



EDUCATION

Coventry Board of Education 2011-2012 Annual Report

David J. Petrone, Acting Superintendent of Schools



The Coventry Board of Education is the governing and policy making body of the Coventry Public Schools. The Board derives its power from the Constitution and General Statutes of the State of Connecticut as well as from the State Board of Education and the Charter of the Town of Coventry. The Board of Education is responsible for establishing policy and educational goals that guide the school system toward the continuous improvement of the educational program for Coventry's children. The Board is also responsible for the ongoing evaluation of the school program against its goals and for the evaluation of the Superintendent.

The Board consists of seven elected members: Jennifer Beausoleil, Chairman; Mary Kortmann, Vice-Chairman; Mary Minor, Secretary; Todd Cancelliere, Eugene Marchand, William Oros, and Denise Ryan. The Board meets twice a month in the Annex of Town Hall. Agendas and minutes of the meetings are posted on the Board of Education page of the district website www.coventrypublicschools.org.

In February 2012, the Board adopted a new Mission Statement and new goals to provide direction and focus to the improvement work of the district. They are as follows:

- **Mission Statement** – The Coventry Public Schools will prepare every student for life, learning and work in the 21st century
- **Goals** – 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. 2) Maintain and promote a positive and respectful learning community. 3) Recruit, retain and develop high quality staff at every level.

Each year the Superintendent, as well as each Principal/Director, establish a personal set of Goals which align with the Board of Education main goals. In addition, Goal Achievement documents are developed in the spring verifying the year's accomplishments. Those documents and related details can be found on the district website.

Coventry Public Schools 2011-12 Noteworthy Accomplishments

Coventry High School; Michele Mullaly, Principal



During the 2011-2012 school year at Coventry High School, a variety of initiatives and programs helped support student learning and achievement. A primary endeavor was the engagement of teachers and the Curriculum Resource Team in the transition to the new Common Core State Standards in math and English Language Arts, which includes literacy standards for many disciplines. We utilized professional development to make curricular changes, examined instructional materials, and provided rigorous experiences involving 21st Century Learning Skills and real-world applications. We continued to develop our Advanced Placement (AP) program expanding our students' overall participation rate and our courses by adding AP Psychology and AP European History and focused on

the development of other college credit bearing courses as well with the addition of Early College Experience (ECE) Art to our program. To promote a positive and respectful school climate, we sponsored Rachel's Challenge and our students devised ways to accept the challenge to promote kindness and caring in our school. The addition of an Advisory Program also supported the personalization of learning for our students.

Capt. Nathan Hale School; David Petrone, Principal



Several Capt. Nathan Hale School building-based initiatives and district-wide practices during the 2011-2012 school year have been deemed successful based on the 2012 Connecticut Mastery Test (CMT) results, as well as individual student data analyses and teacher and administrator feedback. A school-wide vocabulary and word analogy initiative was implemented and staff was instructed on effective strategies for teaching vocabulary in order to reinforce vocabulary development and analytical thinking skills. The 2012 CMT results showed an increase in both Reading and Writing scores; increases that were most likely affected by the school-wide vocabulary and analogy initiatives.

Degrees of Reading Power (DRP) scores increased 9% in grade 6, and 16% in both grades 7 and 8. CMT

intervention blocks were also implemented for identified students in both English Language Arts (ELA) and Math, thus boosting our overall CMT performance. Vertical teams in ELA and Math across Grade 6 through Grade 12, examined skill progressions and determined which skills needed further emphasis. Due to the joint schedule with Coventry High School, during the 2011-2012 academic year, 29 advanced math students were able to take Algebra I at the high school level during the course of their regular school day. Vertical teams in Social Studies, Science, and Career and Technical Education evaluated the integration of literacy skills in the new state issued ELA documents related to their disciplines in the ABC curriculum. Through CALI (Connecticut Accountability and Learning Initiative) training, all teachers focused on Adult Actions and protocols for Looking at Student Work. These protocols were used during Inquiry Team and Content Plan meetings and the data generated by these sessions was used to improve curriculum, instruction, and assessment practices.

George H. Robertson School; Troy Hopkins, Principal

The G. H. Robertson School accomplishments for the 2011-2012 school year focused on the whole child to meet the needs of all children, academically, socially, emotionally, and behaviorally.



Academically, initiatives targeted student achievement in reading and writing. Through the collaborative data team process, teachers analyzed data to identify appropriate instructional and intervention strategies. Adjustments in scheduling and training of staff were necessary to create additional reading intervention where needed. In addition to supporting students academically, the G. H. Robertson School staff developed a positive behavioral support program, Spike CARES (Cooperation, Assertion, Responsibility, Empathy, and Self-Control) to promote positive behavior. As a result, there was a 50% reduction in discipline referrals during the school year. A Safe School Climate Committee was established to oversee the Scientific Research-Based Intervention (SRBI) efforts for social, emotional, and behavioral learning as well. Looking forward to the implementation of the Common Core State Standards (CCSS), staff members attended an EASTCONN consortium to learn about changes in instructional practices to begin delivery of the math curriculum and realignment of the English Language Arts (ELA) curriculum during the 2012-2013 school year.

Coventry Grammar School; Marybeth Moyer, Principal

At the Coventry Grammar School we strive to create a learning environment that fosters the foundational skills necessary for life-long learning.



During the 2011-2012 school year our goals involved strengthening the partnership between the parents and the community in an effort to address early childhood initiatives and community programming. Our PTO took an active role supporting this partnership by planning activities and opportunities for families to be involved in the classroom and in the school. The CGS staff actively participated in staff development that targeted phonic and vocabulary instruction as well as the development of best practices in data analysis. Teachers effectively shared

these strategies and tools within their newly defined instructional blocks with strong and unified results. Our school's advocacy of early intervention through the implementation of Scientific Research-Based Intervention (SRBI) was evident in each grade level as teachers administered grade-level assessments, implemented progress monitoring practices and provided instructional intervention or enrichment opportunities for all students. The staff celebrated another success in the spring. After a two-year review of kindergarten programming options, the Board of Education approved the implementation of full day kindergarten for the 2012-2013 school year. The staff enthusiastically began the planning and development of this balanced and comprehensive initiative for the students and families in preparation for the new school year.

Pupil and Staff Support Services; Barbara Trinks, Director

The Pupil and Staff Support Services (PSSS) Department remained an integrated part of the Coventry Public



Schools for the 2011-2012 school year. Our focus remained on increasing student achievement across all areas, and we used data analysis and research-based strategies to accomplish this task. We developed ways to use technology to support student learning, using the concept of universal design/access. Our Challenge and Enrichment Program (CEP) provided an opportunity for all students in our elementary schools to develop higher order thinking skills. All students had opportunities to develop in areas of interest, and identified

students participated in weekly activities that provided extensions to the curriculum. CEP was involved in activities including video productions, Future Problem Solvers, production of the morning show at the middle and high schools, the Stock Market game and a variety of independent projects. PSSS supported a Safe School Climate plan across the district, implementing school-wide initiatives to support a positive school climate, as well as the specialized supports of individualized education and behavior plans. As we implemented these strategies, more students continued to be successful in the general education classroom. In addition, we looked at the more specialized needs of our students with autism and those with Alternative Education needs. In the middle and high schools, we used Transition Planning to continue to focus on preparing students with disabilities for adult roles. Student Success Plans that are now required for all students will reinforce our collaborative approach to this. All of our special education teachers, related services staff, guidance staff, nurses and office staff continued to make communication with parents a priority. The PSSS Department remains a resource across the district, supporting the needs of all students, not just students with disabilities.

Facilities and Business; Paul Noel, Director of Physical Plant and Facilities and Robert Carroll, Business Manager

In the fall of 2011, the district contracted with Strategic Building Solutions to conduct an energy audit of the four school buildings and to develop a list of Capital Improvement Projects with projected energy savings. In the spring of 2012, the Board of Education approved a number of the proposed initiatives and work began at the end of March and was completed by the end of June. It is expected that the school district will realize energy savings in excess of \$15,000 per year as a result of this work. The Physical Plant and Facilities department also worked closely with the School Roof Building Committee which replaced the roofing membranes on the Coventry Grammar School, the G. H. Robertson School and the Capt. Nathan Hale School. The department also completed a ceiling and lighting replacement project in one wing of the Coventry Grammar School. The Business Office pursued various avenues for the procurement of goods and services, utilizing competitive bidding practices, pre-certified contractors vetted through the State Department of Administrative Services, and purchasing cooperatives, such as EASTCONN and local businesses.



