

Coventry Public Schools
SubSystem/Department Goals
for the 2021-2022 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 2021-22 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 95.6% for the 2020-2021 school year. We continued to implement these practices with fidelity in the 2021-22 school year with adjusted support and communication practices including increased meetings with the counselor and principal for students who were struggling earlier in the year. 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 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, one on one teacher support, and organizational supports. Parent and student response to these structures have been universally positive.

- **Students in Grades 9-10 will increase their mean RIT score on the MAP Informational Text Standard by 2.5 points or higher, as measured by the MAP Reading Assessment from fall 2021 to spring 2022.**

Reading	Fall 2021 Avg RIT on Strand of Emphasis (SOE) Informational Text	Spring 2022 Avg RIT on Strand of Emphasis (SOE) Informational Text	Growth (Fall to Spring)
Grade 9	227.1	229	Student Growth Norm: 2.5 SOE RIT growth: 1.9
Grade 10	228	229	Student Growth Norm: 2.0 SOE RIT growth: 1.0

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 9th Grade growth for the Strand of Emphasis was 1.9 RIT for Informational Texts. The 10th Grade growth on the Strand of Emphasis was 1.0 RIT 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 3.5 points or higher, as measured by the MAP Mathematics Assessment from fall 2021 to the spring 2022.**

Math	Fall 2021 Avg RIT on Strand of Emphasis (SOE) Alg/Geom	Spring 2022 Avg RIT on Strand of Emphasis (SOE) Alg/Geom	Growth (Fall to Spring)
Grade 9	Alg: 234.0 Geom: 229.9	Alg: 239.6 Geom: 238.4	Student Growth Norm: 3.6 SOE Alg RIT Growth: 5.6 SOE Geom RIT Growth: 8.6
Grade 10	Alg: 237.6 Geom: 236.1	Alg: 239.8 Geom: 239.7	Student Growth Norm: 3.4 SOE Alg RIT Growth: 2.2 SOE Geom RIT Growth: 3.6

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, 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 2021-22 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 9th Grade growth for the Strand of Emphasis was 5.6 RIT for Algebraic Thinking and 8.5 for Geometry. The 10th Grade growth for the Strand of Emphasis was 2.2 RIT for Algebraic Thinking and 3.6 for Geometry.

- **Grade 11 students will increase performance from the 2021 PSAT to the Spring 2022 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. The SAT School day administration was held in March this year and students showed significant growth from their fall PSAT to Spring SAT, with 42% of students reaching benchmark on both the Reading and Math Sections of the SAT as compared to 33% reaching benchmark on both sections of the PSAT. We look forward to receiving the DRG comparison data later in the summer.

Whole School Learning Indicator Goal

- **85% of students will score 3 or higher on the revised Portrait of a Graduate Communication, Collaboration, and Critical Thinking 21st Century Skills Rubrics as measured by year-long performance in PowerSchool.**

In the fall of 2021, 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. Throughout the fall, CHS administration and faculty also finalized and began implementation of our Portrait of a Graduate Critical Thinking rubric. Department meeting time was dedicated to reviewing and revising lessons and assessments used to track student performance on the Communication, Collaboration, and Critical Thinking 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.

Parent Goal

- **Teachers will keep a log of all parent communication, which includes phone calls, emails and PowerSchool comments. 85% 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 district spring 2022 parent/guardian survey data.**

Clear and accurate parent communication has been a heightened focus in the past few years 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 Reopening Plan. 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. Throughout the year, parent and student questions were answered promptly by all office staff as we strived to continue 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 and parents.

- **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 Summer of 2021, multiple members of the CHS staff engaged in the district process for developing reopening plans for full in person learning for the 2021-22 school year. Once each district plan was completed, the CHS leadership team worked closely with staff to create a communication plan for safely reopening our school with adjusted safety measures in place. This plan included guidance for students and families in preparing for and attending school, modified school schedules, building and classroom protocols, facility improvements, and arrival and dismissal procedures. As the year and situation evolved, we again worked closely with our staff to adjust our safety protocols with as little disruption to our program as possible.

A significant amount of professional development time has been dedicated to faculty and staff to improve technology skills. 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, multiple staff members also offered several professional development sessions on social emotional health for both students and staff, including self management techniques and decompression activities.

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. As the school year evolved, we were able to adjust our athletic safety practices based on guidance from the CIAC and health department. CHS also reinstated our Advisory/Enrichment Programs this year, supporting relationship building through time with an advisory teacher and an opportunity for every student in the school to be involved in a club or activity. Through the use of ESSR funds, CHS was also able to create after school tutoring available to all students on Tuesdays and Thursdays throughout the year and enrichment programs for students that included activities on Hispanic Culture and Language and The Science of Cooking. With the support of all of our school faculty and staff,

CHS was able to reinstate many of our 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 and beards, 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 through our PA system every week this year, giving students updates on school events and sports throughout the year. On October 18, we were able to hold a student Activity Night, a Student Game Night in our building on March 18th, and a March Madness 3 on 3 Basketball tournament on March 31st. All three events were well attended by students and staff. We were also able to hold our Spring Musical and Spring Music concerts for students and families. In order to support and celebrate our graduating seniors, district and school administration worked closely with the class officers and advisor to reinstate both our junior and senior proms and our traditional graduation ceremony.

- **Continue to offer and enhance programs to provide opportunities to grow achievement in high performing students.**

In order to support the district goal of supporting opportunities to grow achievement in our high performing students, Coventry High School has continued our commitment to maintaining and growing our many college credit offerings. CHS has continued support of comprehensive college credit offerings from College Board, UCONN ECE, and ECSU Dual Enrollment programs. Our Advanced Placement enrollment continues to be high, with 240 AP Tests taken in the 21-22 school year and 265 enrollments scheduled for the 22-23 school year. This year, we expanded our UCONN ECE offerings by adding the 6 credit UCONN ECE US History course to our offerings. 27 students are currently enrolled in the new course and 40 students are enrolled for the 22-23 school year. We continue to support our ECSU Dual Enrollment Medical Terminology course with 25 students enrolled and on track to earn credit this year and a total of 101 students earning credit since the program inception in 2018-19. For the 22-23 school year, we are excited to be offering ECE Environmental Science for the first time. Also for the 22-23 school year, we will be offering all 12th grade students the opportunity to earn credit through dual enrollment with the University of

Bridgeport for completion of our college level English 12 course. We have also re-implemented the Student IT support program at CHS as an Independent Study Program to support students.

- **Implement measures to evaluate and refine interventions in reading and math and incorporate best practices in scientifically researched based interventions.**

In order to support the district goal of reviewing and refining intervention strategies in both reading and math, we offered several professional development opportunities to our faculty and staff to support improved services for our students. In the fall, we offered dyslexia training for our reading specialist through Riverside insights to improve her skills in identifying and supporting students with dyslexia. We also offered further professional development to our math teachers on pacing and progress monitoring using our ALEKS math support program. Teachers were able refine pacing across grade levels and institute uniform progress monitoring practices. Students were also given the opportunity to set their own goals for success in ALEKS with the support of their intervention teacher. We are also currently using the BAS and BRI assessment tools to help identify student needs and implement effective support programs. Our reading specialist has also collaborated with colleagues in both the English and science departments to develop school wide vocabulary strategies and science annotation strategies.

- **Create an advisory program to introduce and support 9th grade transition to the CHS Portrait of a Graduate competencies and expectations.**

As part of our ongoing roll out of the district's Portrait of a Graduate, Coventry High School faculty members expressed the need to support incoming 9th graders in introducing the CHS Portrait of a Graduate expectations as part of our transition program. Through collaboration between administration and faculty, a 9th grade Portrait of a Graduate transition program was created for all incoming 9th grade students. In our Advisory classes all 9th grade students participated in lessons and activities including an introduction to the Portrait of a Graduate at CHS, a review of current PoG rubrics and attributes, an overview of future high school expectations for the 10th grade Interdisciplinary Project and Senior

Portfolio, strategies for creating and maintaining a digital portfolio, and an opportunity to review their work and choose their best examples of the PoG competencies. This program will help our students be more familiar and better prepared to meet and exceed the expectations of our Portrait of a Graduate.

- **Implement and improve the Interdisciplinary Project and presentation 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. In the 2020-21 school year, Students completed the Interdisciplinary Project during the 4th marking period, but public presentations were canceled due to the ongoing pandemic. In the current 2021-22 school year, both the project and public presentations were completed during the spring. All Coventry High School faculty were involved in viewing and assessing student presentations on the night of April 6th. All 10th grade students attended and presented their projects and the evening was well attended by parents with very positive feedback from both students and parents. Throughout the year during professional development and department meeting time, our social studies teachers collaborated on designing and revising the 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 are aligned to our Portrait of a Graduate competencies and students were assessed using our PoG Communication, Collaboration, and Critical Thinking 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.

- **Support and expand student participation in the CT Seal of Biliteracy for CHS students.**

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. In the 2020-21 school year, we were able to implement the Seal of BiLiteracy, with five students engaging in the process and three students earning their Seal of BiLiteracy and had the Seal attached to their diploma and recorded on their transcript. This year, six students elected to participate in the process. Five of the six students passed all sections of the assessment and will earn their Seal of BiLiteracy upon graduation from high school.

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

Once again, Coventry High School science teachers at Coventry High School were highly engaged in collaborative professional development to create and refine NGSS curriculum, lesson plans, and activities. With the support of the new district STEM Curriculum Coordinator, professional development, department meetings, and coaching days were utilized for science teachers to disaggregate NGSS data from the previous year to identify areas for improvement. As a result of this process, teachers collaborated on curriculum revision, unit and lesson design, and test taking strategies for Science 9, Biology, and Chemistry courses to support student success with the Next Generation Science Standards. Throughout the year, teachers also administered several Interim Block Assessments (IAB's) to give students experience in navigating the different types of questions and to allow teachers to better track student progress. With the support of administration, teachers also updated their pacing guides to ensure that students are exposed to all content and skills prior to the NGSS assessment. As mentioned earlier in this report, our reading specialist has also collaborated with colleagues in both the English and science departments to develop school wide vocabulary strategies and science annotation strategies. The NGSS

assessment was administered to all 11th grade students during the week of May 23rd 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 21st Century skill development through best pedagogical practices.**

As noted in previous reports, this long standing district and school goal has proven to be extremely beneficial for Coventry High School during the pandemic. For eight years, CHS has offered its teachers differentiated technology instruction to support the district's one-to-one technology initiative. Although the teaching and learning during the pandemic was extremely difficult, it has also resulted in more balanced and uniform practices at the high school, including the effective use of technology to support student learning. Even though we have returned to full in person learning, all teachers continue to post student assignments on Google Classroom and use technology more effectively to communicate with students.

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 Online Productivity Tools for Teachers, PearDeck, and Online AP Classroom Resources. We also offered multiple self-paced technology sessions on Google Certification, WeVideo, Screencastify, Padlet, Flip Grid, Classlink, Edpuzzle, and several other subject specific technology resources. 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, these professional development opportunities are always well received by teachers and 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 implement and expand the dual enrollment program at Coventry High School.**

As part of our diverse college early college credit program, the Eastern Connecticut State University (ECSU) Medical Terminology course is encouraged for all students pursuing a

career in a medical or related field as it is frequently a required class for such majors in college. Since its inception in the 2018-19 school year, 101 students have earned credit in Medical Terminology from both CHS and ECSU as a result of this dual enrollment agreement. Students earn credit from ECSU by earning a C or better in the CHS course. There are currently 25 students enrolled in the ECSU Medical Terminology course for the 2021-2022 school year and all are on track to earn credit from both CHS and ECSU. There are 28 students enrolled for the 22-23 school year. Throughout the year, our Director of Teaching and Learning has collaborated with ECSU representatives to maintain our positive relationship and discuss the possibility of adding additional courses to our dual enrollment offerings. We look forward to continuing and strengthening this partnership in the coming years.

- **Continue collaborating with Goodwin University to evaluate the alignment of the Grade 8 Technology Education Curriculum to technology and computer science courses and pathways at Coventry High School to support student enrollment in the Goodwin eCamp Program.**

Coventry High School has continued our collaboration with CNH and Goodwin University to align CNH and CHS offerings with each other and Goodwin's eCamp program. Representatives from Goodwin College have worked with CNH and CHS Technology Education teachers to support alignment and implementation of tech offerings grades 6-12 with a focus on Robotics. CHS Technology Education teachers also worked with CNH teachers to set up and train on the CNC router for CNH.

CHS counseling and technology education staff shared Goodwin promotional materials and applications with all students and parents through guidance communications and through technology education classes. On April 4, 2022, the Assistant Superintendent for Goodwin University's Pathways and Partnership came to Coventry High School to meet with students interested in the eCamp program to share information about the program and answer questions. Technology Education teachers also worked with Goodwin University faculty to schedule a visit from their Mobile STEM Lab this spring. There are currently three students at CHS interested in enrolling in the eCamp program for the 2022-23 school year.

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

- **Enhance opportunities for Coventry High School students related to diversity, equity,**

and justice.

Throughout the 2021-22 school year, Coventry High School has continued to support the district commitment to diversity education for our students through our continuation of Equity Training for all 9th and 10th grade students with Paul Vivian and Audley Donaldson during their English classes. Each 9th grade English class held virtual meetings with Paul and Audley on September 20, December 6 and April 4th. Each 10th grade English class held virtual meetings with them on September 27, December 13, and April 8th.

A very exciting addition to our efforts to enhance diversity opportunities is our recent collaborative efforts with the Windham NAACP. CHS has been working with the Windham chapter of the NAACP to invite virtual guest speakers from various professions to speak to our students about their experiences as part of their Dream Big Project. So far this year we have welcomed in a SCSU History and Women's Studies professor, A UCONN School Of Business Business Management professor, an electrician, a substance abuse counselor, a certified yoga instructor, a small business owner, and a post incarceration specialist. Feedback from teachers and NAACP leadership has been very positive. Teachers in Health, English, Business, Science, Special Education, and Social Studies have hosted or expressed interest in hosting these guest speakers, so we look forward to continuing these offerings in the future.

Professional Development time was allocated to all teachers at CHS to review current lessons, presentations, assessments, and classroom visuals and adjust to include more diversity. In addition, Linda Darcey from CREC continues to work with our core group of teachers on anti bias and diversity in education during professional development days.

- **Implement the Aperture Education CASEL-aligned social and emotional learning system to provide a universal screener for all CHS students, and use the data to support students' social and emotional growth through strength based-strategies to further address needs students have experienced as a result of the pandemic.**

The Coventry High School DESSA leadership team was trained on the DESSA SEL Student Self Survey administration on August 25th. The student self survey was administered on October 29th during our Advisory period and a follow up administration was completed on

November 9th for absent students, students with technology issues, and for goal setting opportunities. The data from the survey was reviewed by staff for both aggregate results and individual needs. The school support services staff created Advisory lessons to help support growth on the identified areas of need, focusing specifically on Self Management, Social Awareness, and Decision Making. Individual students who were identified as in need of support were identified and offered additional counseling support through work with their case managers or school counselors.

As part of our [CHS DESSA Action Plan 2021-22](#), we also conducted a Wall of Students activity where faculty and staff identified students they felt they had a strong connection with and used that information to identify and target students who needed a strong adult connection in our school. In the spring, we also used our advisory classes to survey students about which staff they felt they had a strong connection with. This information was shared with all staff to help build stronger connections with our students and make CHS a more inclusive and supportive environment.

- **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 to explore next steps related to attracting international students to Coventry High School was again postponed due to the ongoing pandemic. We hope to reinstate the goal for the 2022-23 school year.

- **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 (PAC) which successfully held all of its scheduled meetings in person this year. Administration also encouraged participation during parent conferences and at our Open House, as well as made phone calls to previously involved parents to encourage them to continue as a member of our PAC. As a result, we had several new family members attend and the 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. 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. As part of our continuing effort to inform and educate families on the topic of internet safety, on the evening of October 20th, our Joint CNH/CHS PTO welcomed back Scott Driscoll to present on Empowering Smart Online Choices. We also hosted a parent presentation on School Security on February 23rd by our District Security Specialist, Ted Opdenbrouw, who gave a detailed presentation and question and answer session on local and national school security issues and procedures. At our Spring PTO meeting on April 26th, Dr. Petrone gave a detailed presentation on the Coventry Public Schools 2022-23 budget proposal. Our Athletic Advisory Committee also resumed our in person meetings this year with a meeting held on January 13th and March 31st of this school year. Topics of discussion include season updates, scheduling, student and family involvement, facilities, school spirit and sportsmanship.

- **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 once again worked hard to adapt our programs to support ongoing business and community connections during this time and for the future. New to CHS this year, we have been able to establish a relationship with the Windham NAACP to engage in virtual guest speakers from a variety of professionals, including a UCONN School of Business professor, a SCSU Women's Studies and Equity professor, an electrician, a substance abuse counselor, a certified yoga instructor, and a post

incarceration specialist. The CHS Business Department had a guest speaker focused on personal finance and financial planning and a speaker from Lincoln Tech. Also in our Business Department, our Future Business Leaders of America club competed in the statewide event with two students earning third place in the Business Planning event, one student earning third place on a Business Law test, and two students earning fifth place on the Sports Marketing and Management test. They also participated in a three hour FBLA virtual conference with multiple guest speakers from the business community. Our Music department was able to invite in guest speakers on various musical instruments to instruct and perform with our students. Our Social Studies department welcomed in local candidates for elected offices in town as guest speakers during the fall. In English classes, we again invited in a guest speaker to hold individual writing conferences with our English 12 students. Also in English, we again held our diversity guest speakers for all 9th and 10th graders. 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, Impact Teen Drivers, Minding Your Mind Mental Health Education, AAA Substance Abuse Programs, and AIDS Connecticut. Health teachers also welcomed three NAACP Dream Big speakers including a drug and alcohol rehabilitation specialist, a post incarceration specialist, and a yoga instructor. Our Environmental Science class invited two Environmental Scientists from UCONN and the director of Facilities from ECSU as guest speakers to get a better understanding of Environmental issues, sustainability, and career opportunities. In our Technology Education Department, our classes hosted guest speakers from Goodwin University on their eCamp program. Our annual College Fair was canceled 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.

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

- **Provide additional cultural competence training for all teachers in Coventry High School to support them in recognizing unconscious bias, understanding the role of culture in education, and using students' cultures as a basis for learning.**

In order to support this district and school goal, CHS held a full faculty professional development workshop on October 12, 2021 on Addressing Increased Conflicts through

Civil Discourse and Leading Difficult Conversations in the Classroom. During a faculty meeting, teachers also reviewed the new African American/Black and Latino/Puerto Rican History curriculum in preparation for its addition as a course elective for the 2022-23 school year. Throughout the year, all staff have been engaged in a book study of *Culturally Responsive Teaching and the Brain* by Zaretta Hammond. During faculty meetings and professional development days, nine teacher leaders and administrators led nine separate study sessions for teachers with opportunities for close reading, small and large group discussions, and review of support materials created by our staff. In addition, selected CHS faculty members will continue Year 2 of training on Systemic Racism in Education and How to Address It with CREC our consultant.

- **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 to full 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. Again this year, teachers were given the opportunity to suggest topics and programs for professional learning that would directly and immediately impact the teaching and learning in their classes. Once professional development offerings were identified, they were shared with faculty for volunteers to present and support their colleagues with their expertise. As a result of teacher responses, we created professional development sessions on Online Productivity Tools for Teachers, PearDeck, and Online AP Classroom Resources. We also offered multiple self-paced technology sessions on Google Certification, WeVideo, Screencastify, Padlet, Flip Grid, Classlink, Edpuzzle, and several other subject specific technology resources. Once again, the 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 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 new online SAT, Technology Education, AP and UCONN/ECE Workshops, and Mathematics, English Language Arts, and Science 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 29 TEAM trained mentors.

- **Develop and promote leadership opportunities for Coventry Leadership Academy teachers in the area of improving school culture and professional development.**

In order to continue the growth of our Coventry Leadership Academy members, throughout the year CHS has engaged Leadership Academy members in planning and implementation of a variety of school academic and cultural initiatives. Leadership opportunities included involvement in school reopening planning for both staff and students, including scheduling, facilities, and program development. Teacher leaders also engaged in professional development and presentations on culturally responsive teaching, diversity, equity, and inclusiveness through our work with our CREC Diversity consultant and our book study on *Culturally Responsive Teaching and the Brain*. As part of our development of social and emotional learning supports for staff and students, members of the Leadership Academy also worked with administration and colleagues to develop the DESSA SEL Action Plan, review SEL data, and develop individual SEL lessons for all students during Advisory. Finally, a member of our staff also led a workshop for Advanced Placement teachers on the effective use of AP Classroom online to support student success.

- **Continue to provide comprehensive, targeted, and differentiated training for paraeducators.**

In collaboration with the Director of PSSS, CHS has continued to offer differentiated professional development for paraprofessionals. On October 12th, paraprofessionals were included in our differentiated technology professional development, including use of productivity tools, Google Suite, PearDeck, and a variety of self paced tutorials on educational technology used in our buildings. All paraprofessionals also participated in our district training on bloodborne pathogens and mandated reporter training. During the year, several paraprofessionals also attended professional development and faculty meetings on social emotional learning and our book study on *Culturally Responsive Teaching and the Brain*.