

New England Association of Schools and Colleges



Commission on Public Secondary Schools

Report of the Visiting Committee for Coventry High School

Coventry, Rhode Island
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STATEMENT ON LIMITATIONS

THE DISTRIBUTION, USE, AND SCOPE OF THE VISITING COMMITTEE REPORT

The Commission on Public Secondary Schools of the New England Association of Schools and Colleges considers this visiting committee report of Coventry High School to be a privileged document submitted by the Commission on Public Secondary Schools of the New England Association of Schools and Colleges to the principal of the school and by the principal to the state department of education. Distribution of the report within the school community is the responsibility of the school principal. The final visiting committee report must be released in its entirety within sixty days (60) of its completion to the superintendent, school board, public library or town office, and the appropriate news media.

The prime concern of the visiting committee has been to assess the quality of the educational program at Coventry High School in terms of the Commission's Standards for Accreditation. Neither the total report nor any of its subsections is to be considered an evaluation of any individual staff member but rather a professional appraisal of the school as it appeared to the visiting team.

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INTRODUCTION

The New England Association of Schools and Colleges (NEASC) is the oldest of the six regional accrediting agencies in the United States. Since its inception in 1885, the Association has awarded membership and accreditation to those educational institutions in the six-state New England region who seek voluntary affiliation.

The governing body of the Association is its Board of Trustees which supervises the work of six Commissions: the Commission on Institutions of Higher Education (CIHE), the Commission on Independent Schools (CIS), the Commission on Public Secondary Schools (CPSS), the Commission on Technical and Career Institutions (CTCI), the Commission on Public Elementary and Middle Schools (CPEMS), and the Commission on American and International Schools Abroad (CAISA).

As the responsible agency for matters of the evaluation and accreditation of public secondary school member institutions, CPSS requires visiting committees to assess the degree to which the evaluated schools meet the qualitative Standards for Accreditation of the Commission. Those Standards are:

Teaching and Learning Standards

- Mission and Expectations for Student Learning
- Curriculum
- Instruction
- Assessment of Student Learning

Support of Teaching and Learning Standards

- Leadership and Organization
- School Resources for Learning
- Community Resources for Learning

The accreditation program for public schools involves a threefold process: the self-study conducted by the local professional staff, the on-site evaluation conducted by the Commission's visiting committee, and the follow-up program carried out by the school to implement the findings of its own self-study and the valid recommendations of the visiting committee and those identified by the Commission in the Follow-Up process. Continued accreditation requires that the school be reevaluated at least once every ten years and that it show continued progress addressing identified needs.

Preparation for the Evaluation Visit - The School Self-Study

A steering committee of the professional staff was appointed to supervise the myriad details inherent in the school's self-study. At Coventry High School, a committee of 9 members, including the principal, supervised all aspects of the self-study. The steering committee assigned

all teachers and administrators in the school to appropriate subcommittees to determine the quality of all programs, activities, and facilities available for young people.

The self-study of Coventry High School extended over a period of 14 school months from September, 2008 to January, 2010. The visiting committee was pleased to note that parents and school board members joined the professional staff in the self-study deliberations.

Public schools evaluated by the Commission on Public Secondary Schools must complete appropriate materials to assess their adherence to the Standards for Accreditation and the quality of their educational offerings in light of the school's mission, learning expectations, and unique student population. In addition to using the Self-Study Guides developed by a representative group of New England educators and approved by the Commission, Coventry High School also used questionnaires developed by The Global Institute at Endicott College to reflect the concepts contained in the Standards for Accreditation. These materials provided discussion items for a comprehensive assessment of the school by the professional staff during the self-study.

It is important that the reader understand that every subcommittee appointed by the steering committee was required to present its report to the entire professional staff for approval. No single report developed in the self-study became part of the official self-study documents until it had been approved by the entire professional staff.

The Process Used by the Visiting Committee

A visiting committee of 16 evaluators was assigned by the Commission on Public Secondary Schools to evaluate Coventry High School. The Committee members spent four days in Coventry, Rhode Island, reviewed the self-study documents which had been prepared for their examination, met with administrators, teachers, other school and system personnel, students, and parents, shadowed students, visited classes, and interviewed teachers to determine the degree to which the school meets the Commission's Standards for Accreditation. Since the evaluators represented public schools, central office administrators, and vocational institutions, diverse points of view were brought to bear on the evaluation of Coventry High School.

The visiting team built its professional judgment on evidence collected from the following sources:

- review of the school's self-study materials
- 15 hours shadowing 16 students for a half day
- a total of 24 hours of classroom observation (in addition to time shadowing students)
- numerous informal observations in and around the school
- tours of the facility

- individual meetings with 32 teachers about their work, instructional approaches, and the assessment of student learning
- group meetings with students, parents, school and district administrators, and teachers
- the examination of student work including a selection of work collected by the school

Each conclusion on the report was agreed to by team consensus. Sources of evidence for each conclusion drawn by the visiting committee appear in parenthesis in the Standards sections of the report. The seven Standards for Accreditation reports include commendations and recommendations that in the team's judgment will be helpful to the school as it works to improve teaching and learning and to better meet Commission Standards.

This report of the findings of the visiting committee will be forwarded to the Commission on Public Secondary Schools which will make a decision on the accreditation of Coventry High School.

Overview of Findings

Although the conclusions of the visiting committee on the school's adherence to the Commission's Standards for Accreditation appear in various sections of this report, the committee wishes to highlight some findings in the paragraphs that follow. These findings are not intended to be a summary of the report.

Quality of the Self-Study

The Coventry High School faculty and staff wrote a thorough self-study. Members of the school community were candid, open, and honest regarding the school's strengths and needs. The visiting committee would like to thank the steering committee for its leadership and the chairs for their efforts in writing the reports.

In its self-assessment, Coventry High School has identified both its accomplishments and needs; the visiting committee has endorsed some, but not all, of the commendations and recommendations contained in the self-study documents as well as describing some areas of concern that the school did not address. This report provides general recommendations that will help Coventry High School move beyond its present accomplishments. Prescribed actions will require further commitment by both the school and the community.

Teaching and Learning at Coventry High School

CHS has reviewed and rewritten its mission through the school improvement team (SIT) process which has resulted in a mission that is representative of the school community's fundamental values and beliefs about student learning. The rubrics that were developed to assess the school's learner expectations (LE) are used in assessing graduation portfolios but are not used in classrooms on a school-wide basis. Parts of the rubrics are incorporated into the work in some classrooms, and in some curricular areas, the entire rubric for a specific LE is used regularly. The school would benefit by ensuring that the practice of assessing the LEs is embraced by all departments in contextual situations.

Individual departments have created and identified "tasks" that are validated as rigorous and relevant enough for inclusion in the graduation portfolio. Students choose which tasks are reflective of which LE. While this provides an excellent opportunity for student self-reflection, the school would benefit by adopting a process that includes classroom teacher use of the school-wide rubrics in assessing student achievement of the Learner expectations. Capstone projects and graduation portfolios provide excellent potential for assessing the LEs.

Each department has developed course-specific tasks that undergo a peer review process to ensure a high degree of relevance and rigor to assess one of the nine Learner expectations. The school has developed a chart that identifies the tasks by department and by learner expectation and has identified a need for more opportunities for students to practice expectations of responsibility, respect, and independence.

The district needs to commit sufficient time, financial resources and personnel to the development, evaluation, and revision of curriculum, particularly in subject areas that are not addressed through NECAP testing although the need for curriculum work extends system wide. There should be more effective curricular coordination within the school and across the district.

There is much work still to be done to integrate curricula and include the learning expectations. The authentic application of knowledge and skills is excellent throughout the unified arts, regional career and technology programs, the science fair, National History Day, and throughout world language classes.

At CHS, validated tasks, as opposed to the written curriculum, are the vehicle that ensures that students are engaged in inquiry, problem-solving, and higher order thinking. Tasks also ensure that students have opportunities for authentic application of knowledge and skills. The work that the school has done in developing the rigorous and relevant validated tasks is commendable, but the curriculum is the link between the school's beliefs, mission statement and learner expectations and the active instructional practices. There must be consistent curricular coordination and articulation, and consistent reference to the mission and learner expectations to ensure that all students understand the purpose of activities and assessment.

The school provides extensive opportunities for students to extend their learning beyond the normal course offerings and the school campus through articulation agreements and through the

Capstone experiences. There is a tremendous sense of accomplishment and celebration that is evident upon completion of Capstone projects.

The district has ensured that professional learning opportunities are available to teachers in the areas of cooperative learning strategies, differentiated instruction, and effectively using the block. Tasks are the vehicle to ensure that students are engaged in inquiry, problem-solving, and higher order thinking and ensure that students have opportunities for authentic application of knowledge and skills. The portfolio is the main process used to promote student self-reflection. The school would benefit from expanding the current practice of developing “common tasks” to identifying instructional strategies that are proven effective by research in best practice and committing to the use of some key common instructional strategies in all classrooms. While there are examples of excellent instruction throughout the building, the school needs to ensure active engagement of all students in the learning process. The team structure of the ninth grade is a successful step in the challenge of creating thematic units of instruction through which students will see the connections across curricular areas. There is a notable focus on higher order thinking skills where critical and creative analysis flourish including robotics II and the jazz ensemble. The school’s focus on rigor and relevance provides a mechanism to engage in important discussions on establishing equally high expectations throughout the entire school.

Assessment practices at Coventry High School reinforce the nine school-wide expectations for learning. Individual student progress on the learner expectations is assessed through the capstone and portfolios. The Graduation Portfolio Review rubric informs students and parents of what is expected for the student to succeed as well as how to align the school-wide learning expectations with the portfolio requirements. Students are familiar with the infamous “blue sheets” which provide rubrics specific to each of the learning expectations.

Coventry high school has done a great deal of work in developing and validating “tasks” that assess student progress in meeting the LE. This process has ensured that there is a variety of assessments available to students. The school communicates student progress and achievement through a variety of means including the school website, open house, parent conferences, progress reports, phone calls, face to face meetings, and electronic communication such as twitter and list-serve e-mails. Students understand what teachers will ask them to do for major assessments. However, the school needs to ensure that classroom teachers are involved in the process of assessing students using the school-wide rubrics for LEs.

Support of Teaching and Learning at Coventry High School

The principal is a strong, charismatic leader. He receives strong support from the staff, fellow administrators, central office administrators, students, and parent groups. There is a high level of trust and collegiality throughout the building. The leadership team is viewed as strong, consistent, and well versed in school improvement initiatives. There is a strong sense of comfort and appreciation for the stability the current leadership team has brought to the school. The climate of the school is safe, positive, respectful and supportive. Advisories personalize students’ educational experience and advisors monitor student progress on capstone experiences

and graduation portfolios. The schedule has been modified in order to best support the achievement of the mission and LEs.

The level of support services available to students at Coventry High School is consistent with the school mission. There are numerous avenues for students to remediate, receive tutoring, and peer assistance after school and homework help in computer labs. Counselors, social worker, and special education staff members all work as a collegial team towards responding the needs of the students. The faculty has requested the restoration of the student assistance counselor position in order to alleviate the pressure on the nurse to handle a myriad of situations. The librarian has recently completed a collection analysis that has identified the strengths and needs of the print and electronic collections. Secretarial support staff members go above and beyond the call of duty to be responsive to the needs of students and parents.

Currently, at Coventry, there is not adequate and appropriate space to support teaching and learning. It will be important to ensure adequate and dependable sources of revenue to provide and maintain school programs, personnel, services, facilities, equipment, technology, materials and supplies for student learning. There are numerous outreach activities at Coventry High School as well as many business and industry partnerships. The school has succeeded in procuring grant money for computers and summer training.

All constituent groups mentioned the need for a new roof well as the need for a new track and major renovations to the playing fields. All member groups also reiterated the need for attention to the heating system. The staff efforts to clean and maintain the building are appreciated by faculty members and students. While there are obvious physical plant needs that must be planned and provided for, the attention to student safety is clear as is the pride in the school.

Coventry High School School and Community Profile

The Community:

Coventry High School, located in Coventry, Rhode Island, is a suburban school located in Kent County which is approximately nineteen miles southwest of Rhode Island's capital, Providence. Coventry is bordered on the north by Foster, Scituate, and Cranston, on the east by West Warwick, on the south by East Greenwich and West Greenwich, and on the west by the state of Connecticut. The town of Coventry occupies of an area of 59.5 square miles, thus comprising the largest land area of any community in Rhode Island. Coventry is very rural in the western section that borders Connecticut, and suburban in the eastern section. The Pawtuxet River runs through the eastern part of Coventry into neighboring West Warwick, and on through parts of Cranston, eventually emptying into Narragansett Bay. Johnson's Pond and Lake Tiogue, which are primarily used for recreational purposes are Coventry's largest fresh-water lakes, although Coventry also has two reservoirs, Quidnick and Flat River. Coventry is easily accessible from Interstate 95-via three exchanges

The town of Coventry was established in 1639 and incorporated in 1741 when there were approximately one hundred families living in the area. The town is named after settlers immigrating from Coventry, England. In the early nineteenth century most of Coventry's citizens, numbering 2,500, lived on farms or in small villages that still exist today. Originally an agricultural community, economic change occurred when Coventry's mills along the Pawtuxet River ushered in an era of industrialization, resulting in a thriving local lace industry. These mills flourished and provided the town with thousands of jobs for over 150 years. The character of the old mill textile villages is still preserved and over time these small sections of Coventry became commonly known as Quidnick, Anthony, Arkwright, Harris, Washington, Coventry Center, Summit, Rice City, and Greene.

The total population in the town of Coventry is 34,510. Coventry continues to be one of fastest growing communities in the state of Rhode Island. Evidence of this growth includes an increasing town population, many new restaurants, hotels, and shopping centers such as the recently constructed Centre of New England, which houses national chain stores such as The Home Depot and Wal-Mart. Diverse employment paths of the population in fields such as health care, education, finance, government, and construction result in a diverse socio-economic stratification. Kent County Hospital, pharmaceutical company Amgen, and Foxwoods Casino in nearby Connecticut are all major employers of Coventry residents. The median family income is \$60,315 the unemployment rate is 9.2% and those living below the poverty level is 5.2%. The population of Coventry is economically, racially, culturally and ethnically similar, with no minority group comprising any more than 0.8% of the population, resulting in a total ethnic diversity of roughly 3%.

The town of Coventry allocates 75% of the local property taxes in support of schools. The school district's total student population for the 2008-09 school-year was 5,454 students in grades K-12 and 5.4% of high school age students attended non-public high schools. There are six elementary (K-5) schools: Blackrock, Hopkins Hill, Oak Haven, Tiogue, Washington Oak, and Western Coventry. The Alan Shawn Feinstein Middle School consists of grades (6-8) and Coventry High School services grades (9-12). Additionally, a Regional Career and Technical Center at Coventry High School is integrated with the high school; here students may satisfy academic requirements while concurrently exploring vocational opportunities. The staff numbers

for the Middle School, High School and the Career and Technical Center total nearly 300 faculty and administrative members.

The per pupil expenditures for all school programs including instruction, instructional support, operations, leadership, and other commitments for the 2007-08 school year was \$12,520 as compared to the state average of \$13,660 for the same criteria. Two percent of students elected to choose private schools outside the district.

The School and the Students:

Coventry High School includes students in grade 9-12. The total enrollment of 1777 students includes 916 males and 861 females for the 2008–2009 academic year. The physical plant includes a grade nine wing and an integrated career and technical school. The school population has risen over the past ten years by approximately 2% although enrollment figures project a slight decline in future years. The ethnic, racial, and cultural composition has remained constant: .5% Asian-Pacific students, 1.51% Hispanic students, and 1.91% African-American students during the 2007-2008 school year. The average dropout rate for the past two years is 12.5%, the average daily student attendance rate for the past two years is 95.65%, and the average daily teacher attendance rate is 92.9%.

There are 172 teachers at Coventry High School and at the Regional Career and Technical Center, resulting in a student to teacher ratio of 10:1. Individual teachers carry an average load of 92.2 students, and the class size averages 20.1 students. In 2008-2009, Coventry High School utilized a modified 4 x 4 eight period block schedule with three 84-minute periods and one 55-minute period, namely period 7, meeting Tuesday through Friday. As of 2009-2010, Coventry High School adopted a standard 4 x 4 eight period rotating block schedule with a built in Advisory /Academic Lab period with all periods meeting for approximately 88 minutes. The schedule follows a four day rotation. In addition, faculty has a minimum of three hours of common planning time after school each month. Grade nine teamed teachers have an additional common planning time built into their weekly schedules. Students attend school for 183 days with 997.4 hours of instructional time per year.

There are three private feeder schools for Coventry High School, Christ the Redeemer, St. Joseph's and the Father John V. Doyle School totaling less than 2% of students. The main public feeder school is the Alan Shawn Feinstein Middle School of Coventry, which feeds 98% of students to the high school. Currently, Coventry High School has twenty-two non-resident students (1.2%) twenty of whom attend the Regional Career and Technical Center, and two of whom pay out-of-district tuition.

All freshmen are placed on teams consisting of four teachers representing core academic areas: English, mathematics, history, and science. Students in grades ten, eleven and twelve are not teamed but may select from curricula ranging from advanced placement through collaboratively taught content area classes. Five percent of students enroll in honors classes, while five % of students enroll in advanced placement (where offered), while still other students may enroll in one of several vocational programs offered at the Regional Career and Technical Center. Total enrollment for all upper level courses (AP, Honors, and Level 1) represents roughly 23 % of the student body. Approximately 19 % of students (342 students) receive special education services with less than 1% of students (two students) enrolled in bilingual/ESL classes. All students are required to complete a minimum of twenty four credits (Carnegie units) to graduate. A class that meets for an entire year earns one credit, while semester courses earn one-

half credit. Specific course credits needed to meet minimum graduation requirements are: English 4 credits taken every year, mathematics 4 credits taken every year, science 3 credits taken for three years, social studies 3 credits taken for three years, physical education/health for a total of 2 credits with physical education taken one semester each year, world language or literacy 2 credits unless identified as needing intensive reading support, computer/technology literacy .5 credit, visual or performing arts .5 credit, capstone class .5 credit (exempt if completed through a Career and Technical program), elective classes 4.5 to 8.5 credits. Additionally, all students are required to complete a comprehensive Graduation Portfolio, which is a collection of evidence such as class work artifacts, common tasks, and reflections demonstrating student proficiency in the skills and knowledge expected of all high school graduates as defined by Coventry High School's Mission Statement. Finally, all students must complete a Capstone Project which is an exhibition type project designed by the student that is derived from a core question based on the student's interests. The Capstone Project showcases both applied learning standards and content standards reflecting what we do in the real world as problem solvers. Coventry High students are recognized annually in a variety of ways with over sixty-five academic and non-academic awards. The school awards are given annually at a school-wide awards night for athletics, academics, and some extra curricular activities. Students are recognized for their accomplishments through academic departments, book awards, athletic achievements, memorial scholarships, sponsored scholarships, and outstanding student accomplishments. In addition, financial scholarships totaling over \$75,000 are given annually by the Coventry Teachers' Alliance Scholarship Fund to assist students enrolling in post secondary schools. These financial awards are random drawings and will follow each student through his or her post-secondary education. Cumulatively, hundreds of students receive some form of award be it financial or for achievements in athletics or academics. Coventry High School also recognizes all students in a school-wide honors night where administration, curriculum coordinators, and local dignitaries present students with awards acknowledging their accomplishments.

Coventry High School offers a variety of co-curricular activities for its students including twenty-one athletic programs for boys and girls and an extensive music program including courses in concert band, jazz band, advanced band, select choir, concert chorus, and marching band. In addition, there are twenty different clubs, including student government opportunities and AFJROTC. In excess of 70% of students participate in at least one of the sports or clubs here at Coventry High School.

In the class of 2008, a total of 418 students graduated, 45% attended four-year colleges, 29% enrolled in two-year colleges, 3% went on to further their studies in technical schools, 3% entered the military and 14% entered the workforce. Graduates take advantage of the diverse educational opportunities offered from colleges and universities such as the University of Rhode Island, Rhode Island College, Community College of Rhode Island, Johnson and Wales University, New England Institute of Technology, Rhode Island School of Design as well as many other regional schools for higher learning. Opportunities for adults are available through the Coventry School Department offering programs in cosmetology, teacher assistant, food safety, computer applications, GED classes, and certified nursing assistants.

School Community Profile:

Coventry High School engages in a number of school initiatives to improve student learning. In order to meet the Rhode Island Proficiency Based Graduation Requirements, the school conducts a Capstone course led by a teacher-facilitated PBGR steering committee who guides students through the required project. Capstone teachers and special education supports are included to assist students who struggle and require additional structure.

Through department meetings and scheduled common planning time, school-wide rubrics for the school's nine Learner expectations are aligned with each task assigned in classes. Graduation portfolios demonstrate proficiency in English, math, and science, and showcase a range of tasks that meet the nine Learner expectations. Students work in conjunction with advisors in a small group setting during Advisory period in order to organize their portfolios and to write their senior summative reflections. In an effort to monitor the performance of students, Coventry High School generated School Improvement Action Plans for many areas including English, mathematics, and technology. Finally, the School Improvement Team, PTSA, and student-driven Advisory Focus Groups are just some of the ways in which school leaders seek feedback from parents, faculty, and students to help guide improvements in student learning.

Coventry High School has a number of programs wherein students connect with local businesses. For example, the Coventry Credit Union provides students with important information regarding financial literacy and work-readiness skills. Additionally, many members of the community, including those from Coventry Credit Union and the Pawtuxet Valley Chamber of Commerce, have assisted in the panel judging of the required Capstone Project. Students also participate in programs such as Justice Rules, and an Aviation Expo and Culinary Career Day whereby students have an opportunity to interact with professionals in the community who introduce them to various career experiences. Service Learning is another area where Coventry students grades K-12 participate in a wide range of projects. Through a KIDS Consortium grant, students apply academic knowledge and skills to positively impact community needs with projects such as the Deer and Turkey Damage on the Moosup River, Mapping the Asian Clam on Tiogue Lake, and the Unified Art Department's Development of an Outdoor Classroom in the school's inner courtyard. These opportunities allow a student's education to reach beyond the classroom and into the challenges of the real world.

Coventry High School engages local businesses through several initiatives including an bi-annual Career Day in which all students identify potential career interests and attend a seminar offered by local businessmen, government officials, and various professionals who provide an overview of required qualifications and education levels necessary to enter their profession. Students may also choose to engage in a job shadowing opportunity as part of the required Capstone Project, documenting the number of hours they have shadowed a professional, and culminating in a formal, graded presentation about their experience before a panel of teachers. As a result of the Capstone Project, many students organize fundraisers, blood drives, and charity events throughout the community. Some students also participate in work study programs and cooperative business externships. As a result of numerous assessment opportunities, Coventry High School has been invited to be on a panel of the New England

Symposium on Performance Assessment, sponsored by the New England Secondary Schools Consortium.

Fifty-five percent of the 2008-2009 class at Coventry High School took the SAT, as compared to 66% of students statewide, and earned scores consistent with state and national averages. The average SAT score for the class of 2008 was 487 in reading, 494 in mathematics, and 489 in writing compared to the Rhode Island average for public schools which was 483 in reading, 487 in mathematics, and 479 in writing, and the national averages, which were 497 in reading, 510 in mathematics and 488 in writing. All students who enroll in Advanced Placement courses are required to take the College Board's advanced placement tests, with 67% of the tests earning an AP grade of three or better. In addition, Coventry High School has met or exceeds initiatives set fourth by the state and is considered a leader in education reform because of strategies such as performance assessment, portfolio development and Capstone. Certificate of Initial Mastery (CIM) had been offered prior to the 2008-2009 school year but is no longer offered because of fiscal constraints. The Certificate of Initial Mastery program has been included in the 2009 -2010 budget and hopefully will be reinstated.

School Improvement Planning

School improvement planning occurs through the work of four committees, the School Improvement Team (SIT) a school wide group comprised of approximately fifteen consistent members; approximately ten faculty, three administrators, one parent, and one student who meet monthly with the principal to develop a school improvement plan. In addition, there exist several SIT subcommittees comprised of faculty members and students designed to address and to improve all aspects of education at Coventry High School: the Leadership Team, a group of curriculum coordinators, a union leader, a technology coordinator, a central office administrator and high school administrators, the PBGR Steering Committee, which is comprised of the three PBGR coordinators, two curriculum coordinators, four administrators, and the Student Focus Groups, one led by an assistant principal for student services, which meets with ten to fifteen students, and another group including the school social worker who meets with nine students.

Following an analysis of NECAP scores, student grade reports, surveys, SALT data, and graduation rates, stakeholders have established the following targets for the 2007-2008 school year: Coventry High School will increase the number of students meeting proficiency on NECAP reading and writing assessments by 3%; CHS will increase the percentage of students meeting proficiency on NECAP assessments in mathematics by 3%; all students will meet Coventry High School Proficiency Based Graduation Requirements; CHS staff and students will foster a supportive environment to promote the social, emotional, and academic success of all students by increasing academic performance by an overall 5% decrease in failing grades; CHS will develop and implement a comprehensive and developmental K-12 school counseling program aligned with the national standards and the RI Framework for Comprehensive School Counseling Programs that supports the success of all students; CHS will increase the use of technology in the classroom by 10%; CHS will increase the percentage of students completing career center/contextual learning (Proficiency Based Graduation Requirement) programs and projects by 25%.

The work of school improvement planning is ongoing and the School Improvement Team is regularly provided with assessment data from the school from which it develops new targets to

address changing needs. The School Mission Statement, for instance, has been reviewed and revised four times in the past three years to ensure that it complements the school's expectations. Recently our school has reviewed and changed the student learner expectations to ensure their appropriateness for the aforementioned identified targets for improved school performance.

In order to prepare for the panel presentation for the visiting committee, Coventry High School has identified the following as the most critical challenges facing the school.

- Issues with heating, ventilation, and leaking roof
- Budget shortfalls both in state and local contributions
- Personalization within a large comprehensive high school
- High student-to-guidance counselor ratio
- Athletic complex improvements-track, stadium seating, tennis courts
- Utilization and organization of common planning time
- Excessive student tardiness
- Inadequate space for physical education classes

Coventry High School Mission Statement

The mission of Coventry High School is to challenge our students to meet high academic and ethical standards in a safe and supportive environment of mutual respect. We are committed to providing our students with clear instruction and criteria to develop the knowledge, skills, character, and cultural awareness to become productive and responsible citizens.

Coventry High School Learner Expectations

These Learner Expectations help guide instruction and encapsulates for students the priorities for teaching and learning at Coventry High School. They are critical components of every student's Graduation Portfolio.

Academic

1. Reading

Read widely, attentively and on grade level for a variety of purposes, including academic, vocational, and leisure.

2. Writing

Write for a variety of purposes and audiences, creating suitable ways to communicate ideas.

3. Speaking

Use oral communication to share information, engage in conversations, build relationships, and promote understanding across disciplines.

4. Problem Solving

Define a problem, compile, interpret and organize the information, implement a strategy or plan of action to arrive at a logical conclusion.

Personal

5. Responsibility

Live by a personal code of good conduct by practicing the right behavior as individuals and in groups with maturity, integrity, courage, and a concern for others while making the right choices.

6. Respect

Show tolerance and respect for self and others within the global and school communities.

Community/Career

7. Independence

Understand post secondary opportunities and/or careers that match to personal strengths.

8. Culture

Gain knowledge and understanding of other cultures.

9. Arts

Demonstrate skills and knowledge of one or more art forms that encompasses creating, performing, responding, and related technical components.

COMMISSION ON PUBLIC SECONDARY SCHOOLS

TEACHING AND LEARNING STANDARDS

MISSION AND EXPECTATIONS FOR STUDENT LEARNING
CURRICULUM
INSTRUCTION
ASSESSMENT OF STUDENT LEARNING

TEACHING AND LEARNING STANDARD

1

MISSION AND EXPECTATIONS FOR STUDENT LEARNING

The school's mission statement describes the essence of what the school as a community of learners is seeking to achieve. The expectations for student learning are based on and drawn from the school's mission statement. These expectations are the fundamental goals by which the school continually assesses the effectiveness of the teaching and learning process. Every component of the school community must focus on enabling all students to achieve the school's expectations for student learning.

1. The mission statement and expectations for student learning shall be developed by the school community and approved and supported by the professional staff, the school board, and any other school-wide governing organization.
2. The school's mission statement shall represent the school community's fundamental values and beliefs about student learning.
3. The school shall define school-wide academic, civic, and social learning expectations that:
 - are measurable;
 - Reflect the school's mission.
4. For each academic expectation in the mission the school shall have a targeted level of successful achievement identified in a rubric.
5. The school shall have indicators by which it assesses the school's progress in achieving school-wide civic and social expectations.
6. The mission statement and the school's expectations for student learning shall guide the procedures, policies, and decisions of the school and shall be evident in the culture of the school.
7. The school shall review regularly the mission statement and expectations for student learning using a variety of data to ensure that they reflect student needs, community expectations, the district mission, and state and national standards.

Conclusions

The school's mission statement and expectations for student learning document was developed by the school community and approved and supported by the professional staff, the school board, and the school improvement team (SIT). The mission statement and expectations for student learning was formally approved by the school board, administration, and faculty members. The mission statement was written in 1999, revised in 2005 and 2007, and revisited in 2009 by the SIT when it was decided that no changes would be made to the mission. The SIT used student and faculty input in reviewing the mission statement and evaluating the selected learner expectations. The SIT used the Endicott Survey to determine that the learner expectations should be culled from eighteen to nine. The survey provided information to the faculty and the SIT identifying a need to reduce the learner expectations so that faculty members could focus by department on a particular set of them. Through continuous student feedback and a faculty and administration committed to reflecting on assessment and instruction, the school community lives the principles of the mission statement and expectations. (SIT, teachers, school board members)

The school's mission statement represents the Coventry High School community's fundamental values and beliefs about student learning. The fundamental belief at Coventry High School is that the students come first. Administrators, support staff, and faculty members begin decision-making by asking, "Is it the right thing for our students?" The faculty and administration are proactive in implementing the learner expectations so that their students receive an education that fully embodies the mission statement. The faculty's commitment to the advisory program ensures that students receive additional time and support. Student work shows that most students at Coventry High School take pride in their educational community and their work. Capstone and portfolio projects illustrate and fulfill the principles of the mission statement. Students are encouraged to think independently and develop solutions, particularly in the unified arts program. Students are encouraged to develop their individual voice through their writing, course selection, and problem-solving. The school community has a supportive and celebratory atmosphere. The students gain a sense of accomplishment from completing their capstone projects; faculty members and peers congratulate them for completing work and they are recognized in advisory for improved grades. There is an expectation that students should challenge themselves, should be personally responsible, and should prepare for the future. Thus, knowledge of the school's learner expectations and high expectations for students show that this educational community intends to be mission-driven. (teachers, students, administrators)

Coventry High School has developed a specific list of academic, civic, and social learner expectations that are measurable and reflect the school's mission. Specific departments agreed to take on particular learner expectations that correlate with their respective academic discipline. The school's defined learner expectations are clearly identified in each student's portfolio project. These portfolios include tasks that are designed to embody each of the learner expectations: reading, writing, speaking, problem-solving, responsibility, respect, independence, culture, and arts. Learner Expectations are a clear focus for instruction and assessment. The task rubrics provide clarity for assessing student success. Departmental faculty members approves the tasks for validation, ensuring that they meet high standards and providing for faculty involvement

while insuring rigor and relevance. In the school community's commitment to develop knowledge, skills, character, and cultural awareness, the faculty and administration have acknowledged a need to provide more opportunities to practice and achieve the learner expectations of responsibility, respect, and independence through the diverse academic programs and opportunities at Coventry High School. (SIT, teachers, students)

Coventry High School has a targeted level of successful achievement for each academic expectation in the mission identified in a rubric. There are school-wide rubrics, or "blue sheets" that are kept in the student portfolios which are assessed by performance-based graduation requirement (PBGR) coordinators. However, these "blue sheet" rubrics are not used by classroom teachers to assess student proficiency with respect to each learning expectation. The students' reflections on the "blue sheets" allow the students to self-identify their success with each learner expectation in the mission statement. There are however, task specific rubrics that teachers use to communicate to the students their proficiency with respect to tasks that have been validated as portfolio worthy. Tasks that have been validated as portfolio worthy identify the learner expectation that they address, but the rubrics that teachers use to assess these tasks vary in format depending on subject area and individual teacher. The learner expectations that accompany the mission statement are prevalent in the portfolio process, but feedback to students is limited to whether the portfolio "meets standard" as a whole and/or what portions need to be re-worked. There is evidence of increasing common ground with student performance rubrics, as they are aligned with the emerging common assessments: the capstone project, the history day project, the annotated bibliography task, and the science fair. As the school-wide rubrics (blue sheets) are not widely used in classrooms, and there is another rubric system that is used by classroom teachers, the school must select a common format for rubrics and faculty members must discuss their use and interpretation to guarantee consistency. (students, teachers, administrators)

The school has created indicators, structures, and oversight responsibility to assess school-wide civic and social expectations. There are rubrics for social and civic expectations, which are classified as "personal" and "community/career" learner expectations. The expectations are posted in every classroom and are embedded in the culture of the school. The entire school is focused on student mastery of the learner expectations through the necessity for them to complete the graduation requirements of the CHS capstone and CHS portfolio projects. These two graduation requirements are the primary indicators for assessing the students' and the school's progress in achieving school-wide civic and social expectations. In their portfolios, students reflect on tasks that they have completed over their four years that meet each of the nine learner expectations. In addition, many student capstone projects address the social and civic learner expectations. The alignment guides clearly show that the CHS learner expectation for Respect (Show tolerance and respect for self and others within the global and school communities) has the fewest associated tasks. The physical education/health department, through student personal fitness plans and accounting of healthy decisions, and unified arts, through exploring different cultural art forms, have the most tasks. Through a formal advisory program over four years with the same mentor, students and mentors journey together to plan, accomplish, and reflect on learner expectations that measure the student's progress in achieving civic and social expectations. (self-study, teachers, students)

In addition, the school community supports such diverse groups as the Gay Straight Alliance, Unified Arts programs, AFJROTC, and the Interact Club. CHS also is involved in giving back to the greater community through a wide range of diverse student projects that include but are not limited to the following: Hasbro Children's Hospital with 200 large gingerbread boys and girls, a capstone presentation on the impact of epilepsy on families, a puppet theatre for Impossible Dream Playground, teaching local elementary students a foreign language, and volunteering in Meals on Wheels, Rhode Island food bank, Coventry Senior Center, and Adopt-a-Family. There is an active service learning program that includes such diverse projects as chemistry demonstrations for elementary students, self-advocacy training, mapping the Asian clam, and participating in the Breast Cancer Walk. There is strong evidence that CHS students graduate with civic-mindedness and skill sets that give them a sense of accomplishment and confidence and allow them to contribute to society. (self-study, teachers, students)

Coventry High School's policies, procedures, and decisions are guided by the school's mission statement, and, to a greater extent, the school's nine expectations for student learning. CHS has thoroughly disseminated the learner expectations. They are posted in every classroom, included in student portfolios, and used to create analytic rubrics to assess student work. The administration, faculty, and staff have been dedicated and collaborative in their efforts to align, create, and implement the mandates of several guiding bodies in the school's learner expectations. Each student's portfolio shows the impact that the learner expectations have on student learning through the included tasks and personal reflections. Formal sources of information, including the program of studies guide and student handbook, communicate to the student and parent the opportunities for learning success and guiding policies. These sources of information are provided and reviewed with students through the advisory program. Thus, CHS uses the mission statement and learner expectations to create a culture of performance and independent learning. (students, student work, teachers)

The school has a history of active revision and modification of its mission and expectations for student learning document using a variety of data to ensure it reflects student needs, community expectations, the district mission, and state and national standards. The origin of the current mission dates back to 2000. It has been modified three times since 2000 (in 2005, 2007, and 2009). It was evaluated again in 2009 and accepted as current. There have been wording changes by the faculty and the addition of "mutual respect" by the students. The faculty addressed a concern about student understanding by identifying opportunities in their lessons to explore the meaning of the term "ethical standards." The SIT regularly reviews the mission statement and involves the school staff through discussions of faculty meetings, e-mail commentary, and reports of student advisory. After instituting the graduation requirement of portfolios that required the students to address eighteen learning standards, both the students and faculty recognized that the learner expectations were overwhelming and redundant. The change in the learner expectations was significant towards making progress with school-wide rubrics, common tasks, and student buy-in of portfolios as a graduation requirement. (self-study, teachers, students).

Commendations

1. The commitment of the faculty and administration in the development and implementation of the mission statement and learner expectations
2. Student reflection and input in revising the mission statement
3. Proactive response by SIT in reducing eighteen learner expectations to nine
4. The mission statement and learner expectations reflect the school community's fundamental beliefs about student learning
5. The process used to validate tasks used to fulfill portfolio requirements
6. The passion of students and teachers for celebrating successful completion of the learner expectations

Recommendations

1. Include classroom teacher and student use of the school-wide rubrics in assessing student achievement of the learner expectations in daily work
2. Clearly differentiate between school-wide rubrics and lesson-based performance rubrics
3. Include parents and community members in the review of the mission and learner expectations

TEACHING AND LEARNING STANDARD

2

CURRICULUM

The curriculum, which includes coursework, co-curricular activities, and other school-approved educational experiences, is the school's formal plan to fulfill its mission statement and expectations for student learning. The curriculum links the school's beliefs, its expectations for student learning, and its instructional practices. The strength of that link is dependent upon the professional staff's commitment to and involvement in a comprehensive, ongoing review of the curriculum.

1. Each curriculum area shall identify those school-wide academic expectations for which it is responsible.
2. The curriculum shall be aligned with the school-wide academic expectations and shall ensure that all students have sufficient opportunity to practice and achieve each of those expectations.
3. The written curriculum shall:
 - prescribe content;
 - integrate relevant school-wide learning expectations;
 - identify course-specific learning goals;
 - suggest instructional strategies;
 - Suggest assessment techniques including the use of school-wide rubrics.
4. The curriculum shall engage all students in inquiry, problem-solving, and higher order thinking as well as provide opportunities for the authentic application of knowledge and skills.
5. The curriculum shall:
 - be appropriately integrated;
 - Emphasize depth of understanding over breadth of coverage.
6. The school shall provide opportunities for all students to extend learning beyond the normal course offerings and the school campus.
7. There shall be effective curricular coordination and articulation between and among all academic areas within the school as well as with sending schools in the district.
8. Instructional materials, technology, equipment, supplies, facilities, staffing levels, and the resources of the library/media center shall be sufficient to allow for the implementation of the curriculum.
9. The professional staff shall be actively involved in the ongoing development, evaluation, and revision of the curriculum based on assessments of student performance in achieving the school's academic expectations and course-specific learning goals.
10. The school shall commit sufficient time, financial resources, and personnel to the development, evaluation, and revision of curriculum.
11. Professional development activities shall support the development and implementation of the curriculum.

Conclusions

Coventry High School has recently revised its mission statement and reduced the number of school-wide learner expectations from nineteen to nine and the school-wide learner expectations

for each curricular area have been identified and mapped out. Coventry High School has identified reading, writing, speaking, problem-solving, responsibility, respect, independence, culture, and arts as essential skills for students to have upon graduation. (panel presentation, curriculum materials, program of studies)

Coventry High School has not yet completely aligned the curriculum with the revised school-wide learner expectations to ensure that all students have sufficient opportunity to practice and achieve each of the expectations. In order to assure that all students meet learner expectations, further work needs to be done to embed the learner expectations into curriculum and daily lesson plans. The learner expectations are visibly displayed throughout the school, online, in student agendas, and in the program of studies. An alignment guide shows how learner expectations are aligned with each course and the validated tasks but the learner expectations are not included in the school-wide curricula in a systematic way. Even though the English, science, and world language curricula have recently been revised, they do not state the specific learner expectations and grade span expectations (GSEs) in the curriculum documents. Despite the recent efforts made to revise some curricula, much work is still necessary to rewrite and revise all curricula to incorporate the learner expectations and GSEs. (curriculum materials, administrators, teachers)

Coventry High School does not have a school-wide curriculum format in which content, learner expectations, goals, and a suggested variety of instructional strategies and assessment techniques including school-wide rubrics are clearly stated. Curricular formats differ by department leading to confusion and omission of essential elements of curriculum such as content, goals, objectives, strategies, learner expectations, and assessment techniques. A school-wide curriculum format would provide clear and concise direction for teachers and eliminate the confusion of the different formats, making all the elements of the curriculum easier to follow, assess and integrate. In addition, a format aligning the critical elements of the curriculum would facilitate the use of school-wide rubrics within classrooms. As an example, the English department uses the Skills Commission Rubrics for narrative, informational, persuasive, reflective, and procedural writing, but these rubrics are not being used by other departments to assess writing. The creation of a school-wide curriculum format would facilitate curricular alignment and provide a consistent scale for grading. Currently, some rubrics have a scale of 1-5 while others have a scale of 0-4 and/or use a traditional grading scale of 0-100. Coventry High School's education community demonstrates awareness of GSEs, the potential move to the Common Core State Standards and learner expectations, but has not yet formally documented them in all curricula. (curriculum materials, student work, teachers)

Most of the curricula at Coventry High School strive to engage students in inquiry, problem-solving, and higher order thinking as well as provide opportunities for the authentic application of knowledge and skills. The authentic application of knowledge and skills can be found throughout the unified arts and the regional career and technical program, world languages, the science fair, and National History Day activities. To a lesser extent, these opportunities are available to students in other disciplines through internships and field trips. Higher order thinking is demanded for the completion of the Capstone Project and in performance tasks, but pursuit of the depth of knowledge is not consistent in tasks or assignments. There are problem-

solving and inquiry in science, math, unified arts, the technical program, and in the work required to complete the CHS Capstone Project. (curriculum materials, teachers, student work)

The curriculum at Coventry High School is not fully integrated and depth of understanding over breadth of coverage is not a school-wide area of curriculum focus. The ninth grade teams offer opportunities to integrate curriculum across departments, but there is very little integration across all grades. Emphasis on depth of understanding over breadth of coverage can be found in tasks and in capstone projects, but it is not emphasized in the curriculum materials. The faculty cites rare occasions where they have integrated lessons and see the potential for creating integrated lessons as a good use of the common planning time. Integration of lessons between unified arts, the regional career and technical programs and the core subjects would provide an opportunity to share best practices and increase opportunities to reinforce the learner expectations. Teachers cite the lack of time as a restriction to developing interdisciplinary activities. (curriculum materials, student work, teachers)

Coventry High School provides students with opportunities to expand their learning beyond the normal course offerings and school campus. The students at Coventry High School have the opportunity to take classes at an extensive vocational technical program adjacent to the school. After school assistance is available for students in need. Early enrollment and Running Start programs are available through articulation agreements with area colleges. The school offers work-study and transitions programs and job-shadowing is an option for capstone projects. (teachers, administrators, self-study)

There is insufficient effective curricular coordination and articulation between all academic areas within the school as well as with sending schools in the district. Department chairs are responsible for curricular coordination. The district curriculum coordinator, an assistant superintendent, arranges meetings between Coventry High School and middle school curriculum coordinators, but more time for these meetings would enhance curricular coordination and articulation. It is crucial to continue to develop, revise, and implement the vertical curriculum in a systematic way. The school would benefit from adopting a research-based model for curriculum development. (teachers, administrators, curriculum materials)

Instructional materials, technology, equipment, supplies, facilities, staffing levels, and the resources of the library/media center are sufficient to allow for the implementation of the curriculum. At Coventry High School most departments have the textbooks needed to implement the curriculum. Antiquated foreign language texts do not provide examples of relevance to students. Many classrooms are equipped with at least one computer, and a SMART Board. Teachers have the opportunity to sign-out laptop carts for students to work with in the classroom. The facilities are adequate and in stable condition with the exception of temperature extremes and roof leaks. There is adequate teacher to student ratio to provide purposeful learning through the curriculum at Coventry High School. The limited availability of computers in the library is a source of frustration, however and the library/media center and staff could be utilized in a more effective way in the support of the implementation of the curricula. Space constraints and a lack of updated electrical wiring negatively impact the delivery of the curriculum. Some classrooms have only one electrical outlet. Ventilation and temperature

fluctuate in various classrooms and roof leaks occur. Classes are scheduled in rooms that are not conducive to that area of study due to space constraints. (teachers, self-study, classroom observations)

Some members of the professional staff are actively involved in the ongoing development, evaluation, and revision of the curriculum and the assessment of students' performance in achieving the school's academic expectations and course-specific learning goals. The English, science, and world language curricula have been revised, and the math curriculum is in the process of being revised. However, the GSEs and learner expectations are not included in curriculum and curriculum documents. Most other curricula are in need of comprehensive and systematic revision. The guidance department has developed and is implementing a comprehensive school counseling program that will support all students of Coventry High School. A plan to systematically evaluate and revise curriculum in all departments needs to be developed along with a comprehensive format, and the school needs to commit the necessary time and resources to implement the plan. (survey, teachers, administrators)

The school does not commit sufficient time, financial resources, or personnel to the development, evaluation, and revision of curriculum. Departments have used professional development days, release time, and paid summer and after school hours to analyze and improve curriculum, but there is no formal process to ensure that curriculum in all departments is evaluated and revised in a systematic way. A recent change in the way common planning time is used impacts the opportunity for all teachers to work collaboratively within departments. Teachers appreciate the fact that the change gives them the opportunity to choose ways in which common planning time is used, but this choice limits opportunities for whole-department collaboration. A comprehensive plan for curriculum development, review and revision need to be developed and implemented. (teachers, administrators, self-study)

Professional development activities to support the development and implementation of the curriculum are not mandated for members of Coventry High School's faculty. Two professional development opportunities cited were the QUEST Conference and opportunities through the central office. The QUEST Conference featured seminars and workshops pertaining to classroom strategies. The school's schedule includes three professional development days per year, but two of the days are used to address the state's PBGR requirements. There has been little professional development specifically directed towards the development and implementation of the school's curricula. Thus, to produce effective curriculum documents, it will be necessary for the school to provide specific curriculum oriented professional development for all teachers. (teachers, curriculum coordinators, central office staff)

Commendations

1. The number of opportunities that are provided to students for practice and achieve the learner expectations

2. The ninth grade teams that offer teachers the opportunity to plan and integrate curricula on an on-going basis
3. The rich variety of opportunities for students to extend their learning beyond the normal course offerings and school campus

Recommendations

1. Provide the time and resources for teachers to review and revise curriculum
2. Develop a common format to utilize for curriculum development that incorporates and aligns GSEs, learner expectations, and content standards
3. Develop and implement a plan for curriculum development, review, and revision that includes content, learning expectations, course goals, instructional strategies, and assessment techniques that include school-wide rubrics
4. Ensure that there are opportunities for all students to engage students in inquiry, problem-solving, higher order thinking, and the authentic application of knowledge and skills in all curricular areas
5. Ensure that all curricular areas are appropriately integrated and emphasize depth of understanding over breadth of coverage
6. Ensure that there is effective curricular coordination and articulation between and among all academic areas within the school as well as with sending schools
7. Ensure that there is sufficient time and financial resources for the development, evaluation and revision of the curriculum
8. Ensure that students have multiple opportunities to practice and achieve each of the school's learner expectations as part of classroom work

TEACHING AND LEARNING STANDARD

3 INSTRUCTION

The quality of instruction in a school is the single most important factor affecting the quality of student learning, the achievement of expectations for student learning, the delivery of the curriculum, and the assessment of student progress. Instructional practices must be grounded in the school's mission and expectations for student learning, supported by research in best practice, and refined and improved based on identified student needs. Teachers are expected to be reflective about their instructional strategies and to collaborate with their colleagues about instruction and student learning.

1. Instructional strategies shall be consistent with the school's mission statement and expectations for student learning.
2. Instructional strategies shall:
 - personalize instruction;
 - make connections across disciplines;
 - engage students as active learners;
 - engage students as self-directed learners;
 - involve all students in higher order thinking to promote depth of understanding;
 - provide opportunities for students to apply knowledge or skills;
 - Promote student self-assessment and self-reflection.
3. Teachers shall use feedback from a variety of sources including other teachers, students, supervisors, and parents as a means of improving instruction.
4. Teachers shall be expert in their content area, knowledgeable about current research on effective instructional approaches, and reflective about their own practices.
5. Discussion of instructional strategies shall be a significant part of the professional culture of the school.
6. Technology shall be integrated into and supportive of teaching and learning.
7. The school's professional development program shall be guided by identified instructional needs and shall provide opportunities for teachers to develop and improve their instructional strategies.
8. Teacher supervision and evaluation processes shall be used to improve instruction for the purposes of enhancing student learning and meeting student needs.

Conclusions

While there were examples of excellent instruction at Coventry High School, there were also instructional strategies and practices that are not consistent with the school's mission statement and expectations for student learning. The school's mission and learner expectations are posted in classrooms and around the school in an effort to remind all members of the learning community of the areas of common focus. The school improvement team (SIT) regularly reviews the mission statement, and its latest version was unanimously adopted by the faculty-at-large in 2008. The mission contains nine learner expectations and teachers have developed tasks to be used within their courses that assess learner expectation. The tasks are reviewed by departmental members to ensure that they meet a minimum standard for rigor and relevance. Tasks that meet the rigor and relevance standard are deemed valid tasks for inclusion in the graduation portfolio. While the practices outlined above are consistent with CHS's mission to challenge students to meet high academic standards, challenging and high academic standards are not consistently evident in student work. Some teacher-chosen portfolio common tasks and capstone projects have been aligned with the school-wide learning expectations (LE), but for the most part, classroom assignments remained unaligned. While there are many examples of how the mission and expectations of Coventry High School are actualized through instruction, there remain inconsistencies throughout all areas of teaching and learning. (observations, student work, survey)

Instructional strategies do not consistently personalize instruction, make connections across disciplines, engage students as active, self-directed learners, involve students in higher order thinking, provide opportunities for students to apply knowledge and skills, and promote student self-assessment and self-reflection. The interaction between teachers and students in advisories to ensure that students successfully complete capstone projects and graduation portfolios provides many opportunities for personalized instruction, making connections across disciplines, engaging students as active, self-directed learners, involving students in higher order thinking, assisting students to apply their knowledge and skills, and for students to self-assess and self-reflect. However, classroom instructional strategies are generally more teacher-centered and do not show consistent examples of depth of knowledge, rigor, engagement and high expectations. (observation, teachers, students)

Although Coventry High School has made a commitment to the use of learning inventories, there does not appear to be an adjustment in teaching strategies to accommodate the students' learning styles. While the structure of the ninth grade team provides opportunities to engage in interdisciplinary units, the school has not yet made a commitment to cross discipline instruction. While there are many exciting examples of project-based learning in the areas of unified arts, technology, and world language, active learning is not consistently evident in all curricular areas. Capstone projects and graduation portfolios have provided many opportunities to engage students as self-directed learners. Parents, students, and faculty members express a shared concern regarding the readiness of all students to succeed at a high level of independence for completion of the PBGRs. There is, however, considerable attention and support provided by the PBGR coordinators to ensure student progress and completion of graduation exhibitions. Robotics is an example of a course providing opportunities for higher-level thinking. There are writing

assignments throughout the English department which promote depth of understanding. Examples of opportunities for students to apply knowledge and skills include culinary, cosmetology, wood, graphics and technology, History Day and the science fair, internships, student newspaper, and fine and performing arts. These opportunities for student application of knowledge and skills have become a great source of community pride. Coventry has many opportunities in place for self-reflection, including but not limited to capstone and portfolio. Direction for project-based learning can be taken from music, ceramics, and physical education for going beyond self-reflection to self-assessment. Although there is meaningful student centered instruction going on at Coventry High School, there is not currently a systemic effort to expand and to support these exemplars throughout the school. There is however, evidence of teacher centered instruction at Coventry High School and some students are disengaged and allowed to remain passive learners. Overall, instructional strategies need to include increased requirements of depth of knowledge, increased student engagement, and high expectations for all learners. (observations, students, student work)

Teachers use feedback from a variety of sources including their students, colleagues, administrators and parents as a means of improving instruction. Instances where this information is consistently used to better understand students as individual learners include multiple intelligence surveys, student /parent questionnaires, and/or interest inventories. Data from informal and formal assessments as well as standardized testing, such as NECAP, can show effective instructional strategies. There is also a teacher mentor program that incorporates peer feedback as a means of improving instruction. (self-study, students, portfolios)

Teachers at CHS are experts in their content areas, are well versed in instructional approaches, and are reflective about their own practices. The faculty at Coventry High School is 96% highly qualified according to the federal No Child Left Behind requirements. An examination of the teacher portfolios confirms a high level of expertise among faculty members and shows documentation of reflective practices. Throughout the portfolio, teachers respond to prompts which encourage them to engage in analysis of pedagogy and content. Each member of the CHS faculty engages in common planning for one hour three times per month. The recorded use of common planning time indicates that a fraction of all teachers work together in inter- and intra-departmental groups discussing and designing best practices. While faculty members appreciate the increased autonomy with respect to how they use common planning time, there is a need for professional development on research-based best practices that is not being provided by current use of time. In-service and after school training that focuses on instructional practices will lead to a higher level of student engagement while ensuring implementation of higher expectations and greater challenge for all students. There are multiple examples throughout the school of teacher skill and content and craft knowledge. A few outstanding examples are found in music, art, robotics, English, culinary arts, mathematics, world language, and science. (observations, surveys, self-study)

CHS staff members discuss instructional strategies formally and informally during common planning time (CPT), professional development sessions, administrative and curriculum coordinator classroom observations, and as part of the district's formal mentoring program. The development of the common tasks and their validation are the product of ongoing discussion

among faculty members. The identification of the relationship among learning expectations, tasks, and scoring elements of the rubrics serves as evidence of discourse focused on instructional practices. The faculty of Coventry High School demonstrates that discussion of instructional strategies is a significant part of their school culture. (portfolio documents, teachers, administrators)

While the district's technology plan supports and delineates technology as an integral part of the educational goals, this is only partially fulfilled. Teachers are using SMARTBoards, LCD projectors, computer sensor driven labs in science, computer labs, portable laptops, and presentation carts. There has been an effort to make technology accessible to students and teachers, but technology is sometimes viewed as equipment rather than essential instructional tools embedded into instructional design. Students express a concern about inadequate access to computer labs. Many students were not aware of web-based tools such as blogs, wikis, and other real time interactive use of technology. Other students profess an appreciation for the teachers who have integrated technology into their practice particularly given the length of the instructional block. A stronger commitment to technology staffing and professional development for teachers would result in more wide-spread technology use to support teaching and learning. Although there is expert use of technology in student learning, students report that some SMARTBoards are not being effectively utilized and that computers and laptops are not reliable. Teachers at Coventry High School have recently taken the initiative to pursue grant money to purchase technology. During the 2009-2010 school-year, the school reverted to hard copy binders for graduation portfolios, a departure from prior digital portfolios because the current more old fashioned system is viewed as more equitable and reliable than the technology that the school can provide. In addition, the portfolio software was difficult for teachers and students to navigate. At Coventry High School, technology has been only partially integrated to support teaching and learning. (teachers, students, observations)

In recent years, the school's professional development program has been limited to those activities that are directly related to the high school's performance-based graduation requirements (PBGR) for students. The sophisticated protocols and procedures in place for capstone and graduation portfolios indicate that much of the professional development time has been dedicated to responding to state and federal mandates. Coventry has incorporated these initiatives into its culture and now is ready to focus professional development more on teaching. To that end, the school's professional development program is increasingly identified by instructional needs and seeks to provide opportunities for teachers to develop and improve their instructional strategies. Professional development has taken place on topics such as block scheduling, co-teaching, differentiated instruction, and web design. Only 35% of the staff members indicates that they believe that professional development is designed in response to instructional needs. The school has a grant-funded professional development coordinator who regularly surveys staff members to determine faculty preferences for professional development. Teachers are pleased with this change and the shift from externally imposed to internally preferred professional development offerings. (teachers, self-study, Endicott Survey)

Teacher supervision and evaluation processes are used to improve instruction for the purposes of enhancing student learning and meeting student needs. In an effort to improve instruction for the

purpose of enhancing student learning and meeting student needs, the administrative team of the principal, the assistant principals, and the department coordinators observe and support new faculty members while engaging veteran staff members in practices focused on renewal and continuous improvement. Faculty members are held to all components of the approved evaluation process which includes pre- and post- conferences and reflective discussions focused on practice, learning expectations, and professional responsibilities. All teachers must submit and maintain professional portfolios documenting all aspects of their practice including communication, lesson design, assessment strategies, and contributions beyond the school day. All faculty members at Coventry High School are expected to serve on at least one committee. For example, the capstone committee fulfilled not only a contractual obligation but also served as a vehicle to be used in the evaluation process and modeling community service while giving the teachers the opportunity to design a significant initiative at Coventry High School. (self-study, portfolios, teachers)

Commendations

1. Examples of excellence throughout the school of effective teaching
2. Multiple opportunities for the personalization of instruction leading to student success as self directed learners
3. Teacher portfolios that indicate a high level of reflective practice and professionalism
4. Energized, deeply committed, and collegial faculty members focused on doing what is right for students

Recommendations

1. Develop and implement a plan to ensure that instructional practices:
 - personalize instruction
 - make connections across disciplines
 - engage al students as active, self-directed learners
 - involve all students in higher order thinking to promote depth of understanding
 - provide opportunities for students to apply knowledge and skills
 - promote student self-assessment and self-reflection
2. Provide professional development offerings on research-based effective instructional practices
3. Provide opportunities for students to make connections across disciplines
4. Develop and implement a plan which will ensure the systemic integration and support of technology into teaching and learning

TEACHING AND LEARNING STANDARD

4

ASSESSMENT OF STUDENT LEARNING

Assessment is an integral part of the teaching and learning process. Its purpose is to inform students regarding their learning progress and teachers regarding ways to adjust the curriculum and instruction to respond effectively to the learning needs of students. Further, it communicates to the school community the progress of students in achieving the school's expectations for student learning and course-specific learning goals. Assessment results must be continually discussed to improve curriculum and instruction.

1. The school shall have a process to assess school-wide and individual student progress in achieving the academic expectations in the mission based on school-wide rubrics.
2. The school's professional staff shall use data to assess the success of the school in achieving its civic and social expectations.
3. For each learning activity teachers shall clarify to students the relevant school-wide academic expectations and course-specific learning goals that will be assessed.
4. Teachers shall base classroom assessment of student learning on school-wide and course-specific rubrics.
5. Teachers shall use varied assessment strategies to determine student knowledge, skills, and competencies and to assess student growth over time.
6. Teachers shall meet collaboratively to discuss and share student work and the results of student assessments for the purposes of revising the curriculum and improving instructional strategies.
7. The school's professional development program shall provide opportunities for teachers to collaborate in developing a broad range of student assessment strategies.
8. The school's professional staff shall communicate:
 - individual student progress in achieving school-wide academic expectations to students and their families;
 - The school's progress achieving all school-wide expectations to the school community.

Conclusions

Coventry High School uses a portfolio process to assess school-wide and individual student progress in achieving the learner expectations in the mission. Students are required to include at least one artifact for each of the nine learner expectations. Each learner expectation has an associated rubric and reflection prompt, known as the blue sheet that each student needs to complete in order to include an artifact in the graduation portfolio. Student progress towards completing the portfolio is monitored by advisory teachers. Completed portfolios are then assessed by PBGR coordinators. Individual student and school wide progress in meeting the learner expectations and graduation requirements is handled by the PBGR coordinators. They assume responsibility for compiling student progress and informing administrators of the progress of the individual students and the school. They also report out on the percentage of students completing their portfolios by the first deadline and second deadline and track overall school improvement. Thus, fulfillment of the learner expectations is treated as an advisory task and is not currently a continuous part of daily classroom work. (teachers, administrators, students)

The school's professional staff uses data to assess the success of the school in achieving its civic and social expectations. Policy changes have been implemented to improve students' progress in the civic and social expectations. The development of an attendance policy has increased student attendance rate from 88% during the 2003-2004 school year to 96% during the 2008-2009 school year. Also, a variety of opportunities to complete the school's social and civic expectation are offered to the students. These include volunteering for peer tutoring, development of a recycling program, activities of the Air Force Junior Reserve Officer Training Corps, community service opportunities, and activities to improve the climate of the school. While there is anecdotal evidence that many students participate in these co-curricular opportunities, more classroom opportunities for students to demonstrate proficiency in the civic and social expectations are necessary to bring the expectations into the daily life of all students. This will further enable students to make progress towards fulfilling those expectations and allow them to become goal oriented and to understand the meaning and value of the learner expectations. (self-study, teachers, administrators)

For some learning activity, teachers clarify to students the relevant school-wide academic expectation and course-specific learning goal that will be assessed. Although the relevant school wide academic expectations are embedded in portfolio tasks, they are not always explicitly articulated in daily classroom instruction, nor are they actively connected with all classroom activities and assessments. Teachers do present and discuss course-specific and task-specific rubrics prior to each assessment. Students generally have an understanding of how to meet standards prior to beginning a task or assessment. In fact, 70% of students state they know in advance what they have to do in order to achieve the standard on a particular assessment. This clarity of expectation has a positive effect on student achievement. (survey, students, teachers)

Some teachers base classroom assessment on school-wide expectations and course-specific rubrics, but course-specific rubrics are more common. Sometimes the school-wide rubrics are embedded in the course-specific rubrics, but they are not used explicitly. Only 60% of the

faculty reports that they evaluate students using the school-wide learning expectations; in contrast 85% states they use course-specific rubrics. The learner expectations have been relegated to portfolio projects formulated as specific tasks with their own rubrics. As valuable as this work is, the real place for school-wide expectations is in all classrooms, guiding and informing curriculum development, instruction and assessment. A more consistent and direct connection to the school-wide learner expectations would increase their relevancy to students. (teachers, students, student work)

Teachers use varied assessment strategies to determine student knowledge, skills and competencies and to assess student growth over time. Teachers use traditional assessments, such as tests and quizzes, alternative assessments, such as portfolios and inquiry based labs and authentic assessments, such as exhibitions and performances, common and portfolio worthy tasks, projects, papers, oral presentations and competency-based tasks to assess student knowledge. Some assessments require the use of technology and require students to go beyond factual recall. All curriculum areas do provide multiple varied assessment strategies for students. Students have opportunities to demonstrate competencies in real-world settings, such as landscaping the school grounds, renovation at a private home, and preparing meals in the full-service kitchen. Most teachers allow students to revise their work, but a consistent grading procedure for revised work must be developed. The variety of assessments provides students with many pathways to show proficiency in rigorous and relevant ways. (self-study, student work, students)

Teachers regularly meet collaboratively both formally and informally to discuss and share student work and the results of student assessments for the purpose of revising the curriculum and improving instructional strategies. While formal collaboration takes place during common planning time, the arrangement of teachers' desks in common areas allows many opportunities for informal collaboration. Teachers make adjustments to instructional strategies based on the results of student assessments and they also review the results of the NECAP assessments. Both the math and English departments have changed wording and the format of assessments to resemble those found on the NECAP testing. While there are some common mid-term and final exams, more attention should be paid to developing common formative and summative assessments to be shared by teachers and to expanding assessment using school-wide rubrics to classroom activities. Analyzing this data would be a powerful tool in informing instruction. The reflection on student work has created a culture of collaboration that positively impacts student instruction. However, there needs to be more formal attention paid to using student performance on assessments to change and adjust curriculum. (self-study, teachers, administrators)

The school's professional development program provides opportunities for teachers to collaborate in developing a broad range of student assessment strategies. The Coventry School District employs a high school professional development coordinator to focus professional development for teachers. Collaboration in developing assessment strategies more often takes place during common planning and is department-based. About 77% of teachers indicated they meet with colleagues to share student work while only 37% agreed they are provided opportunities to improve assessment through the district's professional development program. More formal professional development in utilizing varied assessment strategies and more

interdisciplinary collaboration on assessment would improve assessment strategies of all teachers. (self-study, teachers, survey).

Coventry High School uses a variety of means to communicate individual student progress in achieving school-wide academic expectations to students and their families and the school's progress in achieving all school-wide expectations. Information is distributed through the school website, at open house and report-out nights. The guidance department has a twitter account to keep parents notified of school-wide events. The guidance department offers workshops during parent teacher conferences to explain the school-wide learning expectations as well as the portfolio and capstone requirements. Parents report they have been well informed about the capstone and portfolio requirements, but do not have an understanding of their educational benefit to their children. Individual progress is communicated through mid-quarter interim reports and end of quarter report cards, two parent/teacher conference days, e-mail, and phone calls. Some of the teachers also use online grade books and classroom websites and parents have expressed a desire for full participation of faculty in online grade books. Weekly progress reports, student improvement plans, and guidance correspondence can be provided for students who are failing to make adequate progress in a particular class or with PBGR pieces. Each advisory teacher receives a copy of their students' NECAP scores. Students achieving academic success are acknowledged through bulletin boards, post cards from the principal and other public displays around the building.

The school provides timely feedback to students, parents and the community on the progress students are making towards achieving the school's academic, social and civic expectations. Frequent feedback allows parents and students to better monitor their progress and make more informed academic decisions (parents, teachers, students)

Commendations

1. The extensive portfolio process developed to ensure students demonstrate mastery of the learner expectations
2. Numerous methods of communication between home and school regarding student progress towards meeting school-wide learning expectations
3. The supports that are in place to allow students to meet their graduation requirements
4. The rich variety of authentic assessments that are used at CHS
5. Teachers' reflective review student assessment data for the purpose of improving curriculum and instruction
6. Extensive use of course-specific rubrics by the teachers, resulting in clear student expectations of what is required on a given task

7. Teachers collaboration to create common assessment tools and to share assessment strategies

Recommendations

1. Develop more opportunities for students to practice and achieve the school's social and civic expectations
2. Ensure that classroom teachers base assessment of student learning on the school-wide rubrics as well as course and assignment specific rubrics
3. Ensure that faculty members meet have a formal protocol and designated time to discuss and share student work and the results of student assessment for the purpose of revising the curriculum and instructional practices
4. Provide professional development in the use and interpretation of school-wide rubrics to assess student work in all classes
5. Develop and implement a system of collection and analysis of school-wide rubrics generated data that can be used to inform instruction and curriculum improvement

SUPPORT STANDARDS

LEADERSHIP AND ORGANIZATION

SCHOOL RESOURCES FOR LEARNING

COMMUNITY RESOURCES FOR LEARNING

SUPPORT STANDARD

5

LEADERSHIP AND ORGANIZATION

The way in which a school organizes learning for students, fosters leadership, and engages its members has a profound effect on teaching and learning. The professional culture of the school must be characterized by thoughtful, reflective, and constructive discourse about decision-making and practices which supports student learning and well-being.

1. The school board and superintendent shall ensure that the principal has sufficient autonomy and decision-making authority to lead the school in achieving the mission and expectations for student learning.
2. The principal shall provide leadership in the school community by creating and maintaining a shared vision, direction, and focus for student learning.
3. Teachers as well as administrators other than the principal shall provide leadership essential to the improvement of the school.
4. The organization of the school and its educational programs shall promote the school's mission and expectations for student learning.
5. Student grouping patterns shall reflect the diversity of the student body, foster heterogeneity, reflect current research and best practices, and support the achievement of the school's mission and expectations for student learning.
6. The schedule shall be driven by the school's mission and expectations for student learning and shall support the effective implementation of the curriculum, instruction, and assessment.
7. Meaningful roles in the decision-making process shall be accorded to students, parents, and all members of the school staff to promote an atmosphere of participation, responsibility, and ownership.
8. Each teacher shall have a student load that enables the teacher to meet the learning needs of individual students.
9. There shall be a formal, ongoing program through which each student has an adult member of the school community in addition to the school guidance counselor who personalizes each student's educational experience, knows the student well, and assists the student in achieving the school-wide expectations for student learning.
10. The professional staff shall collaborate within and across departments in support of learning for all students.
11. All school staff shall be involved in promoting the well-being and learning of students.
12. Student success shall be regularly acknowledged, celebrated, and displayed.
13. The climate of the school shall be safe, positive, respectful, and supportive, resulting in a sense of pride and ownership.
14. The school board shall support the implementation of the school's mission and expectations for student learning.

Conclusions

The principal of CHS has sufficient autonomy and decision-making authority to lead the school in achieving the mission and expectations for student learning. The principal is a strong, dynamic, and charismatic leader who is well supported by staff, administrators, and parent groups. The principal has a solid working relationship, with both the superintendent and the union president and is afforded complete autonomy to lead and transform education within his building in accordance with the school's mission statement and learning expectations. The principal is described as being meticulous, methodic, compassionate and caring, and readily willing to make time for faculty members, students and parents. (teachers, parents, students)

The principal provides leadership in the school community by creating and maintaining a shared vision, direction, and focus for student learning. The principal has several processes used to create and maintain a shared vision and to seek feedback from staff members. There are regular leadership team meetings with the curriculum coordinators and assistant principals; Monday morning administrative meetings include the assistant principals and the school's resource officer; and there are bi-weekly leadership team meetings and monthly faculty meetings. There are clear expectations and positive communication through a Friday Focus newsletter, personal e-mails, and monthly faculty meetings. The Friday Focus illustrates best practice and demonstrates a culture of trust and collegiality. Thus, the principal leads and communicates well and shows respect for all constituents. (teachers, administrators, self-study)

Teachers as well as administrators other than the principal provide leadership essential to the improvement of the school. There is a broad network of instructional and disciplinary support which begins with the principal and is shared by a cadre of assistant principals and faculty committees. The staff has strong leaders who are directly involved in the school improvement process. All faculty members belong to at least one committee working on school improvement. The faculty has taken the initiative to revise the learner expectations, the mission statement, and the schedule to better serve the needs of students. These changes have improved the school's educational programs in support of student learning. The curriculum coordinators play an integral role in leadership within the school. They are responsible for aligning their departments' tasks to the learner expectations, coordinating professional development opportunities for their teachers, supervising and evaluating their department members, and facilitating common planning time and monthly departmental meetings. (self-study, teachers, administrators)

The organization of the school and its educational programs support the school's mission in many ways. Freshmen are organized into ninth grade teams, who are housed in a separate wing to support personalization and to enhance support for literacy and numeracy. The structure of the facility is designed with its career programs located on the outside parts of the building to functionally serve the community. Advisory periods meet twice a week. Ideally, freshman and sophomore advisories focus on personalization and goal-setting; juniors and seniors focus on capstone projects and graduation requirements. However, there are differences from one advisory to another which may impact students' preparation for graduation requirements. Students are offered a wide variety of course choices allowing for them to have several different

pathways through their high school programs to achieve the required learner expectations for high school graduation requirements. (parents, students, teachers)

Student grouping patterns represent both heterogeneous and homogeneous groups. The special education structure is currently in the process of moving toward a more heterogeneous structure through its co-teaching inclusion model, resulting in fewer resource classes. The special educator is assigned to a content area which is determined by the special educator's strength in one particular subject. The intention of a full inclusion model is to foster a true co-teaching experience for the general education and special education students in the classroom. However, English, math, and science classes represent a more homogeneous structure as the courses are leveled. The third level is predominantly comprised of 50% special needs students and 50% general education students who are academically below grade level. When grouped in this fashion, the school cannot be confident that all students have sufficient opportunity to practice higher order thinking and problem solving. Administrators, professional staff members and parents of Coventry High School are satisfied with current homogeneous grouping patterns, citing that grouping patterns reflect the cultural homogeneity of the community. However, the school's grouping practices do not foster heterogeneity and are not based on research and best practice. Furthermore, homogeneous grouping patterns do not support the school's mission to "challenge our students to meet high academic and ethical standards in a safe and supportive environment of mutual respect." (self-study, parents, students)

The school's schedule is driven by the mission statement and expectations for student learning and supports the effective implementation of curriculum, instruction, and assessment. The schedule has been regularly revised to meet the learning needs of students and the achievement of the PBGR. In 2000, it was modified to an eight block schedule to comply with the school's restructuring effort. The most recent change took place in 2009 when 45 minutes was added to the advisory period to allow students to work on graduation portfolios, capstone projects, and to receive extra help. At Coventry High School the schedule represents flexibility and innovation in meeting the learning expectation for students. It allows for more hands-on learning and supports alternative assessments such as performances, debates, public speaking and service learning projects. (self-study, parents, students)

Meaningful roles in the decision-making process are accorded to students, parents, and all members of the school staff to promote an atmosphere of participation, responsibility, and ownership. Students, parents, and faculty members are afforded a variety of decision-making roles in Coventry High School. The school committee invites the students to a meeting each February to discuss the programs at CHS so that they can provide feedback. Students are given decision-making capabilities as members of the student council and as class officers. There is a school improvement team composed of a parent, students and staff. This committee creates the school improvement plan (SIP) for the high school. There is also a parent, teacher, student advisory (PTSA) in place. The plant manager and the director of food services have regular meetings at the district level. Faculty members enjoy an open door policy and have a variety of opportunities to provide input and feedback on policy issues. The principal uses a comprehensive listserv by which ideas are communicated, conveyed, pondered, and studied. (self-study, parents, students)

Class sizes and student-loads at Coventry High School enable teachers to meet the learning needs of individual students. The student-teacher ratio allowed at Coventry High School is 28:1 although most of the general education courses have between 20-25 students. The advisory period has a maximum ratio of 15:1. These class averages allow some personalization. Career and technical classes, self-contained classes, art classes, computer classes and science lab-related classes are limited by workstations and safety considerations. Smaller class size limits, an advisory period, and creative scheduling options have all significantly contributed to the reduction of class size and have had a positive impact on student learning. (self-study, teachers, observation)

There is an ongoing program through which each student has an adult member of the school community in addition to a guidance counselor who personalizes that student's educational experience, knows the student well, and assists the student in achieving the school-wide expectations for student learning. At Coventry High School, faculty members are assigned an advisory group comprised of 10 to 15 students. The advisory provides a means by which students connect to an adult whom they may seek out and talk to if they have a problem. Advisory teachers monitor student progress on capstone projects and portfolio completion. In addition, advisory teachers provide general information to students such as advice about course sequence recommendations and preparation for transition after high school. Coventry High School has modified the Advisory schedule and should continue to monitor advisory practices to ensure that time is being used as effectively as possible. Advisory teachers would benefit from an opportunity to share best practices. (parents, students, self-study)

The professional staff collaborates within and across departments in support of learning for all students. Examples of regular collaboration include the freshman academy model which promotes broad collaboration both within and across departments and the special education and regular education departments' development of co-teaching classes. Teachers frequently collaborate on an informal basis, and there are regularly scheduled department meetings that allow for inter-departmental collaboration. There are three hours of common planning time for teachers scheduled each month. Teachers can choose to use common planning time for planning, examining student work, analyzing assessment data, sharing best practices or reading and reflecting on educational research. (self-study, curriculum materials, teachers)

All school staff members are involved in promoting the well-being and learning of students. Support service personnel are integral members of teams that are involved in the academic, emotional, social, and physical needs of the students. The assistant principals and the school resource officer are directly responsible for the safety and discipline of all students. If a student is in danger of failing, the classroom teacher is required to send home a student improvement plan to notify the parent(s) or guardians. Further examples of the focus on student well-being include the school's cafeteria conversion to a whole wheat diet and compliance with the Rhode Island Nutritional Guidelines by food services and the recent switch to green products and the purchase of additional sterilizing equipment for the bathrooms by the custodial staff. Guidance counselors, health office staff, custodians and secretaries are willing to take extra steps to help students. (support staff, students, self-study)

Student success is regularly acknowledged, celebrated, and displayed. Coventry High School's hallways are filled with student murals and trophy display cases showcasing athletic, academic, art, music, and ROTC awards. Bulletin boards throughout the school exhibit exemplary student work. A large glass case near the art classes is filled with student art work. The display cases are updated each quarter. Student success is celebrated weekly, monthly, quarterly, and yearly. Capstone presentations are shared during advisory in front of a large audience of students and staff members. An honors ceremony is celebrated at the end of the school year and the honor roll is printed in the local and statewide newspapers. Each tenth grader prepares for and participates in History Day. Eleventh graders participate in the science fair. All products from the two events are displayed prominently in the media center for the entire student body to view. CHS Unified Arts Night includes the technical education, family and consumer science, visual arts and music students. This past spring the theme was the "1960s" and proceeds were donated to Crossroads of Rhode Island. The CHS World Language Cabaret celebrates students' ability with language and is held at the culmination of world language week. Student success and accomplishment are regularly acknowledged, celebrated, and displayed at Coventry High School. (observation, students, self-study)

The climate of the school is safe, positive, respectful, and supportive, resulting in a sense of pride and ownership. Student feedback is overwhelmingly positive about the culture of the school, reflecting an environment that is orderly, friendly, respectful and supportive. Respectful behavior by the student body is displayed at school sponsored events including the pep rally, spirit week competitions, dances and sporting events. Students respect the diversity of backgrounds and interests of their peers. Safety procedures including lock-down drills, fire drills, and evacuation drills are practiced regularly. Over the past two years video surveillance cameras have been added to many hallways and to the cafeteria. Alarms have been installed on most outside doors to prevent students from leaving the building during the school day. If a student is tardy, the principal or a vice principal calls home to verify the reason for the lateness. The students in the building demonstrate a sense of pride and ownership. The administration and staff at CHS also have numerous safety procedures and protocols that are in place and strictly enforced. (students, teachers, self-study)

The school board supports the implementation of the school's mission and expectations for student learning. Coventry High School's mission is aligned to the district's strategic plan. The school committee has approved the school's mission statement and expectations. The school's mission and expectations are available to staff and community members via a variety of means including the program of studies, classroom postings, the Internet and various public venues throughout the school. Members of the school committee often serve as panel judges for the PBGR high school graduation requirements. They also visit classrooms to speak to students and faculty members upon request. The school committee is very supportive of the school's mission and expectations for student learning. (self-study, teachers, administrators)

Commendations

1. The principal is a strong, dynamic, and highly respected presence in the school

2. The shared vision, direction and focus on student learning of the school community
3. The principal is well-versed in educational reform and best practice
4. The organization of the school and its programs to promote the mission and expectations for student learning
5. Faculty members continually reflect on and revise the schedule to best support student learning
6. Students, parents and teachers have meaningful roles in the decision-making process resulting in an atmosphere of participation, responsibility and ownership
7. The advisory program which fosters personalization and assists students in achieving the learner expectations
8. High levels of collegiality and professionalism among teachers and administrators in support of the school's mission and vision
9. The regular celebration and display of student success
10. A climate which is safe, positive, supportive, resulting in a sense of pride and ownership
11. The extensive portfolio process used to ensure that students have met the learner expectations prior to graduation
12. Multiple displays to acknowledge students who have achieved academic success

Recommendations

1. Examine current grouping practices and make the necessary changes to ensure that grouping patterns foster heterogeneity and reflect current research in best practice
2. Institute common protocols for advisory classes to ensure that time is being used as effectively as possible

SUPPORT STANDARD

6

SCHOOL RESOURCES FOR LEARNING

Student learning and well-being are dependent upon adequate and appropriate support programs and services. The school is responsible for providing an effective range of integrated resources to enhance and improve student learning and well-being and to support the school's mission and expectations.

All Student Support Services

1. The school's student support services shall be consistent with the school's mission and expectations for student learning.
2. The school shall allocate resources, programs, and services so that all students have an equal opportunity to achieve the school's expectations for student learning.
3. Student support personnel shall enhance student learning by interacting and working cooperatively with professional and other staff and by utilizing community resources to address the academic, social, emotional, and physical needs of students.
4. All student support services shall be regularly evaluated and revised to support improved student learning.
5. There shall be a system for effective and ongoing communication with students, parents/guardians, and school personnel, designed to keep them informed about the types of available student support services and identified student needs.

6. Student records, including health and immunization records, shall be maintained in a confidential and secure manner consistent with federal and state law.
7. There shall be sufficient certified/licensed personnel and support staff to provide effective counseling, health, special education, and library media services.

Guidance Services

8. The school shall provide a full range of comprehensive guidance services, including:
 - individual and group meetings with counseling personnel;
 - personal, career, and college counseling;
 - student course selection assistance;
 - collaborative outreach to community and area mental health agencies and social service providers;
 - Appropriate support in the delivery of special education services for students.

Health Services

9. The school's health services shall provide:
 - preventive health services and direct intervention services;
 - appropriate referrals;
 - mandated services;
 - emergency response mechanisms;
 - Ongoing student health assessments.

SUPPORT STANDARD

6

SCHOOL RESOURCES FOR LEARNING

Library Information Services

10. The library/information services program and materials shall be fully integrated into the school's curriculum and instructional program.
11. Library/information services personnel shall be knowledgeable about the curriculum and support its implementation.
12. A wide range of materials, technologies, and other library/information services that are responsive to the school's student population shall be available to students and faculty and utilized to improve teaching and learning.
13. Students, faculty, and support staff shall have regular and frequent access to library/information services, facilities, and programs as an integral part of their educational experience before, during, and after the school day.
14. The library/information services program shall foster independent inquiry by enabling students and faculty to use various school and community information resources and technologies.
15. Policies shall be in place for the selection and removal of information resources and the use of technologies and the Internet.

Special Education Services

16. The school shall provide special education services related to the identification, monitoring, and referral of students in accordance with local, state, and federal laws.

Conclusions

The guidance department, library media center, and health and special education personnel at Coventry High School work to align their services with the school's mission and expectations for student learning. The library media center provides resources and expertise to support students in their academic pursuits. The guidance department has developed and is implementing a comprehensive and developmental grade 9-12 school counseling program aligned with the national standards and *The Rhode Island Framework for Comprehensive School Counseling Programs* that will support 100% of CHS students. The school improvement team and its subcommittees, the leadership team, the PBGR steering committee, and student focus groups engage a variety of stakeholders and bring a broad spectrum of perspectives to this program alignment. This ensures that all student support services remain consistent with the school's mission and learner expectations and that staff members frequently revisit them more successfully to meet the needs of all students. (school website, guidance personnel, administrators)

The school allocates resources, programs, and services in an attempt to ensure that all students have an equal opportunity to achieve the school's expectations for student learning. The library staff provides support for all students and teachers, including development of an online information resource page addressing aspects of the learner expectations. The services of the school nurses (1.5 FTE) are in constant demand. They see an average of over 100 students per day for health interventions. The guidance department and all content teachers have created lessons with the goal of assisting students in developing skills consistent with the learner expectations and the PBGR. The guidance department has created support lessons and activities for the advisory period. When the school staff saw a need, they revised the master schedule to allow for an academic learning lab during when students could seek out teachers and support staff for additional help. Students have numerous avenues to obtain remediation, including ramp-up sessions, tutoring, peer-assistance, afterschool homework help, and an E-learning lab. All students have the opportunity to overcome obstacles and succeed. (students, teachers, parents)

Student support personnel enhance student learning by interacting and working cooperatively with professional and other staff members. One of the librarians serves as the service learning co-coordinator. Both librarians work with teachers to ensure appropriate materials are on hand to meet instructional content and goals. With the addition of a new part-time librarian, more interactive e-mail conversations regarding library media services has begun to take place. The guidance department has worked with the librarians to locate and develop advisory materials and to identify best practices. The guidance department, health services, the school psychologists, social worker, and special education staff (unified learning support services) demonstrate strong collegiality and collaborate to address the needs of all students. Teachers, parents, administration or peers may refer students about whom they are concerned to the response to intervention (RTI) Team. This group meets bi-weekly to develop interventions and monitors them for effectiveness. The school support services utilize community resources to address the academic, social, emotional, and physical needs of students. The library uses and lists on its website numerous links to resources offered by state and local organizations. The librarians work with public library

staff members and the English department in carrying out the summer reading program. Representatives from local colleges, technical schools, and businesses regularly address students. Revolution Prep provides SAT preparation classes to Coventry students. The school has established partnerships with Rhode Island College Planning Center and with local colleges. Local businesses are involved in work-study, work experience, and participate in the career fair. Interaction with Coventry Department of Human Services, Kent County Mental Health, Tides Family Services, the Rhode Island Department of Children Youth and Families (DCYF) and other community social service and mental health agencies and a variety of private and group practitioners provides additional resources and support to students and their families. These relationships enhance the already extensive support offerings of Coventry High School. (library staff, guidance counselors, students)

All student support services are evaluated and revised to support improved student learning. The library staff solicits feedback from the school community and accepts suggestions for purchase of print, electronic and technology resources. Guidance personnel have adjusted the evaluation instrument utilizing national counseling standards. The guidance department receives regular feedback from staff and students using workshop evaluations, a senior survey, and input from the CHS Guidance Parent Advisory Council. Some parents have expressed interest in receiving more individualized post-secondary planning support. The guidance staff meets weekly to review and revise services and individual guidance counselors submit monthly reports to the guidance director, which include reflections, assessments, and goals. Health personnel engage in frequent discussions with other support service personnel and meet monthly with the assistant superintendent. There are regular department meetings and common planning time to support improved teaching and learning. A local advisory committee meets four times annually, and the Rhode Island Department of Education monitors and evaluates the program. During the self-study, students and staff members expressed an inability to freely access the library that resulted in the hiring of a 0.5 FTE librarian. These measures demonstrate the commitment of the school and the support services staff to improve student learning. (library staff, guidance, parents, teachers)

The school uses the morning and afternoon announcements, e-mail, the principal's listserv, the school's website, web pages, newsletters, and other mailings to keep students, parents, guardians, and school personnel, informed about the types of available student support services and identified student needs. The guidance department prints a newsletter on the back of report cards and progress reports to communicate support programs to parents. Students can access the library's patron catalog online. In this way, all stakeholders at Coventry High School who have an interest can be kept informed. (teachers, self-study, parents)

Student records, including health and immunization records, are maintained in a confidential and secure manner. All current student records, including those of special education, are kept in fire proof locked file cabinets, in appropriate offices, accessible only to designated personnel. The records of past students are kept in the basement in a locked file cabinet or in the school's vault. The public is notified when old records are slated for destruction. (guidance, nurse, self-study)

There are sufficient and effective certified/licensed personnel and support staff members to provide effective counseling, health, special education, and library media services. The school resources for learning committee cited three needs: the re-instatement of the student assistance counselor to address mental health issues and substance abuse, the re-instatement of a long-standing alternative learning program called CLASS and additional time for the nursing staff to interact proactively with other school support personnel. Teachers report that increasingly pervasive mental health and substance abuse issues among their students disrupt effective instruction. Additional resources directed in this area would free up support personnel including the nurse to consult and collaborate more with support service teams and would increase the number of students effectively served by support services. (self-study, teachers, administrators)

Coventry High School has developed and is implementing a full range of comprehensive guidance services. Students work with the same counselor for all four years. Students have many opportunities to meet with their counselors individually and in groups. Counselors monitor their students using an individual learning plan (ILP) The ILP allows the students to identify personal goals, recognize strengths, identify areas for improvement, and create post-secondary plans. The guidance curriculum covers the areas of personal, career, and college counseling using many different platforms to support students. Counselors organize and facilitate daytime and evening workshops throughout the school year that include such topics as preparation for standardized testing (PSAT, SAT, state testing) post-secondary plans, and interpreting the FAFSA. Counselors make use of advisory and academic learning lab time to personalize the distribution of information to their students. Counselors support the guidance curriculum by providing students with employment information, the school's college process, credit expectations, and interpretation of individual transcripts. The guidance webpage reinforces the information that counselors disseminate at school. The course selection process is a partnership among counselors, teachers, students and parents. Counselors use the ILP to facilitate a more personalized conversation regarding students' goals and the appropriateness of their course selections. Teachers support this by reviewing course sequence and by offering their recommendation for the following year.

There is flexibility with scheduling to personalize and accommodate the different needs of students, for example, a morning physical education offering. There is notable collaborative outreach within the guidance department of Coventry High School. Strong networks with local colleges and mental health and social service providers afford the school additional options to assist students. Counselors are an integral part of referring students to more structured programs, working closely with the school psychologists and social worker. Support programs are available to support students with issues such as bereavement, social skills, smoking cessation, and anger management. Guidance provides appropriate support in the delivery of special education services for students. Counselors are involved in the referral, eligibility meetings, intervention strategies, and follow-up meetings and also disseminate reports and specific plans to teachers (504, RTI plans). Counselors collaborate with the special education case manager to ensure the correct placement of students with disabilities. Counselors at CHS have a strong collegiality and are dedicated to working with all students to provide whatever support is necessary. As a result of the variety of these services, students feel supported by their counselors. (parents, students, self-study)

The school's health services provide a wide variety of appropriate preventive and direct intervention services. One and a half licensed nurse professionals assist an average of 100 students each day and refer students to appropriate health agencies and/or law enforcement when they require attention that is beyond the scope of the school. Wellness programs and health assessments include a "vaccinate before you graduate" program, vision screening, sports physicals, diabetic and asthmatic student follow up, mental health assessments, and student health histories. Staff members create individual health care plans on demand. Facilities and supplies are adequate to meet school needs. There are emergency response mechanisms, such as three automatic emergency defibrillators and protocols for "shelter in place", "hold from passing", and a school evacuation plan. (nurse, self-study, teachers)

The library/information services program and materials are somewhat integrated into the school's curriculum and instructional program. Via several assured experiences (History Day, science fair) and as part of the PBGR (capstone and portfolio), the librarians teach the research process and assist students in identifying and locating resources appropriate to the task. The librarians also teach an orientation lesson to all ninth graders through the students' English classes. The library webpage shows clear alignment with various aspects of the curriculum and with aspects of health and guidance services. The library staff (1.5 FTE librarians and 1 full-time clerk with library certification) works with students on information literacy skills as the need arises. However, students would have the opportunity to become more efficient and effective learners if these skills were integrated into the teaching and learning at Coventry High School. (teachers, school council, librarians)

The librarians keep abreast of and discuss curricular needs with classroom teaching colleagues on an ongoing and informal basis. As part of the teacher evaluation process, all faculty members are required to serve on various school committees. The librarian served on the team that developed the curriculum for the capstone and portfolio that includes aspects of the research process and development of the annotated bibliography. The librarian is not involved in curriculum development with content areas beyond the capstone and portfolio. The school would benefit from developing a co-planning, co-teaching model that will ensure closer collaboration between instruction and the resources that can support teaching and learning. (librarian, school council, teachers)

Materials, technologies, and other library/information services are responsive to the school's student population and are available to students and faculty and utilized to improve teaching and learning. The library provides laptop carts, presentation carts, flip cameras, and other instructional technology for sign-out to the classroom. There is no formal procedure for material selection, however. The librarians are receptive to direct request and also rely on interaction between the library staff, teachers, students, support services, and administrators when selecting materials. Students, staff members and library personnel clearly associate the concept of adequate resources in the library with available computers to pursue online research, and have thus judged resources inadequate. There are two computer labs in the library. PBGR seems to have exclusive use of one, and the other (19 computers) is available for the remaining students and teachers. The library staff uses e-mail to alert teachers to online resources that support or enhance a particular

assignment, unit or curriculum area and to make them aware of new resources. The quality of the collection has improved 25%. With the addition of the part-time librarian this school year, it was possible for the librarian to formally analyze the collection and undertake a significant weeding initiative, raising the average age of resources. In addition, the collection analysis, has pointed out the strengths, weaknesses, and gaps in the print collection. Library staff members have not yet evaluated these findings to ensure that the library resources are indeed responsive to the needs of students and teachers. Staff members may want to investigate a more equitable sign out policy with regard to the PBGR lab. Teachers and students report that these computers frequently sit idle when the PBGR classes do not report as scheduled. (Endicott survey, observation, administrators)

Students, faculty, and support staff have regular and frequent access to library/information services, facilities, and programs. Additional staffing enables the library to be open to students before and after school, as well as during the academic lab period. Students' perception, however, remains unchanged. They believe that the library is not open before or after school. The library is frequently booked with classes. Many teachers do not seek out the librarians for collaborative planning and teaching, but many teachers report that they work closely with the librarians. The librarians seem to provide teachers with "info bytes" as the teacher drops in or passes through the library. The developing e-mail conversation between librarians and teachers provides an additional avenue of communication. More articulated and deliberate access to library resources by students in the context of their class visits may activate student interest in accessing the library and using its resources, improving their research skills. (teachers, observation, librarians)

The library/information services program would like to be more involved in fostering independent inquiry. Students report that they seldom use the library on their own. There is a need for more integration between faculty members and library staff in planning and implementing articulated instruction to ensure learning and proficiency in independent inquiry and school, community and Internet resources. (students, librarians, self-study)

Policies and protocols that govern the use of technologies and the Internet include an acceptable use policy and filtering software. The technology coordinator is exploring free computer monitoring software to ensure student compliance. Out-of-date or little used materials are weeded using common sense and relying on professional practice. The district has no official policy for the selection and removal of information resources, nor is there an official policy governing a request for removal of perceived challenged resources. If implemented, such a policy would be pro-active in addressing potentially disruptive interactions. (technology coordinator, library staff, self-study)

A variety of Coventry High School personnel work collaboratively to identify appropriate referral models for students who may require special education services. The services include Response to Intervention (RTI), Section 504 plans, early intervention procedures, and special education services (IEP). Guidance counselors and the 504 team monitor Section 504 plans throughout the year and review them annually. Any staff member or parent may refer a student who demonstrates significant academic, behavioral, and/or social difficulties to the Response to

Intervention team or the team of qualified professionals. The team considers the impact of a variety of factors, such as standardized test scores, academic performance, and systemic and environmental factors that may be contributing to the student's difficulty. The team makes recommendations and develops an intervention plan for the student, managed by the RTI case manager and implemented by teachers, parents and other support staff. If the plan is unsuccessful, the team may refer the student for special education services. Concerned support staff may choose one of several monitored intervention models to assist a student as warranted by his/her strengths and needs. CHS also offers ULSS and 504 student's access to the learning lab (structured study) to provide tutoring in all areas. The special education department works consistently towards meeting the expectation that all students can learn. (guidance, special education personnel, self-study)

Commendations

1. Guidance counselors, the nurses, and special educators work collaboratively and with dedication to ensure that all students meet expectations for learning
2. The personalization efforts of guidance counselors, nurses and special educators
3. A high level of collaboration and support for students by the library media staff members through their career collection, and involvement in History Day, the science fair, and PBGR
4. The strong and supportive leadership in the guidance, health services, and special education departments contributes to collegiality and the strength of services
5. All school resources for learning support staff (guidance, special education, and library) routinely go beyond expectations to meet the needs of students and parents

Recommendations

1. Ensure that there are sufficient and effective certified/licensed personnel and support staff to provide effective counseling, health, special education, and library media services
2. Continue the developing dialog between teachers and librarians with regard to integrating the library/information services program into the school's curriculum and instruction program
3. Ensure that the computers in the library are used as efficiently and effectively as possible
4. Ensure that students and faculty members have regular and frequent access to library/information services, facilities and programs as an integral part of their educational experience
5. Publicize the library hours and the means by which students access the library

6. Develop policies and procedures for the selection and removal of information resources
7. Ensure adequate storage in the health office

SUPPORT STANDARD

7

COMMUNITY RESOURCES FOR LEARNING

Active community and parent participation, facilities which support school programs and services, and dependable and adequate funding are necessary for the school to achieve its mission and expectations for student learning.

1. The school shall engage parents and families as partners in each student's education and shall encourage their participation in school programs and parent support groups.
2. The school shall foster productive business/community/higher education partnerships that support student learning.
3. The school site and plant shall support and enhance all aspects of the educational program and the support services for student learning.
4. The physical plant and facilities shall meet all applicable federal and state laws and shall be in compliance with local fire, health, and safety regulations.
5. Equipment shall be adequate, properly maintained, catalogued, and replaced when appropriate.
6. A planned and adequately funded program of building and site management shall ensure the appropriate maintenance, repair, and cleanliness of the school plant.
7. There shall be ongoing planning to address future programs, enrollment changes, staffing, facility, and technology needs as well as capital improvements.
8. The community and the district's governing body shall ensure an adequate and dependable source of revenue to provide and maintain appropriate school programs, personnel, services, facilities, equipment, technological support, materials, and supplies for student learning.
9. Faculty and building administrators shall have active involvement in the budgetary process, including its development and implementation.

Conclusions

Coventry High School seeks to engage parents and families as partners in each student's education and encourages their participation in school programs and parent support groups through numerous outreach efforts. The school and faculty members frequently communicate with parents regarding student progress via e-mail, phone calls, and face-to-face meetings. An i-Parent information system is utilized, which issues daily attendance, discipline records, transcripts, and daily schedules and parents would like to have access to an online grading system as well. Parents are also involved in choosing their child's course schedules. The principal and guidance counselors inform parents if their child is in danger of not meeting graduation requirements. Opportunities for students to showcase their work and skills to family members include National History Day, science fair, CHS World Language Night, CHS Unified Arts Night, and various sporting events. Parents serve on the school improvement team, SALT, and NEASC Committees. Parents and families are clearly involved members of the school community. (parents, panel presentation, self-study, teachers)

The school fosters productive business/community/higher education partnerships that support student learning. Coventry High School has numerous business and industry partnerships which are consistent with the school's proficiency based graduation requirements. One possibility for the school's graduation capstone requirement includes a job shadowing experience. Additionally, many community members have served as capstone judges during the high school's capstone days in October and March. Town council members, school committee members, and the commissioner of education have also served on these capstone panels. The Career center curriculum offers internships with Kent County Hospital, Riverview Nursing Center, and many other local companies. Partnerships with many local groups support and supplement the regular school program. Coventry High School and the career and technical school have articulation agreements with several local colleges and universities. The district's teacher contract supports professional development opportunities. Coventry High School has aligned itself with the business community and has developed partnerships with institutions of higher learning. (self-study, teachers, panel presentation)

The present school site and plant do not adequately support all aspects of the educational program and support services for student learning. Adequate and appropriate space is not provided in many areas of the building. Some classrooms have only one electrical outlet, which impacts the use of technology. The nurse's office storage system is antiquated. The roof is in dire need of immediate attention as well as long-term solutions to address leaking. The auditorium needs to be technologically updated. Some science labs are insufficient to conduct experiments and store materials. Currently, classes are scheduled in rooms not conducive to that area of study. Ventilation and temperature fluctuate in various classrooms, due to an aging heating system. The athletic fields are in need of improvement. The track, in particular, has been deemed insufficient by the Rhode Island Interscholastic League to hold track meets. The bleachers adjacent to the main field need to be replaced. A town proposal that would have updated the roof and athletic fields was defeated in November of 2008. (parents, teachers, observation)

The physical plant and facilities meet all applicable federal and state laws and are in compliance with local fire, health, and safety regulations. Coventry High School is also compliant with the Americans with Disabilities Act. While the campus is well maintained and gives students the opportunity to learn in a clean, healthy, and safe environment, there are pockets of graffiti in students' lavatories and murals. Each year, the superintendent submits an updated report to address necessary repairs/modifications to the roof, the heating system, the athletic complex, and fire code compliance. The school is conscientious in complying with federal and state guidelines. (central office administrators, school support staff, facility tour, school board)

Due to budgetary constraints, it is difficult to purchase the equipment necessary to meet instructional and facility needs. However, many teachers pursue grants and professional development opportunities to bring needed technology into the classroom. For example, the RITTI (Rhode Island Teachers and Technology Initiative) offers summer training sessions which have provided professional development on numerous computer applications and brought hundreds of computers and SMARTBoards into Coventry High School. There is heavy reliance upon teachers securing grant funding for technology, however. In several classrooms, computers have been donated and refurbished for student use. There is a technology plan, but it needs to be adequately funded and revised in a timely fashion in order support curriculum and instruction. (teachers, support staff personnel, observation)

A planned but inadequately funded program of building and site management attempts to provide the appropriate maintenance, repair, and cleanliness of the school plant. There are two custodial shifts during the school year, 5:30 a.m. to 1:30 p.m., and 2:30 p.m. to 10:30 p.m. The head custodian works a crossover shift from 11 a.m. to 7 p.m. The first shift has only one custodian. The second shift features eight custodians whose primary function is to clean and secure the facility. Despite having only one custodian during the first shift, the building appears to be well maintained. Work requests from staff members are directed to the principal who facilitates the request to the head custodian or director of the physical plant. Emergency situations that could impact the safety of the students are immediately prioritized and acted upon by the principal. The attention to the cleanliness of the building is an indicator of school pride. (facility tour, teachers, students)

There is ongoing planning to address future programs, enrollment changes, staffing, facility, and technology needs as well as capital improvements. An assistant principal is responsible for scheduling. He also analyzes statistics from several sources, including SchoolMax. This software allows the assistant principal to keep track of student demographics, grades, transcripts, and teacher and student schedules. He consults with curriculum coordinators regarding certain classes for certain period selection, career class placements, IEP and 504 placements, and teacher preference forms. Budget constraints have hampered long-range planning and facility upgrades. At the present time, there are no plans to propose another bond for campus improvements and no plan to address the 35-year-old, leaky roof. The community can no longer defer maintenance on the leaking roof that presents health and safety issues. (self-study, school board, leadership team, teachers)

The community and district's governing body attempts to ensure an adequate and dependable source of revenue to provide and maintain appropriate school programs, personnel, services, facilities, equipment, technological support, materials, and supplies for student learning. Due to fiscal constraints, many high school budget line items have been level funded or cut over the last few years. Many teachers can order only what is essential for student learning. These requests are conveyed to the principal who makes curriculum coordinators aware of the amount of funding available for departmental requests. Level funding and budget cuts do not adequately support student learning, however. Budget constraints have not allowed for roof replacement, athletic field and auxiliary building improvements, auditorium technology improvement, and have negatively impacted the curriculum revision process. (self-study, school board, administrators)

Faculty and building administrators have active involvement in the budgetary process, including its development and implementation. Individual teachers submit budget requests to curriculum coordinators. The administrative staff is ultimately responsible for submitting the high school budget to the superintendent of schools. The budget is adjusted after the financial town meeting. The principal assures that the staff is well informed about the budget constraints in an open and timely manner. Significant funds have been allocated to develop PBGR and to curriculum map math, English, and science to the GSE. (self-study, school board, central office administrators, school leadership team, teachers)

Commendations

1. Coventry High School offers extensive opportunities for family and community involvement in students' educational programs
2. Parents and families are actively engaged in their children's education
3. Coventry High School has many productive business/community/higher education partnerships that support student learning
4. The securing of grants by Coventry High School teachers to bring needed technology into the building

Recommendations

1. Ensure that the school site and plant supports and enhances all aspects of the educational program and the support services for student learning
2. Ensure that equipment and technology is adequately and properly maintained, catalogued, and replaced in a timely fashion
3. Develop and implement a plan for the appropriate replacement of equipment as well as capital improvements, including the roof, heating/ventilation system, wiring and infrastructure, and athletic fields

4. Establish priorities for the budget to ensure an adequate and dependable source of revenue to provide and maintain appropriate school programs, personnel, services, facilities, equipment, technological support, materials, and supplies for student learning

FOLLOW-UP RESPONSIBILITIES

This comprehensive evaluation report reflects the findings of the school's self-study and those of the visiting committee. It provides a blueprint for the faculty, administration, and other officials to use to improve the quality of programs and services for the students in Coventry High School. The faculty, school board, and superintendent should be apprised by the building administration yearly of progress made addressing visiting committee recommendations.

Since it is in the best interest of the students that the citizens of the district become aware of the strengths and limitations of the school and suggested recommendations for improvement, the Commission requires that the evaluation report be made public in accordance with the Commission's Policy on Distribution, Use, and Scope of the Visiting Committee Report.

A school's initial/continued accreditation is based on satisfactory progress implementing valid recommendations of the visiting committee and others identified by the Commission as it monitors the school's progress and changes which occur at the school throughout the decennial cycle. To monitor the school's progress in the Follow-Up Program, the Commission requires that the principal of Coventry High School submit routine Two- and Five-Year Progress Reports documenting the current status of all evaluation report recommendations, with particular detail provided for any recommendation which may have been rejected or those items on which no action has been taken. In addition, responses must be detailed on all recommendations highlighted by the Commission in its notification letters to the school. School officials are expected to have completed or be in the final stages of completion of all valid visiting committee recommendations by the time the Five-Year Progress Report is submitted. The Commission may request additional Special Progress Reports if one or more of the Standards are not being met in a satisfactory manner or if additional information is needed on matters relating to evaluation report recommendations or substantive changes in the school.

To ensure that it has current information about the school, the Commission has an established Policy on Substantive Change requiring that principals of member schools report to the Commission within sixty days (60) of occurrence any substantive change which negatively impacts the school's adherence to the Commission's Standards for Accreditation. The report of substantive change must describe the change itself and detail any impact which the change has had on the school's ability to meet CPSS Standards. The Commission's Substantive Change Policy is included in the Appendix. All other substantive changes should be included in the Two- and Five-Year Progress Reports and/or the Annual Report which is required of each member school to ensure that the Commission office has current statistical data on the school.

The Commission urges school officials to establish a formal follow-up program at once to review and implement all findings of the self-study and valid recommendations identified in the evaluation report. An outline of the Follow-Up Program is available in the Commission's *Accreditation Handbook* which was given to the school at the onset of the self-study. Additional direction regarding suggested procedures and reporting requirements is provided at Follow-Up Seminars offered by Commission staff following the on-site visit.

The visiting committee would like to express sincere appreciation to the staff at Coventry High School for its hard work and integrity in completing the self-study and for the hospitality extended to us during our stay.

**Coventry High School Accreditation
Visiting Team Members
April 11 -14, 2010
Coventry, Rhode Island**

VISITING COMMITTEE ROSTER

Name:	School:	State:
Patricia Kennelly	Inter-Lakes High School	Meredith, NH
Ellin Booras, Principal	Sandwich High School	East Sandwich, MA
Cecilia Bernardo	Charles E. Shea Senior HS	Pawtucket, RI
Leonard Cambra	Woonsocket Senior High School	Woonsocket, RI
Susan Cerilli	Portsmouth High School	Portsmouth, RI
Marc Cobb	Lincoln High School	Lincoln, RI
Bruce Ennis	Cumberland High School	Cumberland, RI
Juliann Hulten	Mark T. Sheehan High School	Wallingford, CT
Patrick Largy	Rogers High School	Newport, RI
Sandy Lewis	Classical High School	Providence, RI
Rachel Moran	Hope High School	Providence, RI
Eileen Passano	Woonsocket Senior High School	Woonsocket, RI
Joel Singer	B. M. C. Durfee High School	Fall River, MA
Timothy Sprouls	Johnston Senior High School	Johnston, RI
Karen Vessella	Providence School System	Providence, RI
David Welty	Fairhaven School District	Fairhaven, CT

COMMISSION POLICY ON SUBSTANTIVE CHANGE

Principals of member schools must report to the Commission within sixty (60) days of occurrence any substantive change in the school which has a *negative impact* on the school's ability to meet any of the Commission's Standards for Accreditation. The report of a substantive change must describe the change itself as well as detail the impact on the school's ability to meet the Standards. The following are potential areas where there might be negative substantive changes which must be reported:

- elimination of fine arts, practical arts and student activities
- diminished upkeep and maintenance of facilities
- significant decreased funding
- cuts in the level of administrative and supervisory staffing
- cuts in the number of teachers and/or guidance counselors
- cuts in the number of support staff
- decreases in student services
- cuts in the educational media staffing
- increases in student enrollment that cannot be accommodated
- changes in the student population that warrant program or staffing modification(s) that cannot be accommodated, e.g., the number of special needs students or vocational students or students with limited English proficiency
 - takeover by the state
 - inordinate user fees

Reports of positive substantive changes are not required, but may be submitted to the Director of the Commission at the discretion of the building principal.