

VERNON PUBLIC SCHOOLS

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TO: Richard Paskiewicz
FROM: Debbie Murasso
DATE: April 30, 2010
RE: Monthly Report on Actions to Improve Student Achievement

The Mission of the TEAM Program: *To promote excellence, equity, and higher achievement for Connecticut students by engaging teachers in purposeful exploration of practice through guided support and personal reflection...* **"Because good teachers matter most,"** Vernon's TEAM Coordinating Committee (TCC) met this month to finalize our **Three-Year Support Plan for Beginning Teachers and Mentors**. The draft has been distributed for review both to the administrative team and to the members of the *Teacher Evaluation and Professional Development Committee*. A May meeting of District Facilitators will serve as a forum to share district plans prior to their submission to the State.

At the April meeting of the **SRBI leadership team**, Vernon administrators finalized goals for the 2010-11 school year. To expand and deepen a shared understanding of our work, a brief Power Point presentation has been prepared and will be presented to each school's faculty before the end of this school year. Central Office administrators Debbie Murasso, Patti Buell, Judy Latonie, and Chris Ozmun will participate in the **"K-12 SRBI Road Show"** designed to (1) reflect on the 2009-10 SRBI district goals; (2) showcase the SRBI Handbook on the academic web server (www.vernonschools.org); (3) demonstrate the SRBI database capabilities; and (4) establish the 2010-11 SRBI district goals.

For a second year (2010-11), the State Department of Education will offer free technical assistance to support the implementation of **CALI (Connecticut Accountability for Learning Initiative)** content and skills to schools and districts in need of improvement. Up to three days of assistance per eligible school and up to three days of assistance for central administration can be requested in a number of specific modules: **Data Driven Decision Making/Data Teams, Engaging Classroom Assessments, Effective Teaching Strategies, Common Formative Assessments, School Climate, and Scientific Research- Based Interventions**. One application, which reflects the requests of all eligible schools and the central office, will be submitted by June 4, 2010.

“Start with what’s strong in every family, not with what’s wrong!” To support the School-Family-Community Partnership, Sally Sherman and Debbie Murasso attended an informational session for districts interested in strengthening relationships with families in support of student success. Based on the work of Joyce Epstein (**School, Family, and Community Partnerships: Your Handbook for Action**), participating schools would be provided training and assistance in the development of “systems” that promote the collaboration of all three. Information will be shared with the administrative team; Vernon’s ability to participate will be assessed.

At **Rockville High School** the guidance department hosted the 8th grade class from VCMS during the first two weeks of April. Students were given a brief overview of RHS procedures, a tour of the building, joined a classroom for an 84-minute block, and had lunch in the cafeteria. This visit is one of many initiatives in place to help ease the transition for incoming freshman students... On Wednesday, April 14th, the REACH students teamed up with students from Mr. Frost’s and Mr. Wright’s classes to attend a field trip to Lincoln Technical Institute in East Windsor. They were able to tour the beautiful facility and hear about the opportunities that Lincoln Tech offers students in various technical fields such as automotive, heating and air conditioning, and electrical... The Nova NET lab continues to be open after school on Wednesdays and Thursdays from 2:00 – 4:00 PM. The West Main Learning Center also has extended hours on Wednesdays until 7:30 PM for Nova NET lab use. These efforts were put in place to assist seniors who need extra time to complete courses before graduation... Eighty-one students are preparing to take 109 Advanced Placement Exams during the first two weeks in May. A successful score will earn these students college credit in the areas of Calculus, English, U.S. History, Studio Art, Chemistry, and Music... Data team highlights include:

| SMART Goal | Primary Instructional Strategy | Pre-Test | | Post-Test | | % Gains | Days of Instruc. |
|---|--|--------------|-------|--------------|-----|---------|------------------|
| | | % Proficient | | % Proficient | | | |
| | | # | % | # | % | | |
| The percent of geometry students scoring at or above proficiency in solving proportion equations and word problems will increase from 47% to 70% as measured by a common assessment given on or by April 26, 2010. | <ol style="list-style-type: none"> Summarizing and Note Taking Using Manipulatives | 63/134 | 47% | 115/155 | 74% | 27% | 7 Blocks |
| The percent of Algebra I students scoring at or above proficiency in solving systems of equations will increase from 37% to 57% % as measured by a common assessment given on or by March 29th. | <ol style="list-style-type: none"> Identifying similarities and differences (comparing) Nonlinguistic Representation (graphic representations) | 84/134 | 37% | 87/141 | 62% | 25% | 3 blocks |
| The percent of 11 th and 12 th grade students scoring at or above proficiency recognizing plagiarism will increase from 21.5% to 31.5% as measured by a common assessment given on or by 4/26. | <i>Student Writer</i> Worksheets w/direct quotations Sample essays showing correct quotations Goal setting | 54 | 21.5% | 133 | 50% | 28.5% | 7 |

| SMART Goal | Primary Instructional Strategy | Pre-Test | | Post-Test | | % Gains | Days of Instruc. |
|---|--|----------|-------|-----------|-------|---------|------------------|
| | | # | % | # | % | | |
| <p>The percent of chemistry students scoring at or above proficiency in adding integers will increase from 18.9% to 70.0% as measured by a common assessment given on or by 3/29/10.</p> <p>SMART GOAL ACHIEVED</p> | <ol style="list-style-type: none"> Notes on criss-cross method for writing chemical formulas (note taking/summarizing) Worksheets on criss-cross method (homework and practice) Bond with a classmate activity (cooperative learning) Daily objectives/agenda on board | 45/238 | 18.9% | 201/241 | 83.4% | 64.5% | 3 |

At **Vernon Center Middle School**, the afterschool **Tier 2 SRBI** intervention program is up and running. Five sets of cohorts are involved in math and/or reading interventions. For some students transportation is provided through the *Above and Beyond* program's afterschool bus... All eighth grade students participated in the pilot of the **spring universal screening** using the MAZE. The VCMS **SRBI screening committee** met, triangulated the data with DRP and CMT scores, and collaborated with reading teachers in a discussion of the results. A pool of candidates for the **Read 180** program at the high school was identified. Final recommendations and letters to parents will soon follow... To support **successful transitions** for students, fifth grade classes from each elementary school spent a portion of the day at VCMS... The third quarter **PBS (Positive Behavior Support)** activity was a great success. Officer Murphy helped provide Tier 3 training for students who have had significant or repeated behavioral difficulties during the year... Planning for the **2010 summer school** program continues... **CALI-centered professional development** continued as Neil Cowan from CREC returned to work with grade level science and social studies data teams... **Data Teams** report the following results:

- *The percent of grade 7 math students scoring at/above proficient in **division of fractions** increased from 41% to 80% as measured by a common assessment given by April 9th.*
- *The percent of grade 7 reading students scoring at/above proficient in **identifying the main idea** increased from 71% to 76% as measured by a common assessment given by April 12th.*
- *The percent of grade 6 reading students scoring at/above proficient in **summarizing** increased from 60% to 64% as measured by a common assessment given by April 14th.*
- *The percent of grade 8 language arts students scoring at/above proficient in **reader-text connections** increased from 40% to 65% as measured by a common assessment given by April 14th.*
- *The percent of grade 8 special education students scoring at/above proficient in **pictorial representation of numbers** increased from 60% to 100% as measured by a common assessment given by April 14th.*
- *The percent of grade 7 science students scoring at/above proficient in **understanding the circulatory system** increased from 16% to 82% as measured by a common assessment given by April 14th.*

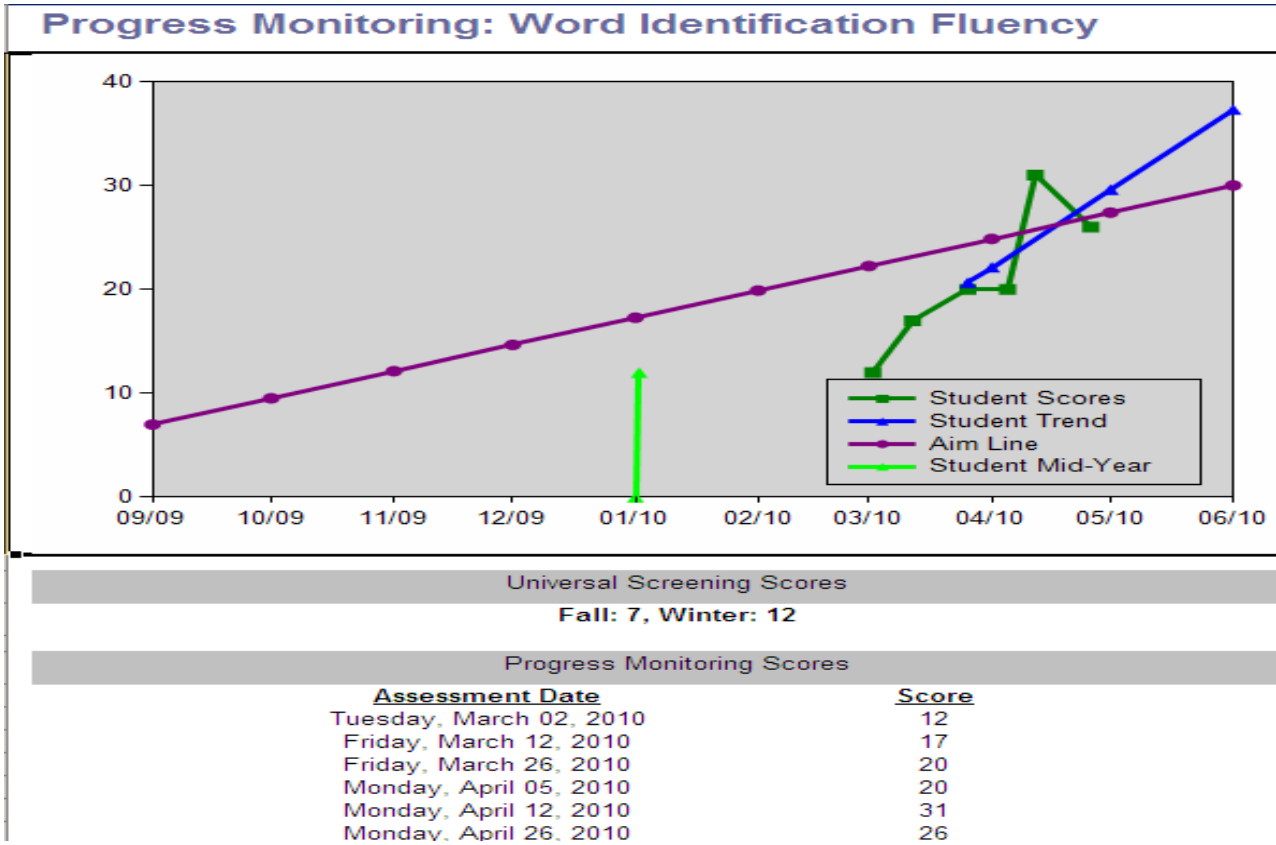
April was a busy month at **Lake Street School**. The **Positive Behavior Support** team completed days 5 & 6 of year one training and are working on the completion of all the assigned tasks in anticipation of next year's implementation of PBS. The PBS team recently shared a Power Point slide presentation with all staff to communicate the progress and goals for the 2010-2011 school year. Next year all staff will be following the same school expectations and all students will be taught those expectations the first few weeks of school... On April 7, LSS was the host site for a one day workshop on the **Lexia Reading** program. Lexia Reading is designed to help students acquire and improve their basic reading skills. The interactive, phonics-based activities reinforce sound-symbol correspondence and help develop automatic word recognition and comprehension. All LSS teachers in grades 1-3 attended this workshop. As we continue to look for better ways to meet the needs of all our students this is an example of a **scientifically research based intervention** that will help us achieve our goal... **After school tutoring** started during the month of April for students in grades 1-5. The focus of tutoring is based on the **State of Connecticut Language Arts Frameworks**... Data teams report the following:

| School | Data Teams (Grade or Dept.) | SMART Goal | Primary Instructional Strategy | Pre-Test % Prof./Better | | Post-Test % Prof./Better | | % Gains | Days of Instruction |
|--------------------|-----------------------------|--|--|-------------------------|-----|--------------------------|-----|---------|---------------------|
| | | | | # | % | # | % | | |
| Lake Street School | K/1 Lang. Arts | The % of kindergarten/grade 1 students scoring at/above proficiency in identifying the problem in the story will increase from 83% to 90% as measured by a common assessment given on/by April 28, 2010 SMART GOAL ATTAINED | <ol style="list-style-type: none"> 1. Model and practice problem/solution in story think alouds 2. Provide written assignments with curriculum reading to identify problem/solution 3. Allow students to act out or draw the story problem/solution for practice 4. Have students use easy readers on their level to identify problem/solution independently | 76 | 83% | 85 | 93% | 10% | 16 |
| | Grade 2 Lang. Arts | The % of grade 2 students scoring at/above proficiency in identifying author's purpose will increase from 45% to 70% as measured by a common assessment administered on/by 4/14/10 SMART GOAL ATTAINED | <ol style="list-style-type: none"> 1. Practice with graphic organizers from reading series and teacher made 2. Provide feedback after answering assessments 3. Peer feedback on scoring assessment | 19 | 45% | 38 | 90% | 45% | 14 |

| | | | | | | | | | |
|--|----------------------------------|--|---|-------------|-----|----|-----|-----|----|
| | <p>Grade 3 Lang. Arts</p> | <p>The % of grade 3 students scoring at/above goal on subtraction with borrowing/regrouping with 2 digit numerals will increase from 74 % to 88% as measured by a common assessment given on/by 4/27/2010 SMART GOAL ATTAINED</p> <p>NEW SMART GOAL The % of students scoring at/above proficiency on CMT strand B (making inferences and predictions), will increase from baseline data collected on 5/7 to ____% as measured by teacher created assessment</p> | <ol style="list-style-type: none"> 1. Model 2. Practice examples | 35 | 74% | 44 | 94% | 20% | 15 |
| | <p>Grade 4 Lang. Arts</p> | <p>The % of grade 4 students scoring at/above GOAL in text-to-self will increase from 76% to 85% as measured by a common assessment given on/by 4/28/10 SMART GOAL ATTAINED</p> | <ol style="list-style-type: none"> 1. Break apart question by identifying three main parts and have students label 2. Model for student using guided practice sample 3. Use highlighter tape to find details in the story to support answers | 38 | 76% | 45 | 90% | 14% | 10 |
| | <p>Grade 5 Lang. Arts</p> | <p>The % of grade 5 students scoring at/above GOAL in identifying character traits and providing supportive details from a story will increase from 23% to 70% as measured by a common assessment administered on/by May 19, 2010.</p> | <ol style="list-style-type: none"> 1. Modeling during teacher read aloud 2. Graphic organizers 3. Practice during guided reading groups (4x/week) 4. Giving students the character trait and having them find the evidence. | 11(at goal) | 23% | | | | |

After school tutoring also began at **Skinner Road School**. Teachers are providing remedial instruction in literacy as well as in mathematics. The programs for **Tier II intervention** are being used by the tutors. The teachers and students are finding the tutor time to be very valuable and effective at moving students forward, according to their need. Teachers are **monitoring student progress**, using the appropriate probes, and entering the data into the **SRBI database**. The fruits of their labor may be visualized using the “trend report” function within the database. Example follows... Lexia and Tier 2 services (reading and math) continue to be implemented during the school day... Teachers have been implementing **super-flexible groups** in grades 2-5 on a regular basis. In these groupings of students, teachers across the same grade level (and typically additional adult resources, paraprofessionals and specialists included) work with students from multiple classes. The idea behind these groups is to reduce the teacher to student ratio to provide **instruction that is targeted to student need**. .. The design of these groups is to be, as the name implies, flexible, so that, over time, groups can be reshuffled to attend to the changes in student need, as students learn new concepts, strategies,

and skills. Through the super-flex, teachers have begun to truly grapple with the screening data and see the need to **triangulate data**, with 2 other data sources, separate from the universal screening data. Teachers have determined that the students truly look forward to super-flexing and are highly engaged during the 30-minute segments, three times a week.



Following the completion of **elementary student progress reports**, teachers at **Center Road School** conducted **parent conferences**. It is always a nice opportunity to have a chance to talk face-to-face with parents about their child's progress... Charting homework completion is one way to help students understand **the relationship between effort and achievement**. Noteworthy achievements celebrated for the month of March are as follows: the percent of students completing homework was 72% in grade 1, 75% in grade 2, and 76% in grade 4... The **after school Math Academy** continued in April. The program has serviced over 60 students in grades 1 – 5. The focus has been on computational fluency and problem solving... Data teams report the following:

| School | Data Teams (Grade or Dept.) | SMART Goal | Primary Instructional Strategies | Pre-Test Students who reached Goal | | Post-Test Students who reached Goal | | % Gains | Days of Instruction |
|--------|-----------------------------|---|--|------------------------------------|-----|-------------------------------------|-----|---------|---------------------|
| | | | | # | % | # | % | | |
| Center | 1 | The percent of first grade students scoring at/above goal in 3 Dimensional Shapes will increase from 0% to 50% as measured by a common assessment given on/by 4/16. | Review pretest Show actual shapes Find shapes in room Sort shapes | 0 | 0% | 55 | 73% | 73% | 10 |
| | 2 | The percent of second grade students scoring at/above goal in Integrated Understandings Strand 25 will increase from 40% to 50% as measured by a common assessment given on/by April 16th. | Modeling Multi-step problems Circling or highlighting important information | 25 | 40% | 28 | 44% | 4% | 15 |
| | 3 | The percent of third grade students scoring at/above goal in Strand 25 will increase from 39% to 44% as measured by a common assessment given on/by 4/13/10. | Go over student responses who received a score of "3" out of 3. Students turned a "2" out of 3 into a "3" in leveled groups. | 23 | 39% | 40 | 66% | 27% | 12 |
| | 4 | The percent of fourth grade students scoring at/above goal in Multiplication Facts will increase from 19% to 45% as measured by a common assessment given on/by April 26, 2010. | Have students chant Multiplication Rap. Have students play online multiplication games. Continue to administer Mad Minutes. Play multiplication games in the classroom. | 15 | 19% | 44 | 54% | 35% | 15 |
| | 5 | The percent of fifth grade students scoring at/above goal in CMT Strand 25, (solve extended numerical, statistical, and spatial problems) will increase from 30% to 40% as measured by a common assessment given on/by April 15. | Review pre-test: what makes a score of 3? Write down strategies (charts, elements). Guided and independent practice – small groups. Whole class critique. | 24 | 30% | 49 | 63% | 33% | 14 |

The **Positive Behavior Support Team at Northeast School** attended the final two days of PBS training for the year. They are now in the process of “rolling out” implementation ideas to staff members... The **SRBI team** is finally up and running and the staff is getting used to using the referral forms. Teachers are also getting more knowledgeable reviewing and understanding the graphs that document “**trend line**” and “**aim line**”... Data teams report the following:

| | Data Teams (Grade or Dept.) | SMART Goal | Primary Instructional Strategy | Pre-Test % Proficient | | Post-Test Proficient | | % Gains | Days of Instruction |
|------------------|-----------------------------|--|---|-----------------------|----|----------------------|----|---------|---------------------|
| | | | | # | % | # | % | | |
| Northeast School | Kind. | The percent of students able to produce a 3rd rhyme with 80% accuracy will increase from 58% to 80% as measured by a common assessment given on/by March 15, 2010. | <ol style="list-style-type: none"> 1. Use the Starfall phonics program. 2. Direct instruction on sounding out words. 3. Use of letter cards. 4. Use of picture-sound cards. 5. Conduct lessons using sound cans. | 25 | 58 | 36 | 83 | 27% | 14 |
| | First | The percent of students scoring at/above proficiency in text / self connections will increase from 3% to 50% as measured by a common assessment given on/by April 15, 2010. | <ol style="list-style-type: none"> 1. Identify similarities and differences. 2. Cooperative learning. 3. Reinforce effort. 4. Modeling | 1 | 3% | 19 | 49 | 46% | 14 |
| | Fourth | The percent of students scoring at/above proficiency in algebraic concepts (Strand 23) will increase from 36% to 80% as measured by a common assessment given on/by April 10, 2010. | <ol style="list-style-type: none"> 1. Teach and model each type of problems in isolation. 2. Review process of elimination. 3. Re-teach number family concepts. | 12 | 36 | 28 | 80 | 44% | 15 |

At **Maple Street School**, first graders continue to work on mastering their addition and subtraction math facts. Testing has been un-timed for most of the school year. Students are now being asked to complete facts under timed conditions. In April, 82% of first grade students scored proficient or higher on their first timed test... Specific students in grade 2 were selected to receive **individual or very small group, intensive reading tutoring** either before or after school. Data from this tutoring is being analyzed. Tutoring occurs three days per week... A committee met to discuss ways to **improve students’ background knowledge**. One idea generated was to have monthly or bi-monthly school-wide themes to try to expose students to a variety of vocabulary and topics they might not otherwise encounter. The end-of-the year theme for this year is Summer Fun. Each grade has been assigned a topic (boats, activities, food, clothing, water, etc.). Word walls, facts of the day, and a school-wide picnic will be a part of the activities... **Positive Behavior Support (PBS) data** for April showed an improvement in student behavior during the first grade and second/third grade recess and lunch waves. In addition, 14 out of 15 classes earned an average score of

four or higher in their specialty area classes (classes are rated 1-5 every time students attend art, music, or physical education, with five being the best rating a class can earn). Many classes earned ratings of 4.5 or higher... The reading team is preparing for **increased monitoring** required by **SRBI frameworks** developed by administrators. The reading team is also working with the administration on scheduling of interventions and developing sound decision-making processes to determine when interventions need to be changed and what specific intervention strategies best fit student's learning needs.

At the **district level**, program coordinators and administrators are working hard to improve teaching and learning.

- Preschool and kindergarten special education teachers met to develop **transition to kindergarten guidelines**. Staff agreed to meet again in May to share/review standards and assessments...Related Service staff is exploring alternative service delivery models. They agree that one hour per week of pull out services is not the right fit for most children. Issues and discussion points have included...providing training to the adults who work with children on a daily basis (which facilitates generalization and acquisition of skills); consult with classroom staff (who are able to embed therapy activities into the day, thereby reducing the amount of time children are removed from their classrooms); requiring 1:1 paraprofessionals to observe therapy sessions; and offer home visits and/or training to families in lieu of a direct therapy session. In addition, the speech/language pathologists are currently putting together a packet of suggested **Tier 1 interventions** that are grouped by skill (i.e. listening comprehension, vocabulary, etc) and can be made available to teachers within the **VPS SRBI document**... The **Vernon Public Schools Autism Steering Committee** hosted its first annual Autism Awareness Fair on April 10, 2010. The purpose of the fair was to increase awareness and share information. This event was well received by the community and over 80 people attended... Ongoing assessment and monitoring of the **Vernon Preschool Collaborative** program continues. An informational tour of the Vernon Preschool Collaborative for Deputy Commissioner George Coleman is scheduled on May 18th.
- To support **high school to career transitions**, local employer Jeff Hutton worked with students from the TALC and ASEP programs on landscape design projects around RHS, including pruning, flowerbed design, and hard scape design. These groups are actively engaged in preparing the quadrangle for the RHS graduation ceremony. Mr. Hutton also developed two student-driven business planning groups to simulate the experience of running a business. Each group designed a business plan around a particular business theme and participated in a real-life exploration of the world of business, which included product research, pricing, design, and marketing.
- World Language teacher Chris Lewis received his **ECE (Early College Experience)** certification in French from UCONN this spring... Middle school world language data team reports the following: *The percent of grade 7 French students scoring at/above proficient in **vocabulary development** increased from 82% to 84%.*

- The K-12 Fine Arts Data Teams report the following results:

| School | Data Teams (Grade or Dept.) | SMART Goal | Primary Instructional Strategy | Pre-Test % Proficient | | Post-Test Proficient | | % Gains | Days of Instruction |
|--------|--|---|--|-----------------------|-----|----------------------|------------|------------|---------------------|
| | | | | # | % | # | % | | |
| | District Elementary Art Grade 5 | The percentage of grade 5 students scoring at/above proficient in <i>Understanding Art Vocabulary</i> will increase from 45% to 75 % as measured by a common assessment given on/by April 26, 2010 . SMART GOAL ACHIEVED | 1. Use master works to discuss vocabulary. 2. Didactic display of the Elements & Principles of Design made visible 3. Use appropriate art lesson / exemplars to reinforce vocabulary with visual cues. | 113/ 250 | 45% | 197/ 231 | 76% | 31% | 3 |
| | VCMS Art Grade 7 | The percentage of grade 7 students scoring at/above proficient in <i>Understanding Art Vocabulary</i> will increase from * to * as measured by a common assessment given on/by *will report - on different schedule due to rotations SMART GOAL NOT ACHIEVED | 1. Post vocabulary words in classroom and reflect upon them during instructional time. 2. Flash card activity | 7/ 41 | 17% | 25/ 37 | 68% | 51% | 10 |
| | RHS Foundations of Art & Design | The percent of Foundations of Art & Design students scoring at/above proficiency in <i>Understanding Art Vocabulary</i> will increase from 8% to 75% as measured by a common assessment given on/by April 14 , 2010 SMART GOAL NOT ACHIEVED | 1. Crossword puzzle 2. Make reference each class to the words displayed. 3. Word wall display 4. Informal teacher questioning/quizzing 5. "Test Yourself" – student activity | 8/ 96 | 8% | 66/ 95 | 69% | 61% | 15 |

| | | | | | | | | | |
|--|-----------------------------------|---|--|------------|-----|-------------|------------|------------|----|
| | RHS Photography II | The percentage of Photography II students scoring at/above proficiency in Understanding Art Vocabulary will increase from 61% to 75% as measured by a common assessment given on/by April 14, 2010 SMART GOAL ACHIEVED | 1. Teacher demonstration techniques of vocabulary words. 2. Students use and apply the techniques in class assignments throughout the quarter. 3. Teacher prepared vocabulary handouts | 61/ 110 | 61% | 102/ 107 | 95% | 34% | 15 |
|--|-----------------------------------|---|--|------------|-----|-------------|------------|------------|----|

| School | Data Teams (Grade or Dept.) | SMART Goal | Primary Instructional Strategy | Pre-Test % Proficient | | Post-Test Proficient | | % Gains | Days of Instruction |
|--------|--|---|---|-----------------------|-----|----------------------|------------|------------|---------------------|
| | | | | # | % | # | % | | |
| | District Elementary Music Grade 5 | The percentage of grade 5 students scoring at/above proficient in Understanding Music Vocabulary will increase from 57% to 70% as measured by a common assessment given on/by April 16, 2010 . SMART GOAL ACHIEVED | 1. Matching Game at the board to ID terms & definition. 2. Listening activity to music to ID changes in dynamics & tempo | 150/ 265 | 57% | 229/ 252 | 91% | 34% | 3 |
| | Instrumental Band Grades 5 & 7 | The percentage of Grade 5 & 7 Instrumental Band students scoring at/above proficient in Understanding Music Vocabulary will increase from 52% to 83% as measured by a common assessment given on/by April 26, 2010 . SMART GOAL NOT ACHIEVED | 1. Word wall 2. Flash cards – identify with word wall 3. Vocabulary identification through student performance from sheet music and/or warm-ups | 91/ 173 | 52% | 114/ 167 | 68% | 16% | 2 |

| | | | | | | | | |
|---|--|---|-----------|-----|------------|-------------|------------|---------|
| General Music Grade 8 | The percentage of Grade 8 General Music students scoring at/above proficiency in Understanding Music Vocabulary will increase from 76% to 84% as measured by a common assessment given on/by March 7, 2010 . SMART GOAL ACHIEVED | 1. Students will create a study guide. 2. Teachers will provide daily oral review 3. Students will play a "Pictionary" type game. | 35/ 46 | 76% | 47 / 47 | 100% | 24% | 10 |
| Music Theory Basic Piano Grades 9 - 12 | The percentage of Grade 9 - 12 General Music students scoring at/above proficiency in Understanding Music Vocabulary will increase from 19% to 84% as measured by a common assessment given on/by April 12, 2010 . SMART GOAL ACHIEVED | 1. Provide daily practice to reinforce the concept of each new term. 2. Use question/answer review during each class. | 5/ 26 | 15% | 22/ 26 | 85% | 70% | 10 - 18 |

- The **School Wellness Council** met on April 13th at RHS. Bryan Flint from the **Vernon Community Network** attended our meeting. The VCN is developing a community plan with the goal of **"all Vernon children are safe, healthy, and productive."** The Network is working on a grant to focus on measurable results/outcomes that can be tracked... On April 13th the SWC was invited to attend the NES PTO to make a presentation about the Council and its successes. There was plenty of discussion relative to the guidelines for food served during and after school hours, as well as food fundraising... Thank you to the CRS community for hosting the Roadrunner Dash on Saturday, April 10th.
- The **Athletic Advisory Committee** met on April 13th. The new athletic mission statement was shared and accepted.
"The Rockville High School Community and Athletic Department is committed to working with student athletes and with parents by promoting meaningful academic and athletic programs for all student athletes. We look to develop student athletes in pursuit of excellence in education, sportsmanship and citizenship through all levels of competition".
 The AAC would also like to pursue the development of the **RHS Athletic Hall of Fame**. The plan is to have this in place for the 2011-2012 school year.

- The ***K-12 Health and Physical Education*** teachers are sharing their fitness data with the representative schools so that next year's teacher will be able to proceed with continued baseline data to help in improving the standards. Teachers are in the process of testing students during the off grade level testing period...*At RHS, the percent of second semester, male PE students **completing the mile in 10:30 minutes or faster** increased from 72% to 78% as measured by a common assessment given on or by April 14, 2010. There was no change (51%) in the % of second semester, female PE students completing the mile in 10:30 minutes or faster...* A presentation for students about making smart choices, respecting parents and rising above disabilities has been scheduled for Thursday, May 6th at RHS. Sarah Panzau, a compelling speaker will encourage RHS students to make smart choices.
- Three ***revised curriculum documents*** (Video Production I and II, Personal Finance, and Fashion Trends) have been completed and will be presented to the Board for approval in May... The career education department continues to build ***partnerships with the business community*** to support student interest and success. A follow up meeting with representatives from Bombardier, Hamilton Sunstrand, and Rockbestoes is being scheduled for the fall... The guidance department and Jerry Griffin met to discuss developing ***college to career pathways*** for specific career clusters. At present, two pathways (education and accounting) have been developed by the vocational departments. The pathways will be posted to the RHS website and will used to assist students in the selection of courses for specific careers... The communication cluster has been completed.
- Congratulations to Jerry Griffin, Judy Latonie, Maralee Parker, Michael Savignano, and others who contributed to the development of a successful Title II, Part D competitive grant application, ***Project SELECT (Strategies to Enhance Literacy by using Electronic Communication Tools)*** will provide \$100,000 in equipment and professional development to implement a technologically enriched learning environment to improve communication skills (reading and wring) at Vernon Center Middle School.
- In support of our implementation of ***SRBI***, continued progress toward all three goals has been made.

Goal 1: Deepen our district's understanding of SRBI/RTI - Numerous additions and improvements to the ***SRBI Handbook*** have been posted on the VPS academic web server at <http://www.vernonschools.org/table.html>. Judy Latonie has prepared a PowerPoint presentation for the SRBI Road Show coming to a school near you!

Goal 2: Strengthen Core Instruction and Tier I Interventions – Power standards in English Language Arts and Social Studies at VCMS have been clarified. Curriculum writing efforts at VCMS have strengthened the ELA and SS departments' capacity to facilitate/continue similar efforts through department meetings next year.

Goal 3: Implement universal screenings in K-6 for math and reading - spring universal screening in reading (MAZE) has been completed for grade 8. These results, along with CMT history, teacher recommendations, and Scholastic Reading Inventory results will be used to populate the resurrected strategic reading course for 9th graders at RHS... Universal screening materials in reading for K-5 have been distributed and spring testing dates have been established.

Recognitions

Thank you, Judy Latonie, for creating our Power Point presentation for the “SRBI Road Show.”

Thank you, Rockville High School faculty and students, for proudly showcasing your talents and enthusiasm as a Channel 3 “Cool School” on April 16, 2010.

Thank you, Kim McTighe and Monique Negrón, for organizing the SSNAP group’s IMPACT presentation for juniors and seniors regarding the dangers of drinking and driving.

Congratulations to Pete Borofsky, Brian Forte, and the RHS Student Council for organizing another successful Band Aid music festival on April 16th.

Thank you to the Lake Street School PBS team Carol Berger, Karen Davis, Jessie Vega, Tara Mientus, Ann Veniscofsky, and Kathy LaPlante for your work in preparation for next year’s implementation.

Thank you to our administrative team who has met the challenges faced by school leaders today with energy and enthusiasm. Imagine being asked to perform two very different jobs simultaneously. Running the school or district you have and leading an improvement process to create the school or district you must become. It is likened to being asked to rebuild a plane, WHILE YOU ARE FLYING IT!

Congratulations to this year’s Profiles in Professionalism award recipients: Karen Miklas – NES, Joanne Matson - LSS, Karen Eckblom – SRS, Maureen Kearney – SRS, Judy Latonie – CO, Shari Beaupre – VRABE, Svetlana Grishtaev – VRABE, Beth Crotty – SRS, Linda Tine – SRS, Deborah Luria – SRS, Janet Greenwood – VCMS, Amy Violette – MSS, Cindy Schnell – MSS, Jean Hyman – VCMS, and Deborah Halpryn – VCMS.

With gratitude to our Vernon Public School staff who organized and made the Autism Awareness Fair a huge success...Valerie Sexton-CRS, Amanda Lewin-CRS, Zainab Al-Khabbaz-CRS, Sarah Shapiro-MSS, and Dianne Smith-VCMS.

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