

Vernon Public Schools

School Instructional Plan

School Name: Northeast School

School Year: 2009-2010

School Principal: Melissa DeLoreto

Date: 11/30/09

Principal's Signature: _____

School Instructional Planning Team:

Name	Title
<u>Carol Baldwin</u>	<u>Teacher – Music</u>
<u>Melissa DeLoreto</u>	<u>Principal</u>
<u>Howard Eichner</u>	<u>School Psychologist</u>
<u>Diane Lux</u>	<u>Teacher – Special Education</u>
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<u>Phyllis Winkler</u>	<u>Teacher – Grade 1</u>

Introduction

The purpose of Northeast's School Improvement Plan is to give a direction and basis for improvement. Improvement is not a destination, but rather a journey striving to constantly enhance student achievement and learning. The improvement plan is not an end product but rather a starting point for improvement. It must be periodically reviewed and modified to meet the changing conditions and needs of the school community.

The School Improvement Plan for Northeast School was written through the cooperative efforts of all staff members. Our goal was to develop a "user friendly" document that listed strategies to address specific school needs based on the Northeast School CMT results, district testing results and teacher observations. The process for developing this document included: 1) reviewing last year's plan to determine if strategies were implemented effectively and need to be continued or modified; 2) reviewing a CMT test result analysis at a faculty meeting with the entire staff; 3) revising the document based on school-wide improvement efforts by the principal and teacher representatives. Input from all staff members was vital in assuring that the plan was meaningful, useful, and appropriate to the improvement of student learning.

Our School Improvement Plan has been divided into three major goals encompassing the following subjects: reading, math and school climate. The plan lists action steps that are tied to specific needs/objectives that were identified from the results of the testing last year and aligned with CMT expectations. We chose action plan steps that will have the most impact on improving student learning in each area. In addition, the improvement plan outlines the people responsible for implementing the action as well as a timeframe for the implementation.

1. Data Analysis/Assessment of Need:

Northeast School is always striving to improve student performance in Reading and Mathematics. Below is our performance among various subgroups of our school population. Based upon March 2009 Mastery Test results in grades three, four, and five percentages of students scoring at the proficient level are as follows:

Grade 3 Percent of Students At/Above Proficient:	Reading	Writing	Math
32 White	59	75	66
5 Black	60	40	40
3 Hispanic	67	67	33
4 Asian American	75	50	100
2 American Indian	100	100	50
20 Free/Reduced	60	60	50
3 Special Education	67	67	67
46 All	63	70	63

Grade 4 Percent of Students At/Above Proficient:	Reading	Writing	Math
35 White	80	86	83
3 Black	100	67	67
9 Hispanic	33	56	33
1 Asian American	100	100	0
24 Free/Reduced	63	64	54
5 Special Education	40	50	60
48 All	73	80	71

Grade 5 Percent of Students At/Above Proficient:	Reading	Writing	Math
27 White	73	96	78
2 Black	100	67	50
5 Hispanic	60	60	40
3 Asian American	100	100	100
17 Free/Reduced	56	82	59
4 Special Education	33	60	25
37 All	75	90	73

CMT Grade 3 Longitudinal Study
Percent of Students At/Above Proficient

	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>
Reading	74%	78%	63%	63%
Writing	88%	83%	75%	70%
Math	66%	85%	80%	63%

CMT Grade 4 Longitudinal Study
Percent of Students At/Above Proficient

	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>
Reading	75%	84%	68%	73%
Writing	89%	88%	87%	80%
Math	80%	71%	70%	71%

CMT Grade 5 Longitudinal Study
Percent of Students At/Above Proficient

	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>
Reading	74%	84%	83%	75%
Writing	91%	98%	83%	90%
Math	77%	91%	85%	73%

The 2009-2010 school year was the first year of implementation for universal screening assessments. Below you will find data which displays the results for the kindergarten students. The data shows the percentage of students and their level of risk in reading and math skills.

	<u>Low</u>	<u>Medium</u>	<u>High</u>
	<u>Risk</u>	<u>Risk</u>	<u>Risk</u>
- Letter Naming Fluency	75%	9%	16%
- Letter Sound Fluency	14%	42%	44%
- Number Identification	54%	29%	17%

Related Whole School- Level Factors (from Strategic School Profile):	<u>2006-2007</u>	<u>2007-2008</u>
* Percent of kindergarten students who attended preschool	86%	71%
* Percent eligible for free/reduced lunch	34%	42%
* Average class size	19	17
* Percent of students who are special education	10%	12%
* Percent teachers with Master's Degree or above	92%	80%

Other Student Academic Indicators:

While it is clear that a majority of students are performing at the proficient level or above, there are many areas of concern especially the results of those students who are economically disadvantaged. The majority of students who are classified as economically disadvantaged are included in our Response to Intervention tier 2 and tier 3 reading and math intervention groups. What is not apparent in the data above is the number of students performing at or above the goal level. After discussion, we resolved to focus upon the areas of Reading and Mathematics.

School Climate:

Although the majority of students at Northeast School consistently make positive behavior choices, there are a number of students who repeatedly make the wrong choice and are referred to the office. As a result, these students are missing instructional time, the principal's time is consumed by managing these behaviors and the school psychologist, who helps with discipline, is often unable to adhere to his regular meeting schedule with students. These behaviors are consistent and continual and over time have a ripple effect in negatively impacting school climate and student achievement. After much discussion the committee determined that this was still an area of need. Therefore we should continue to include a school goal to address this issue.

2. Previous SMART Goal and Results Indicator (2008 – 2009)

The vertical scale score of grades 4 and 5 students in reading will increase by 30 points as measured by the Connecticut Mastery Test administered in March 2009.

Grade 4 414 - 444

Results Indicator 446 - 32 point increase SMART Goal Achieved

Grade 5 438 - 468

Results Indicator 471 – 33 point increase SMART Goal Achieved

New SMART Goals (2009 - 2010)

Annual, Measurable Objective:

- The percentage of grade 3, 4, and 5 students scoring at proficiency or higher in reading will increase by 5% as measured by the Connecticut Mastery Test administered in March 2010.
- Percentage of students in the economically disadvantaged sub group will increase sufficiently to make AYP under the Safe Harbor provision of NCLB

3. Actions/Strategies/Interventions	Timeline	Person(s) Responsible	Means of Evaluation
Use data teams (bi-weekly) to identify SMART goals related to areas of need in reading and develop effective instructional strategies to increase student understanding. Fountas and Pinnell Benchmark Assessment, and basal series tests will be utilized prescriptively if needed to generate goal ideas.	12/1/09-11/30/10	Staff (Data teams)	Teams will share interim test results and prescriptive teaching strategies with principal. Minutes of data team meetings Student assessment results
Implement a district wide Response to Intervention model where all students will be exposed to tier I core language arts instruction. Tier II interventions will be focused on student needs and use scientifically based researched interventions and includes frequent progress monitoring.	12/1/09-11/30/10	Classroom Teachers Special Education Teachers Reading Consultant Literacy Teacher Interventionists Principal	Teacher lesson plans Principal observations Walk-through data Progress monitoring results
Art, Music, Physical Education and Speech/Language staff will work to integrate reading competencies in daily work.	12/1/09-11/30/10	Art, Music, PE Staff Speech/Language Pathologist	Teacher lesson plans Principal observation and discussion

Actions/Strategies/Interventions	Timeline	Person(s) Responsible	Means of Evaluation
<p>Each grade level will have one co-taught classroom where the special education teacher and the regular education teacher will implement the various co-teaching approaches during tier I core instruction and support students who require tier II interventions. Special education teachers will align IEPs to grade level expectations.</p>	12/1/09-11/30/10	Regular Education Teacher Special Education Teacher Principal – (allow for planning time for teachers)	Sample Lessons Principal Observations Review of IEPs
<p>Implement a comprehensive literacy program K-5 to improve reading strategies and differentiate instruction to meet individual reading needs of students. Implement new reading program <i>Treasures</i> with fidelity. Use focused higher order questions based upon Bloom’s taxonomy during instruction to promote text meaning and facilitate effective reading strategies.</p>	12/1/09-11/30/10	Classroom Teachers Special Education Teachers Principal Reading Consultant Literacy Teacher	Lesson Plans Principal Observations Implementation of focused higher order question
<p>Participate in <i>Compelling Conversations</i> each quarter at which time each child’s reading progress is mapped for the year and progress is reviewed using data to drive the discussion.</p>	12/1/09-11/30/10	Classroom Teachers Special Education Teachers Reading Consultant Literacy Teacher Principal	Compelling Conversation Maps Evidence of Reading Student Progress and Interventions
<p>Hold grade level meetings monthly to discuss reading instructional practices including skills and strategies as well as the use of Marzano’s highly effective instructional strategies. Allow for cross grade level meetings in May to help transition students to the next grade.</p>	12/1/09-11/30/10	Classroom Teachers Reading Consultant Principal Special Education Teachers Literacy Teacher	Meeting Minutes

Identify economically disadvantaged students and target instruction and interventions based upon student needs.	12/1/09-11/30/10	Classroom teachers Special Education Teachers Reading Consultant Literacy Teacher Principal	Lesson Plans Observations Assessments
Monthly staff meetings will be used for professional development focusing on ways to differentiate instruction. Create book study group based upon teacher's perceived needs determined by conducting an interest inventory.	12/1/09-11/30/10	Principal	Lesson Plans Observations Participation Feedback
Utilize Reading Consultant as instructional coach whereby he spends several weeks at a time in one classroom during the language arts block supporting and modeling for the classroom teacher.	12/1/09-11/30/10	Principal Reading Consultant	Observations Lesson Plans Review of Schedule
In order to involve families offer family reading nights for students and parents to stress the importance of reading at home and provide parents with reading strategies so they can support their children at home. Develop a "Parent University" for parents to learn reading skills so they can support their children at home with reading.	12/1/09-11/30/10	Classroom teachers who volunteer Reading Consultant Literacy Teacher Principal Parent University Committee	Attendance Observation Parent Feedback
Provide students with a school-wide and year long independent reading program as well as a summer reading program to support and encourage reading for pleasure at home and school.	12/1/09-11/30/10	Classroom Teachers Special Education Teachers Principal Reading Consultant Literacy Teacher	Assessments Reading Logs Governors Summer Reading Challenge

2. Previous SMART Goal and Results Indicator (2008 – 2009)

The vertical scale score of grades 4 and 5 students in math will increase by 25 points as measured by the Connecticut Mastery Test administered in March 2009.

Grade 4 446 - 471

Results Indicator 473 - 27 point increase SMART Goal Achieved

Grade 5 463 - 488

Results Indicator 507 – 44 point increase SMART Goal Achieved

New SMART Goals (2009 - 2010)

Annual, Measurable Objective:

- The percentage of grade 3, 4, and 5 students scoring at proficiency or higher in math will increase by 5% as measured by the Connecticut Mastery Test administered in March 2010.
- Percentage of students in the economically disadvantaged sub group will increase sufficiently to make AYP under the Safe Harbor provision of NCLB

3. Actions/Strategies/Interventions	Timeline	Person(s) Responsible	Means of Evaluation
Each grade level will have one co-taught classroom where the special education teacher and the regular education teacher will implement the various co-teaching approaches as they implement the <i>Everyday Math</i> program. Special education teachers will align IEPs to grade level expectations.	12/1/09-11/30/10	Classroom Teacher Special Education Teacher Principal – (allow for planning time for teachers)	Sample Lessons Principal Observations Review of IEPs
Art, Music and Physical Education teachers will continue to integrate mathematical concepts and vocabulary in their lessons.	12/1/09-11/30/10	Art, Music, Physical Education Teachers	Lesson Plans Principal Observations
Implement with fidelity our math program <i>Everyday Math</i> continuing to use all components and providing for differentiation where needed. Attend workshops provided to improve level of knowledge for implementation. Administer quarterly assessments.	12/1/09-11/30/10	Classroom Teacher Special Education Teacher	Lesson Plans Principal Observations Assessment Results PD evaluation sheets
Teachers will continue with targeted CMT strand practice based upon results of 2009 mastery tests.	12/1/09-11/30/10	Classroom Teachers Grades 3-5	Teacher Feedback Observations Completion of Assessments

Actions/Strategies/Interventions	Timeline	Person(s) Responsible	Means of Evaluation
Utilize Marzano’s highly effective instructional strategies during math instruction.	12/1/09-11/30/10	Classroom Teachers Special Education Teachers	Lesson Plans Observations
Foster home/school partnership by: <ul style="list-style-type: none"> ★ Send home <i>Homelink</i> letters and activities from the <i>Everyday Math</i> program ★ Hold family math nights for students and parents to stress the importance of numeracy and provide parents with an understanding of <i>Everyday Math</i>. ★ Require students to complete summer math packet 	12/1/09-11/30/10	Classroom Teachers Special Education Teachers District Math Coordinator Principal	Number of letters and activities sent home Attendance Observation Parent Feedback
Use data teams to identify SMART goals related to areas of need in math and develop instructional strategies to increase student understanding.	12/1/09-11/30/10	Staff (Data teams)	Teams will share interim test results and prescriptive teaching strategies with principal. Minutes of data team meetings
Identify economically disadvantaged students and target instruction and interventions based upon student needs.	12/1/09-11/30/10	Classroom teachers Special Education Teachers Principal	Lesson Plans Observations Assessments
Monthly staff meetings will be used for professional development focusing on ways to differentiate instruction to meet all students needs.	12/1/09-11/30/10	Principal	Lesson Plans Observations Participation Feedback
Implement a district wide Response to Intervention model where all students will be exposed to tier I core math instruction. Tier II interventions will be focused on student needs, use scientifically based researched interventions and include frequent progress monitoring.	12/1/09-11/30/10	Classroom Teachers Special Education Teachers Reading Consultant Literacy Teacher Interventionists	Teacher lesson plans Principal observations Assessment results

3. Annual, Measurable Objective #1:

Ensure a safe and positive learning environment where all members are respected as measured by a 10% annual decrease in office referrals.

3. Actions/Strategies/Interventions	Timeline	Person(s) Responsible	Means of Evaluation
Establish a Positive Behavioral Support Committee charged with the responsibility of attending all training sessions, meeting action plan deadlines and keeping staff informed as to the development of the frameworks. Commitment to 3 year development and implementation.	12/1/09-11/30/10	Principal PBS Committee members	Participation in committee Participation in survey
Continue Citizen of the Month program to recognize those students who are role models and consistently make good choices in and out of their classroom.	12/1/09-11/30/10	All Staff Principal	Attendance at Citizen lunches Number of different students chosen
Include in Spirit Assemblies recognition of respectful behavior, making good choices, dealing with problems and equitable treatment for all. Implement our anti-bullying program titled <i>ABC We're Bully Free</i> . Continue with monthly themes and follow up lessons in the classroom.	12/1/09-11/30/10	Principal Anti-Bully Committee All Staff	Observation Office Referrals Participation at Spirit Assemblies Lesson Plans

4. Milestones, Benchmarks, and Evaluation:

- Progress on the SMART goals will be assessed by data teams every 2 weeks
- End of Unit/Chapter Assessments
- Response to Intervention success
- Extended Day kindergarten program
- Fountas and Pinnell Benchmark Assessment
- Writing Prompts
- *Compelling Conversation Maps*
- Universal Screens
- Quarterly Math Assessments
- Portfolio Evaluations
- Ongoing Formative Assessments in Reading and Math
- Summer reading participation will be recorded
- Common Planning time provided to grade levels
- Tier II and Tier III interventions that are progressed monitored

5. Professional Development:

- Training in implementing Differentiated Instruction in all classrooms
- Positive Behavioral Supports Training
- Training in *Everyday Math*
- Training in *Treasures*
- Training in social-emotional-behavioral initiative for early childhood
- To promote the urgency of our work in Vernon, we have and will continue to partner with the State Department of Education (SDE), our Regional Educational Service Centers (RESCs), and the Leadership and Learning Center to provide high quality professional development in understanding and implementing the practices of “improving schools.” Key characteristics of these high achieving schools include:
 - A clear focus on achievement
 - Clear curriculum choices
 - Frequent assessment of student progress and multiple opportunities for student improvement
 - An emphasis on non-fiction writing
 - Collaborative scoring of student work (Reeves, 2003)

To support the goals of our District Improvement Plan, we will provide professional development at the district and school levels aimed at enhancing the development of skills to improve teaching and learning. We will continue to commit at least 10 percent of Title funds on paraprofessional development in seven areas.

A. Decision Making for Results (Data-Driven Decision Making)

- Identifies methods of data collection and analysis that can immediately be applied to monitor and improve student achievement.
- Presents the proven, effective six-step data-driven decision making process, which includes identifying what data to collect in light of antecedents of excellence and how to determine results.
- Provides the setting for participants to examine their own real data on real students so that the process is presented and understood in context.
- Includes facilitation of conversations related to Adequate Yearly Progress goals (NCLB), such as monitoring cause data and implementing intervention programs and strategies.

B. Data Teams

- Identifies the function and purpose of an effective data team as related to school and district student achievement goals.
- Presents best practices in selecting data teams and in facilitating collaboration to focus efforts on gathering data that will immediately address the areas of urgency related to student achievement.
- Provides the skills and tools necessary to help data teams set improvement goals and to collect student achievement data by grade level and content area to monitor those goals.
- Includes ideas about how to prioritize time in order to schedule data team meetings.

C. Making Standards Work

- Identifies the rationale behind first identifying Power Standards then unwrapping standards to discover the knowledge and skills absolutely necessary for students to succeed at every grade level and in every content area.
- Presents the process for unwrapping standards to find Big Ideas and Essential Questions that inform lesson planning and effective performance assessment.
- Provides guided practice so participants can use the unwrapping process with their own standards.
- Includes exemplars of unwrapped standards from educators in different grade levels and content areas.

D. Effective Teaching Strategies

- Identifies the steps necessary to help building leaders become the “learning leaders” of their schools.
- Presents the process for using nine categories of effective teaching strategies when working with teachers during the walk-through/observation/evaluation process.
- Provides insights to specific instructional behaviors of teachers, checklists for coaching teachers, and special techniques for helping teachers identify students who need special support.
- Includes specific ideas/tools to help learning leaders collect and monitor cause data and to determine what is really happening in classrooms.

E. Common Formative Assessments (CFAs):

Common Formative Assessments (CFAs) are periodic or interim assessments that are administered to all students in a grade level or course several times during the quarter, semester, trimester or entire school year. Teachers analyze student assessment results in Data Teams to plan and differentiate instruction. Such results provide predictive value as to how students are likely to do on each succeeding assessment in time for teachers to make instructional modifications.

F. Positive School Climate:

When students feel they are a part of school, say they are treated fairly by teachers, and feel close to people at school, they are healthier and more likely to succeed. What promotes this connectedness to school: well-managed classrooms, small school size, and integrated friendship groups.

G. Scientific Research-Based Interventions (SRBI)

The broad benefits of SRBI come from its emphasis on uniting scientific, research-based practices with systems approaches to education. Scientific evidence is substantial for a number of areas central to children’s school success and well-being, such as reading, language development, some areas of mathematics and social-emotional learning.

Important elements of SRBI include the following:

1. Core general education curriculums that are comprehensive in addressing a range of important competencies in each academic domain, culturally relevant, and research-based to the extent that research exists to inform their selection or development.
2. A schoolwide or districtwide comprehensive system of social-emotional learning and behavioral supports.

3. Strategies for assuring that educators are modeling respectful and ethical behaviors, fostering student engagement/connectedness to school and assessing the quality of the overall school climate so that students experience physical, emotional and intellectual safety.
4. The use of research-based, effective instructional strategies both within and across a variety of academic domains.
5. Differentiation of instruction for all learners, including students performing above and below grade level expectations and English language learners (ELLs).
6. Common assessments of all students that enable teachers to monitor academic and social progress, and identify those who are experiencing difficulty early.
7. Early intervention for students experiencing academic and/or behavioral difficulties to prevent the development of more serious educational issues later on.
8. Educational decision-making driven by data involving students' growth and performance relative to peers; data are carefully and collaboratively analyzed by teams of educators (e.g., data teams, early intervention teams), with the results applied not only to inform instruction for individual students, but also to evaluate and improve core general education practices and the overall efficacy of interventions.
9. A continuum of support that is part of the general education system, with increasing intensity and/or individualization across multiple tiers.
10. A systemic approach to core educational practices in which teachers within a grade use the same sets of common assessments for all students, address the same curricular competencies, and share the same behavioral expectations; assessments, curricular competencies and behavioral expectations also are well coordinated across grades.

6. Parental Involvement:

- Monthly newsletter to parents
- Family reading nights
- Math nights
- Encourage parents to read with/to their children nightly
- Continued support of school-wide activities to involve parents: ice cream social, science fair, pizza night, family dance, pasta night
- Send home *Homelinks* from *Everyday Math* program which provides suggestions for math practice at home
- Parent volunteers in classroom
- Conduct an Open House night for parents to learn about classroom curriculum and routines
- Parent support with homework
- Consistent and constant communication with parents through Thursday folder notices

7. District Support:

- Language arts coordinator and elementary reading specialist assistance in training for new reading series *Treasures*
- Language arts and math coordinators assistance in implementing differentiated instruction
- Grant writing assistance
- Support the use and need for paraprofessionals in the classrooms
- Enforce and support the co-teaching model
- Continue with the *RTI* implementation
- Develop common expectations for comprehensive literacy in the classroom throughout all elementary

schools

- Financial support to purchase books to enhance classroom libraries as well as reading lab library
- Provide elementary math specialist
- Embedded professional development days

8. Teacher and Educator Mentoring (TEAM) Program:

To ensure that all Vernon students are taught by highly qualified teachers, the Vernon School District supports new teachers in the critical induction years. As guidance is received, the Vernon schools will work to transition from the BEST to the new TEAM Program.

Mentoring Module Focus

TEAM is being designed to promote professional growth through participation in five mentoring modules. These modules create a framework for supporting new teachers by focusing on the following domains of the **Common Core of Teaching (CCT)**: classroom environment, planning, instruction, assessment for learning, and professional responsibility. Resources and training will be offered to help mentors and other support providers guide beginning teachers through a four-step process for each module.

1. Identify a need/opportunity for professional growth related to the CCT Domain.

2. Create a goal and plan for professional growth that is meaningful (addresses an identified need/opportunity) and achievable.

3. Participate in and record learning activities and data on how the teacher's new learning is being applied in the classroom.

4. Write a short reflection paper that includes an analysis of data related to the teacher's application of new learning and its impact on student performance.

(Beginning teachers will submit their reflection papers to a district or regional review committee to determine if they have successfully completed each module.)

In effect, the purpose of each module is to help a new teacher identify his/her current knowledge/skill level, identify and chart a pathway to a learning goal, document progress along the path and reflect on the learning process and outcomes, i.e., how s/he moved from Point A to Point B. The mentoring module design includes all the components of highly effective, jobembedded professional development.

Proposed Participation Guidelines

If the current legislative TEAM proposal is approved during the trailer budget session, the following guidelines will be implemented:

Beginning July 1, 2009, all first and second year teachers and any teacher who did not successfully complete the BEST program will be provided with mentors and pilot mentoring modules one and two. Upon completion of modules one and two, all second year and teachers previously in the BEST Program will be eligible for provisional certification.

Beginning July 1, 2010, all first year teachers will be required to successfully complete modules one and two. All second year teachers who completed modules one and two will pilot modules three, four, and five. Upon completion of all 5 modules, second year teachers will be eligible for provisional certification.

Beginning July 1, 2011, all first year teachers will be expected to successfully complete modules one and two and all second year teachers will be required to successfully complete modules three, four, and five.

Received from CREC Curriculum Council, September 17, 2009

NORTHEAST SCHOOL PARENT INVOLVEMENT GUIDELINES

The mission of Northeast School is to help children become effective, responsible individuals and to help them believe in themselves and to learn to commit themselves to what they believe. They must be taught that they can make a difference to themselves and to their community. This will be accomplished through collaboration among students, staff, parents, and community in an accepting nurturing environment with and emphasis on high expectations for all.

We offer this parent involvement guideline as a vehicle to support and augment our mission and philosophy of parent involvement under our current “Kids Under Construction” school organization. The following outline is in compliance with the legal requirements of the No Child Left Behind (NCLB) Act of 2001 (PL 107-110, Section 1118). This document was prepared with input provided by teachers, parents, and the building administrator. The guidelines will be available to all parents/guardians at Northeast School as part of the Northeast School Family Booklet.

Northeast School promises the following to our families:

We will convene an annual meeting at a convenient time to explain the Parent Involvement Guidelines. Parents/guardians will be involved in the planning, review, and improvement of the guidelines and the school-wide program plan.

Parents/guardians and Northeast School staff will jointly develop a School-Home Compact that outlines how parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve high academic standards. Each year the Compact will be reviewed with staff and parents.

Parents will receive timely information about school programs. A description of the curriculum is provided to all parents/guardians in the Vernon Public Schools Elementary Handbook. The school will provide regular opportunities to meet with parents/guardians, if requested, to discuss educational decisions regarding their child(ren). Parent conferences will be held at the end of the first and third quarters.

Northeast School will provide assistance to parents/guardians to understand Connecticut’s and Vernon Public School’s academic content standards and achievement standards through Kindergarten Orientation, Open House, review of the Strategic School Profile, review of the No Child Left Behind school report, review of the Connecticut Mastery Test school report, distribution of individual student assessment results, and meetings with the teachers.

The school will maintain the parent/guardian resource library located in the nurse’s office. This library contains many books and videos on various subjects, such as dealing with health issues, death, feelings, divorce, and discipline. These books and tapes are available for loan to parents and guardians.

The Northeast School PTO will be asked to assist the staff in developing activities and events for parent involvement as well as how to reach out, communicate with and work with parents as equal partners.

Northeast School will implement and coordinate parent programs to build ties between parents and the school through the following:

The School-Home Compact will be published and distributed to all staff and families in the beginning of each school year;

- Teachers and the administrator will be regularly available to conference with parents/guardians;
- In grades three through five, a daily assignment planner will travel between school and home. This helps to foster organization and communication. Daily performance sheets may also be used in grades K-2.
- Teachers will communicate on a regular basis with families about student progress using report cards and optional mid-term reports.

Northeast School will provide parents with written communications during the year to inform parents of important events and information about the school. These communications to the extent possible will be written in a language that parents will understand.

- School Booklets and Programs
 - Elementary Handbook
 - School Home Compact
 - Northeast School Family Booklet
 - Northeast School Pupil Handbook
 - Be Wise Be Organized Handbook for Parents
- Ongoing Communication
 - Newsletter – *Roaring News from Northeast School*
 - Northeast School Web Site
 - Thursday Folders
 - Northeast School Calendar
 - PTO Minutes
- Academic Performance and School Information
 - Grades 3-5 CMT (Individual and school report)
 - Otis Lennon School Ability Test
 - Strategic School Profile
 - Fountas and Pinnell Benchmark Assessments
 - Writing Samples
 - No Child Left Behind school report
 - Mid-term Reports
 - Report Cards
 - Individual Student Results on Classroom Assessments

Northeast School Parent Compact

Students will:

Hold high expectations for themselves, with regard to respect and responsibility, as well as all academic areas by:

- Applying their best effort at all times
- Completing homework carefully
- Demonstrating respect for themselves and others
- Come to school with a positive attitude, ready to learn and work hard
- Know and follow school and class behavior guidelines
- Taking an active role in helping to keep Northeast School safe and clean.

Pay attention and actively participate in class lessons.

Read every day.

Discuss the television programs they watch, and their computer and electronic game use with their parents.

Engage in a healthy and physically active lifestyle.

The School/Teachers will:

Hold high expectations for children in the areas of respect and responsibility, as well as in all academic areas, as children strive for their academic and personal best.

Assure that Northeast School is a safe, clean and healthy learning environment for the children.

Provide high-quality instruction that allows children to become productive members of society.

Provide homework that is meaningful and promotes academic excellence.

Provide an atmosphere that promotes respect and responsibility throughout the Northeast School community.

Include parents as partners in the education of their children, through open and on-going communication.

Participate in professional development opportunities that improve teaching and learning.

Encourage family participation in school and PTO events.

Encourage parent volunteerism in school and PTO events.

Encourage an appreciation of other cultures.

Encourage limited television viewing, and appropriate use of computer and electronic games.

Encourage a healthy and physically active lifestyle.

Parents/Families will:

Hold high expectations for children in the areas of respect and responsibility, as well as in all academic areas.

Provide a positive and healthy learning environment at home, and provide a proper place and guidance to do homework.

Read to or encourage children to read everyday.

Support the values of respect and responsibility, as well as high academic achievement.

Attend all teacher conferences, keep informed about the school by reading *Roaring News from Northeast School*, review papers in Thursday folders, and respond to all letters and phone messages from teachers in a timely manner.

Regularly monitor child's progress in school.

Participate in school and PTO events.

Send their children to school regularly, well rested, well-nourished, on time, healthy and appropriately dressed.

Discuss and monitor television viewing, computer and electronic game use.

Encourage an appreciation of other cultures.

Encourage a healthy and physically active lifestyle.

**Connecticut State Department of Education
Addendum to School and District Improvement Plans
for Technical or Other Assistance Provided by the CSDE to Meet the
Requirements of Sec. 1116 of NCLB**

(This addendum must be attached to all school and district improvement plans)

The Connecticut State Department of Education (CSDE) will support the school and district improvement process through the Connecticut Accountability for Learning Initiative (CALI). The initiative will serve as a professional development vehicle and will:

- focus on the district as the primary change agent;
- create a culture of professional learning communities in schools, districts and the state;
- differentiate support based on individual district and school needs; and
- increase student achievement for all students.

The CSDE will provide technical assistance to districts and schools who have been identified as “in need of improvement.” This support will be provided by the CSDE in conjunction with:

- Regional Education Service Centers (RESCs);
- State Education Resource Center (SERC);
- Cambridge Education;
- Connecticut Association of Schools (CAS); and
- The Leadership and Learning Center.

The following types of support will be provided to district and school-level improvement teams, with priority given to Title I schools and districts identified as “in need of improvement”:

- telephone technical assistance;
- site visits;
- guidance in the development and implementation of improvement plans;
- professional development focused on accountability for student learning, data-driven decision-making, implementation of data teams, understanding standards, aligning standards instruction and assessment, effective teaching strategies and common formative assessments;
- on-site job-embedded professional development, follow-up and support; and
- coaching for principals and superintendents.

The CSDE and the Bureau of School and District Improvement shall coordinate communication between all stakeholders while working to unify school and district improvement efforts in the state.

Revised 8/07