Coventry Public Schools

Sub System/Department Goal Achievement for the 2012-2013 School Year

By: Michele Mullaly, 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.

- Continue practices and processes, such as the development of a Common Core Values and Beliefs Statement and accompanying school-wide expectations, the incorporation of 21st Century Skills into performance tasks, and the evaluation of Looking at Student Work protocols to support achievement of NEASC standards and to improve student learning.

  - Implemented a process to develop Core Values and Beliefs Statement and research-based 21st Century school-wide expectations. Involved each group of stakeholders, teachers, students, parents, and community members in reviewing NEASC standards, resource materials, and generating their values, beliefs, and suggestions for 21st Century research-based, school-wide Learning Expectations. A committee of teachers and students produced a draft document which each stakeholder group reviewed and provided feedback on. Teachers voted on finalized document which received BOE approval on February 28, 2013.

  - Following BOE approval of Core Values and Beliefs Statement and 21st Century Learning Expectations, involved the teachers in the process of beginning to develop school-wide rubrics for the new 21st Century, research-based Learning Expectations.

  - Provided continued professional development on best practices in curriculum, instruction, and assessment as they relate to NEASC standards as well as the NEASC Accreditation process through teacher and leadership participation at two different NEASC workshops this year.

  - Have reviewed Coventry High School’s current degree of achievement of 2011 NEASC Standards and Indicators with Academic Council and other teachers, leaders, and professionals to assess the degree to which we are currently meeting the Standards and additional steps we will need to take prior to the 2016 NEASC visit. Completed a pre-Self Study report for NEASC on our findings.

  - Participated in Instructional Rounds four times during the school year. An observational snapshot of the school was taken with each round. Instructional practice was assessed with regard to Depth of Knowledge/Strategic Thinking. Twenty-two faculty members participated in a critical analysis of pedagogy and implementation of curriculum and in decision making about implications and next steps.

  - English teachers, the Reading Consultant, and the Library Media Specialist redesigned the Summer Reading Program for 2013 to include Nutmeg teen and adult books in
Grades 9 and 10 as well as informational texts. Reworked reader response model to include 21st Century skills and digital tools available through our new library administrative software, Destiny.

- Completed the fifth of five years of the Project Opening Doors Grant with continued opportunities for teacher trainings and student workshops with colleagues and peers around the state.

- Recognition as a top high school in Connecticut in The Washington Post’s Annual High School Challenge provides additional evidence of the processes and initiatives that have improved student learning at CHS. Only nine percent of U.S. public high schools have been placed on the list of the top 2,000 high schools in the nation. Of those schools in Connecticut placed on the list this year, Coventry High School is ranked 13th (last year it was ranked 17th). Schools are ranked by a Challenge Index Score which is calculated by taking the total number of Advanced Placement, International Baccalaureate, and Advanced International Certificate of Education tests given at a school each year and divided by the number of seniors who graduated. This achievement reflects on the continued expansion of the Advanced Placement Program at Coventry High School and on the partnership with families who encourage students to seek out challenging curriculum and courses and to work hard to enhance learning.

- Evidence of student learning and school achievement is the recognition of Coventry High School by Newsweek Magazine on May 6, 2013 as one of the top 2,000 high schools in the Country. There are 26,407 public secondary schools and 10,693 private secondary schools in the country. Ranked at 1,527, Coventry High School is among the top four percent of high schools in the country. Newsweek’s ranking focuses on identifying schools that turn out college-ready graduates. The list is based on six components: graduation rate (25 percent), college acceptance rate (25 percent), AP/IB/AICE tests taken per student (25 percent), average SAT/ACT scores (10 percent), average AP/IB/AICE scores (10 percent), and percent of students enrolled in at least one AP/IB/AICE course (5 percent).

- Sought out opportunities for real-world audiences and authentic application of learning. Student awards and recognitions, notably in art and music, provide evidence of outstanding student learning and skill development. Best practices and unique approaches such as commissioning a composer to create a piece of music for the Coventry High School Band during the 2013-2014 school year will provide exceptional learning experiences with real-world experts.

- Collaborate with area colleges and universities to refine instructional practices and pilot assessment programs to ensure our students have mastered career and college-ready Common Core State Standards in mathematics and English.

- Implemented the ALEKS math program in Grade 12 this year to support students in the development of career and college-ready math skills essential to meeting with high achievement in college and in passing community college math placement exams. Students used the Accuplacer assessment along with the web-based Assessment and Learning in Knowledge Spaces (ALEKS) learning system to identify student skill level and provide targeted practice on targeted skills and topics. These resources are used in placement and skill support at Manchester Community College. The students were selected to participate in this intervention course based on three points of data: PSAT
math scores, semester average in math in the junior year, and CAPT math scores. These points of data along with teacher recommendation and student self-selection will be used for placement in 2013-2014. On the average in the ALEKS class students have mastered 46 additional topics assessed on the Accuplacer assessment. The Coventry High School teacher of ALEKS math met periodically with the MCC instructor overseeing the grant which supported the implementation of this program through the Community College Partnership. Para-educator support was included as part of the grant.

- During the 2013-2014 year the ALEKS math class will be offered in the first semester and qualifying students will take a new math course which will be aligned to an introductory MCC course with the opportunity to earn MCC college credit.

- Implemented Model MCC Writing Assessments and rubrics in English 12 to expand the reading and writing experiences that will prepare students for placement and success in college-level English. Students have taken two Reading Challenge Assessments and will complete the third in June. The first assessment provided baseline data, and the second showed 36% growth with 49% of students at mastery. Curricular changes and addition of informational texts at appropriate lexile levels have supported student achievement. The teacher of English 12 and the Reading Consultant have met with the coordinating instructor at MCC and have conducted visits to other high schools piloting these Model MCC Writing Assessments. Planning is underway for the future for students to be exempted from the Challenge Essay at MCC with demonstrated mastery on the model MCC writing assessments and essays written for English 12 that demonstrate specific criteria.

- Entered into collaboration with the UCONN NEAG School of Education to participate in its IDEA grant to support schools implementing iPad initiatives. The grant will support the iPad initiative from June 2013 through July 2014 by training teachers, documenting progress, and collaborating on best practices. Optional summer support for teachers through workshops designed based on teacher needs will also be provided. Collaborative planning sessions with the Associate Professor in charge of online learning, who oversees and will be assisting in administering the grant, and a student who is a representative of Apple and who will be involved in providing professional development have recently begun.

- Continue the implementation of the Measures of Academic Progress (MAPS) web-based universal screenings with one hundred percent of Grade 9 and 10 students in reading language usage and math as a tool to design appropriate instructional interventions to increase student achievement.

- Administered fall and winter MAPS assessments and are currently administering spring assessments. Have used results in a variety of ways. Teachers have reviewed fall and winter data and used data to set class goals and individual goals. Data has been used to customize class instruction, to inform grouping arrangements in the classroom, and to customize interventions occurring in and out of the classroom in math and reading labs, in the Tutoring Center, and in work with the Reading Consultant. Results have also been used as detailed in School Improvement Plans.

School-wide data results provided evidence of school-wide progress as well as continued areas of growth. In Grade 10 MAPS Reading students grew 3% from the fall
administration to the winter administration on percentage of students at or above grade level norm with Grade 9 MAPS Reading results down 1% in the winter from the fall. Grade 9 MAPS Language testing showed a 3% increase in those at or above grade level norm from fall to winter while Grade 10 MAPS Language results showed an 8% increase in those at or above grade level norm. Results in math indicate some strengths as well as continued areas of focus. Grade 9 MAPS Math scores indicating the percentage of students at or above grade level norm decreased 3% from fall to winter while Grade 10 MAPS Math scores indicating the percentage of students at or above grade level norm showed an 8% increase from fall to winter.

Analysis of CAPT data led to a decision to utilize MAPS data and resources to identify discrete skill areas in reading comprehension of informational texts to target for instruction for students with disabilities. Collaborating with special educators and the Principal, the Reading Consultant designed specific lessons on discrete skills and identified instructional materials which special educators used to instruct students with disabilities in the Skills Advancement and Transition Exploration (SATE) classes. On the MAPS assessment strand related to comprehension of informational text, 60% of special education students demonstrated improvement from fall to winter testing.

Utilized the MAPS Descartes Resource to ascertain all key vocabulary and terminology assessed in MAPS reading. As revisions were completed to align the English curriculum to the Common Core State Standards, incorporated all MAPS vocabulary and terminology into curriculum for instruction and expect this direct instruction to have a positive impact on student learning and achievement on future MAPS assessments as curriculum is implemented in the 2013-2014 school year.

- Develop and implement School Improvement Plans to increase reading and mathematics proficiency by a minimum of ten percent annually as measured by the CAPT.

- Developed and implemented detailed plans for school improvement in CAPT Math and CAPT Reading. Disaggregated all 2012 CAPT data and identified priority strands in reading and math. Reviewed data with teachers along with MAPS data to individual class and grade-level goal setting.

- Administered benchmark assessments in mathematics and reading. Grade 10 math assessments aligned with Math Standards 3.1a, 3.1b, 3.2a, 3.3a. An average of four primary benchmark assessments indicated 10.3% at mastery or proficient in pre-test or baseline assessments and 79.5% at mastery or proficiency in post-test or summative assessments on CAPT priority strands. Reading benchmark assessments focused on a targeted area for growth, skills that support high achievement in the classroom, and on the Reading for Information segment of the CAPT. Fall data indicate 34% of student in Grade 10 had achieved mastery while winter data indicate 71% of students at mastery for a growth of 37%. Additional student work generated on CAPT practices on released items and CAPT-like questions for Grade 10 students were analyzed in data meetings for student progress and to identify student strengths and areas for growth to inform instruction.

- CAPT Math and Reading Improvement Plans included teachers attending CSDE CAPT trainings, differentiation of instruction, scaffolding of skills, and co-teaching to support student achievement, use of CAPT rubrics for instruction and scoring, incorporation of informational texts into instruction, Grade 10 math in-school field trips during
Enrichment periods dedicated to whole-group instruction, and guided practice on priority strands, Read for Information training session and guided practice for Grade 9 students during PSAT testing, continued Read For Information practices with informational texts in Grade 9 science classes, the use of Study Island for continued skills development in reading, math, and science, development and administration of a practice CAPT in mathematics for all Grade 9 students, continued teacher practice in scoring to ensure calibration to the CAPT rubrics and consistency in scoring, regularly scheduled data team meetings for Grade 10 math and English teachers and the Reading Consultant with the Principal to review the progress on the implementation of the School Improvement Plan including analysis of data charts and student work samples, and the use of the Grade 9 and Grade 10 Math and Reading Lab classes for targeted interventions.

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

- *For all students implement Student Success Plans which incorporate goals in academic, career, and social, emotional, and physical development.*

  - Implemented Student Success Plans for all students. Shared detailed plans and rationale at a BOE meeting. Goals for Academic development include Skills for Learning, School Success, and Academics to Life Success. Goals for Careers include Investigation of Careers, Career Success, and the Relationship Between School and Work. Goals for Social, Emotional, and Physical Development include Respect for Self and Others, Goal Setting and Goal Attainment Skills, and Survival and Safety Skills.

- *Implement the high school components of the Safe Schools Climate Plan and expand the use of the Advisory Program to include activities and experiences that support the implementation of Student Success Plans and the promotion of a positive school climate.*

  - Developed Safe School Climate Plan for Coventry High School following CSDE mandates and best practices. Administered student, teacher, and parent surveys and have analyzed data to identify strengths and areas for growth.

  - As part of the Safe School Climate Plan, implemented current School Climate Programs and strategies: Advisory Program, Enrichment Program, Developmental School Counseling Program, day-to-day strategies to personalize learning and keep students visible, awards and recognition events, Rachel’s Challenge activities, Student Ambassador Program, school-wide assemblies, extracurricular activities, clubs, and athletics, field trips focused on individual or communal growth and development, community service requirements, and a variety of other academic, character, and social development activities. The impact of important school and community events, such as the dedication of the Hurlock Gymnasium, on school climate and students' development is invaluable and immeasurable.

  - Advisory Program topics have supported the implementation of Student Success Plans. Topics included an assembly on Internet Safety for our freshmen and sophomores with expert, Scott Driscoll; an assembly for our juniors and seniors on “The Developing Brain: Adolescence and Vulnerability to Drug Abuse and Mental Illness” presented by Dr. Patrick DeChello; and an assembly for our seniors with Chris Dailey, Assistant Coach UCONN Women’s Basketball, on leadership qualities and self-motivation. Other topics supported through Advisory include the following: group process and role of
Advisory, PSAT prep, leadership qualities and self, follow-up Rachel’s Challenge activities, listening to yourself and overcoming self-doubt, impact of bullying on victims, managing stress, and resolving conflicts. An Acts of Kindness project has been begun through the Advisory Program with the leadership of a core group of our seniors and juniors and the expertise of Ken Caputo. A school-wide assembly on healthy relationships and teen dating violence with expert presenter Earl Middleton also supported the implementation of Student Success Plans and a positive school climate.

- Maximized student seat time and time on learning and minimized time out of class and/or school as a result of decreased suspension rates. Are engaging in a review of three years of disciplinary data to measure positive impact. Decrease in disciplinary referrals and the continued development of positive student relationships with support staff, the Student Supervisor, teachers, the Assistant Principal, and Principal are having an important, positive impact on school climate.

- Interns have worked personally with students on character development, dealing with conflict, and other topics related to social and emotional growth, positively impacting school climate.

- Completed Office of Civil Rights Program Self-Study and collaborated with school leaders and the Director of Pupil and Staff Support Services on completion of the report. Held site visit in November. Informal positive feedback on Coventry High School’s compliance and positive disposition of students about school culture and climate provides evidence of effectiveness of programs and strategies.

- Engage parents and community members in collaborating on the development of a Common Core Values and Beliefs Statement and collaborate with the Advisory Council and CNHMS administration to provide four evening seminars on topics of interest to parents.

- Reinstated a Parent Advisory Council (in addition to PTO group) to involve parents in providing input and feedback on major school initiatives. Parent and Community meeting assisted with the development of the Core Values and Beliefs Statement and the development of 21st Century Learning Expectations. Held additional evening workshops for parents on the Common Core State Standards and the Smarter Balance Assessments at which the Curriculum Coordinator presented, and on Digital Awareness, at which CREC Specialist Ratosha Terry presented, and on Healthy Relationships with United Services expert presenter, Kerry Fair. Collaborated with Pupil Services and Coventry Youth Services on a presentation on “The Developing Brain: Adolescence and Vulnerability to Drug Abuse and Mental Illness” with presenter Dr. Patrick DeChello.

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

- Collaborate with the Curriculum Coordinator and other district leaders to provide customized and relevant professional development opportunities in support of district goals.

- Used professional development time and staff meetings to involve teachers in incorporating 21st Century Skills into teaching and learning. Professional development days and staff meetings were dedicated to trainings in the following areas: Webb’s Depth of Knowledge; the development of performance-based assessments, using a
Looking at Student Work protocol to evaluate student work products for the performance-based assessments to revise those assessments; technology and instruction; training in and the development of a flipped lesson, and personalized professional development based on individual, departmental, and school needs. Vertical team staff meetings continued to support student achievement by focusing on a variety of needs and topics such as, integration of interactive whiteboards into instruction, direct vocabulary instruction and curriculum, analysis of the SOAS PSAT results to inform math instruction in Grades 6-12, the new Next Generation Science Standards, scope and sequence of curriculum, review of student work produced on CAPT like common formative assessments, review of MAPS data, and instructional planning. Collaboration with Curriculum Coordinator and CNHMS Principal has supported these professional development trainings.

- Sought out additional relevant trainings designed to build capacity in Coventry High School teachers: National Council of Teachers of Mathematics convention, UCONN NEAG sponsored iPad implementation training for teachers, smartboard/interactive white board trainings, discipline specific trainings sponsored by state and content related agencies such as FCCLA, FBLA, Connecticut Council of Teachers of English, Connecticut Technology Education, and Connecticut Music Education Association.

- Attended the UCONN NEAG Career Fair and was successful in interviewing and ultimately hiring outstanding and highly qualified candidates for teaching positions.

- Expand internship opportunities through collaboration with local colleges and universities.

- Expanded our internship program in collaboration with the Eastern Connecticut State University Psychology Department Program grew from two students in the second semester of 2011-2012 school year to five and then seven students in the first and second semesters of 2012-2013 school year. Improved structure of program to coordinate more closely with the needs of students receiving interventions in the Tutoring Center. Additionally, the Student Assistance Team assigned specific interns to individual students to match, skill, content, and social needs of students.