look for alternative in person placements if they desired. Nonetheless, many pre-professionals chose to remain with our district. They were provided access through the same technologies being used by our teachers and students.

Supporting college students in their clinical phase of learning (mostly observation and classroom



support) was not substantially more challenging given the nature of these placements. The same was true supporting graduate students who had already completed student teaching and were conducting research that could be revised to accommodate a virtual model. More challenging was the support of student teachers. Having to conduct classes (while we were in full attendance mode) from a remote location, provided a number of challenges including lack of a white board and other classroom resources in addition to lower quality provisions for virtual teaching (video, audio). Still, pre-professionals and cooperating teachers learned to work as a team combining classroom resources from school with pedagogy, organization and delivery involving the student teacher.

The pandemic has also created some opportunities. The Student Teacher Residency that CPS has had in place with Eastern Connecticut State University, has now been successfully piloted with UCONN's Neag School of Education as well. This has enabled us to engage pre-professionals in a "deep dive" into the life of an educator. Participating fully in the assigned school for a full term, these residents were part of professional development, faculty meetings, team meetings and, when not student teaching, serving as dedicated substitutes to the team/department and school. Two summer relationships are also being formed with UCONN. We have now engaged with The Certification Program for College Graduates (TCPCG) seeking placement and providing support in our summer enrichment programs. Currently under development is a program looking to place students who have completed student teaching as support personnel in other summer support settings.

Some pre-professionals deferred placement in school districts during the 20-21 school year so that they may be assured in-person placement in 2021-22. Therefore, anticipate a small bump in placements for the coming school year. Coventry Public Schools is deep in teaching staff who are certified trainers in accordance with the CT TEAM system. We look forward to the return of new and inventive minds to our buildings to work with our teachers and 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.**

Once again, our multi-year dedication to our technology initiative proved to be invaluable as we transitioned back hybrid and in person learning this year. The increased capacity of our faculty and staff to use and adapt to new technologies was a direct result of the individualized and scaffolded professional development opportunities we have offered since the inception of our one to one

technology. This year, we again continued our practice of involving all of our teachers in the decision making process for individualized professional development. As part of this process, teachers not only suggested learning topics for the classroom based on their needs, but also volunteered to share their expertise with their colleagues. 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 Advanced Google Meets, Engagement during Distance Learning, Peardeck, Screencastify, Updates to Google Suite, Padlet, and EdPuzzle. CHS also dedicated considerable professional development and faculty meeting time to the development and adaptation of lessons to support remote and hybrid learners during our reopening of schools. Our District Technology Coach has engaged in considerable outreach through professional level video tutorials, email updates and individual learning sessions for teachers to support all levels of technology use in the classroom and he is a standing member of our CHS Leadership Team this year to help discuss effective practices and planning for staff development. Teachers also volunteered to engage in a variety of subject based professional development on the SAT, Next Generation Science Standards, Interdisciplinary Learning, Technology Education, AP and UCONN/ECE 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 new teacher training process and currently have 27 TEAM trained mentors.

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

In order to maintain and improve our existing culture of collaborative leadership and decision making, CHS continued its practice of involving teachers in the development of our School Improvement Plan. The CHS Leadership Team meets during the late summer to review available data and district initiatives to guide the development of goals for our school improvement plan. At our first faculty meeting, the draft of the school improvement plan was shared with faculty to foster discussion and feedback for our final document. Multiple teachers also served on our Remote, Hybrid, and Full In-Person Learning Planning committees this summer as we developed systems and protocols to ensure a safe return to school last fall. Our ongoing practice of teachers providing professional development to their colleagues continued this year, with teachers and support staff offering professional development in the area of social emotional learning, formative assessment,

self care, technology education, equity and social justice, and online learning applications. This year, our Counseling and World Language department members collaborated to create our first student opportunity to obtain a Seal of Biliteracy. Teachers also continue to serve in leadership positions on our Leadership Team, Student Assistance Team, and School Climate Committees. Two teachers also served as interns for CHS administrators as they pursued their intermediate administrator certification. The continued focus on teacher leadership has led to a strong collaborative environment where teachers regularly show leadership, share ideas, and take responsible risks to improve student performance.