

U.S. Department of Education
2022 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [X] Title I [] Charter [] Magnet[X] Choice

Name of Principal Dr. Louis DeLoreto
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name E. O. Smith High School
(As it should appear in the official records)

School Mailing Address 1235 Storrs Road
(If address is P.O. Box, also include street address.)

City Storrs State CT Zip Code+4 (9 digits total) 06268-2287

County Tolland County

Telephone (860) 487-0813 Fax (860) 429-7892

Web site/URL https://www.eosmith.org E-mail ldeloreto@eosmith.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent* Ms. Sharon Cournoyer E-mail scournoyer@eosmith.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Regional School District 19 Tel. (860) 487-0877

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board President/Chairperson Mr. James Mark
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, leave blank.*

PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2021 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2016 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2017, 2018, 2019, 2020 or 2021.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school’s nomination and/or rescind a school’s award if unlawful discrimination is later discovered.

12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2021-2022) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

1. Number of schools in the district (per district designation):
- 0 Elementary schools (includes K-8)
 - 0 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 1 TOTAL

SCHOOL (To be completed by all schools. **Only include demographic data for the nominated school, not for the district.**)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
- Suburban
- Rural

3. Number of students in the school as of October 1, 2021 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	127	168	295
10	125	158	283
11	103	146	249
12 or higher	125	119	244
Total Students	480	591	1071

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 7 % Asian
 - 5 % Black or African American
 - 12 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 76 % White
 - 0 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2020 - 2021 school year: 5%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2020 until the end of the 2020-2021 school year	19
(2) Number of students who transferred <i>from</i> the school after October 1, 2020 until the end of the 2020-2021 school year	33
(3) Total of all transferred students [sum of rows (1) and (2)]	52
(4) Total number of students in the school as of October 1, 2020	1071
(5) Total transferred students in row (3) divided by total students in row (4)	0.05
(6) Amount in row (5) multiplied by 100	5

6. Specify each non-English language represented in the school (separate languages by commas):

Arabic, Bengali, Farsi, Ganda, German, Gujarati, Hindi, Italian, Korean, Mandarin, Malayalam, Nepali, Polish, Portuguese, Rumanian, Russian, Spanish, Turkish, Urdu, Vietnamese

English Language Learners (ELL) in the school: 1 %
7 Total number ELL

7. Students eligible for free/reduced-priced meals: 15 %

Total number students who qualify: 165

8. Students receiving special education services with an IEP or 504: 15 %
165 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services with an IEP or 504 should be reflected in the table below. It is possible that students may be classified in more than one condition.

- | | |
|-----------------------------------|--|
| <u>24</u> Autism | <u>11</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>42</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>52</u> Specific Learning Disability |
| <u>13</u> Emotional Disturbance | <u>7</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>16</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 20
10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	10
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	100
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	18
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	20
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	14

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 11:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
Daily student attendance	97%	96%	97%	96%	96%
High school graduation rate	94%	96%	96%	96%	95%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2021.

Post-Secondary Status	
Graduating class size	275
Enrolled in a 4-year college or university	55%
Enrolled in a community college	18%
Enrolled in career/technical training program	6%
Found employment	7%
Joined the military or other public service	3%
Other	11%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes X No

If yes, select the year in which your school received the award. 1993

15. In a couple of sentences, provide the school’s mission or vision statement.

Edwin O. Smith High School is a community of learners committed to academic excellence, personal achievement, and integrity. Students are encouraged to respect and learn from differences to become self-directed learners who demonstrate a sense of responsibility to contribute as literate members of an interdependent world.

16. Provide a URL link to or text of the school’s nondiscrimination policy.

Board of Education Equity Diversity and Justice Statement

https://www.eosmith.org/selectingeos/equity__diversity__and_justice

Non-Discrimination Statement

<https://www.eosmith.org/cms/one.aspx?portalId=748209&pageId=1197972>

17. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

E.O. Smith is a choice school for agricultural education. Students from neighboring towns of Windham and Coventry can apply to the program. Students from our district and the neighboring towns of Windham and Coventry can apply to the program. Students are admitted through an application process that asks each candidate to submit a letter of interest, an explanation of agricultural background and/or future interests, letters of reference and previous school records. The agricultural education department reads every application and interviews each candidate using a common set of criteria. Notifications of acceptance are sent via email asking for confirmation of attendance. Student not initially admitted are placed on a wait list based on the strength of their application.

PART III – SCHOOL OVERVIEW

E.O. Smith High School is located in the town of Mansfield, Connecticut, a New England community 25 miles east of the city of Hartford, Connecticut's capital city, and is directly adjacent to the University of Connecticut (UConn). We are a regional school district that includes the towns of Ashford, Mansfield and Willington and accepts tuition students from other local towns, Columbia and Eastford. Students from Coventry and Windham are also able to attend E.O. Smith through participation in our four-year comprehensive Agri-science program. In addition to the main campus, E.O. Smith also has the Depot campus, located four miles away. The Depot campus has an enrollment of 21 students ranging in grades 10-12 and operates within a Big Picture School model. The Depot campus provides students with the opportunity to prepare for college and career through a combination of internships and a focus on fundamental academic and social-emotional skills in a small-school setting. The STAAR program (Students Transitioning to Age Appropriate Routes) shares the building with the Depot program and is home to the 18 to 21-year-old population of students with significant developmental disabilities.

E.O. Smith High School offers a wide range of concurrent enrollment courses associated with UConn, Eastern Connecticut State University, and Manchester Community College. E.O. Smith High School traditionally ranks first in the number of students enrolled in UConn's Early College Experience (ECE) courses and in most ECE credit hours taken. E.O. Smith students also have the opportunity to directly enroll in classes offered on the UConn campus tuition free. These concurrent enrollment offerings include all areas of study and total 42 courses. Our Advanced Placement (AP) program offers 8 courses. E.O. Smith offers a variety of extracurricular activities. There are 40 athletic teams, all fully funded with no pay-to-play for students and families. In addition, E.O. Smith has 41 non-athletic co-curricular clubs providing students with after-school academic, social, business, cultural, student-leadership, and community service opportunities.

E.O. Smith promotes an inclusive atmosphere in both curricular and co-curricular areas. This is evidenced by our traditionally narrow gap between the high needs and non-high needs students as measured by standardized test scores and has been recognized by the Connecticut State Department of Education in its annual School Performance Index of all Connecticut high schools. In recent years, E.O. Smith has enhanced our emphasis on equity to closely monitor student participation, performance and experiences of all students representing several demographic groups. In doing so, all decisions that range from board of education policies to course selection practices and program offerings are examined through an equity protocol we have designed. Our current theory of action includes a commitment to maximizing student participation, performance and positive experiences through social/emotional development, mastery learning, and a student-centered approach to the teaching and learning process.

E.O. Smith High School is a discussion-based school that uses deliberation to address issues and solve problems. Embedded into the fabric of our high school is a belief in the democratic process which involves input from all of its stakeholders. With an emphasis on the process, our school community feels a part of the decision making that impacts their lives. Recent examples of this approach have come in the form of a community survey and discussions on the removal of the school resource officer (SRO) program in lieu of additional school counselors. More recently, as schools were given the option to move toward “mask optional,” the board of education disseminated a survey to staff, students and parents asking for their input which was later followed by an open discussion before making their decision.

E.O. Smith takes pride in its approach to do what is best for each individual student and their family. While it is more time consuming and leaves us open to scrutiny, we do not rely on precedents in making decisions simply to comply with the restrictions of a common rule system. In every situation, there are a unique set of variables that impact reaching the desired outcome. By holding true to this guiding principle, we are able to earn the trust from our families and this is something that sets us apart and contributes to our unique character. We don't mind being different.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas:

E.O. Smith espouses standards-based instruction and is moving towards a mastery-based system of assessment to further close the achievement gap and service the needs of all students. Content standards are appended to the district’s Vision of a Graduate framework, developed in prior years. Professional development offerings and the current Understanding by Design (UbD) curriculum review and revision process reflect this overarching philosophy. Instruction is a blend of explicit instruction, differentiation, and inquiry; this is largely dependent on the discipline and course content. As of 2020, the school has a 1-to-1 device policy, as such, technology integration and support using applications such as Nearpod, Kami, and Google Suite are the norm. Currently, remediation and reassessment consistently occur for formative assessments, and during the pandemic, for summative assessments as well. Assessment design over the past two years reflects a growing shift towards projects and performance-based assessments. Though traditional midterms and finals have been abandoned, unit summative assessments are still in use. As a result of the pandemic, departments are now using assessment data to reorganize course content and offerings in response to changing student needs. A growing emphasis on peer and self-assessment further reflects a shift to more student- centered learning, utilizing student voice as a data point as well.

During the pandemic, a hybrid learning model was adopted; as such, staff became proficient in a variety of instructional applications to address diverse student learning models. Upon a full return to in-person instruction in academic year 2021-2022, Wednesdays were dedicated to using Social Emotional Learning (SEL) strategies in the classroom across all departments and disciplines. A delayed start for students and a late release for teachers afford three additional hours of professional learning and collaboration time to support this endeavor. The largest change in the district since early 2020 is the intentional shift to student-centered instruction focusing on equity in the interest of facilitating deeper, personalized learning for all students.

1b. Reading/English language arts curriculum content, instruction, and assessment:

The English department uses the same learning targets and standards regardless of academic levels. Curriculum enhancement with an emphasis on diversifying the curriculum and providing increased student choice is ongoing. A central tenet of their Equity Action Plan is to improve equity of access, experience, and performance in English courses for all students. Textbook selection criteria are aligned to “stretched” Lexile levels and considers diversity in content as well as authorship. Professional Learning Communities (PLC) are arranged by course and engage in curriculum revision, standards alignment, assessment considerations and looking at student work.

There is a focused intentionality on creating learning experiences and assessments with real-world relevance, incorporating multiple sources of information beyond the anchor texts to deepen student understanding. The piloting of a grade 10 interdisciplinary unit on Jason Reynolds and Ibram X Kendi’s non-fiction book “Stamped: Racism, Anti-Racism, and You” is underway this year in partnership with Social Studies. The department oversees, also in cooperation with Social Studies, a Writing Center for peer review and revision of academic writing across all disciplines. The department puts forth two student publications: a nonfiction newsletter, and a more creative writing-centered journal called the “Virteezer.”

The director of the English department has assembled a literature advisory board (LAB) that meets monthly to discuss relevant literature and themes to be introduced in the curriculum. The LAB is comprised of administrators, parents and staff and on occasion features guests who participate in the discussion. The intent of the LAB is to diversify the curriculum to be more culturally inclusive and share anti-racist teachings which is then transferred to the teaching staff.

The curriculum is in the process of a major revision over the next two years. Plans submitted for approval are to add advanced courses which are open to all grade 10-12 students in Asian American Studies and an Advanced Placement Seminar in English. In an effort to support our social-emotional learning initiative, the department has adopted themes in the following sequence: Grade 9: Individual identity; Grade 10: The American Identity; Grade 11 Global Identity; Grade 12 The Human Condition: Universal identities. Each year, diverse texts from different cultures and sub-cultures will be introduced.

1c. Mathematics curriculum content, instruction, and assessment:

E.O. Smith students can enter their math program at several different courses as a result of the tracking system in the sending schools. Typically, students enter taking Algebra I or Geometry while others enter at Algebra II. A few outliers enter at the Pre-calculus level. Students entering in Algebra I progress to Geometry, Algebra II and then can choose from a variety of courses such as Discrete, Trigonometry, Pre-calculus or Statistics. Students entering in Geometry can progress through to Calculus in their senior year while students entering in Algebra II have the option to complete their math program in the junior year and take an additional math course at UConn. Beginning in 2022-23 Multivariate Calculus will be offered at E.O. Smith to complete the four-year program for these students.

The Mathematics department has been at the forefront of the transition to mastery-based grading. As of academic year, 2021-2022, all units have clearly articulated learning outcomes that are assessed at multiple intervals using questions of tiered complexity. Teachers have begun incorporating student-centered instructional strategies to support this new grading system, and have reorganized course content to more firmly align to the Common Core State Standards and Vision of a Graduate framework. For example, instead of offering Statistics as a stand-alone elective, they worked as a department to embed concepts into preexisting core course offerings. The math department has also engaged in PLC work focused around increasing rigor and relevance, as well as aligning pacing to support student flexibility and ease of movement between levels, which is a core goal of the department's Equity Action Plan.

Feedback practices have expanded to include student self-assessment on unit learning outcomes and include an equal emphasis on concepts and procedural fluency. PLCs examine student performance on unit outcomes to determine subsequent instruction, support, and enrichment opportunities. The department uses common formative and summative assessments, and a blend of traditional exams and projects as dictated by the course content. Statistics, Pre-calculus, and Calculus courses are offered at the AP and ECE levels.

Diversifying assessment strategies is planned for the future. Teachers in the math department will implement project-based assessments that allow students to demonstrate their learning in different ways. Training on creating Quality Performance Assessments (QPA) was provided to the whole staff 5 years ago and will be used in combination with new training on how to draft student directions and performance criteria. Offering various ways for students to demonstrate their learning supports the emphasis on the application of mathematical practice to real world situations.

From a curricular perspective, the math department is also diversifying its offerings to support the development of a manufacturing pathway for students interested in moving into manufacturing as a career. In partnership with the Careers and Technology Education (CTE) department which offers a manufacturing course designed as an entry level course to an Advanced Manufacturing degree, a Manufacturing Mathematics course will be implemented in the 2022-23 school year. This course will supplement the CTE course and provide the necessary math skills for success in the CTE Manufacturing course.

1d. Science curriculum content, instruction, and assessment:

The Science Department is committed to providing all students with opportunities to reach their potential and prepare them for their post-secondary plans. It has created an Equity Action Plan to ensure all students have an equal opportunity to achieve the learning outcomes in the program. The department has created priority standards and performance indicators from the Next Generation Science Standards (NGSS). These standards, along with the Vision of the Graduate and SEL Framework, are incorporated into course curricula. In addition to a core curriculum that includes Biology, Chemistry and Physics, the department

offers a variety of electives designed for the varied interests of the students. This includes 10 courses that award college credits as well as new offerings in response to student interest. The Science Department is introducing Robotics, Aerospace Engineering, Forensics, and Medical Terminology into its offerings. The department is also exploring career pathways for our students. Presently, it is creating an Allied Health and Engineering pathway.

The department is incorporating mastery-based and a student-centered approach to learning to ensure all students are meeting the learning standards. This year, teachers have introduced Student Learning Trackers for each unit in the core courses. These trackers tie the learning targets directly to the assessments and provide students with opportunities to self-assess their content knowledge and create an action plan to address their needs. The learning trackers are helping to inform teachers of student readiness for summative assessments. The learning trackers also require the student to self-assess their habits of scholarship. By linking the learning targets to the standards and assessments, the teachers are providing the students with clear expectations and purpose. Assessments in the Science Department are varied and include: presentations, lab activities, practicals, Socratic Seminars, formal lab write-ups, articles and summaries, case studies, and written assignments. Formative assessments are used to gauge student understanding of the content, inform the summative, and provide remediation when needed.

The science department is also adding to its curricular offerings in an attempt to expand its reach into different science related fields. In the 2021-22 school year, a Robotics course was offered in a team-taught model. Potentially, 2 new courses in engineering will be added to the science offerings for 2022-23. As is the case with math, the focus for the future is to create course clusters that combine to make a student more prepared to move into a specified college program or career.

1e. Social studies/history/civic learning curriculum content, instruction, and assessment:

The social studies curriculum is in a transition as the Civics requirement is being moved to the senior year to allow for more integration with the active citizenship vision of a graduate standard. Currently, the course sequence includes Global Studies in grade 9, United States History in grade 10, and an area study (Western Civilizations, Non-Western civilizations, African/Latin X History) in grade 11. There are a variety of additional course offerings for students to take in their senior year as well.

The social studies department features the Active Citizenship vision of a graduate attribute most visibly. Members of the social studies department frequently use assignments that involve choice of a civic activity for students to choose from. It is common to see students attend board of education or town council meetings and bring back their experiences to their classmates. In addition, guest speakers from traditionally marginalized communities are invited to speak to classes. Every spring, registrars from each member town bring representatives to the school to help students register to vote. Congressman Joe Courtney will be making his 12th annual visit to E.O. Smith to engage with students on current hot political topics. For school-wide and community projects, there is always a presence of the social studies department. This year, an "Empty Bowls" program is being offered as a teach-in and community fundraising campaign to address food insecurity in our local area.

The social studies department has added 2 new courses this year: Global Studies and African American/Black and Puerto Rican/Latino Studies. Teacher and student input drive changes to the Global Studies curriculum to avoid overlap with other courses, increase engagement, and enhance relevance. AP Psychology, AP US History, ECE World Civilizations, ECE Macro and Microeconomics are offered, as well as an impressive array of electives including Genocide, Latin American Studies and Human Rights. Social studies is very active across the school community with engagement and outreach, which is central to their Equity Action Plan. Our civics course is moving from grade 9 to grade 12. The purpose for the move is to engage students at or approaching voting age as participants in the Democratic process.

The department oversees, in cooperation with English, a Writing Center for peer review and revision of academic writing across all disciplines. In partnership with UConn, the Narrative 4 Project is active in classrooms. Narrative 4 uses personal storytelling to build empathy between young people so they can improve their communities and the world together. The department organizes outreach programs, such as a

9/11 Memorial field trip and a card-creation initiative around the holidays. The piloting of a grade 10 interdisciplinary unit on Jason Reynolds and Ibram X Kendi's non-fiction book "Stamped: Racism, Anti-Racism, and You" is underway this year in partnership with English.

1f. For secondary schools:

E.O. Smith is the leading Connecticut high school for dual enrollment courses offered in its curriculum. This includes the total number of courses and the percentage of students in the overall population enrolled in at least one ECE course. Having the highest percentage of students enrolled in these dual credit courses speaks to our emphasis on equity and inclusion. To take this opportunity further, our students have the ability to take courses on the UConn campus free of tuition. It is common for E.O. Smith students to occupy 35-50 seats in UConn courses each semester.

Our reach has expanded to other local colleges and universities. Eastern Connecticut State University is located 15 miles South of E.O. Smith and has added several of its courses to our curriculum in the past 5 years. Community college courses are also embedded into our curriculum with 2 local schools making contributions. Having all of these dual credit courses places our students on a path toward college while still in high school and is a tremendous cost savings for families.

Our CTE department is in the process of establishing an Advanced Manufacturing pipeline with Quinebaug Valley Community College (QVCC) located 20 miles northeast of E.O. Smith. A 10-month certification program at QVCC awaits graduates who have taken Manufacturing Math and Manufacturing in their plan of study. These courses are also complemented by another community college course, Communications, which helps build their interviewing skills. We are in the process of building other pathways such as a performing arts concentration which will be available in the 2022-23 school year.

As is the case with our dual credit courses, our students at the main campus, STAAR and Depot, E.O. Smith students have a variety of career learning opportunities through internships. Our student placements range within a 30-mile radius of E.O. Smith and include a wide variety of potential employers including mechanic shops, libraries, schools, real estate agencies, and hospitals.

1g. For schools that offer preschool for three- and/or four-year old students:

2. Other Curriculum Areas:

Approximately 75% of all students participate in at least one fine arts course. The Fine Arts Department offers a rich array of visual and performing arts courses such as: Chorus, Orchestra, Music Theory, Music Technology, Drawing, Painting, Ceramics, Print Making, Jewelry, Theater, Creative Writing and Performance. AP Studio Art is also offered. Musical ensembles are often recognized nationally for their skills. The choral director received a Grammy nomination for music education and was recently named as president-elect of the American Choral Directors Association, Eastern region. The department conscientiously works to empower student leadership, as evidenced by a student-directed play "Antlers" in 2022. There is a strong collaborative spirit, as evidenced by intradepartmental projects such as a Creative Writing and Drawing project around the graphic novel, "The Best We Could Do."

There are 1.5 credits associated with the Health and Physical education department. In grade 9, students are provided with an integrated health and wellness and physical education course. In grade 10, students are required to take an additional course in physical education. In grade 11 or 12, all students take an additional integrated physical education and health course. The Health and Physical Education (PE) department is making changes to their curriculum based on new pilot standards adopted by the Connecticut State Department of Education in 2021. As such, their revised curriculum includes new guidelines for student health and PE expectations, including CPR certification. In addition to required health and PE courses, there is a robust array of "selectives" from which students can choose, such as Adventure PE, Outdoor Pursuits, and Yoga Fitness.

Approximately 70% of the student body participates in at least one world language course. However, due to a recent state mandate, all students are required to take at least one year of a World Language. This mandate begins with the class of 2025. The World Language department offers a variety of languages including: Spanish, French, Latin, and German. Aligned to ACTFL standards, instruction is a blend of proficiency-based instruction with explicit instruction as needed. ECE and AP courses are offered in each language. Content and pacing are aligned from Honors to College/Career courses to facilitate ease of student movement between levels. An emphasis on a multi-modal learning environment exists in world language classes as they utilize music, film, visuals, realia, technology, to intentionally create a vibrant multicultural space.

Our library media director coordinates projects with staff across all departments. In addition, the director has placed an emphasis on outside reading, utilizing ongoing reading challenges for students and staff as motivation. The library frequently offers free books to students, including advance reader copies before the books are published. Book displays are regularly updated and thematic.

The Depot Campus understands that each student learns and grows differently. The program is designed to support students who have the ability to thrive but require a different kind of setting to do so. The Depot campus offers individualized instruction in a small-class setting. Depot students' learning experiences are tailored to each student's interests, talents and needs. Students learn to engage, communicate, and collaborate with their teachers, mentors and peers. Under their teacher-mentor's guidance, they can discover and pursue their passions and define their place in the world. Students complete a successful internship every year with a mentor at a business or organization in the region, prepare for college, vocational training or other types of post-graduate programs to develop a career, and have the ability to participate in after-school or intramural programs with other E.O. Smith High School students at E.O. Smith High School.

EO Smith has other additional curricular offerings that are available to the general student population. The CTE department offers Marketing, Video Production, Accounting, Culinary, Personal Finance, Construction and Carpentry, Manufacturing for Industry, and Introduction to Business. A Life Skills course was launched in spring of 2022. A standards-aligned, 1 credit senior project will begin in the academic year 2022-2023.

3. Academic Supports

3a. Students performing below grade level:

All students receive a wide range of appropriate intervention strategies to support their academic, social, and emotional success. E.O. Smith High School has developed and implemented a number of regularly scheduled identification systems designed to serve all students at risk. Teams with professionals from the academic faculty, counseling, health services, and special education departments meet weekly in both the Student Assistance Team to plan Tier II academic support and the Collaborative Assistance Team to address student need for Tier III non-academic supports. Both of these teams use data from attendance, grades, behavioral interventions, family issues, and demographics to assist them in making decisions. Students in need of more targeted academic support are assigned to the Student Center, located in the library media center. The Student Center is overseen by a certified school counselor and provides structured support, while encouraging independence by the student to take increased ownership of the learning process. Every period is staffed by subject area teacher(s) covering English, Math, Social Studies and Science. In addition, counselors from the sending schools meet with counseling faculty from E.O. Smith High School to discuss and plan for rising 9th graders potentially at risk after leaving 8th grade. Additionally, families may request a case review from the counseling department. All 9th grade students participate in a structured study hall intended to foster a studious environment focused on academics. Additional supports are available to the full student body utilizing peer tutoring through the National Honor Society or the World Language National Honor Society, the Writing Center, or visiting the Student Center. Students with more significant needs may, through the special education or 504 identification process, participate in resource room support. Families receive regular communication from learning support faculty through email, telephone contact, and in-person meetings.

3b. Students performing above grade level:

E.O. Smith provides accelerated learning opportunities for its students as early as 6th grade. Through an agreement with our sending schools, students are able to be transported to E.O. Smith to take math courses during the first period of the school day and then transported back to their sending school. While at E.O. Smith, students are able to take ECE and AP courses as their regular plan of study. In addition, E.O. Smith students have the opportunity to take courses free of charge as dual enrollment students at UConn. Juniors and seniors are typically the students who take advantage of this unique opportunity and each semester 35-50 students build into their schedule at least 1 course at UConn. These can range from personal interest to the most accelerated course in a subject area we do not offer in our curriculum. As a result of these expanded opportunities for continued studies, we view our curriculum as having “no ceiling.”

Our emphasis on real-world experiences has a similar effect in that we create opportunities for students to expand their learning well beyond the confines of a single course. In elective areas where our course sequences are limited, we encourage students with a particular interest and skill level to enroll in a course several times with the understanding they will continue to develop their skills in this shared environment. For example, in our Construction and Carpentry course, it is typical for a student to re-enroll and continue their development as an independent learner who is focused on advancing their skills. E.O. Smith is in the development phase of creating career pathways for students. Clusters of courses would combine toward a career pathway with a special certification recorded on the high school diploma. Manufacturing and performing arts pathways are projected for 2022-23.

3c. Special education:

The overall goal at E.O. Smith is to develop self-advocacy and independence for all of our students. This is especially true for our special education students who may face more challenges than students in the regular education population. Over the course of a student’s time at E.O. Smith, our objective is to achieve an increased level of participation of the student in direct contact with teachers and support personnel, a greater presence in their annual Planning and Placement Team (PPT) meetings and a driving force in their post high school college and career plans. To this end, through the special education referral and placement process, students may receive support in the resource room, participate in co-taught classes, receive reading instruction and support, and occupational and/or speech therapy services. Special services focus on the whole child and targets its interventions and supports on the obstacles in front of each child and works collaboratively with the entire support team to address them through a teaching and learning lens. Understanding there is the potential for systemic bias, the special education department examines school policies and practices through an equity protocol to ensure the student is being treated fairly and has equitable access to learning and ultimately success in both curricular and co-curricular areas.

Inclusion of our special education students is vital in providing equitable access to all learning opportunities. As a protection against discrimination, all students with an IEP or eligible for 504 accommodations are audited to ensure they are participants in every facet of E.O. Smith. This includes advanced level courses and co-curricular clubs and activities. These students are also audited to examine their performance in these areas. We believe accommodations are designed to be a leveling measure to both participation and performance for our students classified as special education.

3d. English Language Learners, if a special program or intervention is offered:

Identified English Language Learners (ELL) receive appropriate programs and services that support their learning from a team of certified/licensed personnel. A full time certified English Language Learner teacher carries a caseload of all students who qualify for assistance. Over the past five years, the number of students on the caseload has remained low, however, as a university community, we have a larger number of students who are children of UConn professors in residence who are not identified as ELL but require informal support. The ELL teacher’s classroom is located in the library media center and is adjacent to the Student Center. This allows the students access not only to the ELL teacher, but the academic support that can be given by subject matter teachers in the Student Center. Our ELL students are incorporated into regular education classrooms with accommodations that include modifications to the language that meet their needs.

Modifications are provided in accordance with their English language proficiency level. ELL students are participants in co-curricular clubs and athletics and a part of the overall inclusive environment at E.O. Smith.

3e. Other populations (e.g., migrant, homeless), if a special program or intervention is offered:

The tiered system of interventions provides for a comprehensive review of all students on a routine basis. The addition of a school counselor in 2020, who specializes in Tier II support and career development provides an additional screen for academic performance and can intervene with targeted support for students. For the 2021-22 school year, a Family and School Liaison social worker position was added to address students in need of Tier III interventions. Chronically truant or homeless students receive home visits and are connected with local and state family support services.

A regional youth diversion program was created this year, as well, to help keep students out of the juvenile court system. The program gives the student an opportunity to provide restitution for their actions and set a course for changes in their lives that will help them navigate around current obstacles in the way of their health and success and school.

Every student at E.O. Smith has the ability to create a schedule that meets their specific needs. This can range from an arrangement of courses to allow for a late arrival or early dismissal to a cooperative work schedule that is flexible enough to incorporate a work schedule and earn independent study credit while practicing a trade. While the vast majority of students do not exercise this option, it is available for students with at-risk characteristics. For students in need of a non-traditional school model, the Depot campus provides an internship-based Big Picture School environment. Frequently, students who attend the Depot program are in search of a more personalized program that meets their individual needs because they were not successful at the main campus. While not considered a drop-out prevention program, the Depot campus provides a proactive option for students who begin to experience disenfranchisement in a traditional school setting.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

E.O. Smith High School provides a safe, positive, respectful, and inclusive culture that strives toward equity and honors diversity in identity and thought. The school community takes collective responsibility for the intellectual, physical, social, and emotional well-being of every student and in some ways can demonstrate how each student is known and valued. The school promotes students' connection to an adult in the building, their peers, as well as student involvement and connection to their school community starting as early as eighth grade. E.O. Smith has adopted core values, beliefs about learning, and a Vision of a Graduate. Additionally, the school has begun a post-COVID review process to ensure these principles drive student learning, professional practices, and the provision and allocation of learning resources.

The school culture ensures learners and educators understand that learning from mistakes is an important part of intellectual and personal growth. The school culture emphasizes the importance of persistence and opportunities for revision of student work. Students are allowed to re-assess to achieve success by demonstrating mastery with a given topic. This is also true of students who are found in violation of school rules and community laws. As a founding member of the Positive Behavioral Intervention and Supports (PBIS) program, E.O. Smith has employed restorative justice practices that aim to teach pro-social behavior and allow the offending student to make restitution.

Inherent in our school culture is a close connection the staff has with our students. This is evident in the high rate of participation of staff in student activities such as athletics, co-curricular clubs, and school-community events. These connections are also seen through student accomplishments where staff are given praise by their students for the student's success. While this type of cultural element is difficult to quantify, visitors to E.O. Smith often comment on the close relationship students have with the staff.

As we closed school during the pandemic and converted to remote learning, we relied heavily on this connection to help our students and their families during such a difficult time. The relationships teachers and support staff had with their students was vital in keeping them engaged in their learning and connected socially with their peers. Extraordinary efforts were made by our staff which included home visits, weekend meetings and other personal touches. The need for these types of efforts identified the inequity of access to resources such as technology and Wi-Fi. Students were initially able to sign out a Chromebook and/or a hotspot. Subsequently, the district instituted a 1:1 device policy, ensuring that every student has access to a high-quality device. Now that we are on our way out of the COVID pandemic, we reflect proudly on how much we were able to accomplish for our students and their families and look forward to continuing these efforts in the future.

2. Engaging Families and Community:

E.O. Smith successfully engages families in a variety of ways to foster student success and school improvement. Feedback from students and parents is collected routinely and used to make decisions impacting our families. A recent example of this occurred as part of the decision-making process to eliminate the School Resource Officer (SRO) program in lieu of additional social workers. In collaboration with the Policy Center at the University of Connecticut, a survey was emailed to all students and parents/guardians requesting input on school safety and asking for suggestions for improvements. The collected data was compiled into a summary report by the staff at UConn and used to inform deliberations of the board of education. A similar process was used recently to get feedback from students and families on lifting the mask mandate in the spring of 2022.

In addition to collecting feedback, students and families are included in school-wide school improvement changes. In creating our vision, mission and Vision of a Graduate standards 5 years ago, student and parent groups were placed in the same protocol for identifying and prioritizing the 7 standards we currently have. We are conducting a review process that will involve students and families as well. Community forums are also a regular occurrence at E.O. Smith. These discussion-based forums use a topic to take participants

through a deliberation process to arrive at an agreed upon solution. Over the years, topics such as food insecurity, political division, education, and mental health and wellness have resulted in reports that specifies problems as well as proposed solutions for E.O. Smith to consider.

UConn and other local state colleges contribute to our wide-ranging dual enrollment curriculum. With over 40 college courses taught at E.O. Smith, our students benefit as they are able to transfer college credits upon high school graduation to reduce the overall cost of tuition for their undergraduate studies. Local community-based organizations that provide for those in need also have an affiliation with E.O. Smith. The Willimantic Soup Kitchen partners with E.O. Smith in putting on an Empty Bowls campaign to provide food for those in our community who do not have a secure food source. Our Depot campus operates under a Big Picture Learning model which includes students placed in internships in our local area. Students who attend the Depot, as well as students from the main campus, serve as interns at our local businesses to learn specific tasks and the overall functioning of a business or local government agency.

3. Creating Professional Culture:

The school community's professional culture is collaborative, innovative and also demonstrates a commitment to continuous improvement through research and reflection. Teachers have weekly scheduled PLC collaboration time, where content area colleagues work together to generate common assessments, share their best instructional practices, and discuss the trajectory of the course. Through PLCs, teachers assess student progress within specific classrooms and courses, identifying student needs and implementing strategies for curriculum and instructional improvement.

E.O. Smith encourages teachers and students to try new things through the promotion of intellectual risk taking and personal and professional growth. The Educator Evaluation and Support Plan stresses the development of professional goals around a point of practice of interest to the educator. Our 2 professional development co-chairs take each faculty member's goal and categorize them to form professional learning groups. Each group is given structured professional learning time to share their goals and the progress they are making toward student learning.

E.O. Smith's approach to professional learning throughout the COVID period was centered largely on flexibility for students and SEL for staff. In 2021-22, flexibilities in assignment submission and grading practices were put in place to address equity issues that were magnified as a result of the hybrid learning model. Daily wellness checks were put in place to ensure all students were exposed to at least 1 SEL activity a day. A team of 4 teachers prepared the wellness check activities for the faculty to implement for the entire year. This year, similar flexibilities were put in place for students to accommodate for potential learning loss over the previous year. Wellness came in the form of SEL activities on Wednesdays. Using a later arrival time for students, professional learning time was allocated for faculty members to implement wellness activities on Wednesdays.

4. School Leadership:

The leadership structure for a grade 9-12 school district is unique and includes a superintendent, principal, two assistant principals, and 10 department leaders. Traditional central office positions such as curriculum coordination and human resources are under the oversight of the superintendent and principal. While there are fewer personnel resources available, E.O. Smith staff appreciate fewer restrictions in policy and program implementation experienced in larger districts. Direct access to the principal and superintendent is an expectation of the staff. For example, the teachers' union executive council has a standing weekly meeting with the superintendent and principal to make decisions collaboratively, clarify misunderstandings and plan for the future.

As a one-school regional district, the administrative team seeks to work closely with building leaders, educators, students, and families to promote and develop an inclusive definition of leadership that provides school leaders with the authority and responsibility to improve student learning. To this end, the school community involves educators, students, and families in meaningful and defined roles in decision-making that promote responsibility and ownership. The superintendent of schools conducts quarterly parent group

sessions with an open agenda on topics parents wish to discuss. In addition, the superintendent has a Student Advisory Council that meets regularly to discuss school improvements. Students on the council collect data from students and communicate their findings to the student body and board of education. The building principal works directly with the 6 sending school districts to coordinate the transition program to E.O. Smith High School. This includes curriculum alignment and implementing a common criteria and process in 9th grade course selection to ensure equity in access from every town as well as social programs aimed at making relationship connections between students from the different towns.

Department leaders meet with the superintendent and principal regularly on a designated date and time. For each meeting, a planning guide is shared by the principal in advance. Action items frequently include curriculum implementation, professional development programming, and educator evaluation and support. Department leaders meet with their staff regularly to communicate leadership progress on school initiatives as well as any shifts in process for addressing school-wide initiatives. Department leaders also oversee course specific PLCs which are responsible for updating curriculum, analyzing student performance data and collaborate on effective teaching practices. Leadership opportunities are also provided for the faculty and staff who are encouraged to participate in visioning for the future as we move into the post-COVID era.

5. Culturally Responsive Teaching and Learning:

E.O. Smith High School has focused on 5 specific areas in ensuring equity, cultural awareness and inclusion both in the classroom and in our school community at-large. These areas include staff professional development, community outreach, school safety, curricular inclusion and teacher diversification. To ensure each area is making progress, an accountability system has been installed that includes public position statements from the Region 19 Board of Education and the E.O. Smith High School Teachers Association.

Within these 5 areas of focus, E.O. Smith has identified 3 categories to use in determining if our students in traditionally marginalized demographic groups are thriving in our school: Participation, performance, experience. In participation, we focus on disaggregating where different student demographic groups are present in relation to their prevalence in the overall school population. For example, data has been collected in the academic level (honors, college/career), co-curricular clubs and activities and athletics to determine if there are any discrepancies. An audit system has been created to disaggregate students by demographic, (gender, race, socio-economic status, town of residence, and IEP/504 classification) among student groups. With performance, we are focused on ways to measure how students are performing and compare this across demographic groups. Examples of performance data includes academic grades, school sanctioned discipline, and awards and recognitions. Experiences will be measured and compared using a microaggressions survey that is scheduled to be administered in the spring of 2022. This instrument is modeled after a study conducted at UConn which focused on the responses to a series of questions aimed at measuring the sense of belonging at the school to determine if there is a difference in the daily experiences of certain groups of students even if these differences are not present in either participation or performance.

An equity protocol has been developed and is in use for all decisions made at E.O. Smith. This includes everything from board of education policy, to curriculum, to individual teacher classroom practices. The protocol uses a 5-question process that asks for a prediction of which students the policy, practice, decision or action impacts and how. It is our hope that in time, these questions will be in the mindset of all staff which is a true sign that equity is being achieved at E.O. Smith.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

A practice that is consistent within E.O. Smith is to "keep the ball in the kids court." We never want to be responsible for a student not being successful or to be the entity that stops the learning process. We do our best to keep the door open for the student to improve, achieve and thrive. In doing so, we often use the phrase, "You are not there...yet." In sending this message, we are able to maintain engagement with students and their families until their learning potential has been realized. This approach transfers to the whole child and their development and demonstration of our Vision of a Graduate standard.

Academically, we have an open path toward students challenging themselves. The word "prerequisite" is seldom used as it provides the impression that if you do not meet specified traditional criterion, a child does not belong. Instead, we offer guidelines and encourage students to challenge themselves academically and provide the support needed to ensure their success. To this end, E.O. Smith is very flexible if students want to change courses or academic levels. A deadline only applies pressure and forces a decision that the student, family or teacher might not be ready to make. We have found that unnecessary timelines are simply restrictions schools place as means of convenience and can inhibit learning opportunities.

Adherence to the development of SEL is also seen in our purposeful practice of allowing the student to reach their fullest potential. Vision of a graduate standards such as curiosity and personal responsibility are referred to commonly to remind students to be reflective about their academic habits but also the non-cognitive factors and how they can be obstacles and accelerants in their development as independent learners and healthy people. SEL is woven into classroom practice and is seen commonly with self-reflection assignments or Learning Trackers that make explicit to the student how they are contributing to their own learning.

Our students and families know we care about them. There is a high level of trust in our intentions that is often validated through our actions. Always keeping it about the kid has been a consistent mantra of ours and serves to ground us even in the most difficult situations. Through this approach, we are able to ensure we are doing what is best for kids even if it means our needs come later.