

Vernon Public Schools

School Improvement Plan

School Name: Vernon Center Middle School

School Year: 2009 - 2011

School Principal: Beth A. Katz

Date: December 28, 2009

Principal's Signature: _____

Personnel Responsible for Developing and Implementing the
School Improvement Plan:

<u>Beth Katz</u>	<u>Principal</u>
<u>James Harrison</u>	<u>Assistant Principal</u>
<u>Jason Magao</u>	<u>Assistant Principal</u>
<u>VCMS Certified Staff</u>	
<u>Christopher Ozmun</u>	<u>Math and Science Coordinator</u>
<u>Judy Latonie</u>	<u>Language Arts and Social Studies Coordinator</u>
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Data Analysis/Assessment of Need:

	2007 – 2008	2008 – 2009
Grade 6 Percent of Students At/Above Goal in Reading:		
All Students	67.0	65.5
At/Above Proficient	79.2	83.1
Strand 1 – Forming an initial understanding	84	83
Strand 2 – Developing an interpretation	74	76
Strand 3 – Making reader/text connections	42	34
Strand 4 – Examining content and structure	83	75
Average DRP	65.4	66.3
Grade 7 Percent of Students At/Above Goal in Reading:		
All Students	72.7	69.6
At/Above Proficient	82.2	81.6
Strand 1 – Forming an initial understanding	72	70
Strand 2 – Developing an interpretation	76	74
Strand 3 – Making reader/text connections	56	54
Strand 4 – Examining content and structure	74	72
Average DRP	66.4	66.7
Grade 8 Percent of Students At/Above Goal in Reading:		
All Students	54.4	65.7
At/Above Proficient	73.9	77.3
Strand 1 – Forming an initial understanding	61	64
Strand 2 – Developing an interpretation	60	71
Strand 3 – Making reader/text connections	47	51
Strand 4 – Examining content and structure	62	67
Average DRP	66.9	68.5
	2007 – 2008	2008 – 2009
Grade 6 Percent of Students At/Above Goal in Writing:		
All Students	54.4	49.6
At/Above Proficient	76.3	73.8
Strand 1 – Composing/Revising	52	48
Strand 2 – Editing	69	65
Average DAW	7.6	7.4
Grade 7 Percent of Students At/Above Goal in Writing:		
All Students	57.4	53.7
At/Above Proficient	76.0	74.0
Strand 1 – Composing/Revising	57	54
Strand 2 – Editing	72	66
Average DAW	7.8	7.8
Grade 8 Percent of Students At/Above Goal in Writing:		
All Students	50.0	62.6
At/Above Proficient	73.2	82.6
Strand 1 – Composing/Revising	56	55
Strand 2 – Editing	55	58
Average DAW	7.4	8.3

Data Analysis/Assessment of Need:

	2007 – 2008	2008 – 2009
Grade 6 Percent of Students At/Above Goal in Mathematics		
All Students	63.5	64.1
At or above proficient	86.5	88.3
Grade 7 Percent of Students At/Above Goal in Mathematics:		
All Students	58.3	59.6
At or above proficient	83.1	85.1
Grade 8 Percent of Students At/Above Goal in Mathematics:		
All Students	58.1	64.8
At or above proficient	84.6	88.0

	2007 – 2008	2008 – 2009
Grade 6		
Number of students who did not meet criteria for promotion	2	4
Number of students who did meet criteria for promotion	294	257
Number of students in grade 6	296	261
Percentage of students who met criteria for promotion	99.3%	98.5%
Grade 7		
Number of students who did not meet criteria for promotion	7	15
Number of students who did meet criteria for promotion	234	285
Number of students in grade 7	241	300
Percentage of students who met criteria for promotion	97.1%	95.0%
Grade 8		
Number of students who did not meet criteria for promotion	19	13
Number of students who did meet criteria for promotion	250	220
Number of students in grade 8	269	233
Percentage of students who met criteria for promotion	92.3%	94.4%
School		
Number of students who did not meet criteria for promotion	28	32
Number of students who did meet criteria for promotion	778	762
Number of students in grades 6 – 8	806	794
Percentage of students who met criteria for promotion	96.5%	96.0%

	2007 – 2008	2008 – 2009
Grade 8 Percent of Students At/Above Goal in Science		
All Students	52.0	57.5
At/Above Proficient	76.0	75.5

Data Analysis/Assessment of Need:

CMT scores for subgroup populations (at or above proficient):

	CMT Reading					
	Grade 6		Grade 7		Grade 8	
	2008	2009	2008	2009	2008	2009
Black	55.9	72.4**	68.8	71.0*	47.4	58.1**
Hispanic	65.2	74.1*	60.9	65.4*	40.0	45.0*
Free/Reduced	52.1	68.9**	61.1	63.2*	48.8	56.6*
Special Education	27.3	50.0**	52.4	47.6	20.8	47.6**
	CMT Mathematics					
	Grade 6		Grade 7		Grade 8	
	2008	2009	2008	2009	2008	2009
Black	55.9	75.9**	40.6	58.1**	71.1	70.0
Hispanic	78.3	70.4	60.9	73.1*	75.0	70.0
Free/Reduced	68.5	78.7**	63.0	68.8*	64.0	74.0**
Special Education	40.9	53.3**	40.9	45.0*	37.5	57.1**

**Increase of 10% or more

* Increase from previous year

2. Annual, Measurable Objective(s)/Tier II Indicators:

2008 – 2009 Goal

- The percentage of grade six, seven, and eight students at/above proficient and at/above goal in reading will increase five (5%) percent as measured by the 2009 Connecticut Mastery Test
 Grade 6: Goal - from 62.7% (grade 5) to 67.7% - **results indicator - 65.5% - PROGRESS TOWARDS GOAL**; Proficient – from 75.7% (from grade 5) to 80.7% - **results indicator – 83.1% - GOAL ACHIEVED**
 Grade 7: Goal – from 67.0% (grade 6) to 72.0% - **results indicator – 69.6% - PROGRESS TOWARDS GOAL**; Proficient – from 79.2% (from grade 6) to 84.2% - **results indicator – 81.6% – PROGRESS TOWARDS GOAL**
 Grade 8: Goal – from 72.7% (grade 7) to 77.7% - **results indicator – 65.7% - GOAL NOT ACHIEVED**; Proficient – from 82.2% (from grade 7) to 87.2% - **results indicator – 77.3% - GOAL NOT ACHIEVED**
- The percentage of students in the various sub-group populations will increase sufficiently in reading to make adequate yearly progress under the Safe Harbor Provision of No Child Left Behind – **GOAL ACHIEVED**

2009 – 2010 Goal

- The percentage of grade six, seven, and eight students at/above proficient and at/above goal in reading will increase five (5%) percent as measured by the 2010 Connecticut Mastery Test
 Grade 6: Goal - from 67.9% (grade 5) to 72.9%; Proficient – from 84.8% (from grade 5) to 89.8%
 Grade 7: Goal – from 65.5% (grade 6) to 70.5%; Proficient – from 83.1% (from grade 6) to 88.1%
 Grade 8: Goal – from 69.6% (grade 7) to 74.6%; Proficient – from 81.6% (from grade 7) to 86.6%
- The percentage of students in the various sub-group populations will increase sufficiently in reading to make adequate yearly progress under the Safe Harbor Provision of No Child Left Behind

	Timeline	Person(s) Responsible	Means of Evaluation
Identified staff will participate in Decision Making For Results/Data Teams training.	October 2009 Fall 2010	Principal Assistant Superintendent	Names of trained staff will be published
Department-based data teams will develop a specific SMART (Specific, Measurable, Achievable, Relevant, Timely) goal in accordance with district initiative with appropriate strategies and assessment.	September 2009 September 2010	Principal Assistant Principals Coordinator VCMS teachers	SMART Goal, strategies, and assessment developed
Teachers will implement the SMART goal, examine data, assess progress on a regular basis throughout the year, revise goal as appropriate.	September 2009 – June 2010; September 2010 – June 2011	Principal Assistant Principals Coordinator VCMS teachers	Data Team Minutes Tracking Sheet

Language arts teachers will teach cloze reading strategies in the classroom. An analysis of student results will determine the amount of cloze practice needed on a class by class basis.	September 2009 - June 2010 September 2010 - June 2011	Language arts teachers Reading Specialist Coordinator Principal	Lesson plans Classroom profile sheet
Conduct universal screenings in reading three times a year in grade 6.	September 2009 (2010), January 2010 (2011), Spring 2010 (2011)	SWAT (School-wide Assessment Team) Reading Specialist Coordinator Principal	Screening data
Provide Tier 2 and Tier 3 reading interventions (Lexia, REWARDS, Six-Minute Solution) with progress monitoring.	October 2009 – June 2010 October 2010 – June 2011	Interventionist Reading Specialist Coordinator Principal	Progress Monitoring data
Language arts teachers will provide practice with exercises that simulate the Reading Comprehension portion of the CMT.	September 2009 - June 2010 September 2010 - June 2011	Language arts teachers Reading Specialist Coordinator Principal	Lesson plans Student assessments
The language arts teachers will review curriculum map and revise as appropriate. Language arts teachers will develop common assessments.	September 2009 - June 2010 September 2010 - June 2011	Language arts teachers Coordinator Principal	Curriculum map revised
Social studies teachers will provide students with additional instruction and practice in reading for general understanding (grade 6) and in making reader/text connections (grades 7 & 8).	September 2009 - June 2010 September 2010 - June 2011	Social studies teachers	Data team minutes Tracking sheet
CMT Academy will be established for students in grades 6, 7, and 8 who scored near proficiency on the spring 2009 CMT. The academies are designed to help students achieve or maintain proficiency on the reading portion of the CMT by providing an intense review and rehearsal of the skills in a small-group setting.	October 2009– March 2010 October 2010 – March 2011	Principal Reading Specialist	Student assessment – progress monitoring Lesson plans

Reading Specialist will support Tier 1 reading instruction by modeling lessons, collaborating on lesson planning and evaluating student work with classroom teachers.	September 2009 - June 2010 September 2010 - June 2011	Language arts teachers Reading Specialist	Lesson plans Common assessments
Administer fall and spring Degrees of Reading Power (DRP) assessments to all students.	September 2009, May 2010 September 2010, May 2011	Language arts teachers Reading Specialist	Assessment results
The Mastery Skills Program for identified students who fall in the basic or below basic range on the CMT will continue for students in grades 7 and 8.	September 2009 - June 2010 September 2010 - June 2011	Mastery skills teachers Principal	Student assessment data and analysis
Double-block reading instruction will be provided to 60 students in grades 7 & 8 through Read 180.	September 2009 - June 2010 September 2010 - June 2011	Principal Read 180 teachers Paraprofessionals	Assessment data
The resource reading and multisensory reading programs and the English as a Second Language (ESL) program will provide additional specialized reading and writing instruction in a small-group setting.	September 2009 - June 2010 September 2010 - June 2011	Principal Supervisor of Special Education Special education teachers Speech-Language pathologist ESL Teacher	IEP goal updates Grades Student Assessments Data Analysis
Special education students will be provided additional instruction and practice in reading, if needed, as indicated on IEP goals, during resource support time.	September 2009 - June 2010 September 2010 - June 2010	Principal Supervisor of Special Education Special Education teachers	IEP Goal updates
Develop an afterschool tutorial for selected students who scored at basic in reading on the Spring 2009 CMT, if funding is available.	December 2009 - March 2010	Principals Assistant Principals Tutors	Student attendance
Pilot participation in the Connecticut Benchmark Assessment System (CBAS).	October 2009, February 2010, May 2010	Principal Acting Supervisor of Assessment IT Department Certified staff	Assessment data

2. Annual, Measurable Objective(s)/Tier II Indicators:

2008 – 2009 Goal

- The percentage of grade six and seven students at/above proficient and at/above goal in writing will increase five (5%) percent as measured by the 2009 Connecticut Mastery Test. Grade eight students will keep the same goal because progress was not made.
Grade 6: Goal – from 65.4% (grade 5) to 70.4% - **results indicator – 49.6% - GOAL NOT ACHIEVED**; Proficient from 86.6% (grade 5) to 91.6% - **results indicator – 73.8% - GOAL NOT ACHIEVED**
Grade 7: Goal – from 54.4 % (grade 6) to 59.4% - **results indicator 53.7% - GOAL NOT ACHIEVED**; Proficient from 76.3% (grade 6) to 81.3% - **results indicator – 74.0% - GOAL NOT ACHIEVED**
Grade 8: Goal – 57.4% (grade 7) to 62.4% - **results indicator – 62.6% - GOAL ACHIEVED**; Proficient – from 76.0% (grade 7) to 81.0% - **results indicator – 82.6% - GOAL ACHIEVED**
- The percentage of students in the various sub-group populations will increase sufficiently in writing to make adequate yearly progress under the Safe Harbor Provision of No Child Left Behind. – **GOAL ACHIEVED**

2009 – 2010 Goal

- The percentage of grade six and seven students at/above proficient and at/above goal in writing will increase five (5%) percent as measured by the 2010 Connecticut Mastery Test. Grade eight students will keep the same goal because progress was not made.
Grade 6: Goal – from 67.9% (grade 5) to 72.9%; Proficient from 84.8% (grade 5) to 89.8%
Grade 7: Goal – from 49.6% (grade 6) to 54.6%; Proficient from 73.8% (grade 6) to 78.8%
Grade 8: Goal – 53.7% (grade 7) to 58.7%; Proficient – from 74.0% (grade 7) to 79.0%

The percentage of students in the various sub-group populations will increase sufficiently in writing to make adequate yearly progress under the Safe Harbor Provision of No Child Left Behind.

3. Actions/Strategies/Interventions	Timeline	Person(s) Responsible	Means of Evaluation
Identified staff will participate in Decision Making For Results/Data Teams training.	October 2009 Fall 2010	Principal Assistant Superintendent	Names of trained staff will be published
Department-based data teams will develop a specific SMART (Specific, Measurable, Achievable, Relevant, Timely) goal in accordance with district initiative with appropriate strategies and assessment.	September 2009 September 2010	Principal Assistant Principals Coordinator VCMS teachers	SMART Goal, strategies, and assessment developed
Teachers will implement the SMART goal, examine data, assess progress on a regular basis throughout the year, revise goal as appropriate.	September 2009 – June 2010; September 2010 – June 2011	Principal Assistant Principals Coordinator VCMS teachers	Data team minutes Tracking sheet

Familiarize students and staff with the scoring rubric for the Direct Assessment of Writing portion of the Connecticut Mastery Test generation 4.	September 2009– March 2010 September 2010 – March 2011	Language arts teachers Principal Staff Coordinator	Lesson plans
Identify instructional activities that align with Direct Assessment of Writing (DAW) portion of the Connecticut Mastery Test generation 4 including administering timed writing prompts in English class two times a year in each grade.	September 2009 - June 2010 September 2010 - June 2011	Language arts teachers Principal Coordinator	Lesson plans
Identify instructional activities that align with Composing/Revising and Editing portions of the Connecticut Mastery Test generation 4 as described in the handbook.	September 2009 - June 2010 September 2010 - June 2011	Language arts teachers Principal Coordinator	Lesson plans
The language arts teachers will review curriculum map on an on-going basis and revise as appropriate. Language arts teachers will develop common assessments.	September 2000 - June 2010 September 2010 - June 2011	Language arts teachers Reading Specialist Coordinator Principal	Scope/sequence revised
The Mastery Skills Program for identified students who fall in the basic or below basic range on the CMT will continue for students in grades 7 and 8.	September 2009 - June 2010 September 2010 - June 2011	Mastery skills teachers Principal	Student assessment data and analysis
Special education students will be provided additional instruction and practice in writing, if needed, as indicated on IEP goals, during resource support time.	September 2009 - June 2010 September 2010 - June 2011	Principal Supervisor of Special Education Special Education teachers	IEP goal updates
Develop an afterschool tutorial for selected students who scored at basic in writing on the Spring 2009 CMT if funding is available.	December 2009 – March 2010	Principals Assistant Principals Tutors	Student attendance

2. Annual, Measurable Objective(s)/Tier II Indicators:

2008– 2009 Goal

- The percentage of grade six, seven, and eight students at/above proficient and at/above goal in mathematics will increase 5% as measured by the 2009 Connecticut Mastery Test.

Grade 6: Goal – from 69.6% (grade 5) to 74.6% - **results indicator – 64.1% - GOAL NOT ACHIEVED**; Proficient from 85.4% (grade 5) to 90.4% - **results indicator – 88.3% - PROGRESS TOWARDS GOAL**

Grade 7: Goal – from 63.5% (grade 6) to 68.5% - **results indicator – 59.6% - GOAL NOT ACHIEVED**; Proficient from 86.5% (grade 6) to 91.5% - **results indicator – 85.1% - GOAL NOT ACHIEVED**

Grade 8: Goal – from 58.3% (grade 7) to 63.3% - **results indicator – 64.8% - GOAL ACHIEVED**; Proficient from 83.1% (grade 7) to 88.1% - **results indicator – 88.0% - PROGRESS TOWARDS GOAL**

- The percentage of students in the various sub-group populations will increase sufficiently in mathematics to make adequate yearly progress under the Safe Harbor Provision of the No Child Left Behind Act. – **GOAL ACHIEVED**

2009– 2010 Goal

- The percentage of grade six, seven, and eight students at/above proficient and at/above goal in mathematics will increase 5% as measured by the 2010 Connecticut Mastery Test.

Grade 6: Goal – from 69.6% (grade 5) to 74.6%; Proficient from 85.4% (grade 5) to 90.4%

Grade 7: Goal – from 64.1% (grade 6) to 69.1%; Proficient from 88.3% (grade 6) to 93.3%

Grade 8: Goal – from 59.6% (grade 7) to 64.6%; Proficient from 85.1% (grade 7) to 90.1%

- The percentage of students in the various sub-group populations will increase sufficiently in mathematics to make adequate yearly progress under the Safe Harbor Provision of the No Child Left Behind Act.

3. Actions/Strategies/Interventions	Timeline	Person(s) Responsible	Means of Evaluation
Identified staff will participate in Decision Making For Results/Data Teams training.	October 2009 Fall 2010	Principal Assistant Superintendent	Names of trained staff will be published
Department-based data teams will develop a specific SMART (Specific, Measurable, Achievable, Relevant, Timely) goal in accordance with district initiative with appropriate strategies and assessment.	September 2009 September 2010	Principal Assistant Principals Coordinator VCMS teachers	SMART Goal, strategies, and assessment developed

Teachers will implement the SMART goal, examine data, assess progress on a regular basis throughout the year, revise goal as appropriate.	September 2009 – June 2010; September 2010 – June 2011	Principal Assistant Principals Coordinator VCMS teachers	Data team minutes Tracking sheets
Mathematics teachers will use instructional activities involving written responses similar to examples in the CMT generation 4 handbook.	September 2009 - June 2010 September 2010 - June 2011	Coordinator Mathematics teachers Principal Assistant Principals	Activities documented
Mathematics teachers will incorporate written responses to math problems in class or homework at least once a week as appropriate.	September 2009 - June 2010 September 2010 - June 2011	Coordinator Mathematics teachers Principal Assistant Principals	Lesson plans Student responses
Conduct universal screenings in mathematics three times a year in grade 6.	September 2009 (2010), Winter 2010 (2011), Spring 2010 (2011)	Math teachers Teacher of Remedial Math Coordinator Principal	Screening data
Provide Tier 2 and Tier 3 mathematics interventions with progress monitoring (Great Leaps Math, Everyday Mathematics).	October 2009 – June 2010 October 2010 – June 2011	Interventionist Teacher of Remedial Math Coordinator Principal	Progress Monitoring data
The teacher of Remedial Math will work with classroom teachers to support math instruction.	September 2009 - June 2010 September 2010 - June 2011	Teacher of Remedial Math Mathematics teachers	Staff feedback Survey at end of year

The Teacher of Remedial Math will identify students who require additional instruction based on CMT data across all grade levels. Selected students will report to the Math Workshop replacing social studies class for 4-5 weeks. The time will be used to offer support and instruction on targeted math stands to small groups of students.	September 2009 - June 2010 September 2010 - June 2011	Principal Teacher of Remedial Math	Pre-test and Post-test data CMT results
The resource mathematics program will provide additional specialized math instruction in a small-group setting.	September 2009 - June 2010 September 2010 - June 2011	Principal Supervisor of Special Education Special education teachers	IEP goal updates Grades Student Assessment Data Analysis
The Mastery Skills Program for selected students who score in the basic or below basic, range on the CMT will continue for students in grades 7 and 8.	September 2009 - June 2010 September 2010 - June 2011	Mastery skills teachers Principal Assistant Principals	Scope/sequence developed Assessment instruments determined Student assessment data and analysis
Special education students will be provided additional instruction and practice in mathematics as indicated on IEP goals during resource support time and/or in their regular education classes or within resource math class.	September 2009 - June 2010 September 2010 - June 2011	Principal Supervisor of Special Education Special Education teachers	IEP goal updates
Develop an afterschool tutorial for selected students who scored at basic in mathematics on the Spring 2008 CMT, if funding is available.	December 2009 – March 2010	Principals Assistant Principals Tutors	Student progress noted
Pilot participation in the Connecticut Benchmark Assessment System (CBAS).	October 2009, February 2010, May 2010	Principal Acting Supervisor of Assessment	Assessment data

<p>2. Annual, Measurable Objective(s)/Tier II Indicators:</p> <p>2008 – 2009 Goal</p> <ul style="list-style-type: none"> The percentage of all students who achieve success as measured by promotion criteria will be 98% in the 2008 – 2009 school year – results indicator – 96% - GOAL NOT ACHIEVED <p>2009 – 2010 Goal</p> <ul style="list-style-type: none"> The percentage of all students who achieve success as measured by promotion criteria will be 98% in the 2009 – 2010 school year. 			
3. Actions/Strategies/Interventions	Timeline	Person(s) Responsible	Means of Evaluation
Student Success Committee will review and revise SSP forms and process.	October 2009	Principal Student Success Committee	Paperwork revised
Student Success Plans will be developed for all students failing to meet promotion criteria and reviewed quarterly.	November 2009 (2010), January 2010 (2011), April 2010 (2011)	All teachers Support Team Members Assistant Principals Principal	Student Success Plans written and monitored
Implement behavioral supports consistent with Focus Monitoring and School-Wide Positive Behavior Support training.	September 2009 - June 2010 September 2010 - June 2011	Principal Assistant Principals Committee members VCMS staff	Supports documented Data analysis
Analyze behavioral data available in SWIS data base to revise PBS goals and strategies.	October 2009 – June 2010 October 2010 – June 2011	Principal Assistant Principals Data team PBS committee	Data analysis

2. Annual, Measurable Objective(s)/Tier II Indicators:

2008 – 2009 Goal

- The percentage of grade eight students at/above proficient and at/above goal in Science will increase five (5%) as measured by the 2009 Connecticut Mastery Test.
Grade 8: Goal from 52.0% to 57.0% - **results indicator – 57.5% - GOAL ACHIEVED**; Proficient from 76.0% to 81.0% - **results indicator – 75.5% – GOAL NOT ACHIEVED**

2009 – 2010 Goal

- The percentage of grade eight students at/above proficient and at/above goal in Science will increase five (5%) as measured by the 2010 Connecticut Mastery Test.
Grade 8: Goal from 57.5% TO 62.5%; Proficient from 75.5% TO 80.5%

3. Actions/Strategies/Interventions	Timeline	Person(s) Responsible	Means of Evaluation
Identified staff will participate in Decision Making For Results /Data Teams training.	October 2009 Fall 2010	Principal Assistant Superintendent	Names of trained staff will be published
Department based data team will develop a specific SMART science goal in accordance with district initiative with appropriate strategies and assessment.	September 2009 September 2010	Principal Assistant Principal Coordinator VCMS science teachers	SMART Goal, strategies, and assessment will be developed
Teachers will implement the SMART goal, examine data, assess progress on a regular basis throughout the year, revise goal as appropriate.	September 2009- June 2010 September 2010 – June 2011	Principal Assistant Principal Coordinator VCMS science teachers	Data team minutes Tracking sheets
Science teachers will provide practice with exercises that simulate the Science portion of the CMT and are tied to the CT State Science Curriculum Framework.	September 2009 - June 2010 September 2010 - June 2011	Principal Assistant Principal Coordinator VCMS science teachers	Lesson Plans Student Assessments
Science teachers will review curriculum and revise as appropriate. Science teachers will develop common assessments. CMT Coach book will be used to create pre- and post- assessments.	September 2009 - June 2010 September 2010 - June 2011	Principal Assistant Principal Coordinator VCMS science teachers	Curriculum Revised
Science teachers will implement the V.I.S.I.O.N. (VCMS' Innovative use of Scientific Instrumentation enhanced by On-line Networking) technology grant to develop standard-based assured experiences (AE) using research-based, real world experiences, to integrate the use of 21 st century skills.	September 2009 – June 2010 September 2010 – June 2011	Principal Assistant Principal VCMS science teachers Coordinator Acting Supervisor of Assessment and Grants	Professional Development reports AEs developed

<p>Science teachers will participate in the Central Connecticut State University grant to explore the physical aspects of the state's ecosystems to integrate science instruction and student assessment with literacy and research strategies. The goal is to develop teacher pedagogical content knowledge of middle school science content, inquiry and literacy instructional practices to improve student achievement in science as related to the Connecticut Science Content and Inquiry Standards (6 – 8).</p>	<p>September 2009 – June 2010 September 2010 – June 2011</p>	<p>Principal Assistant Principal VCMS science teachers Coordinator</p>	<p>Curriculum revised Lesson Plans</p>
<p>Special education students will be provided additional instruction and practice in science if needed as indicated on IEP goals during resource support time.</p>	<p>September 2009 - June 2010 September 2010 - June 2011</p>	<p>Principal Assistant Principal VCMS science teachers Special education teachers</p>	<p>Lesson Plans Goal Updates</p>

4. **Milestones, Benchmarks, and Evaluation:**

- Progress on the SMART goals will be assessed by department-based data teams regularly using a department-designed rubric and reported on tracking sheets
- DRP testing will be administered and recorded
- Reading Comprehension will be assessed using school-designed rubric
- Curriculum map for reading and English will be revised
- Timed writing sample for English and Social Studies – prompts, rubrics, and results
- Student Success Plans written
- Data from the Connecticut Benchmark Assessment System (CBAS)
- Discipline data from SWIS (School-Wide Information System)
- Progress monitoring data for grade 6 Reading and Mathematics interventions

5. **Professional Development:**

Vernon Public Schools has embraced the Connecticut Accountability for Learning Initiative (CALI). Our professional development includes monthly data team meetings in which we work in professional learning communities to analyze student data, plan instruction, and develop common assessments.

- District level training of VCMS staff (52 out of 88) in Data Driven Decision Making/Data Teams; nine VCMS staff trained in Advanced Data Driven Decision Making
- District level training of VCMS staff (nine) in Making Standards Work
- Training of all VCMS staff in an introduction to Research-Based Effective Teaching Strategies; twelve VCMS staff trained more in depth at District level training
- State sponsored (CALI) in house training (30 hours) on common formative assessments and connecting them to data team work
- Development of common assessments for SMART goal in reading, mathematics, writing, and science
- Development/revision of curriculum maps and Power Standards aligning curriculum with standards
- State sponsored training – year 2 - in School-Wide Positive Behavior Support and SWIS

6. **Parental Involvement:**

- Parent representatives on our ITA (Ideas to Action) Committee – VCMS School Effectiveness Committee
- Parent representatives on our School-Wide Positive Behavior Support Committee
- All teachers distribute a course expectation letter including course description; behavior expectations and consequences; grading, homework, and make-up work procedures; and contact information, requiring a parent/guardian signature.
- Inform parents/guardians of progress toward school goals
- Inform parents/guardians of student's progress in Mastery Skills Program
- Inform parents/guardians of student's progress in CMT Academy
- Progress towards special education goals mailed four times a year
- Parent/guardian conference with teachers in the development of Student Success plan with parent signature
- Letter to parents/guardians on summer reading program
- Newsletter information on Book Fair and Nutmeg competition
- Recruitment of parents/guardians for the Book Fair
- Shared reading information on e-mail etiquette by Annik Stahl and *How to Handle Difficult Parents: A Teacher's Survival Guide* by Suzanne Capek Tingley

7. **District Support:**

- Professional development at the district and school levels aimed at enhancing the development of skills to improve teaching and learning. The district will continue to commit at least 10 percent of Title funds on professional development in Decision Making for Results, Data Teams, Making Standards Work, Effective Teaching Strategies, Common Formative Assessments, Positive School Climate (PBS) and Scientific Research-Based Interventions.
- Release time, work days and/or summer workshop for development of rubrics, curriculum maps and Priority Standards

8. Teacher Educator and 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, job-embedded 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

9. State Support

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 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

VERNON CENTER MIDDLE SCHOOL PARENT INVOLVEMENT GUIDELINES

The goal of Vernon Center Middle School is to provide an atmosphere and program for all students to reach high levels of academic achievement, and social, artistic, physical, and emotional growth. We are devoted to helping every student achieve his/her maximum individual potential recognizing that this goal requires the collective best efforts of school personnel, the student, the parents, and the community at large. Because research overwhelmingly demonstrates the positive effect that parent involvement has on a child's academic achievement, Vernon Center Middle School expects active participation of parents/guardians in regular communication concerning academics and school activities.

1. Vernon Center Middle School 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.
2. Parents/guardians and Vernon Center Middle 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.
3. Parents will receive timely information about school programs. A description of the curriculum is provided to all parents/guardians in the Vernon Center Middle School Student-Parent Handbook. Parents/guardians will also receive written and verbal information regarding the types of academic assessments as well as the proficiency levels students are expected to meet. The school will provide regular opportunities to meet with parents/guardians, if requested, to discuss educational decisions regarding their child(ren). Time is available on a regular basis during team meetings.
4. Vernon Center Middle School will provide assistance to parents/guardians to understand Connecticut's and Vernon Public Schools' academic content standards and achievement standards through Fifth Grade 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 school/guidance counselors.

The school will maintain the parent/guardian resource library located in the Guidance office.

The Vernon Center Middle School PTO will be asked to assist the staff in developing activities and events for parent involvement.

Vernon Center Middle 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, counselors, and administrators will be regularly available to conference with parents/guardians;
- Teachers will communicate on a regular basis with families about student progress using mid-term reports and report cards;
- Staff may arrange home visits to promote the school-family connection.

Vernon Center Middle 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 Policies and Programs
 - VCMS Parent-Student Handbook
 - School-Home Compact
 - Summer Letters to Students
 - Course Expectation Letters
 - Student Success Plans
- Ongoing Communication
 - Monthly Newsletters
 - VCMS Web site
 - VCMS Guidance Web site
- Academic Performance and School Information
 - CMT (Individual and school report)
 - Strategic School Profile
 - No Child Left Behind school report
 - Mid-term Reports
 - Report Cards

Revised: July 2009

VERNON CENTER MIDDLE SCHOOL SCHOOL-HOME COMPACT
SOAR WITH EAGLE PRIDE

Families/parents will...

- Have high expectations of their children
- Provide a supportive learning environment at home including a positive attitude toward education
- Take responsibility for their children's attendance and punctuality
- Monitor children's time at home to support and enhance their learning
- Communicate and work with the school to promote student learning
- Be aware of the content and expectations of each course and teacher
- Regularly check their children's planbooks and monitor homework completion
- Take a role in district and building level decisions and participate in school programs
- Talk to their children about their daily school experiences
- Take advantage of community resources available to families
- Model and value the concept of lifelong learning
- Respect the school, staff, students, and family.

Students will...

- Understand and practice honesty and integrity
- Assume responsibility for themselves and their learning
- Believe that they can be successful by having positive attitudes and high expectations of themselves
- Know and abide by the discipline code, be punctual, and attend school regularly
- Know the expectations for each course
- Have all required materials for every class and be prepared to learn
- Regard homework as an important part of their academic success
- Take pride in their work and accomplishments
- Participate in a wide variety of learning activities to work toward mastery in all areas
- Recognize the importance of working as individuals and as team members
- Appreciate diversity by understanding and respecting individual differences
- Understand their roles as citizens of their communities
- Communicate with parents and teachers about school to promote school success
- Respect the school, staff, students, and family.

School will...

- Have high expectations for students
- Ensure that every student experiences a challenging curriculum
- Create lessons to foster higher order thinking skills
- Encourage all students to explore their talents
- Make counseling and support services available to students
- Provide a safe and clean learning environment
- Provide opportunities to explore and implement technology
- Include parents/guardians in important decisions and encourage open communication
- Inform parents of each course content
- Maximize connections across disciplines
- Create an environment facilitating successful student transitions
- Use a variety of assessment methods
- Provide a diverse extracurricular/athletic program
- Include diversity issues in developing and teaching school programs
- Respect the school, staff, students, and family.

S – Safety **O** – Organization **A** – Achievement **R** – Respect
Responsibility

ANNUAL NOTICE OF AYP

October 6, 2009

Dear Parent/Guardian:

The *No Child Left Behind Act (NCLB) of 2001* requires schools and school districts to annually report to all parents the status of *Adequate Yearly Progress (AYP)*. All students and each subgroup of 40 or more students are expected to score proficient or better in reading, writing, and mathematics. This year's target for AYP was 79% in reading, 82% in math, and 70% in writing. Attached is the annual report.

As a school, Vernon Center Middle School achieved AYP in reading, writing, and mathematics for the whole school population on the 2009 Connecticut Mastery Test. We also achieved AYP for the subgroup populations in reading and mathematics through the "Safe Harbor" provision. All of our subgroup populations made significant growth from the previous year to award us that designation. Because of this, Vernon Center Middle School identification as "*In Need of Improvement – Year 1*" has been placed on hold. If we succeed in achieving AYP for a second year, we will lose that identification.

We are working to sustain the growth we enjoyed last year through our monthly data team analysis of our students' work and achievement. Curriculum revision concentrates on clearly identifying the critical information to be taught and mastered at each grade level. Resources target instruction to assist all students in the general curriculum. We have enjoyed success with our school plan. We are making incremental growth with all of our students.

This year, we will continue with our curriculum work including developing common assessments and data team analysis of student work. Additionally, we understand that an educational environment that is safe and conducive to learning benefits all in the VCMS community. We have instituted PBS, *Positive Behavior Support*, to develop a comprehensive continuum of support designed to provide all students opportunities to achieve social and learning success. Students and staff are focusing on our core values of SOAR (Safety, Organization, Achievement, and Responsibility/Respect). We continue to monitor our data to develop strategies to reduce the percent of students who are suspended or expelled.

Vernon Center Middle School is a great school. Our curriculum is academically rigorous and we provide support for students to be successful. We exceed the state average in students enrolled in high school level classes – 43.8% in Algebra (33.9% - state) and 76.7% enrolled in Spanish or French (48.4% - state). Our students participate in drama club, band, chorus, intramural and interscholastic sports, newspaper club, Club VCMS, and student council. Above and Beyond is available to provide a structured after school academic and activities program. Our students are active in community service. Vernon Center Middle School is devoted to helping every student achieve his/her maximum individual potential. We also recognize that this goal requires the best efforts of school personnel, the student, the parents, and the community at large.

We invite you to participate in all aspects of school life. Currently, we are revising our school improvement plan to establish goals to increase student achievement, especially with the students in the subgroup populations. A draft copy is available in my office if you would like to review it. We welcome parent/guardian volunteers to assist in the library, in family and consumer science, and in subject classes. Parents/guardians are encouraged to meet with teachers to discuss your child's achievement. PTO meets every other month to discuss school topics. Finally, we host a myriad of school and team activities which we encourage you to attend.

If you have any questions about Vernon Center Middle School or the annual report, please contact me at 860-870-6070 or email me at Beth.Katz@vernonct.org.

Sincerely,

Beth A. Katz, Ph.D.
Principal



SOAR with Eagle Pride