



EDUCATION

Coventry Board of Education 2012-2013 Annual Report

David J. Petrone, 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.

The Board's Mission Statement and Goals 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, establishes 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 2012-13 Noteworthy Accomplishments

Coventry High School: Michele Mullaly, Principal



During the 2012-2013 school year at Coventry High School (CHS), a variety of initiatives and programs helped support student learning and achievement. A primary endeavor was the completion of curriculum writing for Common Core Stated Standards in math and English Language Arts and initial implementation of the curriculum. In addition, faculty, students, parents, and community members collaborated on the development of Coventry High School's Common Core Values and Belief Statement and 21st century, research-based school-wide learning expectations. This document will guide teaching and learning, ensuring our students develop the knowledge and skills to be college and career ready upon graduation. The expansion of our elective program with the addition of Robotics, Video Production, and Computer Applications supports the development of our students' 21st century skills as well. We continued to develop our partnerships with area colleges and universities last year, and following approval of the budget, we entered into collaboration with the University of Connecticut NEAG School of Education to participate in its IDEA grant to support schools implementing iPad initiatives. With the support of Manchester Community College (MCC), we implemented the ALEKS math program in grade 12 and model MCC writing assessments in grade 12 English to assist students in the development of math and writing skills essential to meeting with high achievement in college level courses. As a result of our Advanced Placement achievement and participation rate we were ranked as a top high school in Connecticut in the *Washington Post's* annual High School Challenge, placing 13th in the state. Additionally, as a recognition that provides additional evidence of the processes and initiatives that have improved student learning at CHS, *Newsweek Magazine* recognized Coventry High School as one of the top 2,000 high schools in the country turning out college-ready graduates. Ranked at 1,527 out of 37,100 public and private high schools in the country, Coventry High School is among the top four percent of high schools in the country.

Capt. Nathan Hale School; Dena DeJulius, Principal



School accomplishments at the Capt. Nathan Hale School (CNH) for the 2012-2013 school year have occurred across all content areas. We have focused our attention on continuing our implementation of the Common Core State Standards (CCSS), which includes increasing digital instructional practices that are needed for attaining 21st century learning skills. The English Language Arts and mathematics curricula have been revised and aligned with the CCSS. We refined our assessment data through implementing the Measures of Academic Progress (MAP) assessment across all grade levels, which provides teachers with ongoing individual student data as well as differentiated instructional practices to use in the classroom based on student performance. Due to our joint schedule with Coventry High School (CHS), 52 advanced math students were able to take Algebra I at the high school level during the course of their regular school day. Staff development in the area of utilizing digital resources to support student learning has increased through teacher trainings. Ongoing and differentiated learning opportunities have been available for all staff with a focus on Effective Teaching Strategies (including embedded technology instruction), Looking at Student Work protocols, and vertical team alignment with the CCSS. Our school-wide Positive Behavioral Interventions & Supports (PBIS) SHINE theme began this year. Utilizing the CNH SHINE theme, 34% of the student enrollment has been individually recognized for their personal commitment to the core values identified in the behavior matrix of SHINE. Similarly, 98% of the student enrollment has been recognized with school-wide positive behavioral supports such as the school-wide Enrichment Block and the Quarterly Pep Rally for their commitment to the core values identified in the behavior matrix of SHINE. The first year of CNH's school-wide enrichment program provided students with choices and positive peer and adult interactions in a high interest learning environment. Students were able to select from more than thirty enrichment offerings ranging from learning about *Website Design* to making *Silk Screen T-Shirts*. Coventry Public Schools' Safe School Climate Survey was completed by all of our Grade 7 students, our entire CNH staff and 20 percent of our families. The CNH Assistant Principal, CNH Related Arts Team Leader, a former parent/community volunteer and six CNH students, as well as one CHS student, traveled to China for 16 days in April as part of our ongoing Qingdao, China Exchange Program. CNH participated in several collaborative partnerships with the University of Connecticut (UConn), which included UConn Project VISIBLE: An observational study of Grade 6 and Grade 7 English Language Arts teachers' instructional practices and the UConn ORCA Project: A Common Core State Standards partnership with the University of Connecticut which will evaluate our students' preparation for online research, online reading comprehension, problem solving, and learning in the 21st century.

George H. Robertson School; Beth Giller, Principal



At the George H. Robertson School (GHR) we plan to meet the needs of all children socially, emotionally, behaviorally, and academically. We continued our behavioral support program, Spike CARES program (Cooperation, Assertion, Responsibility, Empathy, and Self-Control) to promote positive behavior. Students had the opportunity to show their school spirit by participating in spirit building activities throughout Spirit Month in March. In support of our Fuel Up to Play 60 campaign, UConn athletes visited GHR on numerous occasions to promote good nutrition and an active lifestyle, and in May they led our learning community through exercises for ACES (All Children Exercise Simultaneously) Day. The GHR staff actively participated in staff development that focused on writing across the curriculum, as well as the use of Standards Based Report Cards with PowerSchool, our student management system. Assessments were reviewed and refined so teachers could analyze data to identify appropriate instructional strategies to meet the needs of all students. In addition, teachers worked tirelessly writing curriculum to realign the English Language Arts and mathematics curricula to the Common Core State Standards. Along the way, teachers piloted units and instructional strategies designed to increase the rigor and thereby student achievement in the classroom.

Coventry Grammar School; Marybeth Moyer, Principal



At the Coventry Grammar School (CGS) we pride ourselves in fostering an atmosphere of collaboration and teamwork. The teachers take pride in developing classroom communities that build the foundational skills necessary for early learners. During the 2012-2013 school year, our goals involved strengthening the partnership between the parents and the community in our continued 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 classrooms and in the school community. The CGS staff actively participated in staff development that targeted reading and writing 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. At the close of the school year, the staff celebrated the many student accomplishments that occurred during the year. The progress and success of the first year of the full day kindergarten program was noted for the academic and social gains of the students. The talents of our entire school community and the many successes of our students were celebrated during the annual Arts Festival in June.

Pupil and Staff Support Services; Barbara Trinks, Director



The Pupil and Staff Support Services (PSSS) Department remains committed to supporting improved student outcomes throughout the district. While our focus is based on the shared vision and goals established by the Board of Education, the Superintendent and our administrative team, the specific strategies used by members of our department are as varied as the needs of our students. During the 2012-2013 school year, our department supported the district-wide Common Core initiative, using this as the basis for our work on developing standards-based Individualized Education Programs (IEPs), the individual learning plans developed for students with disabilities. We increased our use of technology to support student learning and improved Transition Planning for our high school students to support their post-secondary outcomes. We developed, implemented, and updated programs across the district to meet the needs of a wide range of students. We were able to extend the curriculum for students in our Challenge and Enrichment Program, while also providing a scaffold for students demonstrating academic, behavioral and social challenges that allowed these students to access and progress in the general education curriculum. Beyond these key initiatives, the PSSS staff supported the learning communities in each building through Safe School Climate initiatives. We connected with parents in multiple ways, including co-sponsoring parent information nights, including one focusing on "Developing an IEP." We participated in staff development initiatives focused on key topics, including the use of data to improve student outcomes. The members of the PSSS Department, including special education teachers, related services staff, guidance, nurses, para-educators, and clerical and other support staff, remain a resource across the district supporting the needs of all students, not just the students with disabilities.

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



The Facilities department completed a number of notable improvements at the schools this year. At the Coventry High School (CHS), a new gym floor was installed and a new sound system was installed in the Matthew J. Hurlock Gymnasium, compliments of the class of 2013. At the middle and high school complex, digital controls for HVAC were upgraded. At the G. H. Robertson School (GHR), the gym floor was sanded and refinished, all exterior doors were painted and a new swing set was installed, purchased by the PTO. At the Coventry Grammar School (CGS), the media center received a new ceiling system and new lighting. The Facilities department has implemented safety and security measures at the schools by providing all staff with FOBs for electronic entry, as well as having installed additional electronic entry devices for recess and physical education applications. Upgrades to communication systems at CGS and GHR will allow an “all call” from any location. The Facilities department also collaborated with the police and fire departments to compete for grants for security upgrades for the schools. In addition, the Facilities department provided support, research and resources for an American with Disabilities Act (ADA) Compliance survey and code compliance review. Additional completed projects include the field lighting for the Larry A. Pietrantonio Athletic Field Complex, the Ad-Hoc Water study, and the exterior lighting project that will save nearly \$500,000 over 20 years.



The Business Office implemented an automated, on-line employment application program called AppliTrack. AppliTrack is used by numerous Connecticut school districts. It streamlines and simplifies the application process for prospective new employees, as well as facilitates the process for internal job postings. This software program has significantly reduced paper consumption within the district. The Business Office worked with the school district’s Technology Committee to review technology trends in public education. In addition, they assisted the committee in developing a tablet pilot program for the 2013-14 school year. This included installing a Wi-Fi network at the high school/middle school complex.