Coventry Public Schools
SubSystem/Department Goals
for the 2013-2014 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.

   - Implement Common Core State Standards curriculum in English and math; evaluate performance task alignment to standards and performance task structure to Smarter Balanced Assessment items.
   - Fully implemented new curriculum in ELA with the inclusion of informational texts in every unit at each grade level.
   - Fully implemented new curriculum in mathematics and have been emphasizing the CCSS Mathematical Practices in instruction.
   - Reviewed all SBAC released test items and all available SBAC resources including proposed items for each of the claims. Reviewed other resources supporting SBAC aligned questions including the PARC resources. Developed a list of stem questions and core vocabulary from these sites to use in instruction and assessment.
   - To support our evaluation of the performance task alignment and to access additional resources, attended a variety of workshops including the CSDE Literacy Workshops for SBAC for ELA and Math, and CSDE training sessions and modules for lead teachers and coaches in ELA and Math. Reading Consultant has been named to the CT Dream Team and is involved in creating questions and lessons aligned to the SBAC assessment.
   - Developed four ELA aligned performance-based assessments (multiple choice, three constructed responses, an in-depth essay) in Grade 9; seven ELA aligned performance-based assessments in Grade 10, and five ELA aligned assessments in Grade 11. English, social studies, and science departments have supported this endeavor. Have been disaggregating data and looking at student work to identify aggregate student strengths and needs, to inform instruction, and to identify additional curriculum refinements that need to occur.
   - Collaborated with CREC Math Consultant in monthly trainings on implementing the CSDE Algebra I curriculum and the CCSS aligned curriculum for Geometry and Algebra II. Five units in Algebra I, four units in Geometry, and five units in Algebra II were revised to include instructional shifts and further emphasis on topics highlighted in the SBAC assessment. All units in those courses have well developed performance tasks and five in Algebra I and four in Geometry have performance tasks that align completely with the performance tasks on SBAC.
   - Revised summer reading program for 2014 to include more non-fiction and allow for more reading for enjoyment.
   - Provide continued professional development on best practices in curriculum, instruction, and assessment as they relate to NEASC standards as well as to the NEASC accreditation process including the development of rubrics for the 21st Century research-based school-wide learning expectations.
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- Utilized a collaborative process to develop and approve rubrics for all of the Academic and Civic and Social 21st Century Learning Expectations. Piloted the Academic rubrics in the second semester and will establish a timeline for minor revisions in 2014-2015 as required by the NEASC process. Departments each identified two Academic Expectations for which they will take primary responsibility in instructing and assessing skill development. Departments have identified the learning activities and assessments for each course on which students’ skill levels on the Academic Expectations will be assessed.

- Collaborated with IT to develop a system to report out student progress on mastery and achievement level of 21st Century Learning Expectations through PowerSchool by teacher beginning in the 2014-2015 school year. Process will enable us to gather individual as well as school wide data.

- Developing teacher knowledge and leadership capacity in the NEASC process through professional development opportunities, such as participation of three teachers in the NEASC Showcase, involvement of three teachers on Visiting Committees for NEASC site visits, and participation of two of the co-chairs for the upcoming Self-Study in NEASC Self-Study training.

- Professional development opportunities involved deepening learning about best practices. Teachers attended the National Conference of English teachers, the National Science Teachers Association Conference, trainings related to close reading, and numerous trainings related to effective incorporation of technology into teaching and learning. Site-based professional development involved whole-staff trainings related to Project-Based Learning, utilizing apps for formative assessment and to support reading strategies such as highlighting and annotating, and utilization of Google Drive and Google forms to support teaching and learning. Differentiated professional development involved development of assessments and instructional materials and training on Lexile levels related to the implementation of the CCSS.

- Oriented staff to Atlas Rubicon curriculum platform and continued curriculum revision according to the established cycle with emphasis on business, technology education, and family consumer science. Expanded the role of Library Media Specialist and Study Skills teachers in supporting the development of 21st Century Skills.

- Expanded Program of Studies in 2013-2014 to include the following courses: Human Immunity and Disease, Advanced Placement World History, College Math, Advanced Placement Computer Science, Entrepreneurship, Environmental Building and Design, and ECE Spanish 3178. Development of interdisciplinary courses such as ECE Latin American Studies and development of course offerings for the 2014-2015 school year to include the following courses to support achievement of NEASC standards: AP Economics, Video Production II, Creative Writing II, and Understanding and Appreciating the Memoir.
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➢ Implement the iPad initiative in Grade 10 to enhance students’ development of 21st Century Learning Skills and to support identified student learning outcomes.

➢ Began teacher trainings in spring 2013 including participation at UCONN’s iPad conference for nineteen teachers of Grade 10 students. In collaboration with the Director of Educational Technology, planned professional trainings to utilize the SAMAR model to guide the vision of teaching with iPads. Focused two professional development days and several staff meeting trainings on teacher education related to the iPad initiative: workshop on Project Based Learning to enhance higher order thinking while using digital resources, training in creating and presenting for real-world audiences utilizing a variety of Apple applications, and use of Google Drive. Vertical Team and department meetings provided training in content specific resources to be useful in utilizing the iPads in different disciplines.

➢ Utilized surveys for all constituencies and classroom walkthroughs to gather quantitative as well as qualitative data on the iPad initiative to identify needs and inform planning.

➢ Provided parent trainings on the functionality and use of applications of school-wide focus in August and September 2013.

➢ Two high school teachers presented at the May 2014 UCONN iPad conference, a high school administrator and three students along with the Superintendent, district leadership, other Coventry Public School teachers, and members of the IT Department presented at the May 2014 CEN conference.

➢ In our last NEASC report in March of 2013, identified access to different technologies to support teaching and learning as an area in need of additional funding. The iPad initiative in Grade 10, as well as numerous professional trainings, provide evidence of progress toward this goal.

➢ Continued to utilize Instructional Rounds in Grades 6-12 and implement mini-Instructional Rounds in core content areas at Coventry High School to improve instructional practice through the analysis of pedagogy and implementation of curriculum with a focus on practices related to using questioning and discussion techniques.

➢ High school administrators along with four district administrators, thirteen CHS teachers, and teachers from CNHMS participated in Instructional Rounds at CNHMS on October 8 and at CHS on October 17 and February 4, with a focus of practice centered around levels of questioning and Webb’s Depth of Knowledge. Eighteen teachers completed two sets of mini-Instructional Rounds at CHS visiting thirty-one English, science, and social studies classrooms.

➢ Instructional Rounds support the need identified in the NEASC Standard on Instruction for professional development and discourse related to best instructional practices.
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- Collaborate on the development of marketing materials and participate in publicity venues while continuing to implement and refine strategies for promoting the Coventry High School program to students in Coventry.

- Collaborated with the Superintendent and involved two teachers and several students on the production of a video which showcases Coventry High School to future students and parents.

- Continue work on the development of additional print promotional materials for the 2014-2015 school year including “Welcome to the Next Four Years” materials for parents of ninth grade students as well as materials to share with parents of fifth and sixth grade students.

- Continued practices to showcase CHS to eighth grade students and their parents including customized shadowing, two assemblies, a Program of Studies evening, and written communication.

- Collaborate with district leadership on analysis of essential data and the development of a District Improvement Plan; develop and align School Improvement Plans to the District Improvement Plan.

- Attended district trainings and worked collaboratively with teachers and leaders to analyze data and inform the development of goals and action steps for each goal for the School Improvement Plan and the District Improvement Plan. Identified literacy and mathematics as measured by MAPS Assessments, CAPT Science Achievement, 21st century skill development, and continued focus on graduation rates as key areas of focus.

- Teacher evaluation goals and specific instructional strategies supported student achievement on the MAPS assessments. MAPS results indicate excellent student progress on CCSS content and skills. In Reading Grade 9 improved from fall to spring at At or Above Grade Level Norm from 71% to 86%. In Reading in Grade 10 students improved from 69% to 87.5%. In Language in Grade 9 scores moved from 85% in the fall to 87% in the spring. In Grade 10 the Language percentile improved from 68% in the fall to 85% in the spring. Grade 9 Mathematics scores At or Above Grade Level improved from 61% in the fall to 68.9% in the spring. In Grade 10 Math scores rose from 60% in the fall to 69% in the spring.

- Included in the comprehensive plan for CAPT Science improvement was the use of CAPT aligned formative assessments to assist in targeting instruction and the use of released items for all content and inquiry strands in Grade 10. Redesigned midterm exam to incorporate more CAPT like items. Involved the Reading Consultant in direct instruction in Grade 10 science classes of domain specific and academic vocabulary and reading strategies for content specific questions. Four in-school field trips allowed topics and skills from Grade 9 to be refreshed prior to testing. Redesigned pacing and curriculum in Grade 9 science to provide ample time for instruction of Grade 9 priority strand topics. Student formative assessment data indicated a growth from 51% to 68.3%. 74.5% of the students demonstrated mastery on short response CAPT released items.
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- Addressed the development of 21st Century Skills school-wide through the development of rubrics for school-wide 21st Century researched base learning expectation as well as the implementation of curriculum aligned to CCSS. Targeted freshman skill development in research skills and provided instruction and practice in skills such as evaluating credibility and relevance of sources, evaluating accuracy and synthesizing information from multiple sources. On fall to winter assessments on these skills, students’ achievement rose from 47% at mastery to 68% at mastery. SBAC-like assessments and project work in Grade 9 further contributed to student development of targeted skills. Held three hours of workshops focused on 21st Century Skills for Grade 9 students through an in-school field trip.

- The Student Assistance Team implemented many action steps related to graduation rate including the development of interventions, credit recovery, social services support, and parent involvement. Collaborated with the Director of Pupil and Staff Support Services on action steps to increase graduation rates of students in special programs. Continued opportunities for credit recovery allowed 38 seniors to complete 78 credits on NovaNet in our Tutoring Center to support progress toward graduation.

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

- Assess student and parent interest in a variety of options for summer enrichment and explore and develop summer enrichment programming that meets those interests.

- Utilized Advisory to gather anecdotal information related to student interest and utilized PTO and Parent Advisory for parent input. Planned for robotics/aviation, drama, and music enrichment programs over the summer.

- Continue to develop a positive partnership with parents by providing evening workshops and trainings on topics of interest to parents.

- Collaborated with CNHMS Principal and held parent workshops on an Overview to SBAC, Healthy Relationships for Teens, and CCSS and Mathematics. Also involved Pupil and Staff Support Services in planning a workshop on Video Games and Mental Health.

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

- Continue the partnership with the UCONN NEAG School and personnel under the IDEA Grant to support the implementation of the iPad initiative.

- Collaborated with Director of Educational Technology in partnering with NEAG and the Associate Professor of Online Learning as well as a student representative from APPLE for professional development planning and implementation including four summer workshops for teachers, two evening parent trainings, and two staff development trainings as well as survey development and administration.
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- Continue to 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 College Math for which seniors may earn MCC credit; established an arrangement with MCC through which English 12 students earning a B and a certain rubric score on the challenge essays are deemed college ready and bypass the Accuplacer test. Eighteen students earned this designation.

- With the leadership of the Assistant Principal continued to expand the relationship between area colleges and CHS in attaining intern support in the form of academic, social, and organizational counseling to at-risk students. We had eight interns semester one and nine in semester two.

- Implement practices to continue to provide site-based support for teachers new to Coventry High School.

- Held periodic, voluntary, small group meetings and frequent meetings with individuals to support new staff and train on topics such as partnering with parents, assessment practices, and preparing for PPTs. Supported TEAM work with leadership of the Assistant Principal who provided three working sessions district-wide for beginning teachers and mentors as well as training on Team Module 5, Professional Responsibility and Teacher Leadership.

- Establish structures and processes for the implementation of the new teacher evaluation instrument including the necessary education, training, and supports for teachers.

- Along with the Assistant Principal and other evaluators worked individually and intensively with teachers on the new TEVAL plan to provide support and to work together in goal development and data tracking. Provided training for whole staff on TEVAL plan, collaborated with CREC personnel on goal setting for each teacher, and trained and provided teacher training in the use of Teachscape. Identified and supported professional development opportunities for teachers related to goal achievement. Collaborated on the Teacher Evaluation Committee and worked with other district leaders to develop a document to guide district Review of Practice.