

Coventry Public Schools
SubSystem/Department Goals
for the 2022-2023 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 2022-23 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 96.3% for the 2021-2022 school year. We continued to implement these practices with fidelity in the 2022-23 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 2.0 points or higher, as measured by the MAP Reading Assessment from fall 2022 to spring 2023.**

Reading	Fall 2022 Avg RIT on Strand of Emphasis (SOE) Informational Text	Spring 2023 Avg RIT on Strand of Emphasis (SOE) Informational Text	Growth (Fall to Spring)
Grade 9	227.5	228.1	Student Growth Norm: 0.53 Overall RIT growth: 1.3 SOE RIT growth: .60
Grade 10	223.0	226.7	Student Growth Norm: 0.53 Overall RIT growth: 2.9 SOE RIT growth: 3.7

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 1.3 RIT for Overall Growth and .6 RIT for Informational Texts. The 10th Grade growth on the Strand of Emphasis was 2.9 RIT for Overall Growth and 3.7 RIT for Informational Texts. This data represents significant growth for our students, who are already performing well above grade level according to NWEA norms. The class of 2026 (9th graders) continue to perform exceptionally well on standardized assessments as evidenced by their fall and spring scores on MAPS.

- **Students in Grades 9-10 will increase their mean RIT score on the MAP Operations and Algebraic Thinking and Geometry Standards by 2.0 points or higher, as measured by the MAP Mathematics Assessment from fall 2022 to the spring 2023.**

Math	Fall 2022 Avg RIT on Strand of Emphasis (SOE) Alg/Geom	Spring 2023 Avg RIT on Strand of Emphasis (SOE) Alg/Geom	Growth (Fall to Spring)
Grade 9	Alg: 236.7 Geom: 234.7	Alg: 241.0 Geom: 242.6	Student Growth Norm: 1.17 Overall RIT Growth: 5.0 SOE Alg RIT Growth: 4.3 SOE Geom RIT Growth: 7.9
Grade 10	Alg: 238.2 Geom: 236.4	Alg: 244 Geom: 245.2	Student Growth Norm: 1.17 Overall RIT Growth: 7.2 SOE Alg RIT Growth: 5.8 SOE Geom RIT Growth: 8.8

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 2022-23 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 4.3 RIT for Algebraic Thinking and 7.9 for Geometry. The 10th Grade growth for the Strand of Emphasis was 5.8 RIT for Algebraic Thinking and 8.8 for Geometry. Both

9th and 10th grade students far exceeded our growth targets and are performing well above the NWEA norms for their respective grade levels.

- **Grade 11 students will increase performance from the 2022 PSAT to the Spring 2023 SAT by 5%.**

SAT School Day 2023

	Coventry	State	Total Group
Average total score (out of 1600)	1041.6	980	957
% met both EBRW and Math Benchmarks	43%	33%	27%

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 become familiar with the new online testing platform. Throughout the school year, administrators and counselors also attended multiple webinars and in person meetings to learn about the new administration and plan for school based supports. 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 to simulate the testing environment with released items provided by the College Board. At least one of these was online to simulate the new SAT online testing platform. Prior to the testing date, all staff proctors were trained during our March professional development day. The SAT School day administration was held on March 23rd this year and students

showed significant growth from their fall PSAT to Spring SAT, with 43% of students reaching benchmark on both the Reading and Math Sections of the SAT as compared to 38% reaching benchmark on both sections of the fall PSAT, reaching our goal of 5% growth. Our overall performance from the Spring 2022 SAT School Day to the Spring 2023 SAT School Day rose from 1020.0 in 2022 to 1041.6 in 2023, while there was a decrease at both the state and national level. We look forward to receiving the DRG comparison data later in the summer.

- **Grade 11 students will improve their at or above goal performance on NGSS Assessments by 5% as measured by the Spring 2022 NGSS State Assessment to 2023 NGSS aligned formative assessments.**

In the fall of 2022, in alignment with our Science Improvement Plan, NGSS Assessment data was shared with administrators and science teachers to analyze student performance and identify strengths and areas of need from the current administration. The data was used to inform changes to our curriculum, instruction, assessment, and newly created pacing guides for each course. Teacher meeting and professional development time was dedicated to review of student performance and sharing of classroom strategies. All teachers also participated in Science Coaching days to ensure alignment and pacing and plan for adjustments based on reviewing student work and administrative walkthroughs were utilized to help guide our work. Multiple NGSS aligned formative assessments were administered throughout the year and data was used to adjust instruction based on student performance. Our final NGSS aligned formative assessment administered to our 11th grade class this spring showed a significant increase in performance showing a 6.2% increase in students scoring at or above goal, with 60.1% of students scoring at or above goal as compared to 53.9% at or above goal on the 2022 administration of the NGSS Assessment, reaching our goal of increasing 5% of students scoring at or above goal. The 2023 NGSS assessment was administered to all 11th grade students during the week of May 22nd and we look forward to reviewing and sharing the results when they are made available.

Whole School Learning Indicator Goal

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

In the fall of 2022, CHS held a faculty meeting to review our Portrait of a Graduate and identify teacher and department assignments to our Effective Communicator, Engaged

Collaborator, and Critical Thinker 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, Collaboration, and Critical Thinking rubrics. As part of our midyear meetings, teachers discussed student progress on their assigned rubrics using data recorded in PowerSchool. The development of the Empowered Citizen Rubric continued throughout the year at the Curriculum Cabinet level and is planned for adaptation at the school level and will be ready for use in the 2023-2024 school year. 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 2023 parent/guardian survey data.**
- Clear and consistent communication between teachers, students, and parents continue to be a priority to support student growth and development academically and socially. As part of our school parent communication goal, teachers continue to keep a parent communication log of emails and phone calls to and from parents and students. The parent communication logs were reviewed with teachers during their evaluation process at Goal Setting, Mid-Year, Review of Practice, and End of Year meetings to help support positive two way communication between parents, students and their teacher. On average, teachers were initiating parent communication via phone or email two to three times per week, with some teachers average over ten phone calls or emails per week depending on their role and student needs. In the 2022 Parent Climate Survey, parents reported timely communication about their students' progress as a strength of the school, with a mean score of 4.04 out of 5 points.

In addition to the parent communication logs, we have also continued our schoolwide

newsletters and invited parents to participate in the Parent Advisory Council and Joint CNH/CHS PTO meetings throughout the year through email blasts, and Open House and Parent Conference letters. 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.

- **Develop an improvement plan to support student growth on the grade 11 Next Generation Science Assessment, including curriculum revisions, pacing, and formative assessment practices aligned with NGSS standards.**

In collaboration with district leadership, our Science Curriculum Leader, and CHS faculty, CHS developed a Science improvement plan to support continued student growth on the Next Generation Science Assessment administered to all 11th graders throughout the state of Connecticut. Early in the school year, NGSS Assessment data was shared with administrators and science teachers to analyze student performance and identify strengths and areas of need from the current administration. These areas of strength and need were compared against our current curriculum, instruction and assessments in order to create focused areas for improvement. In each course, pacing was adjusted to ensure that all topics were given appropriate time for instruction for each bundle. Teachers also reviewed lesson plans to create more student centered lessons and activities, with additional focus on the Cross Cutting Concepts of Patterns and Cause and Effect. Additional opportunities for students to experience NGSS aligned question types were integrated into both instruction and assessment, giving our students more familiarity with the types and format of NGSS assessment questions. Finally, an assessment plan was created for each grade level to include formative assessments, model assessments and performance tasks where the data generated can be used to adjust instruction and improve student outcomes. Throughout the year, professional development and department meeting time was dedicated to new learning, data analysis, and sharing of student work. All teachers also participated in Science Coaching days to ensure alignment and pacing and plan for adjustments based on reviewing student work. District and school administrators also utilized classroom walkthroughs throughout the year to review progress on instruction and pacing. Once again, our reading specialist has also collaborated with colleagues in the science departments to develop and offer push-in whole class instruction on science vocabulary

annotation strategies. The NGSS assessment was administered to all 11th grade students during the week of May 22nd and we look forward to reviewing and sharing the results when they are made available.

- **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 once again 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, ECSU, and University of Bridgeport Dual Enrollment programs. Our Advanced Placement enrollment continues to be high, with 157 students taking 259 AP Exams taken in the 2022-23 school year as compared to 131 students taking 240 exams in 2021-22 and 355 enrollments scheduled for the 23-24 school year. We have multiple UCONN ECE courses running, including our new ECE Environmental Science partnership. CHS is also reinstating our ECE Spanish courses in 23-24, with 15 students enrolled for 23-24. We continue to support our ECSU Dual Enrollment Medical Terminology course with 31 students enrolled and on track to earn credit this year and a total of 132 students earning credit since the program inception in 2018-19. In our first year of our University of Bridgeport partnership, 24 students will be earning credit in Both English 12 at CHS and English 101 at University of Bridgeport. As always, we continue to look for even more opportunities for students to earn college credit while taking classes at Coventry High School.

- **In collaboration with district and school staff, create and implement the Portrait of a Graduate Empowered Citizen Rubric.**

As part of our efforts to complete our Portrait of a Graduate rubrics, CHS administration and faculty have collaborated with district staff on the process for creating the district level Empowered Citizen Rubric. During fall Curriculum Cabinet meetings, teachers and

administrators reviewed our Portrait of a Graduate and the learning outcomes associated with our Empowered Citizen Competency. Throughout the year, members of the Curriculum Cabinet reviewed research, aligned content to standards, and worked collaboratively to create a rubric to support student development in each performance area. The rubric development process at the Curriculum Cabinet level was completed in March of 2023 and faculty meetings in the Spring were used to review it at the building level to adjust language and expectations for use at CHS. The Empowered Citizen Rubric will be rolled out for use in the 2023-24 school year.

- **Review and revise the Interdisciplinary Project and presentation aligned with the skills and attributes of the Portrait of a Graduate for all 10th graders based previous performance**

In an effort to build and strengthen our students' 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. After two years of completing the projects without a presentation component due to the pandemic, we were finally able to successfully complete both the project and presentation in the 2021-22 school with 100% student attendance at the evening presentations. As a result of data from our past projects and feedback from students, parents, and teachers, professional development and department meeting time was dedicated to refining the Interdisciplinary Project to give students more time to collaborate and research in order to create a thoughtful and high quality project. In addition, CHS and CNH teachers met during our Joint Faculty Meeting several times this year to share current interdisciplinary projects at both CHS and CNH to ensure alignment of expectations and give critical feedback on planning, structure, and student agency expectations. On April 5th, our 2nd Annual 10th Grade Interdisciplinary Project Presentations were held in the evening with all staff participating as viewers and scorers for student presentations and we once again had 100% participation. 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.

- **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. In 2022, six students participated in the process and five of the six students passed all sections of the assessment. Due to the efforts of both teachers and counselors to promote the opportunity, In 2023, we had 12 students engaged in the process. All 12 students took the ACTFL exam this spring and we are happy to report that six students passed all four sections of the exam and will receive their Seal of Biliteracy upon graduation. Six students passed three of the four sections of the exam and will try again next year as they are all underclassmen. We look forward to continuing to grow this opportunity in the coming years.

- **Support the ongoing relationship and exchanges with Chinese students and teachers through our 6-12 Chinese program.**

Coventry High School has worked hard to grow our Mandarin Chinese World Language Program over the past few years. We are now proud to be offering Chinese I, II, III, IV, and V at the high school level. There were 26 students enrolled in Chinese courses for the 22-23 school year and 36 enrolled for the 23-24 school year, our highest enrollment since the inception of the program. CHS has also supported multiple field trips and cultural events

during the year, including virtual exchanges through Zoom with students in our sister school in China, Chinese New Year Celebration events, and a field trip to a Chinese Restaurant where they were able to practice their Chinese language skills in a real world environment. We look forward to more opportunities to grow our program through increased exchanges and authentic cultural opportunities for our students.

- **Implement and adjust skill based learning supports for students with special learning needs to increase contact time with certified teachers as recommended by the DMG study.**

As a result of the district level DMG study, CHS administration and teachers began to rethink our service model for students with special needs to maximize contact time with certified special education teachers. After district and building review of information provided in the DMG study as well as brainstorming sessions at the building level, CHS transitioned away from a co-taught special education teaching model to a skill center based approach. In this new service model, three types of Skill Centers were created to support students specific IEP Goals. After reviewing each IEP of students or transitioning to CHS, students were assigned to Math, Literacy, and/or Executive Functioning Skill Centers during our scheduling process. Students were either scheduled four times a week or two times a week in each skill center based on their specific needs identified in their IEP. Through the scheduling process, we were also able to align the schedules of our Literacy Skill Center and our Reading teacher to allow for collaboration and push in services for students in need of additional support in Reading. In each skill center, teachers use the learning and assignments from each of their core classes to support their growth on their targeted goals in areas such as reading, writing, math, and organizational skills. As part of our Executive Functioning Skill Center, we also included our students with 504 plans who were in need of organizational support in order to meet success in their learning. As a result of this new program design, 100% of identified students were able to be scheduled into small group support classes targeted to their specific IEP goals and taught by a special education teacher.

- **Collaborate with the Director of PSSS to implement the effective use of the CT Special Education Data System to manage student Individual Education Plans and 504 plans.**

In collaboration with Dr. Giller, our Director of PSSS, CHS administration dedicated significant professional development and department meeting time to the roll out and use of the CT SEDS system at the high school level. Early in the year, Special Education teachers worked collaboratively with Dr. Giller and her staff to engage in in-depth training on the use and functionality of the CT SEDS system. Teacher dedicated significant time to transitioning all of our IEP's and 504's to the new system while learning all of the new expectations, and bugs, in the system. Teachers and counselors communicated with families to educate them on the new format so that there was a smooth transition for students and families that supported their continued growth as learners. Throughout the year, as the state updated their system and training, we continued to offer time for teachers to work together to collaborate, troubleshoot, and ensure that IEP's and 504's were correctly input, tracked, and completed as mandated by IDEA. Our teachers demonstrated a considerable amount of resiliency, patience, and problem solving to support our students during a very difficult roll out of this new CT SEDS system.

- **Continue the implementation of the ESSR II and ARP/ESSR grants to provide enhanced supports and programming for the academic and social development of our students.**

CHS was very pleased to be able to continue to provide additional supports for tutoring and enrichment programming using the ARP/ESSR and ESSR II grant funding. Using grant funding, we were able to staff our Tutoring Center with a certified math and English teacher after school on Tuesdays and Thursdays throughout the year. This service was available to all students with no appointment necessary for general skill support or help on a specific assignment. As of May 1, 186 students accessed services from this tutoring program during the 2022-23 school year. This tutoring support is in addition to regular before and after school help opportunities offered by every teacher in the school. Using funds from these grants, we were also able to support an after school Enrichment Program for students. Members of our World Language faculty created a Hispanic Culture Enrichment that met several times during the year to experience the culture, language, and food of a variety of hispanic peoples.

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

- **Continue the use of enhanced resources for high schools from the Aperture Education Collaborative for Academic, Social, and Emotional Learning (CASEL) and the data from our district climate survey to support students' social and emotional growth.**

Coventry High School has also continued its work with students on the Aperture Competencies. Aperture does not have a screener for high school students at this time, but they have updated their resources for high schools so that there are support activities and guidance for each of the competencies. Our Social Emotional Learning (SEL) leadership team reviewed the new resources in the beginning of the year to update our Advisory Lessons to support our identified competencies of Building Relationship Skills and Self Management. This year, our Advisory lessons included the topics of Social Awareness, Relationship Skills, Relationship Skills, De-Stressing Strategies, Healthy Boundaries, and Self Management.

The climate data from the 2021-22 school year reinforced our practices of communication and student engagement, with positive parent survey data on staff communication from their teachers and student engagement in school academic and social programs. This year we continued our school practices of maintaining parent communication logs and the use of PowerSchool and Google Classroom to keep students and families informed of their progress in classes. Coventry High School has some of the most visible engagement efforts built into our program. Obviously, we have a comprehensive sports program that is visible to all. We also have fabulous music and drama programs and an Enrichment period built into our schedule to allow every student the opportunity to belong to a club or activity of their choice. An area of focus from the climate data was to improve/increase student understanding and respect for differences. This has been an area of focus for us this year in our SEL Advisory work mentioned earlier and we have dedicated considerable professional development time allowing teachers to collaborate on changes in their classrooms and curriculum to support all students in a sense of belonging in our schools. In alignment with another district goal of creating two character building learning opportunities, we also invited in Rachel's Challenge this year and created a whole building walkathon charity event

to help build a sense of community and understanding for differences both in our community and beyond.

- **Collaborate with district administration and school staff to create at least two character building experiential learning opportunities for our students to develop values, attitudes, and actions that promote a welcoming and accepting school climate.**

In collaboration with district and school administration, both Capt. Nathan Hale Middle School and Coventry High School welcomed Rachel's Challenge back to our schools. On October 3rd, All students at CHS were engaged in Rachel's Challenge presentations. Rachel's Challenge is an organization in the United States that uses positive messaging to increase communication, support, and kindness and reduce mean behavior, isolation, and violence in schools. It is a non-religious, non-profit, non-political organization, led by Darrell Scott and his wife Sandy. Their daughter, Rachel Joy Scott was the first student killed in the Columbine High School shooting in 1999. As part of this program, all CHS students were introduced to Rachel's Challenge during two one-hour long presentations. Then, in the afternoon, 85 students and 12 teachers who agreed to serve as leaders in Rachel's challenge were trained to serve as leaders and mentors in our school.

As our second character building experiential learning opportunity, our students elected to create a charity walkathon and race for the entire school on May 26, 2023. Each grade level chose a specific local charity to raise money for and engage in a school wide walkathon on our home track during school hours. Student members and the advisor for our Albert Schweitzer Club organized the event and communicated with students and faculty through Google Classroom. We look forward to a wonderful community building event for a good cause.

- **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.**

After several years of delay due to the ongoing pandemic, The district and Coventry High School have finally been able to make significant progress in creating structures to attract international students to our school. In collaboration with Dr. Petrone and Susan Frare, we have been able to establish an agreement with Educatius as a vetting agency for

international students wishing to attend Coventry Public Schools. We also created promotional materials and updated our district website to include information for international students on our programs, services, and achievements as a school. Coventry High School is also listed on the state website as a school accepting international students. As a result of these efforts, we are excited to report that we have had several successes this year including an international student from Germany attending Coventry High School for the second semester of this year and multiple inquiries for next year, with two students accepted to attend Coventry High School from Italy and Germany next year. We will welcome these students and their host families into our school and community during our registration and intake process with tours, program reviews, and open invitations from our athletics and other extracurricular programs. We look forward to creating a positive experience for these and all of our students in order to maintain and grow this opportunity.

- **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.) Administrators 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. PAC continues to be used to inform parents of any upcoming changes and events at Coventry High School and parents continue to comment on how appreciative they were to have multiple opportunities to ask questions and get clarification as the year progressed. Topics of discussion included the Portrait of a Graduate, student activities and athletics, fall and Spring Spirit Week, student scheduling, technology updates, Rachel's Challenge, School Security, and many other topics. 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 continued our meetings this year with a meeting held on October 27th and April 27th of this school year. Topics of discussion include season updates, transportation, student and family

involvement, school spirit and sportsmanship, and the new shot clock requirement for basketball.

- **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.**

At the beginning of the year, CHS faculty met to recommit to once again welcoming in-person guest speakers from multiple professions to maintain and increase our business and community connections and expose students to a variety of college and career opportunities. In the second year of our relationship with the Windham NAACP, we were able to increase our number of speakers from a variety of professions, including a UCONN School of Business professor, a UCONN history professor, a research biologist, an electrician, a mental health and addiction specialist, a musician, an FBI public affairs specialist, a certified yoga instructor, and a restaurant owner. 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 (FBLA) club competed in the statewide event with three students placing in the top five competitors in their individual events. They also participated in a three hour FBLA virtual conference with multiple guest speakers from the business community. Students from the Business department also competed in the Fintron Stock Market Challenge at Goodwin University this spring and attended an event at Dunkin Donuts Park in Hartford to listen to speakers on the business side of the sports industry and watch a game between Quinnipiac University and CCSU. 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 once again invited all candidates for local offices to speak to their Contemporary Issues classes this fall. In English classes, we again invited in a guest speaker to hold individual writing conferences with our English 12 students. 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. In our Technology Education Department, our classes hosted the Goodwin Mobile STEM Lab and guest speakers from Goodwin University on their eCamp program. Members of our World Language department offered a field trip to a local Spanish speaking restaurant where students were

immersed in the language and culture while practicing their skills in a real world environment. Our Science department hosted guest speakers from Coventry Police Department focused on forensics and a cardiovascular specialist to discuss echocardiology with our Human Anatomy and Physiology students. Our support services staff welcomed a firefighter to discuss career opportunities in fire science and emergency management. 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.

- **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.**

Coventry High School, in collaboration with our district IT Department, has continued our multi-year commitment to improve our capacity in the effective use of educational technology to support and transform learning for our students. In addition to our school-wide use of PowerSchool and Google Classroom to communicate assignments and performance with students and families, we dedicated considerable faculty meeting and professional development time to increasing faculty skills and effective use of instructional technology in the classroom. 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 Use of Technology to Enhance Collaboration related to the Portrait of a Graduate, 3-D Printing in Science, Use of SmartNotebook in Math classrooms, Naviance Training for Counseling and Support Staff, Proctor Training for the Online SAT, Formative Assessment Tools Across the Curriculum, TEAM Teacher Mentoring Training and Recertification, and Multiple opportunities for CT-SEDS training and troubleshooting. 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 30 TEAM trained mentors.

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

Throughout the school year, Coventry High School administration has offered multiple opportunities for Coventry Leadership Academy members to showcase and improve their leadership skills through presenting at professional development sessions and leading and organizing school initiatives. Leadership opportunities included professional development sessions on CT SED's, Use of Flexible Grouping to Improve Student Learning, and Social Emotional Learning for faculty and staff. A member of the Leadership Academy also participated in organizing and conducting our after school tutoring program this year and another member organized and participated in our Rachel's Challenge event this fall. A newer member of the Leadership Academy is also organizing and supporting our spring Walkathon charity event on May 26th. Members of the Coventry Leadership Academy are also members of our Leadership Team, Student Assistance Team, SEL Leadership Team, and Climate Committees and attend meetings throughout the school year.

- **Collaborate with district administrators to create a comprehensive professional development plan for paraeducators.**

In collaboration with the Director of PSSS, CHS has continued to offer differentiated professional development for paraprofessionals through both in person and online training. This year, paraprofessionals were active participants in our first staff development day, engaging with teachers as we analyzed student data from the previous year, reviewed district and school goals, and planned for upcoming events. All paraprofessionals were engaged in and completed mandatory online trainings in Child Abuse and Neglect: Mandatory Reporting, Bloodborne Pathogens Exposure Prevention, and Human Trafficking Awareness. Additional training was offered to paraprofessionals based on their assignments in CT SEDS, Opioid Overdose Response Awareness, CPR/First Aid, PMT Restraint Training and a variety of online training options in academic and behavioral strategies. Paraprofessionals are also always invited to participate in any faculty meeting or

professional development day that has special interest to them in their current assignment.

- **Identify the need for teacher training on aspects of differentiation of instruction and provide professional development to maximize student learning.**

This fall, Coventry high school administration and faculty identified a need in the following aspects of differentiation: a reminder of general strategies, informational text, and flexible grouping. In November, a teacher from the district Coventry Leadership Academy led a professional development on effective grouping strategies. The teacher covered the areas of content, process, and product that can all be adjusted to meet the needs of individual students through thoughtful group planning. Throughout the year the K-12 Reading Specialist and the CHS Reading Intervention teacher have been assisting subject area teachers with ways to differentiate informational texts through visual organizers and alternate text sources based on Lexile level. Much of this work has been done around science, English, and social studies. In February, we held a professional development based on the administrative group book *The Flexibly Grouped Classroom: How to Organize Learning for Equity and Growth* by Kristina Doughty. Teachers engaged in both small and large group activities to learn about and model different methods of flexible grouping based on the group's purpose. Throughout the year, administrators have witnessed many of these grouping and differentiation strategies being used in the classroom during teacher observations and administrative walkthroughs.