

VERNON PUBLIC SCHOOLS DISTRICT IMPROVEMENT PLAN

District: Vernon Public Schools
Superintendent: Mary P. Conway, Ed.D

School Year: 2009 - 2011
Date: November 2010

Superintendent's Signature : _____ Date: _____

... On the Federal No Child Left Behind – Adequate Yearly Progress Report: According to federal legislation, approximately 8 in 10 of all students and subgroups of 40 or more students (economically disadvantaged, minority, students with disabilities, and English language learners) are required to achieve the proficiency targets of **No Child Left Behind**. Based on these higher academic content standards, four Vernon schools achieved AYP. Lake Street School met the ambitious targets where approximately 8 in 10 students scored at/above proficient in reading and math. And Center Road School, Maple Street School, and Rockville High School achieved AYP through the “Safe Harbor” provision by reducing by 10% the percent of students who achieved at/below basic from 2009 to 2010. Three Vernon schools (SRS, NES, VCMS) and the District did not achieve AYP.

AYP Status for 2009-10: (based on the spring 2010 administration of the CMT/CAPT)

A = Achieved
NA = Not Achieved

CRS	MSS	LSS	SRS	NES	VCMS	RHS	District
A	*A	A	NA	***NA	***NA	**A	****NA

- * Status as school “In Need of Improvement – Year Two” On Hold
- ** Status as school “In Need of Improvement – Year One” On Hold
- *** Identified as school “In Need of Improvement – Year Two”
- **** Identified as district “In Need of Improvement – Year Two”

Sanctions/Consequences:

Title I schools “In Need of Improvement – Year One” are required to:

- develop or revise a two-year school improvement plan in consultation with parents/guardians, school district staff, and any outside expert who is providing assistance, within 3 months of identification;
- submit the plan to the district for peer review and to the local board of education for approval;
- implement the plan expeditiously upon approval;
- spend at least 10% of its Title I allocation on professional development;
- provide Public School Choice;
- notify parents/guardians of the identification and of the public school choice option; and
- provide the district, the local board of education and the CSDE an annual report of progress.

Title I schools “In Need of Improvement – Year Two” are required to:

- Continue to revise and implement its school improvement plan;
- Continue to offer all students attending Title I schools as “In Need of Improvement” the option to transfer to non-identified schools in the district and provide or pay for transportation within certain cost limits;
- Notify parents/guardians of the public school choice option; and
- Continue to spend at least 10 percent of its Title I allocation on professional development that directly addresses the achievement problems that caused it to be identified.

In addition to the above, the school district must also do the following:

- Offer low-income students attending the school the opportunity to receive supplementary educational services (SES) outside of the school day;
- Give parents/guardians of eligible students the option of choosing among the state-approved providers in the area on a space-available basis;
- Pay the costs of the supplemental educational services, within certain cost limits;
- Give priority to the lowest-achieving students if there are not enough funds to cover the costs of supplemental services for all eligible students;
- Notify parents/guardians of the availability of SES; and
- Continue to ensure the provision of technical assistance as the school develops and implements the school plan as defined in Section 1116(b)(4)(B) of the Title I statute.

Districts receiving Title I funds and identified as ‘In Need of Improvement – Year 2’ are required to:

- Continue to revise a district plan in consultation with parents/guardians, school staff and others, within 3 months of identification;
- Implement the improvement plan expeditiously;
- Notify parents/guardians; and
- Reserve not less than 10 percent of its Title I Part A funds for high quality professional development for instructional staff that is specifically designed to improve classroom teaching and continue to reserve and use these funds for this purpose during each fiscal year it is identified for improvement.

Belief Statements

“Everyone must play a part in leading the learning. Leading the learning means knowing your job and doing it well; it means opening yourself to new tasks and responsibilities; letting go of old assumptions and being prepared to be trained in new skill areas; and holding yourself to the highest standards possible.”

...from Mark McQuillan, Commissioner of Education, March 2007

We believe in...

- The development of **core general education curriculums** that is comprehensive in addressing a range of important competencies (**power standards**) in each academic domain.
- The implementation and application of **research-based effective teaching strategies**.
- **Differentiation** of instruction for all learners, including students performing above and below grade level expectations.
- The administration of **common formative assessments** that enable teachers to **monitor** academic and social progress, and identify those who are experiencing difficulty early.
- In the development of **benchmarks and progress monitoring** to establish where students should be functioning at different points in the school year in order to be on target to attain grade-level competencies and standards by the end of the school year.
- **Early intervention** (resources and time) for students experiencing academic and /or behavioral difficulties to prevent the development of more serious educational issues later on.
- In educational **decision-making driven by data** involving students' growth and performance relative to peers that are carefully and **collaboratively analyzed** by teams of educators, 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.
- A **continuum of support** that is part of the general education system, with increasing intensity and/or individualization.
- A **systemic approach to core educational practices** that is **implemented with fidelity**, that is, in the manner it was intended to be used, in which teachers within a grade use the same sets of common assessment for all students, address the same curricular competencies, and share the same behavioral expectations.
- **Professional development** to assist educators and administrators in implementing the practices of “improving schools.”

...from **Using Scientific Research-Based Interventions: Improving Education for all Students**, Connecticut's Framework for RTI, Connecticut State Department of Education, February 2008,

We will not give up until we find a way for every child to experience academic, emotional, social, and physical growth. Failure is NOT an option!

(from Vernon's District Instructional Planning Committee, October 2008)

District Improvement Planning Committee

Sue Andrews	<i>Assistant Principal, Rockville High School</i>
Patricia Buell	<i>Director, Pupil Personnel</i>
Laura Bush	<i>Member, Vernon Board of Education</i>
Judy Latonie	<i>Reading/Language Arts and Social Studies Coordinator</i>
Christopher Ozmun	<i>Mathematics and Science Coordinator</i>
Beth Katz	<i>Principal, Vernon Center Middle School</i>
Pamela Moody	<i>Parent</i>
Debbie Murasso	<i>Assistant Superintendent, Committee Chair</i>
Lois Possell	<i>Principal, Maple Street School</i>
Dianne Smith	<i>Mathematics Teacher, Vernon Center Middle School</i>
Robert Testa	<i>Principal, Lake Street School</i>

I. Data Analysis / Assessment of Need:

School decision-makers need a deliberate process to guide them through the examination and analysis of data. Without this, they may be apt to substitute strongly held opinions for the fact-based conclusions that would be derived from review of the actual data.
Dr. Douglas Reeves

A. Student Achievement Data – Whole Group District Analysis – Grades 3, 4, 5

Comparison of the Performance of Grade 3, 4, and 5 Students on the CMT 2006-2010						
	Percent At / Above Goal			Percent At / Above Proficient		
	Gr. 3	Gr. 4	Gr. 5	Gr. 3	Gr. 4	Gr. 5
Mathematics						
2006	59.8	57.7	55.4	85.6	81.4	79.1
2010	59.8	58.1	74.0	79.9	81.4	87.8
Change 2006 to 2010	.0	+0.4	+18.6	-5.7	.0	+8.7
Reading						
2006	63.1	62.6	62.2	79.0	74.8	75.9
2010	46.5	47.9	55.9	64.7	62.6	73.9
Change 2006 to 2010	-16.6	-14.7	-6.3	-14.3	-12.2	-2.0
Writing						
2006	57.5	64.7	63.6	82.3	85.6	86.2
2010	52.7	57.8	65.2	75.0	88.4	88.9
Change 2006 to 2010	-4.8	-6.9	+1.6	-7.3	+2.8	+2.7

B. Student Achievement Data – Whole Group District Analysis – Grades 6, 7, 8

Comparison of the Performance of Grade 6, 7, 8 Students on the CMT 2006 - 2010						
	Percent At / Above Goal			Percent At / Above Proficient		
	Gr. 6	Gr. 7	Gr. 8	Gr. 6	Gr. 7	Gr. 8
Mathematics						
2006	49.7	56.4	54.2	78.3	78.7	79.7
2010	62.9	57.4	63.9	85.7	82.5	86.1
Change 2006 to 2010	+13.2	+1.0	+9.7	+7.4	+3.8	+6.4
Reading						
2006	56.9	69.3	59.0	70.0	79.9	71.0
2010	71.9	68.9	67.1	87.9	80.7	79.6
Change 2006 to 2010	+15.0	-0.4	+8.1	+17.9	+0.8	+8.6
Writing						
2006	62.7	58.7	61.2	83.3	78.9	80.3
2010	60.9	52.6	56.6	84.3	71.1	75.2
Change 2006 to 2010	-1.8	-6.1	-4.6	+1.0	-7.8	-5.1

C. Student Achievement Data – Whole Group Analysis – Grade 10

Performance of Grade 10 Students on the CAPT, 2007-2010		
	Percent At / Above Goal	Percent At / Above Proficient
Mathematics		
2007	42.8	77.6
2010	39.9	77.9
Change 07 to 10	-2.9	+0.3
Science		
2007	42.7	85.8
2010	40.2	84.7
Change 07 to 10	-2.5	-1.1
Reading		
2007	36.8	77.6
2010	34.5	83.7
Change 07 to 10	-2.3	+6.1
Writing		
2007	53.6	87.5
2010	44.6	82.6
Change 07 to 10	-9.0	-4.9

D. Student Achievement Data – Subgroup District Analysis

See Addendum B: Longitudinal Analysis of Subgroup Performance

Percent At/Above Proficient

In Reading, CMT Grade 3 through 8 and CAPT Grade 10

In Mathematics, CMT Grade 3 through 8 and CAPT Grade 10

In Writing, CMT Grade 3 through 8 and CAPT Grade 10

In Science, CAPT Grade 10

E. Assessment Guidelines, Ninth Edition (excerpts from)

- Spring 2006 – federal legislation **No Child Left Behind** requires the annual testing of all students in grades 3 through 8 and in grade 10.
- Spring 2008 – federal legislation **No Child Left Behind** requires annual science testing of all students in grades 5, 8, and 10.
- Spring 2009 – state expands assessment options for students with disabilities. In addition to the **Skills Checklist** (an alternate assessment based on alternate achievement standards for no more than 1% of students), the state pilots the **MAS** (an alternate assessment based on **modified academic achievement standards** for no more than 2% of students with disabilities).

**F. Related District-Level Factors (from Strategic School Profile 2008-09)
Indicators of Educational Need**

1. Students eligible for free/reduced-price meals	2008-09	25.1	
	2007-08	27.6	
2. Non-English home language	2008-09	5.9	
	2007-08	5.9	
3. PK-12 students receiving special education services in district	2008-09	10.4	
	2007-08	9.8	
4. Kindergarten students who attended pre-school, nursery school or Headstart	2008-09	83.4	
	2007-08	73.5	
5. Total minority	2008-09	27.8	
	2007-08	25.9	
6. Students in grades above school's entry grade who attended same school the previous year	LSS	75.0	
	MSS	79.9	
	NES	88.5	
	SRS	85.2	
	CRS	87.0	
	VCMS	94.3	
7. Teachers with Master's Degree or above	District	75.8	
	DRG	77.2	
	State	76.1	
8. Cumulative Four-Year Dropout Rate – RHS	Class of	2008	5.8
	Class of	2007	4.1

G. Other Student Academic Indicators

Goal

Achievement

1. Percent of students taking SAT examination	Increase
2. Average SAT verbal/nonverbal writing score	Increase
3. Percent and diversity of students enrolled in Advanced Placement/Early College Experience classes	Increase
4. Average daily attendance of students	Increase
5. Percent of students missing 10 or more days of school	Decrease
6. Percent of students suspended or expelled	Decrease

Teaching and Learning Environment

7. Professional development hours related to the practices of improving schools and to school climate	Increase
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Active Engagement of Parents and the Community

8. Number of opportunities for all involved to become acquainted with school system goals and expectations	Increase
9. Number of interactive parent contacts regarding student achievement	Increase

H. No Child Left Behind Academic Achievement Requirements

1. **Annual Testing:** NCLB required the annual testing of all students in reading and mathematics in Grades 3 through 8 and in grade 10 beginning in 2005-2006. By 2013-2014, every state, school district, and school has the goal of 100 percent of their students reaching proficiency in reading and mathematics.
2. **Adequate Yearly Progress (AYP) Criteria**
 - Whole school/district
 - Each subgroup with at least 40 students
 - White
 - Black
 - Hispanic
 - Students with Disabilities
 - English Language Learners
 - Economically Disadvantaged
 - Additional Academic Indicator
 - CMT: 70% At/Above Basic in Writing or Annual Improvement
 - CAPT: 70% Graduation Rate or Annual Improvement
 - Participation in Standard Test or CMT/CAPT Checklist: 95%
3. **Adequate Yearly Progress (AYP) Targets**

	CMT		CAPT	
	Reading	Mathematics	Reading	Mathematics
2002-03				
2003-04	57%	65%	62%	59%
2004-05				
2005-06	68%	74%	72%	69%
2006-07				
2007-08				
2008-09	79%	82%	81%	80%
2009-10				
2010-11				
2011-12	89%	91%	91%	90%
2012-13				
2013-14	100%	100%	100%	100%

II.A. Previous Smart Goals (2009-10)

1. The percentage of students in grades 3 through 8 and in grade 10 scoring at/above goal in reading will increase 5% by the end of the 2009-10 school year as measured by the Connecticut Mastery Test / Connecticut Academic Performance Test administered in March 2010:

CMT / CAPT 2009/2010 Reading

	2009	2010		(* Progress Noted)	(** SMART Goal Attained)
Grade 3	37.5	46.5	**		
Grade 4	57.4	47.9			
Grade 5	64.2	55.9			
Grade 6	65.5	71.9	**		
Grade 7	69.6	68.9			
Grade 8	64.8	67.1	*		
Grade 10	41.3	34.5			

2. The percentage of students (in grades 3 through 8 and in grade 10) in identified subgroups scoring at/above proficient in reading will increase 10% by the end of the 2009-10 school year as measured by the Connecticut Mastery Test / Connecticut Academic Performance Test administered in March 2010:

CMT/CAPT 2009/2010 Reading

	Gr. 3		Gr. 4		Gr. 5		Gr. 6		Gr. 7		Gr. 8		Gr.10	
	2009	2010	2009	2010	2009	2010	2009	2010	2009	2010	2009	2010	2009	2010
Black	43.6	42.9	66.7	45.9	61.9	57.9	72.4	76.9*	71.0	77.1*	58.1	61.1*	68.8	66.7
Hispanic	29.0	37.8*	45.7	24.0	60.9	53.1	74.1	55.0	65.4	71.4*	45.0	62.5*	73.9	68.2
Free/Reduced	43.6	41.6	57.3	47.3	59.7	60.4*	68.9	72.0*	63.2	70.2*	56.6	57.3*	63.8	72.2*
Special Education	33.3	21.1	19.2	22.2*	25.0	27.3*	50.0	66.7**	47.6	38.1	47.6	53.8*	23.1	42.1**
District	61.0	64.7*	72.6	62.6	80.8	73.9	83.1	87.9*	81.6	80.7	76.3	79.6*	81.6	83.7*

In reading grades 3 through 8 and in grade 10, there is evidence of increased student achievement from 2009 to 2010 in 23 of the 42 data points or 55%.

3. The percentage of students in grades 3 through 8 and in grade 10 scoring at/above goal in mathematics will increase 5% by the end of the 2009-10 school year as measured by the Connecticut Mastery Test / Connecticut Academic Performance Test administered in March 2009:

CMT / CAPT 2009/2010 Mathematics

	2009	2010		(* Progress Noted)	(** SMART Goal Attained)
Grade 3	54.5	59.8	**		
Grade 4	53.7	58.1	*		
Grade 5	63.4	74.0	**		
Grade 6	64.1	62.9			
Grade 7	59.4	57.4			
Grade 8	64.1	63.9			
Grade 10	40.8	39.9			

4. The percentage of students (in grades 3 through 8 and in grade 10) in identified subgroups scoring at/above proficient in mathematics will increase 10% by the end of the 2009-10 school year as measured by the Connecticut Mastery Test / Connecticut Academic Performance Test administered in March 2010:

CMT/CAPT 2009/2010 Mathematics	Gr. 3		Gr. 4		Gr. 5		Gr. 6		Gr. 7		Gr. 8		Gr.10	
	2009	2010	2009	2010	2009	2010	2009	2010	2009	2010	2009	2010	2009	2010
Black	64.1	71.4*	69.4	64.9	52.4	73.7**	75.9	68.0	58.1	71.4**	70.0	77.8*	51.6	54.5*
Hispanic	64.5	54.1	62.9	60.0	65.2	81.3**	70.4	52.4	73.1	67.9	70.0	73.9*	60.0	57.1
Free/Reduced	66.3	62.4	70.8	68.8	67.1	76.1*	78.7	65.8	68.8	70.2*	74.0	70.7	58.0	55.6
Special Education	55.6	35.0	50.0	47.4	40.0	73.9**	53.3	50.0	45.0	55.0**	57.1	52.0	25.9	27.8*
District	79.9	79.9	79.3	81.4*	84.1	87.8*	88.3	85.7	85.2	82.5	87.8	86.1	81.3	77.9

In mathematics in grades 3 through 8 and in grade 10, there is evidence of increased student achievement in 17 of the 42 data points or 40%.

II.B. New Smart Goals (2010-11)

1. The percent of students in grades 3 through 8 scoring mastery in reading comprehension will increase 10% in each of the content strands by the end of the 2010-11 school year as measured by the CMT administration in March 2011.

Reading – Grade 3						
	Reading Comprehension				Total Reading	
Year	% Mastery by Content Strand				% At/Above Goal	% At/Above Proficiency
	1	2	3	4		
2006	80	87	56	44	63.1	79.0
2007	79	86	36	49	62.1	77.4
2008	66	75	46	56	48.0	67.7
2009	62	74	51	50	37.5	61.0
2010	79	80	40	74	46.5	64.7

Reading – Grade 6						
	Reading Comprehension				Total Reading	
Year	% Mastery by Content Strand				% At/Above Goal	% At/Above Proficiency
	1	2	3	4		
2006	69	60	30	68	56.9	70.0
2007	81	69	37	75	68.1	78.2
2008	84	73	42	82	66.6	78.6
2009	83	76	34	75	65.6	83.1
2010	86	82	60	82	71.9	87.9

Reading – Grade 4						
	Reading Comprehension				Total Reading	
Year	% Mastery by Content Strand				% At/Above Goal	% At/Above Proficiency
	1	2	3	4		
2006	77	65	52	60	62.6	74.8
2007	82	66	33	62	58.0	77.5
2008	84	64	49	60	53.3	69.8
2009	83	64	53	64	57.4	72.6
2010	82	61	33	54	47.9	62.6

Reading – Grade 7						
	Reading Comprehension				Total Reading	
Year	% Mastery by Content Strand				% At/Above Goal	% At/Above Proficiency
	1	2	3	4		
2006	77	59	37	72	69.3	79.9
2007	68	47	23	64	61.1	72.0
2008	71	76	56	73	72.4	81.9
2009	70	74	54	72	69.6	81.6
2010	89	80	56	77	68.9	80.7

Reading – Grade 5						
	Reading Comprehension				Total Reading	
Year	% Mastery by Content Strand				% At/Above Goal	% At/Above Proficiency
	1	2	3	4		
2006	75	77	45	79	62.2	75.9
2007	78	80	43	81	64.1	78.3
2008	78	77	54	85	62.7	75.7
2009	80	77	59	90	64.2	80.8
2010	93	80	73	89	55.9	73.9

Reading – Grade 8						
	Reading Comprehension				Total Reading	
Year	% Mastery by Content Strand				% At/Above Goal	% At/Above Proficiency
	1	2	3	4		
2006	48	51	55	57	59.0	71.0
2007	53	64	43	61	59.6	73.9
2008	61	60	47	62	54.5	73.8
2009	64	70	50	67	64.8	76.3
2010	74	80	54	71	67.1	79.6

2. The percent of students in grade 10 scoring at/above goal in reading across the disciplines will increase 10 % in the average raw scores of response to literature and reading for information as measured by the CAPT administered in March 2011.

Reading Across the Disciplines– Grade 10				
	Response to Literature	Reading for Information	Total Reading	
Year	Average Raw Score	Average Raw Score	% At/Above Goal	% At/Above Proficiency
2007	6.8	12.9	36.8	77.6
2008	6.8	12.5	38.7	81.9
2009	6.9	12.8	41.3	81.6
2010	6.5	11.9	34.5	83.7

III. Actions / Strategies / Interventions	Timeline	Person(s) Responsible	Means of Evaluation/ Results Indicator
<p>Monitor the implementation of the Data Driven Decision Making/Data Team Protocol, K-12</p> <ul style="list-style-type: none"> • Identify specific area of targeted focus • Establish SMART goals • Determine instructional strategies • Establish results indicators (common assessments) • Agree on what constitutes proficiency (a uniform basis/rubric by which to evaluate student work) • Score collaboratively <p>Monitor the degree to which data teams are implemented with fidelity</p>	<p>September 2009 through June 2011</p> <p>Monthly</p>	<p>Assistant Superintendent Building Level Administrators Program Coordinators Data Team Leaders</p> <p>Administrators</p>	<p>The <i>Instructional Analysis Tool</i> will be used to determine if an area of need is a curriculum issue or an instructional issue.</p> <p>Data Team meetings will be observed.</p> <p>Building level administrators will meet monthly with data team leaders and will assemble a notebook of data team minutes.</p> <p>Data on the status of SMART goals will be documented on the Data Team Tracking Form and submitted monthly to the Assistant Superintendent</p>

Actions/Strategies/Interventions	Timeline	Person(s) Responsible	Means of Evaluation/ Results Indicator
<p>Align teacher and administrator evaluation (PGO's) and professional development activities to the SMART goals/objectives of the School Instructional/Improvement Plans (SIP) and the District Instructional Plan (DIP).</p>	<p>September 2009 through June 2011</p>	<p>Teachers Administrators Assistant Superintendent</p>	<p>Copies of teacher/administrator professional growth objectives linked to SIP and DIP will be submitted to the designated evaluator.</p> <p>CEU proposals will reflect alignment.</p> <p>Requests for professional days will be approved based on alignment to SMART goals.</p>
<p>Improve transition communication for students at risk of failing to learn, PK-12</p> <p>Define practices that support successful student transitions from PK-5 to 6-8 to 9-12.</p>	<p>September 2009 through June 2011</p>	<p>Teachers Administrators Assistant Superintendent</p>	<p>Activities implemented to improve student transitions will be documented by the PK-12 Student Success Committee.</p>
<p>Align IEPs to the core general education curriculum (power standards/performance expectations)</p> <p>Support the use of IEP Direct to strengthen the consistent development of IEPs that are compliant with state regulation.</p>	<p>September 2009 through June 2011</p>	<p>Director of Pupil Personnel Supervisor of Special Education Supervisor of Early Childhood Building Administration Special Education Teachers and Related Services</p>	<p>IEPs will be reviewed by administrators both at the building and district levels to ensure consistent development.</p>

<p>Work collaboratively to address the district's four goals in understanding and implementing Connecticut's Framework for RTI, Using Scientific Research-Based Interventions to Improve Education for All Students</p> <p>Goal 1. Expand and deepen Vernon's understanding of SRBI/RTI. Goal 2: Collect and reflect on evidence of effective professional practice in Tier 1 core instruction (Instructional Rounds). Goal 3: Build capacity to progress monitor Tier 1 interventions. Goal 4. Implement universal screenings in 7-10 for math and reading.</p> <p>Monitor the success of Tier 1, 2, and 3 interventions.</p>	<p>September 2009 through June 2011</p>	<p>Assistant Superintendent Administrators</p>	<p>Efforts will be documented.</p>
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Actions/Strategies/Interventions	Timeline	Person(s) Responsible	Means of Evaluation/ Results Indicator
Support the development of English language proficiency and academic achievement for students learning to speak English through the implementation of a standards-based curriculum aligned to the general education program	September 2009 through June 2011	Program Coordinator Building Principals ESL Teachers	<p>Monthly ESL enrollments will be distributed.</p> <p>A longitudinal study of student proficiency (LAS-Links) and achievement (CMT/CAPT) will be monitored.</p> <p>Effective teaching strategies will be implemented.</p>
Pursue grant opportunities to supplement school and district initiatives and professional development aimed at achieving SMART goals/objectives (release time, district shares, master teacher model, tutoring, and after school support programming).	September 2009 through June 2011	Supervisor of Grants Administrators	A list of grant opportunities researched, applied for, and/or awarded will be maintained.
Make academic achievement and the attainment of SMART goals/objectives visible through the use of data walls (charts, graphs, tables, student work).	September 2009 through June 2011	Building Level Administrators and Teachers	Portfolio photo collection of data walls/displays will be assembled by school.

IV. Inquiry Topic: The Link Between Academics and Behavior

“Students Can’t Succeed if They Aren’t (in Class) in School”

(from Connecticut Consortium on School Attendance, Gary Noachlander and Kathy Ouellette, April 2005)

Actions/Strategies/Interventions	Timeline	Person(s) Responsible	Means of Evaluation/ Results Indicator
Participate in the Connecticut Consortium on School Attendance, a project of the Juvenile Justice Advisory Committee.	September 2009 through June 2011	High School Administration and Staff	Membership will be confirmed. Best practices in improving student attendance will be examined. Monthly attendance data will be tracked.
Participate in state-sponsored Positive Behavior Supports training and implementation	September 2009 through June 2011	Supervisor of Special Education, 6-12 Supervisor of ECE School PBS Teams	Membership will be confirmed. Data will be collected to analyze educationally disruptive behavior.
Continue to track implementation of strategies (Functional Behavior Assessments and Behavior Intervention Plans) aimed at reducing the percent of all students who are suspended or expelled	June 2009 through June 2011	Director of Pupil Personnel Supervisor of Special Education Identified secondary school teams	Data will be collected and analyzed.

V. **Milestones, Benchmarks, and Evaluation**

- One page reports documenting each administrator's progress in supporting the practices of improving schools as outlined in the ***School Instructional/Improvement Plans*** and the ***District Instructional Plan*** will be submitted monthly to the Superintendent.
- Updated revisions of each School's Improvement or Instructional Plan and the District Instructional Plan will be submitted annually by November 30.
- The District Improvement Planning Committee will convene annually each fall to revise its plan and to provide peer review for School Improvement Plans.

VI. **Professional Development**

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 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.

VII. Parent/Family Involvement

“It’s all about individual relationship building.”

- Monique Turner, Program Director, Center for Youth, Hartford

“We must move families forward as we leave no child behind.”

- Norma Meek, Senior Associate, Yale Twenty-First Century Program

Recognizing that parents are their child’s first and most important teacher, the Vernon Public Schools will continue to support the actions and strategies as outlined in the *District-Level and School-Level Parent Involvement Guidelines and School Compacts* and as further elaborated in each *School’s Instructional/Improvement Plan*.

For the 2009 -11 school years, the following actions will be taken:

- A. Continue to promote and expand on opportunities that support the six types of involvement for a comprehensive program of partnership: parenting, communicating, volunteering, learning at home, decision making, and collaborating with community (*based on the work of Joyce Epstein, **School, Family, and Community Partnerships: Your Handbook for Action***).
- B. Support the initiatives of the **FAST (Families and Staff Together) Team**.
- C. Demonstrate compliance with NCLB parental involvement requirements by collecting samples of the following:
 - Notices regarding parent involvement guidelines and school compacts
 - Copy of parental involvement policy
 - Notices regarding school improvement
 - Printed copy of web page providing parents with information about district improvement/instructional plan
 - Invitations to parent meetings and activities designed to support the school/home partnership
 - School newsletters
- D. Participate in the School-Family-Community Partnership Initiative at Maple School Street.

VIII. 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 through the TEAM Program.

Mentoring Module Focus

TEAM is 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.

IX. 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

Addendum

	Section
• Parental Notification of AYP	A
• Longitudinal Analysis of Subgroup Performance.....	B
Percent At/Above Proficient	
In Reading, CMT Grade 3 through 8 and CAPT Grade 10	
In Mathematics, CMT Grade 3 through 8 and CAPT Grade 10	
• Connecticut’s Accountability for Learning Initiative (CALI) Essential Components for a Results-Based District Accountability System.....	C
• District-Level Parent Involvement Policy (6172.4).....	D
• Vernon Public Schools Adequate Yearly Progress – A History.....	E
• Vernon Public Schools’ Achievement Flyer September 2010.....	F

Section A

September 14, 2010

RE: Parental Notification of Adequate Yearly Progress (AYP) – CRS/District

Dear Parent/Guardian:

The **No Child Left Behind Act (NCLB) of 2001** requires all states to establish high academic content standards for what a child should know and be able to do and to set specific academic achievement targets in reading/language arts and mathematics. Each year schools and districts must demonstrate progress toward reaching those targets for **all** students and for **each subgroup** of 40 or more students. This yearly improvement in school and district performance is called **Adequate Yearly Progress (AYP)**.

In Connecticut, **Adequate Yearly Progress** is based on the results of the Grade 10 **Connecticut Academic Performance Test (CAPT)** and the Grades 3-8 **Connecticut Mastery Test (CMT)**. This year, the AYP targets require approximately 8 in 10 of **all students** and **subgroups of students** to reach proficiency. The targets will rise again in 2010 to require that about 9 in 10 students meet the proficiency levels in mathematics and reading, and rise again to 100% of students by 2013-2014.

Information on the AYP status of your child's school and the district is attached. At the school level, I am pleased to report that **Center Road School "Achieved" AYP** through the "**Safe Harbor**" provision by reducing by 10% the percent of students at/below the basic level of performance from 2009 to 2010. At the district level, we did not achieve AYP. As a result of missing AYP as a district for three consecutive years, our **district has been identified as "In Need of Improvement – Year 2."** As a result of this identification, the district must develop/revise an improvement plan within the next three months. Parents interested in participating in the development of this plan at the school or district level should complete the attached form and return it to your child's school.

Please know that we are working hard to maximize achievement for all students. School and district educators are developing and implementing comprehensive **School and District Improvement Plans** that analyze student performance to guide decision making and to inform effective curriculum and instructional strategies.

Your support of our work is greatly appreciated. Here are some suggestions to help you work with us to support improved student performance:

1. Learn more about NCLB requirements. Become aware of strategies to improve your child's academic achievement. Information and resources are available from our state department of education (www.sde.ct.gov) and the U.S. Department of Education (www.ed.gov).
2. Talk with Vernon educators and administrators about our **District and School Improvement Plans** to help students meet state standards in reading/language arts and mathematics.
3. Participate in parent-school meetings that address student achievement.

4. Support and reinforce your child's good study habits and review his/her homework and test results.
5. Ensure that your child attends school daily and is present to participate in the state assessments.
6. Set goals with your child for continued academic improvement.

Our entire staff is working diligently to ensure that every child meets high academic content standards in a safe and caring learning environment. I encourage you to contact your school or district office for further information on any of these requirements and to find out how you can become involved in district and school improvement efforts.

Sincerely,

Deborah Murasso
Assistant Superintendent

Attachments: *School Level AYP Report for 2009-2010*
District Level AYP Report for 2009-2010
Vernon Public Schools' Achievement Flyer, September 2010

September 14, 2010

RE: Parental Notification of Adequate Yearly Progress (AYP) – LSS/District

Dear Parent/Guardian:

The **No Child Left Behind Act (NCLB) of 2001** requires all states to establish high academic content standards for what a child should know and be able to do and to set specific academic achievement targets in reading/language arts and mathematics. Each year schools and districts must demonstrate progress toward reaching those targets for **all** students and for **each subgroup** of 40 or more students. This yearly improvement in school and district performance is called **Adequate Yearly Progress (AYP)**.

In Connecticut, **Adequate Yearly Progress** is based on the results of the Grade 10 **Connecticut Academic Performance Test (CAPT)** and the Grades 3-8 **Connecticut Mastery Test (CMT)**. This year, the AYP targets require approximately 8 in 10 of **all students** and **subgroups of students** to reach proficiency. The targets will rise again in 2010 to require that about 9 in 10 students meet the proficiency levels in mathematics and reading, and rise again to 100% of students by 2013-2014.

Information on the AYP status of your child's school and the district is attached. At the school level, I am pleased to report that **Lake Street School "Achieved" AYP**. At the district level, we did not. As a result of missing AYP as a district for three consecutive years, **our district has been identified as "In Need of Improvement – Year 2."** As a result of this identification, the district must develop/revise an improvement plan within the next three months. Parents interested in participating in the development of this plan should complete the attached form and return it to your child's school.

Please know that we are working hard to maximize achievement for all students. School and district educators are developing and implementing comprehensive **School and District Improvement Plans** that analyze student performance to guide decision making and to inform effective curriculum and instructional strategies.

Your support of our work is greatly appreciated. Here are some suggestions to help you work with us to support improved student performance:

1. Learn more about NCLB requirements. Become aware of strategies to improve your child's academic achievement. Information and resources are available from our state department of education (www.sde.ct.gov) and the U.S. Department of Education (www.ed.gov).
2. Talk with Vernon educators and administrators about our **District and School Improvement Plans** to help students meet state standards in reading/language arts and mathematics.
3. Participate in parent-school meetings that address student achievement.
4. Support and reinforce your child's good study habits and review his/her homework and test results.

5. Ensure that your child attends school daily and is present to participate in the state assessments.
6. Set goals with your child for continued academic improvement.

Our entire staff is working diligently to ensure that every child meets high academic content standards in a safe and caring learning environment. I encourage you to contact your school or district office for further information on any of these requirements and to find out how you can become involved in district and school improvement efforts.

Sincerely,

Deborah Murasso
Assistant Superintendent

Attachments: *School Level AYP Report for 2009-10*
District Level AYP Report for 2009-10
Vernon Public Schools' Achievement Flyer, September 2010

September 14, 2010

Dear Parent/Guardian:

RE: Parental Notification of Adequate Yearly Progress (AYP) – MSS/District

The **No Child Left Behind Act (NCLB) of 2001** requires all states to establish high academic content standards for what a child should know and be able to do and to set specific academic achievement targets in reading/language arts and mathematics. Each year schools and districts must demonstrate progress toward reaching those targets for **all** students and for **each subgroup** of 40 or more students. This yearly improvement in school and district performance is called **Adequate Yearly Progress (AYP)**.

In Connecticut, **Adequate Yearly Progress** is based on the results of the Grade 10 **Connecticut Academic Performance Test (CAPT)** and the Grades 3-8 **Connecticut Mastery Test (CMT)**. This year, the AYP targets require approximately 8 in 10 of **all students** and **subgroups of students** to reach proficiency. The targets will rise again in 2010 to require that about 9 in 10 students meet the proficiency levels in mathematics and reading, and rise again to 100% of students by 2013-2014.

Information on the AYP status of your child's school and the district is attached. At the school level, I am pleased to report that **Maple Street School "Achieved" AYP** through the "**Safe Harbor**" provision by reducing by 10% the percent of students at/below the basic level of performance from 2009 to 2010. Its **status as a school "In Need of Improvement – Year 2" is on hold**. If Maple Street achieves AYP for a second year, it will be removed from the list of schools in need of improvement. **At the district level, we did "Not Achieve" AYP**. As a result of missing AYP as a district for three consecutive years, our district has been identified as "**In Need of Improvement – Year 2**." As a result of this identification, the district must develop/revise an improvement plan within the next three months. Parents interested in participating in the development of these plans should complete the attached form and return it to your child's school.

Please know that we are working hard to maximize achievement for all students. School and district educators are developing and implementing comprehensive **School and District Improvement Plans** that analyze student performance to guide decision making and to inform effective curriculum and instructional strategies.

Your support of our work is greatly appreciated. Here are some suggestions to help you work with us to support improved student performance:

1. Learn more about NCLB requirements. Become aware of strategies to improve your child's academic achievement. Information and resources are available from our state department of education (www.sde.ct.gov) and the U.S. Department of Education (www.ed.gov).
2. Talk with Vernon educators and administrators about our **District and School Improvement Plans** to help students meet state standards in reading/language arts and mathematics.
3. Participate in parent-school meetings that address student achievement.

4. Support and reinforce your child's good study habits and review his/her homework and test results.
5. Ensure that your child attends school daily and is present to participate in the state assessments.
6. Set goals with your child for continued academic improvement.

Our entire staff is working diligently to ensure that every child meets high academic content standards in a safe and caring learning environment. I encourage you to contact your school or district office for further information on any of these requirements and to find out how you can become involved in district and school improvement efforts.

Sincerely,

Deborah Murasso
Assistant Superintendent

Attachments: *School Level AYP Report for 2009-10*
District Level AYP Report for 2009-10
Vernon Public Schools' Achievement Flyer, September 2010

September 14, 2010

Dear Parent/Guardian:

RE: Parental Notification of Adequate Yearly Progress (AYP) – NES/District

The **No Child Left Behind Act (NCLB) of 2001** requires all states to establish high academic content standards for what a child should know and be able to do and to set specific academic achievement targets in reading/language arts and mathematics. Each year schools and districts must demonstrate progress toward reaching those targets for **all** students and for **each subgroup** of 40 or more students. This yearly improvement in school and district performance is called **Adequate Yearly Progress (AYP)**.

In Connecticut, **Adequate Yearly Progress** is based on the results of the Grade 10 **Connecticut Academic Performance Test (CAPT)** and the Grades 3-8 **Connecticut Mastery Test (CMT)**. This year, the AYP targets require approximately 8 in 10 of **all students** and **subgroups of students** to reach proficiency. The targets will rise again in 2010 to require that about 9 in 10 students meet the proficiency levels in mathematics and reading, and rise again to 100% of students by 2013-2014.

Information on the AYP status of your child's school and the district is attached. Both at the school and district levels (in spite of incremental and significant progress in achievement), **we did "Not Achieve" AYP**, missing the targets for specific groups and subgroups of students. As a result of missing AYP, **Northeast School has been identified as a school "In Need of Improvement – Year 2"** and **the district has been identified as a district "In Need of Improvement – Year 2."** Both the school and district must develop/revise an improvement plan within the next three months. Parents interested in participating in the development of these plans should complete the attached form and return it to your child's school.

Please know that we are working hard to maximize achievement for all students. School and district educators are developing and implementing comprehensive **School and District Improvement Plans** that analyze student performance to guide decision making and to inform effective curriculum and instructional strategies.

Your support of our work is greatly appreciated. Here are some suggestions to help you work with us to support improved student performance:

1. Learn more about NCLB requirements. Become aware of strategies to improve your child's academic achievement. Information and resources are available from our state department of education (www.sde.ct.gov) and the U.S. Department of Education (www.ed.gov).
2. Talk with Vernon educators and administrators about our **District and School Improvement Plans** to help students meet state standards in reading/language arts and mathematics.
3. Participate in parent-school meetings that address student achievement.
4. Support and reinforce your child's good study habits and review his/her homework and test results.

5. Ensure that your child attends school daily and is present to participate in the state assessments.
6. Set goals with your child for continued academic improvement.

Our entire staff is working diligently to ensure that every child meets high academic content standards in a safe and caring learning environment. I encourage you to contact your school or district office for further information on any of these requirements and to find out how you can become involved in district and school improvement efforts.

Sincerely,

Deborah Murasso
Assistant Superintendent

Attachments: *School Level AYP Report for 2009-10*
District Level AYP Report for 2009-10
Vernon Public Schools' Achievement Flyer, September 2010

September 14, 2010

Dear Parent/Guardian:

RE: Parental Notification of Adequate Yearly Progress (AYP) – RHS/District

The **No Child Left Behind Act (NCLB) of 2001** requires all states to establish high academic content standards for what a child should know and be able to do and to set specific academic achievement targets in reading/language arts and mathematics. Each year schools and districts must demonstrate progress toward reaching those targets for **all** students and for **each subgroup** of 40 or more students. This yearly improvement in school and district performance is called **Adequate Yearly Progress (AYP)**.

In Connecticut, **Adequate Yearly Progress** is based on the results of the Grade 10 **Connecticut Academic Performance Test (CAPT)** and the Grades 3-8 **Connecticut Mastery Test (CMT)**. This year, the AYP targets require approximately 8 in 10 of **all students** and **subgroups of students** to reach proficiency. The targets will rise again in 2010 to require that about 9 in 10 students meet the proficiency levels in mathematics and reading, and rise again to 100% of students by 2013-2014.

Information on the AYP status of your child's school and the district is attached. At the school level, I am pleased to report that **Rockville High School "Achieved" AYP** through the **"Safe Harbor"** provision by reducing by 10% the percent of students at/below the basic level of performance from 2009 to 2010. Its **status as a school "In Need of Improvement – Year 1" is on hold**. If Rockville High School achieves AYP for a second year, it will be removed from the list of schools in need of improvement. **At the district level, we did "Not Achieve" AYP**. As a result of missing AYP as a district for three consecutive years, our district has been identified as **"In Need of Improvement – Year 2."** As a result of this identification, the district must develop/revise an improvement plan within the next three months. Parents interested in participating in the development of these plans should complete the attached form and return it to your child's school.

Please know that we are working hard to maximize achievement for all students. School and district educators are developing and implementing comprehensive **School and District Improvement Plans** that analyze student performance to guide decision making and to inform effective curriculum and instructional strategies.

Your support of our work is greatly appreciated. Here are some suggestions to help you work with us to support improved student performance:

1. Learn more about NCLB requirements. Become aware of strategies to improve your child's academic achievement. Information and resources are available from our state department of education (www.sde.ct.gov) and the U.S. Department of Education (www.ed.gov).
2. Talk with Vernon educators and administrators about our **District and School Improvement Plans** to help students meet state standards in reading/language arts and mathematics.
3. Participate in parent-school meetings that address student achievement.

4. Support and reinforce your child's good study habits and review his/her homework and test results.
5. Ensure that your child attends school daily and is present to participate in the state assessments.
6. Set goals with your child for continued academic improvement.

Our entire staff is working diligently to ensure that every child meets high academic content standards in a safe and caring learning environment. I encourage you to contact your school or district office for further information on any of these requirements and to find out how you can become involved in district and school improvement efforts.

Sincerely,

Deborah Murasso
Assistant Superintendent

Attachments: *School Level AYP Report for 2009-10*
District Level AYP Report for 2009-10
Vernon Public Schools' Achievement Flyer, September 2010

September 14, 2010

Dear Parent/Guardian:

RE: Parental Notification of Adequate Yearly Progress (AYP) – SRS/District

The **No Child Left Behind Act (NCLB) of 2001** requires all states to establish high academic content standards for what a child should know and be able to do and to set specific academic achievement targets in reading/language arts and mathematics. Each year schools and districts must demonstrate progress toward reaching those targets for **all** students and for **each subgroup** of 40 or more students. This yearly improvement in school and district performance is called **Adequate Yearly Progress (AYP)**.

In Connecticut, **Adequate Yearly Progress** is based on the results of the Grade 10 **Connecticut Academic Performance Test (CAPT)** and the Grades 3-8 **Connecticut Mastery Test (CMT)**. This year, the AYP targets require approximately 8 in 10 of **all students** and **subgroups of students** to reach proficiency. The targets will rise again in 2010 to require that about 9 in 10 students meet the proficiency levels in mathematics and reading, and rise again to 100% of students by 2013-2014.

Information on the AYP status of your child's school and the district is attached. **At the school level, Skinner Road did "Not Achieve" AYP.** If Skinner Road does not achieve AYP for a second consecutive year, it will be identified as a school in need of improvement. **At the district level, we did "Not Achieve" AYP.** As a result of missing AYP as a district for three consecutive years, **our district has been identified as "In Need of Improvement – Year 2."** As a result of this identification, the district must develop/revise an improvement plan within the next three months. Parents interested in participating in the development of this plan should complete the attached form and return it to your child's school.

Please know that we are working hard to maximize achievement for all students. School and district educators are developing and implementing comprehensive **School and District Improvement Plans** that analyze student performance to guide decision making and to inform effective curriculum and instructional strategies.

Your support of our work is greatly appreciated. Here are some suggestions to help you work with us to support improved student performance:

1. Learn more about NCLB requirements. Become aware of strategies to improve your child's academic achievement. Information and resources are available from our state department of education (www.sde.ct.gov) and the U.S. Department of Education (www.ed.gov).
2. Talk with Vernon educators and administrators about our **District and School Improvement Plans** to help students meet state standards in reading/language arts and mathematics.
3. Participate in parent-school meetings that address student achievement.
4. Support and reinforce your child's good study habits and review his/her homework and test results.

5. Ensure that your child attends school daily and is present to participate in the state assessments.
6. Set goals with your child for continued academic improvement.

Our entire staff is working diligently to ensure that every child meets high academic content standards in a safe and caring learning environment. I encourage you to contact your school or district office for further information on any of these requirements and to find out how you can become involved in district and school improvement efforts.

Sincerely,

Deborah Murasso
Assistant Superintendent

Attachments: *School Level AYP Report for 2009-10*
District Level AYP Report for 2009-10
Vernon Public Schools' Achievement Flyer, September 2010

September 14, 2010

Dear Parent/Guardian:

RE: Parental Notification of Adequate Yearly Progress (AYP) – VCMS/District

The **No Child Left Behind Act (NCLB) of 2001** requires all states to establish high academic content standards for what a child should know and be able to do and to set specific academic achievement targets in reading/language arts and mathematics. Each year schools and districts must demonstrate progress toward reaching those targets for **all** students and for **each subgroup** of 40 or more students. This yearly improvement in school and district performance is called **Adequate Yearly Progress (AYP)**.

In Connecticut, **Adequate Yearly Progress** is based on the results of the Grade 10 **Connecticut Academic Performance Test (CAPT)** and the Grades 3-8 **Connecticut Mastery Test (CMT)**. This year, the AYP targets require approximately 8 in 10 of **all students** and **subgroups of students** to reach proficiency. The targets will rise again in 2010 to require that about 9 in 10 students meet the proficiency levels in mathematics and reading, and rise again to 100% of students by 2013-2014.

Information on the AYP status of your child's school and the district is attached. Both at the school and district levels (in spite of incremental and significant progress in achievement), **we did "Not Achieve" AYP**, missing the targets for specific groups and subgroups of students. As a result of missing AYP, **Vernon Center Middle School has been identified as a school "In Need of Improvement – Year 2"** and **the district has been identified as a district "In Need of Improvement – Year 2."** Both the school and district must develop/revise an improvement plan within the next three months. Parents interested in participating in the development of these plans should complete the attached form and return it to your child's school.

Please know that we are working hard to maximize achievement for all students. School and district educators are developing and implementing comprehensive **School and District Improvement Plans** that analyze student performance to guide decision making and to inform effective curriculum and instructional strategies.

Your support of our work is greatly appreciated. Here are some suggestions to help you work with us to support improved student performance:

1. Learn more about NCLB requirements. Become aware of strategies to improve your child's academic achievement. Information and resources are available from our state department of education (www.sde.ct.gov) and the U.S. Department of Education (www.ed.gov).
2. Talk with Vernon educators and administrators about our **District and School Improvement Plans** to help students meet state standards in reading/language arts and mathematics.
3. Participate in parent-school meetings that address student achievement.
4. Support and reinforce your child's good study habits and review his/her homework and test results.

5. Ensure that your child attends school daily and is present to participate in the state assessments.
6. Set goals with your child for continued academic improvement.

Our entire staff is working diligently to ensure that every child meets high academic content standards in a safe and caring learning environment. I encourage you to contact your school or district office for further information on any of these requirements and to find out how you can become involved in district and school improvement efforts.

Sincerely,

Deborah Murasso
Assistant Superintendent

Attachments: *School Level AYP Report for 2009-10*
District Level AYP Report for 2009-10
Vernon Public Schools' Achievement Flyer, September 2010

PARENTAL VOLUNTEER ASSISTANCE TO DISTRICT

I am interested in helping my school and district. Please contact me at

_____.

(Telephone Number or e-mail address)

The best time of day to reach me is between the hours of _____ and _____.

Child's Name: _____

Parent's Name: _____

School Name: _____

Please return this form to your child's school within one week. For more information about the District Improvement Planning process, please contact Deborah Murasso, Assistant Superintendent at 860-870-6000, ext. 143 or email (dmurasso@vernon-ct.gov).

Thank you.



Final Adequate Yearly Progress (AYP) Status for the 2009-10 School Year: Achieved

Based on the spring 2010 Connecticut Mastery Test (CMT)

Vernon School District

Lake Street School

Adequate Yearly Progress (AYP) Targets:	Participation Rate		% At or Above Proficient		% At or Above Basic
	Mathematics	Reading	Mathematics	Reading	Writing
	95%	95%	82%	79%	70% (or annual improvement)

Subgroup ¹	Participation Rate ²							% At or Above Proficient							
	Mathematics			Reading			AYP Target Met?	Mathematics				Reading			
	Current	2 Year Avg.	3 Year Avg.	Current	2 Year Avg.	3 Year Avg.		Unadjusted	Confidence Interval	Adjusted	AYP Target Met?	Unadjusted	Confidence Interval	Adjusted	AYP Target Met?
Whole School (n = 146)	100	100	100	100	100	100	Yes	94.5	5	99.5	Yes	76.7	8.7	85.4	Yes
American Indian (n = 0)	Fewer than 40 students in this subgroup							Fewer than 40 students in this subgroup				Fewer than 40 students in this subgroup			
Asian American (n = 8)	Fewer than 40 students in this subgroup							Fewer than 40 students in this subgroup				Fewer than 40 students in this subgroup			
Black (n = 18)	Fewer than 40 students in this subgroup							Fewer than 40 students in this subgroup				Fewer than 40 students in this subgroup			
Hispanic (n = 8)	Fewer than 40 students in this subgroup							Fewer than 40 students in this subgroup				Fewer than 40 students in this subgroup			
White (n = 112)	100	100	100	100	100	100	Yes	95.5	5.2	100	Yes	78.6	9.6	88.1	Yes
Students with Disabilities (n = 12)	Fewer than 40 students in this subgroup							Fewer than 40 students in this subgroup				Fewer than 40 students in this subgroup			
English Language Learners (n = 1)	Fewer than 40 students in this subgroup							Fewer than 40 students in this subgroup				Fewer than 40 students in this subgroup			
Economically Disadvantaged (n = 20)	Fewer than 40 students in this subgroup							Fewer than 40 students in this subgroup				Fewer than 40 students in this subgroup			

Additional Academic Indicator: Writing, % At or Above Basic	AYP Target Met?	Yes
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¹ It is possible for a subgroup to be of sufficient size (40 or greater) for the calculation of the participation rate, but not of sufficient size (fewer than 40) for the calculation of the percent at or above proficient. This is due to the omission of absent students from the calculation of the percent at or above proficient. If a school does not have the required 95 percent participation with 40 or more students, it will not have made AYP, regardless of the subgroup size for the percent at or above proficient calculation.

² For any school or subgroup that did not meet the 95 percent participation rate criterion, a two- and three-year average participation rate using 2010, 2009, and 2008 CMT is calculated. If the two-year or three-year average was greater than the current participation rate, it was used for the AYP analysis.



Final Adequate Yearly Progress (AYP) Status for the 2009-10 School Year: Safe Harbor

Based on the spring 2010 Connecticut Mastery Test (CMT)

This school remains identified as in need of improvement; Year Improvement = 2

Vernon School District

Maple Street School

Adequate Yearly Progress (AYP) Targets:	Participation Rate		% At or Above Proficient		% At or Above Basic
	Mathematics	Reading	Mathematics	Reading	Writing
	95%	95%	82%	79%	70% (or annual improvement)

Subgroup ¹	Participation Rate ²							% At or Above Proficient							
	Mathematics			Reading			AYP Target Met?	Mathematics				Reading			
	Current	2 Year Avg.	3 Year Avg.	Current	2 Year Avg.	3 Year Avg.		Unadjusted	Confidence Interval	Adjusted	AYP Target Met?	Unadjusted	Confidence Interval	Adjusted	AYP Target Met?
Whole School (n = 140)	100	100	100	100	100	100	Yes	80.6	8.3	88.9	Yes	59.7	10.4	70.1	*Safe Harbor
American Indian (n = 0)	Fewer than 40 students in this subgroup							Fewer than 40 students in this subgroup				Fewer than 40 students in this subgroup			
Asian American (n = 1)	Fewer than 40 students in this subgroup							Fewer than 40 students in this subgroup				Fewer than 40 students in this subgroup			
Black (n = 27)	Fewer than 40 students in this subgroup							Fewer than 40 students in this subgroup				Fewer than 40 students in this subgroup			
Hispanic (n = 39)	Fewer than 40 students in this subgroup							Fewer than 40 students in this subgroup				Fewer than 40 students in this subgroup			
White (n = 73)	100	100	100	100	100	100	Yes	90.1	8.6	98.7	Yes	71.8	12.8	84.7	Yes
Students with Disabilities (n = 22)	Fewer than 40 students in this subgroup							Fewer than 40 students in this subgroup				Fewer than 40 students in this subgroup			
English Language Learners (n = 0)	Fewer than 40 students in this subgroup							Fewer than 40 students in this subgroup				Fewer than 40 students in this subgroup			
Economically Disadvantaged (n = 94)	100	100	100	100	100	100	Yes	75.6	10.8	86.4	Yes	55.6	12.6	68.1	*Safe Harbor

Additional Academic Indicator: Writing, % At or Above Basic	AYP Target Met?	Yes
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¹ It is possible for a subgroup to be of sufficient size (40 or greater) for the calculation of the participation rate, but not of sufficient size (fewer than 40) for the calculation of the percent at or above proficient. This is due to the omission of absent students from the calculation of the percent at or above proficient. If a school does not have the required 95 percent participation with 40 or more students, it will not have made AYP, regardless of the subgroup size for the percent at or above proficient calculation.

² For any school or subgroup that did not meet the 95 percent participation rate criterion, a two- and three-year average participation rate using 2010, 2009, and 2008 CMT is calculated. If the two-year or three-year average was greater than the current participation rate, it was used for the AYP analysis.



Final Adequate Yearly Progress (AYP) Status for the 2009-10 School Year: Not Achieved

Based on the spring 2010 Connecticut Mastery Test (CMT)

This school is identified as in need of improvement; Year Improvement = 2

Vernon School District

Northeast School

Adequate Yearly Progress (AYP) Targets:	Participation Rate		% At or Above Proficient		% At or Above Basic
	Mathematics	Reading	Mathematics	Reading	Writing
	95%	95%	82%	79%	70% (or annual improvement)

Subgroup ¹	Participation Rate ²							% At or Above Proficient							
	Mathematics			Reading			AYP Target Met?	Mathematics				Reading			
	Current	2 Year Avg.	3 Year Avg.	Current	2 Year Avg.	3 Year Avg.		Unadjusted	Confidence Interval	Adjusted	AYP Target Met?	Unadjusted	Confidence Interval	Adjusted	AYP Target Met?
Whole School (n = 126)	100	100	100	100	100	100	Yes	76.4	9.2	85.7	Yes	57.7	10.8	68.6	No
American Indian (n = 1)	Fewer than 40 students in this subgroup							Fewer than 40 students in this subgroup				Fewer than 40 students in this subgroup			
Asian American (n = 4)	Fewer than 40 students in this subgroup							Fewer than 40 students in this subgroup				Fewer than 40 students in this subgroup			
Black (n = 16)	Fewer than 40 students in this subgroup							Fewer than 40 students in this subgroup				Fewer than 40 students in this subgroup			
Hispanic (n = 21)	Fewer than 40 students in this subgroup							Fewer than 40 students in this subgroup				Fewer than 40 students in this subgroup			
White (n = 84)	100	100	100	100	100	100	Yes	81.9	10.1	92.1	Yes	62.7	12.8	75.4	No
Students with Disabilities (n = 18)	Fewer than 40 students in this subgroup							Fewer than 40 students in this subgroup				Fewer than 40 students in this subgroup			
English Language Learners (n = 0)	Fewer than 40 students in this subgroup							Fewer than 40 students in this subgroup				Fewer than 40 students in this subgroup			
Economically Disadvantaged (n = 61)	100	100	100	100	100	100	Yes	62.7	14.9	77.6	No	44.1	15.4	59.4	No

Additional Academic Indicator: Writing, % At or Above Basic	AYP Target Met?	Yes
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¹ It is possible for a subgroup to be of sufficient size (40 or greater) for the calculation of the participation rate, but not of sufficient size (fewer than 40) for the calculation of the percent at or above proficient. This is due to the omission of absent students from the calculation of the percent at or above proficient. If a school does not have the required 95 percent participation with 40 or more students, it will not have made AYP, regardless of the subgroup size for the percent at or above proficient calculation.

² For any school or subgroup that did not meet the 95 percent participation rate criterion, a two- and three-year average participation rate using 2010, 2009, and 2008 CMT is calculated. If the two-year or three-year average was greater than the current participation rate, it was used for the AYP analysis.



Final Adequate Yearly Progress (AYP) Status for the 2009-10 School Year: Not Achieved

Based on the spring 2010 Connecticut Mastery Test (CMT)

Vernon School District

Skinner Road School

Adequate Yearly Progress (AYP) Targets:	Participation Rate		% At or Above Proficient		% At or Above Basic
	Mathematics	Reading	Mathematics	Reading	Writing
	95%	95%	82%	79%	70% (or annual improvement)

Subgroup ¹	Participation Rate ²							% At or Above Proficient							
	Mathematics			Reading			AYP Target Met?	Mathematics				Reading			
	Current	2 Year Avg.	3 Year Avg.	Current	2 Year Avg.	3 Year Avg.		Unadjusted	Confidence Interval	Adjusted	AYP Target Met?	Unadjusted	Confidence Interval	Adjusted	AYP Target Met?
Whole School (n = 149)	100	100	100	100	100	100	Yes	78.4	8.5	86.9	Yes	66.2	9.9	76	No
American Indian (n = 1)	Fewer than 40 students in this subgroup							Fewer than 40 students in this subgroup				Fewer than 40 students in this subgroup			
Asian American (n = 14)	Fewer than 40 students in this subgroup							Fewer than 40 students in this subgroup				Fewer than 40 students in this subgroup			
Black (n = 37)	Fewer than 40 students in this subgroup							Fewer than 40 students in this subgroup				Fewer than 40 students in this subgroup			
Hispanic (n = 11)	Fewer than 40 students in this subgroup							Fewer than 40 students in this subgroup				Fewer than 40 students in this subgroup			
White (n = 86)	100	100	100	100	100	100	Yes	87.8	8.8	96.6	Yes	80.5	10.7	91.2	Yes
Students with Disabilities (n = 9)	Fewer than 40 students in this subgroup							Fewer than 40 students in this subgroup				Fewer than 40 students in this subgroup			
English Language Learners (n = 3)	Fewer than 40 students in this subgroup							Fewer than 40 students in this subgroup				Fewer than 40 students in this subgroup			
Economically Disadvantaged (n = 68)	100	100	100	100	100	100	Yes	63.9	14.5	78.4	No	50.8	15.2	66	No

Additional Academic Indicator: Writing, % At or Above Basic	AYP Target Met?	Yes
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¹ It is possible for a subgroup to be of sufficient size (40 or greater) for the calculation of the participation rate, but not of sufficient size (fewer than 40) for the calculation of the percent at or above proficient. This is due to the omission of absent students from the calculation of the percent at or above proficient. If a school does not have the required 95 percent participation with 40 or more students, it will not have made AYP, regardless of the subgroup size for the percent at or above proficient calculation.

² For any school or subgroup that did not meet the 95 percent participation rate criterion, a two- and three-year average participation rate using 2010, 2009, and 2008 CMT is calculated. If the two-year or three-year average was greater than the current participation rate, it was used for the AYP analysis.



Final Adequate Yearly Progress (AYP) Status for the 2009-10 School Year: Safe Harbor

Based on the spring 2010 Connecticut Mastery Test (CMT)

Vernon School District

Center Road School

Adequate Yearly Progress (AYP) Targets:	Participation Rate		% At or Above Proficient		% At or Above Basic
	Mathematics	Reading	Mathematics	Reading	Writing
	95%	95%	82%	79%	70% (or annual improvement)

Subgroup ¹	Participation Rate ²							% At or Above Proficient							
	Mathematics			Reading			AYP Target Met?	Mathematics				Reading			
	Current	2 Year Avg.	3 Year Avg.	Current	2 Year Avg.	3 Year Avg.		Unadjusted	Confidence Interval	Adjusted	AYP Target Met?	Unadjusted	Confidence Interval	Adjusted	AYP Target Met?
Whole School (n = 239)	100	100	100	100	99	100	Yes	85.6	5.9	91.5	Yes	72.1	7.6	79.6	Yes
American Indian (n = 1)	Fewer than 40 students in this subgroup							Fewer than 40 students in this subgroup				Fewer than 40 students in this subgroup			
Asian American (n = 10)	Fewer than 40 students in this subgroup							Fewer than 40 students in this subgroup				Fewer than 40 students in this subgroup			
Black (n = 22)	Fewer than 40 students in this subgroup							Fewer than 40 students in this subgroup				Fewer than 40 students in this subgroup			
Hispanic (n = 18)	Fewer than 40 students in this subgroup							Fewer than 40 students in this subgroup				Fewer than 40 students in this subgroup			
White (n = 188)	100	100	100	100	100	100	Yes	90.1	5.7	95.8	Yes	79.1	7.7	86.8	Yes
Students with Disabilities (n = 21)	Fewer than 40 students in this subgroup							Fewer than 40 students in this subgroup				Fewer than 40 students in this subgroup			
English Language Learners (n = 4)	Fewer than 40 students in this subgroup							Fewer than 40 students in this subgroup				Fewer than 40 students in this subgroup			
Economically Disadvantaged (n = 54)	100	100	99	100	100	100	Yes	69.4	15.5	84.9	Yes	44.9	16.8	61.7	*Safe Harbor

Additional Academic Indicator: Writing, % At or Above Basic	AYP Target Met?	Yes
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¹ It is possible for a subgroup to be of sufficient size (40 or greater) for the calculation of the participation rate, but not of sufficient size (fewer than 40) for the calculation of the percent at or above proficient. This is due to the omission of absent students from the calculation of the percent at or above proficient. If a school does not have the required 95 percent participation with 40 or more students, it will not have made AYP, regardless of the subgroup size for the percent at or above proficient calculation.

² For any school or subgroup that did not meet the 95 percent participation rate criterion, a two- and three-year average participation rate using 2010, 2009, and 2008 CMT is calculated. If the two-year or three-year average was greater than the current participation rate, it was used for the AYP analysis.



Final Adequate Yearly Progress (AYP) Status for the 2009-10 School Year: Not Achieved

Based on the spring 2010 Connecticut Mastery Test (CMT)

This school is identified as in need of improvement; Year Improvement = 2

Vernon School District

Vernon Center Middle School

Adequate Yearly Progress (AYP) Targets:	Participation Rate		% At or Above Proficient		% At or Above Basic
	Mathematics	Reading	Mathematics	Reading	Writing
	95%	95%	82%	79%	70% (or annual improvement)

Subgroup ¹	Participation Rate ²							% At or Above Proficient							
	Mathematics			Reading			AYP Target Met?	Mathematics				Reading			
	Current	2 Year Avg.	3 Year Avg.	Current	2 Year Avg.	3 Year Avg.		Unadjusted	Confidence Interval	Adjusted	AYP Target Met?	Unadjusted	Confidence Interval	Adjusted	AYP Target Met?
Whole School (n = 809)	99.9	100	100	99.9	100	100	Yes	83.8	3.6	87.4	Yes	80.7	4.4	85.1	Yes
American Indian (n = 0)	Fewer than 40 students in this subgroup							Fewer than 40 students in this subgroup				Fewer than 40 students in this subgroup			
Asian American (n = 43)	100	100	100	100	100	100	Yes	Fewer than 40 students in this subgroup				Fewer than 40 students in this subgroup			
Black (n = 104)	100	100	100	100	100	100	Yes	71.6	10.9	82.5	Yes	70.5	11.3	81.8	Yes
Hispanic (n = 77)	100	100	100	100	100	100	Yes	64.4	13.2	77.6	No	64.4	13.4	77.7	No
White (n = 585)	99.8	100	100	99.8	100	100	Yes	88.6	3.6	92.3	Yes	84.4	4.6	89	Yes
Students with Disabilities ³ (n = 85)	100	99	99	100	99	100	Yes	54.5	12.5	67	No	44.3	12.7	57	No
English Language Learners (n = 15)	Fewer than 40 students in this subgroup							Fewer than 40 students in this subgroup				Fewer than 40 students in this subgroup			
Economically Disadvantaged (n = 269)	100	100	100	100	100	100	Yes	68.4	7.1	75.4	No	64.4	7.6	72	No

Additional Academic Indicator: Writing, % At or Above Basic	AYP Target Met?	Yes
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¹ It is possible for a subgroup to be of sufficient size (40 or greater) for the calculation of the participation rate, but not of sufficient size (fewer than 40) for the calculation of the percent at or above proficient. This is due to the omission of absent students from the calculation of the percent at or above proficient. If a school does not have the required 95 percent participation with 40 or more students, it will not have made AYP, regardless of the subgroup size for the percent at or above proficient calculation.

² For any school or subgroup that did not meet the 95 percent participation rate criterion, a two- and three-year average participation rate using 2010, 2009, and 2008 CMT is calculated. If the two-year or three-year average was greater than the current participation rate, it was used for the AYP analysis.

³ Students who were identified as a student with a disability on the 2008 and/or 2009 CMT, but not on the 2010 CMT, were included in the percent at or above Proficient calculation for this subgroup.



Final Adequate Yearly Progress (AYP) Status for the 2009-10 School Year: Safe Harbor

Based on the spring 2010 Connecticut Academic Performance Test (CAPT)



This school remains identified as in need of improvement; Year Improvement = 1

Vernon School District

Rockville High School

Adequate Yearly Progress (AYP) Targets:	Participation Rate		% At or Above Proficient		Graduation Rate
	Mathematics	Reading	Mathematics	Reading	
	95%	95%	80%	81%	85% (or annual improvement)

Subgroup ¹	Participation Rate ²							% At or Above Proficient							
	Mathematics			Reading			AYP Target Met?	Mathematics				Reading			
	Current	2 Year Avg.	3 Year Avg.	Current	2 Year Avg.	3 Year Avg.		Unadjusted	Confidence Interval	Adjusted	AYP Target Met?	Unadjusted	Confidence Interval	Adjusted	AYP Target Met?
Whole School (n = 260)	99.6	100	100	99.6	100	100	Yes	76.2	6.9	83.1	Yes	81.3	8.1	89.4	Yes
American Indian (n = 1)	Fewer than 40 students in this subgroup							Fewer than 40 students in this subgroup				Fewer than 40 students in this subgroup			
Asian American (n = 16)	Fewer than 40 students in this subgroup							Fewer than 40 students in this subgroup				Fewer than 40 students in this subgroup			
Black (n = 32)	Fewer than 40 students in this subgroup							Fewer than 40 students in this subgroup				Fewer than 40 students in this subgroup			
Hispanic (n = 20)	Fewer than 40 students in this subgroup							Fewer than 40 students in this subgroup				Fewer than 40 students in this subgroup			
White (n = 191)	99.5	100	100	99.5	100	100	Yes	81.7	7.2	88.9	Yes	85.4	8.3	93.7	Yes
Students with Disabilities (n = 20)	Fewer than 40 students in this subgroup							Fewer than 40 students in this subgroup				Fewer than 40 students in this subgroup			
English Language Learners (n = 8)	Fewer than 40 students in this subgroup							Fewer than 40 students in this subgroup				Fewer than 40 students in this subgroup			
Economically Disadvantaged (n = 75)	98.7	100	100	98.7	100	100	Yes	52	13.8	65.8	*Safe Harbor	65.8	13.9	79.7	*Safe Harbor

Additional Academic Indicator: Graduation Rate	AYP Target Met?	Yes
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¹ It is possible for a subgroup to be of sufficient size (40 or greater) for the calculation of the participation rate, but not of sufficient size (fewer than 40) for the calculation of the percent at or above proficient. This is due to the omission of absent students from the calculation of the percent at or above proficient. If a school does not have the required 95 percent participation with 40 or more students, it will not have made AYP, regardless of the subgroup size for the percent at or above proficient calculation.

² For any school or subgroup that did not meet the 95 percent participation rate criterion, a two- and three-year average participation rate using 2010, 2009, and 2008 CAPT is calculated. If the two-year or three-year average was greater than the current participation rate, it was used for the AYP analysis.

Vernon School District Final Adequate Yearly Progress Status, 2009-10 School Year: Not Achieved



This district has been identified as in need of improvement; Year Improvement = 2

Based on the 2010 Connecticut Mastery Test (CMT) results,
and the 2010 Connecticut Academic Performance Test (CAPT) results



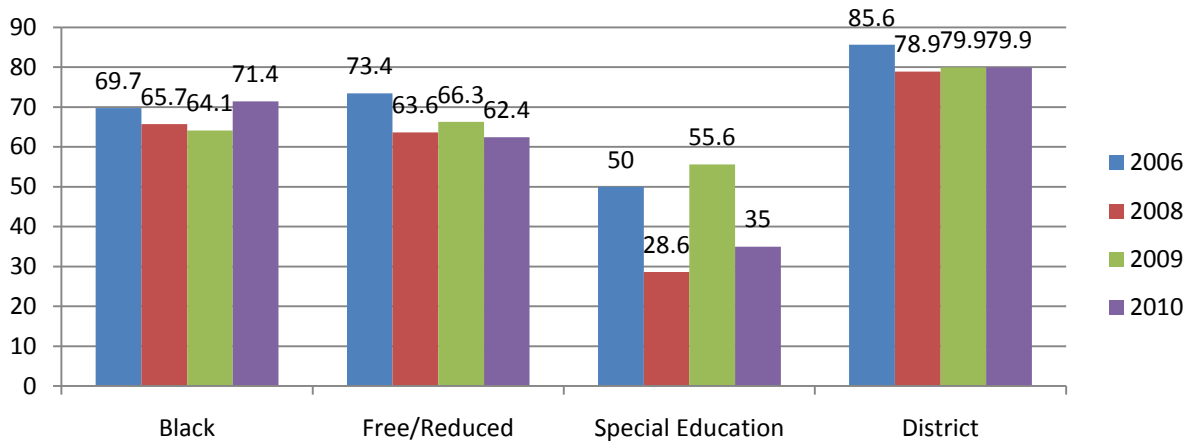
Connecticut Mastery Test (CMT) Results

Subgroup	Participation Rate (95 % needed)							% At or Above Proficient								
	Mathematics			Reading			AYP Target Met?	Mathematics (82 % needed)				Reading (79 % needed)				
	Current	2 Year Avg.	3 Year Avg.	Current	2 Year Avg.	3 Year Avg.		Unadjusted	Confidence Interval	Adjusted	AYP Target Met?	Unadjusted	Confidence Interval	Adjusted	AYP Target Met?	
Whole District	99.9	99.9	99.9	99.9	100	100	Yes	83.5	3.1	86.6	Yes	74	4	78	No	
American Indian	Fewer than 40 students in this subgroup							Fewer than 40 students in this subgroup				Fewer than 40 students in this subgroup				
Asian American	100	100	100	100	100	100	Yes	82.7	10.4	100	Yes	78.7	11.4	96.7	Yes	
Black	100	100	100	100	100	100	Yes	70.9	7.7	78.7	No	59.6	8.6	68.2	No	
Hispanic	99.4	99.7	99.8	100	100	100	Yes	65.1	3.1	73.9	No	50.3	9.5	59.8	No	
White	99.9	100	99.9	99.9	100	99.9	Yes	88.6	8.9	91.8	Yes	80	4.1	84.1	Yes	
Students with Disabilities	99.4	99.7	99.8	100	100	100	Yes	53.2	9.1	62.3	No	37.4	9.1	46.4	No	
English Language Learners	100			100			Yes	Fewer than 40 students in this subgroup				Fewer than 40 students in this subgroup				
Economically Disadvantaged	Fewer than 40 students in this subgroup							69.2	5.1	74.3	No	57.2	5.8	63	No	
Additional Academic Indicator: Writing		AYP Target Met?					Yes									

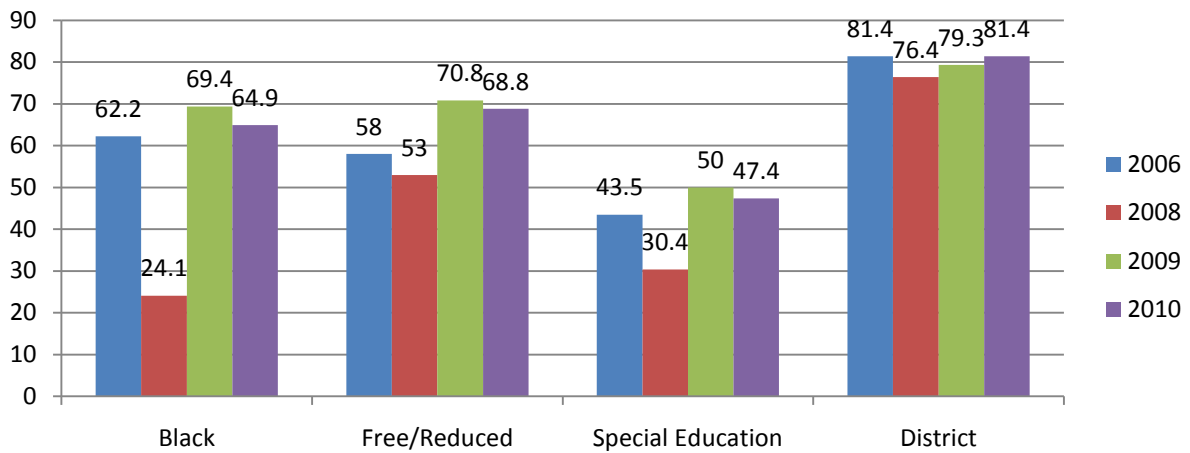
Connecticut Academic Performance Test (CAPT) Results

Subgroup	Participation Rate (95 % needed)							% At or Above Proficient								
	Mathematics			Reading			AYP Target Met?	Mathematics (80 % needed)				Reading (81 % needed)				
	Current	2 Year Avg.	3 Year Avg.	Current	2 Year Avg.	3 Year Avg.		Unadjusted	Confidence Interval	Adjusted	AYP Target Met?	Unadjusted	Confidence Interval	Adjusted	AYP Target Met?	
Whole District	99.6	99.8	99.9	99.6	99.7	99.8	Yes	74.1	7	81.1	Yes	79.9	8.2	88	Yes	
American Indian	Fewer than 40 students in this subgroup							Fewer than 40 students in this subgroup				Fewer than 40 students in this subgroup				
Asian American	Fewer than 40 students in this subgroup							Fewer than 40 students in this subgroup				Fewer than 40 students in this subgroup				
Black	Fewer than 40 students in this subgroup							Fewer than 40 students in this subgroup				Fewer than 40 students in this subgroup				
Hispanic	Fewer than 40 students in this subgroup							Fewer than 40 students in this subgroup				Fewer than 40 students in this subgroup				
White	99.5	99.7	99.8	99.5	99.5	99.7	Yes	80.4	7.3	87.8	Yes	84.1	8.4	92.5	Yes	
Students with Disabilities	Fewer than 40 students in this subgroup							Fewer than 40 students in this subgroup				Fewer than 40 students in this subgroup				
English Language Learners	Fewer than 40 students in this subgroup							Fewer than 40 students in this subgroup				Fewer than 40 students in this subgroup				
Economically Disadvantaged	98.7	99.4	99.6	98.7	99.4	99.6	Yes	50.6	13.6	64.3	No	65.4	13.8	79.2	No	
Additional Academic Indicator: Graduation Rate		AYP Target Met?					Yes									

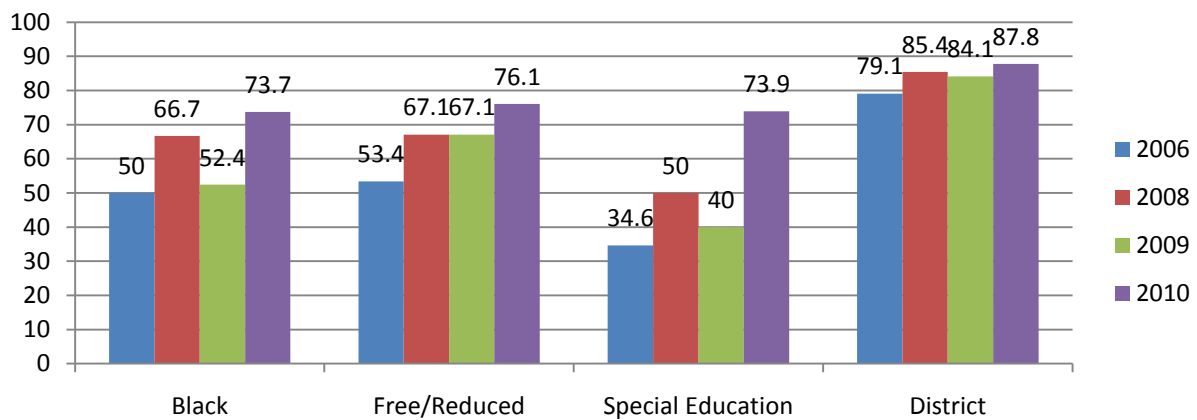
Grade 3 Math



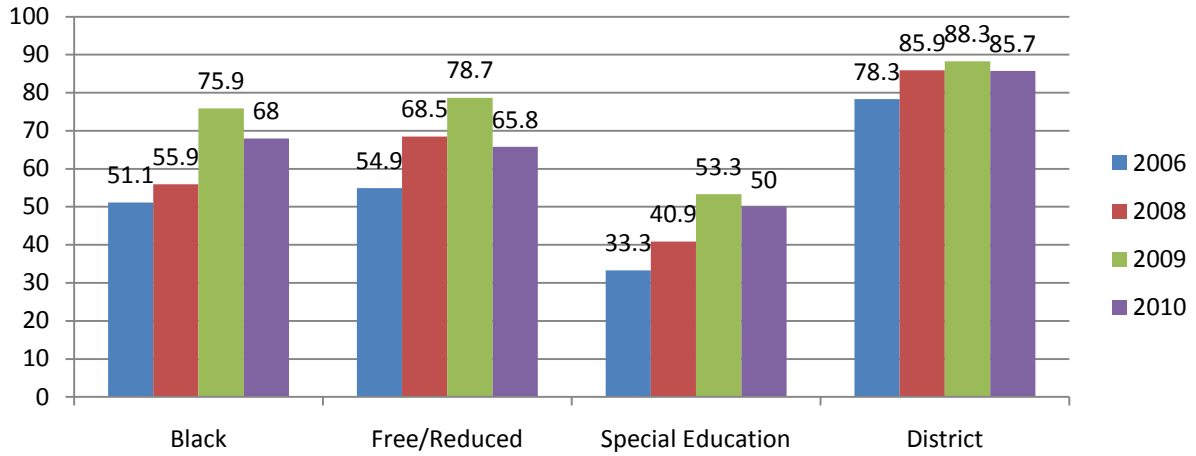
Grade 4 Math



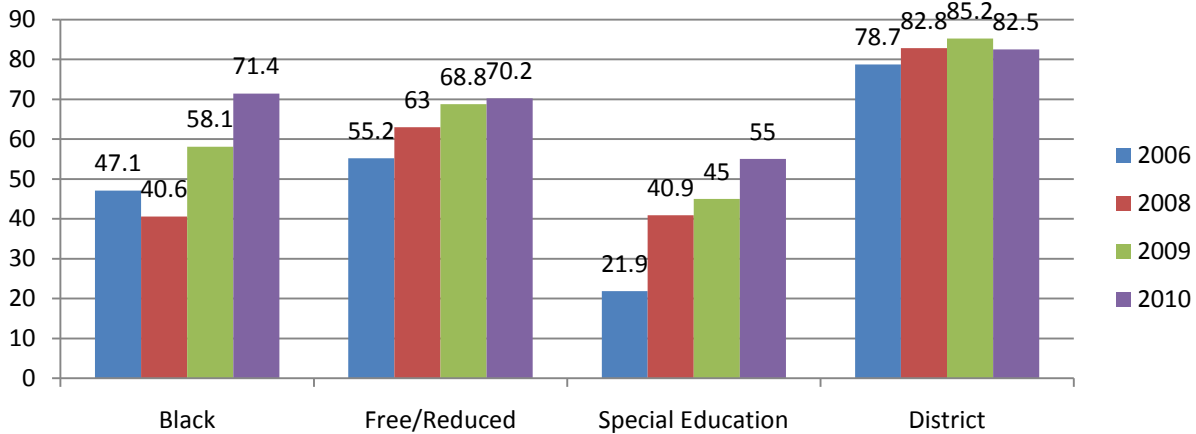
Grade 5 Math



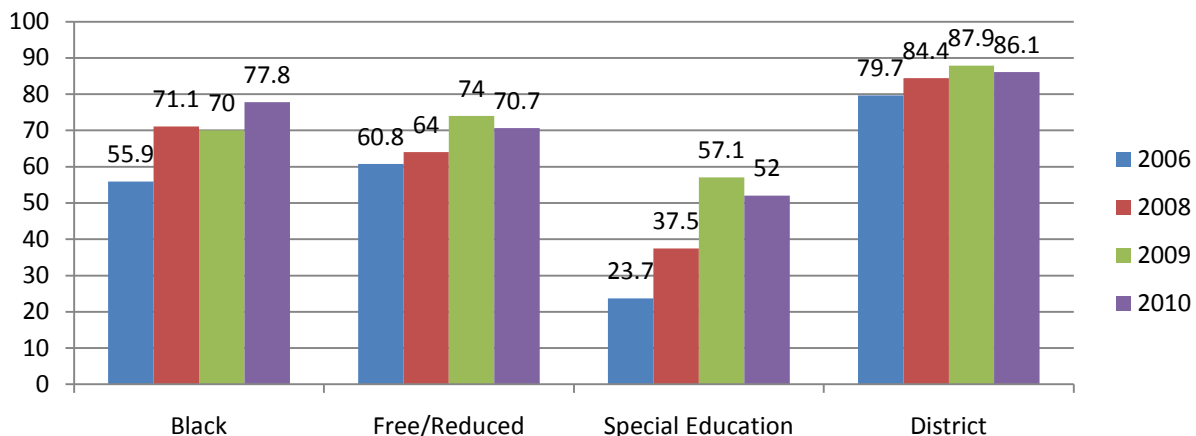
Grade 6 Math



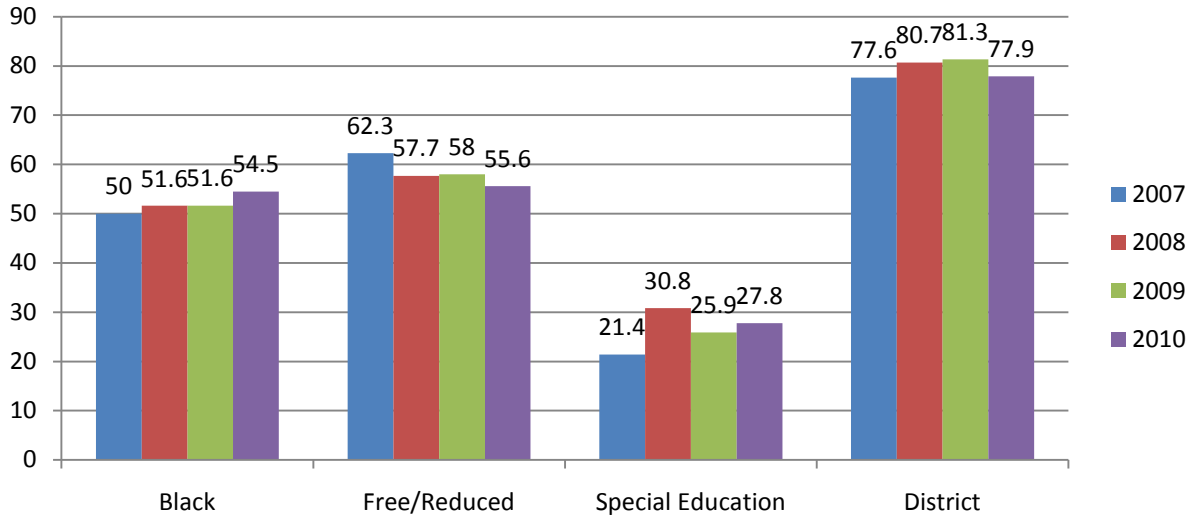
Grade 7 Math



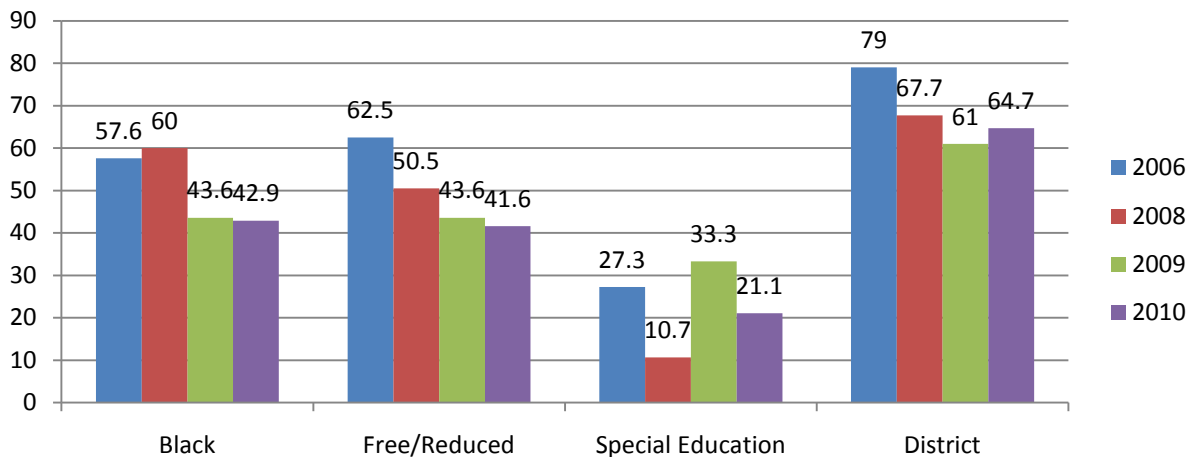
Grade 8 Math



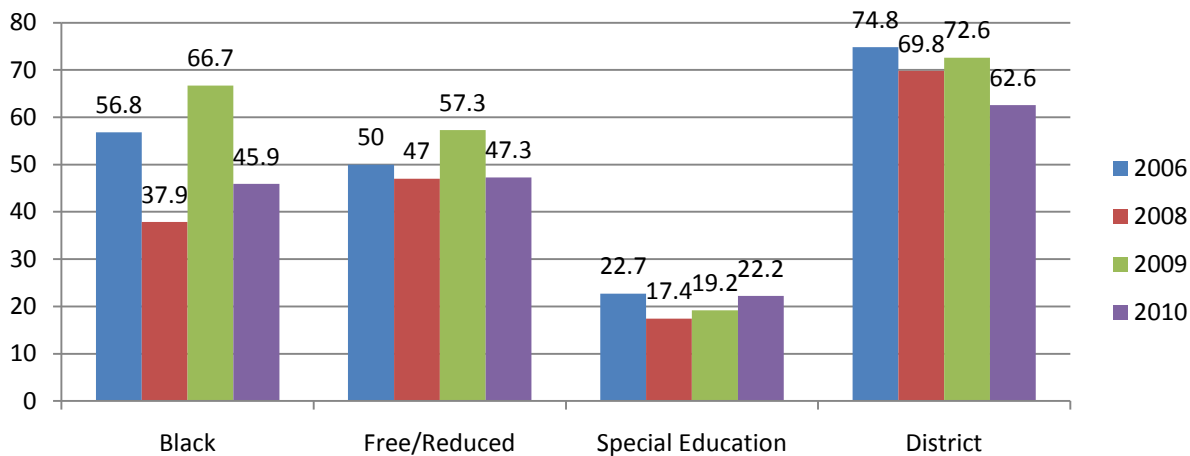
Grade 10 Math



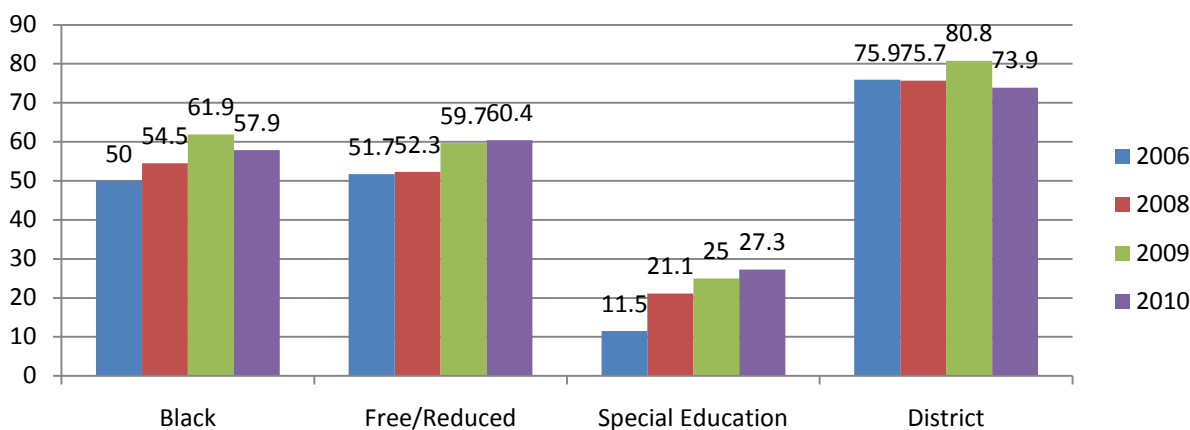
Grade 3 Reading



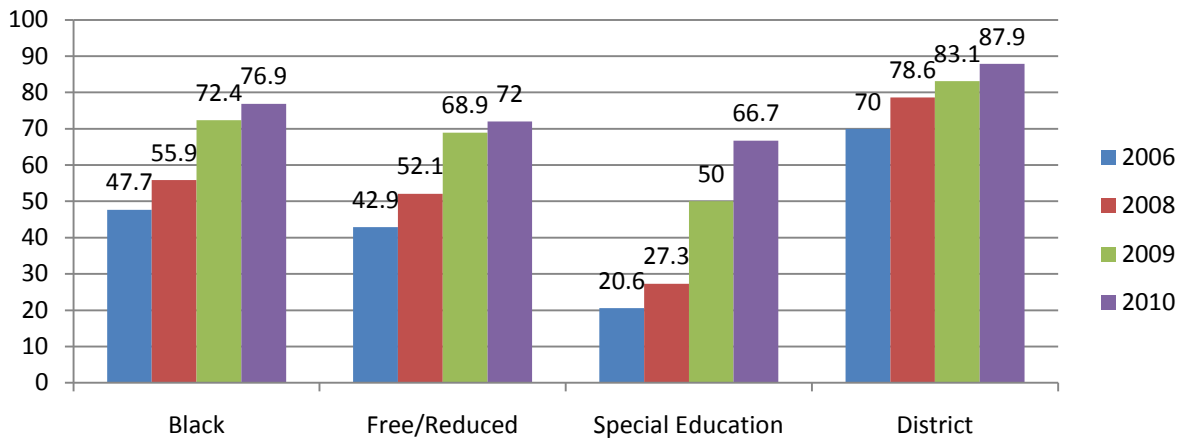
Grade 4 Reading



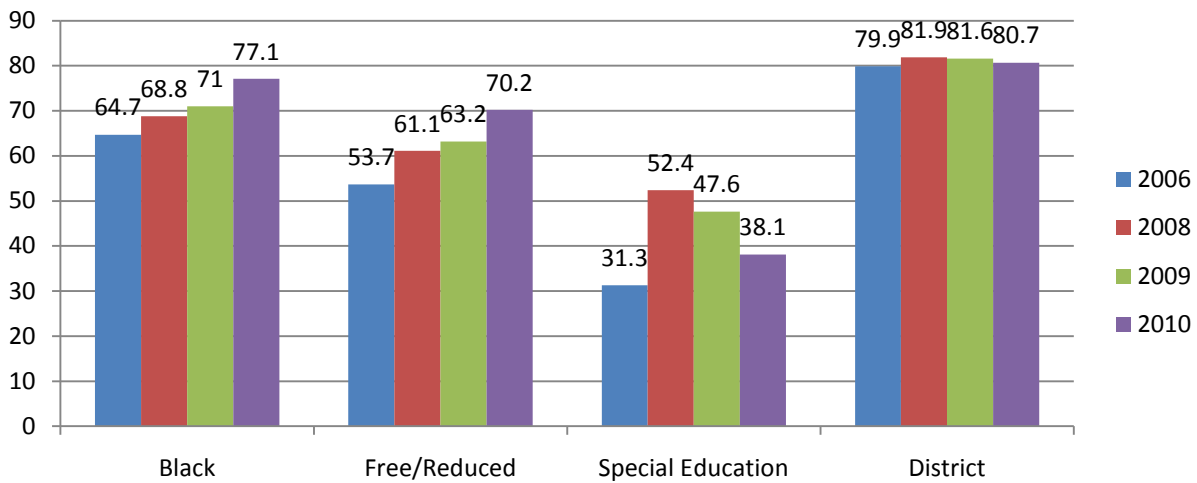
Grade 5 Reading



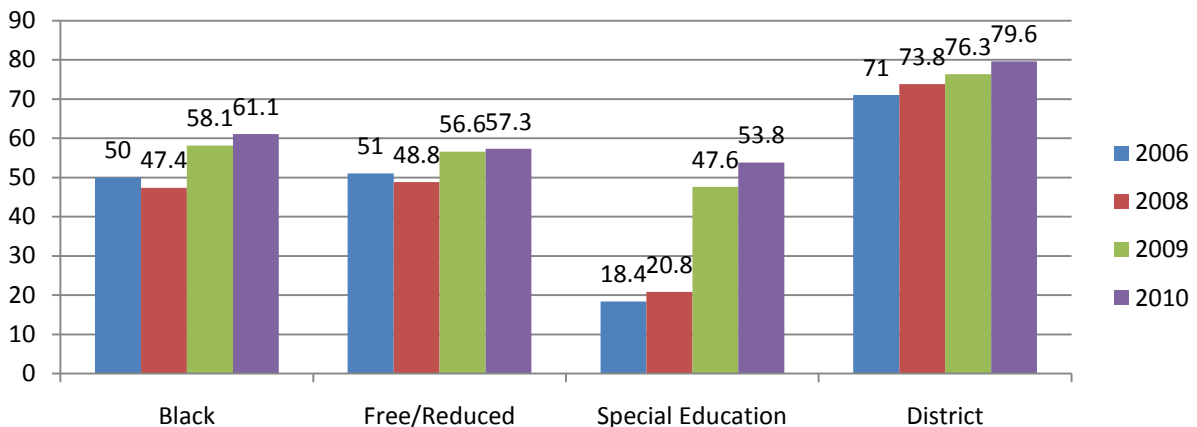
Grade 6 Reading



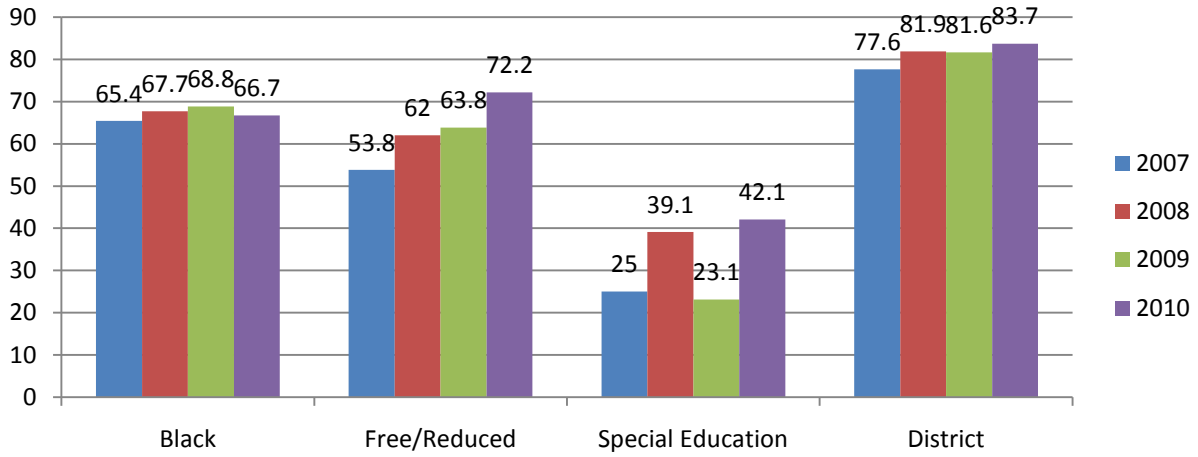
Grade 7 Reading



Grade 8 Reading



Grade 10 Reading



SECTION C CONNECTICUT'S ACCOUNTABILITY FOR LEARNING INITIATIVE

Essential Components for a Results-Based District Accountability System

1. The district has a clear mission that focuses on **teaching and learning** as the number one priority with the goal of improved student achievement for **ALL** students.
2. The district has a **coordinated governance structure** that includes the active support of the Board of Education, the Mayor, and the broader community in the mission, the development of a district accountability plan, and the implementation of that plan.
3. The district has an accountability plan/strategic plan that is highly focused on teaching and learning (4-5 goals) and includes **indicators** based not only on test scores, but also on building and classroom-based practices in teaching, curriculum, leadership, and community and parent involvement.
4. The district has a **rigorous curriculum** that clearly reflects state academic content standards and adds value to those standards through prioritization and focus.
5. The district has gathered a consensus from every building on **what students need to know and understand** for the next grade level of instruction, and what constitutes proficient and excellent performance.
6. The district uses **benchmark assessments** closely aligned with state standards and state assessments on a regularly scheduled basis to monitor student progress.
7. The district regularly **identifies and shares best practices** in standards-based teaching, assessment, and curriculum.
8. The district and schools regularly **collect and analyze critical data** reflecting the relationship between effective practice and student results in order to ensure that replication of successful practices will occur, and replication of mistakes are unlikely.
9. The district ensures that **school level improvement plans** are highly focused on teaching and learning, consistent with district goals, and likely to result in significant improvement of student learning.
10. The district provides **job-embedded professional development** on research-based strategies that will result in higher achievement for ALL students.
11. District teacher and administrative **evaluation processes** incorporate the skills and competencies developed through professional development.
12. The district ensures that structures are in place in all schools that will promote the development of collaborative, **professional learning communities** (e.g., time for collaboration, productive use of staff meetings, scheduling).
13. The district provides the resources and training for the implementation of effective **research-based interventions** for students who are performing below proficiency in reading and math.
14. The district assists and supports schools in the **implementation of the best practices** presented in the CPA training and helps integrate the training into existing initiatives.

The majority of these components are based on the following works of Douglas B. Reeves: *The Daily Disciplines of Leadership* (2002) Jossey-Bass and *Accountability for Learning: How Teachers and School Leaders Can Take Charge* (2004) Association for Supervision and Curriculum Development. The list was compiled by CSDE School Improvement Unit who has established a state partnership with the Center for Performance Assessment founded by Dr. Reeves.

Draft 1/6/05

Connecticut's Accountability for Learning Initiative (CALI)



Instruction

Parent Involvement

6172.4

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The goal of the Vernon Board of Education is to provide high quality academic programming and instructional opportunities to maximize the achievement of all students and to minimize the achievement disparities that exist among groups of students. Vernon's Title I Program is one means by which the Vernon Board of Education ensures that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency in meeting the State's challenging academic achievement standards and state academic assessment goals. Because research overwhelmingly demonstrates the positive effect that parent involvement has on a child's academic achievement, the Vernon Board of Education expects the participation of parents/guardians in regular, two-way, and meaningful communication involving student academic learning and other school activities.

To facilitate active and effective district parent involvement, the Vernon Public Schools, as required by federal legislation *No Child Left Behind*, will:

- A. Involve parents in the joint development/revision of the district's parent involvement policy by convening an annual meeting in September, at a convenient time, to which all parents shall be invited and encouraged to attend
 - to inform them of their rights in the five key areas addressed in NCLB, including assessment and accountability, highly qualified teachers, highly qualified paraprofessionals, English language learners, and parental involvement; and
 - to engage them as key stakeholders in the annual revision of the parent involvement policy
- B. Provide coordination, technical assistance and other support necessary to assist all schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance by
 - convening monthly meetings of the district's administrative team, the district's instructional council, and the school's PTO presidents to strategize renewed efforts to expand parent participation and to create links between and among the parents, the schools, and the district office.

Instruction

Parent Involvement

6172.4

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- accessing the expertise and resources offered by the state department of education to assist the district's schools in developing the school-level parental involvement compacts
- supporting school level participation (parents, teachers, and administrators) in professional workshops and conferences aimed at enhancing the school-family-community partnership

C. Build the schools' and parents' capacity for strong parental involvement by

- providing materials and training to help parents understand what they can do to support their child's motivation and readiness to learn
- informing parents and parent organizations of the existence and purpose of the state's Parent Information and Resource Center
- educating teachers in how to reach out, communicate with, and work with parents as equal partners
- ensuring, to the extent possible, that information related to school and parent programs, meetings, and other activities is sent to the parents/guardians of children in a format and in a language that parents can understand
- providing financial support for parental involvement activities
- coordinating with the schools to provide parents timely information about programs (i.e. Elementary Handbook); a description and explanation of the curriculum in use (i.e. Curriculum on the Wall); the academic assessment used to measure student progress; the proficient levels students are expected to meet
- engaging the buildings' PTOs to actively seek out and invite parents/guardians through regular communication updates and information sessions
- publishing a master calendar of district meetings
- providing child care to enable parents to participate in school-related meetings and training sessions

D. Coordinate and integrate parental involvement strategies with other programs and initiatives

Instruction

Parent Involvement

6172.4

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- through active participation in the monthly School Readiness Council meetings, which includes stakeholders from the Hockanum Valley Day Care Council, Head Start, the Rockville Public Library, Maple Street's Family Resource Center, the Vernon Regional Adult Basic Education Program, Vernon Youth Services, and Vernon Town Council
 - through the implementation of Vernon's strategic plan *Catalyst for Excellence*
 - through collaboration with other organizations and agencies that serve the interests and needs of students and their families
- E. Conduct, with the involvement of parents, an annual evaluation (survey) of the effectiveness of the parental involvement policy in improving the academic quality of the schools, which includes identifying barriers to greater participation, and using the findings to design strategies for more effective involvement
- F. Involve parents in the activities of the schools
- by communicating opportunities for parental involvement (which include volunteering, sharing expertise, leadership, home support, school decision-making, parent education, professional development, etc.) and by making personal connections to recruit them
 - providing calendar information to parents/guardians of upcoming meetings, discussions, and events and encouraging their participation

Policy Adopted: January 12, 2004

VERNON PUBLIC SCHOOLS ADEQUATE YEARLY PROGRESS

Vernon Public Schools
Adequate Yearly Progress - A History

AYP Status 2002-03: Fall 2002 CMT and Spring 2003 CAPT

LSS	MSS	NES	SRS	CRS	VCMS	RHS	District (Fall 2002 CMT & Spring 2002 CAPT)
A	A	A	A	A	¹ NA	² NA	³ NA

¹ In mathematics and participation for economically disadvantaged
² In participation for whole group and subgroups
³ In reading and mathematics for students with disabilities on the CMT; in reading for students with disabilities on the CAPT; in participation for the whole group and subgroups on the CAPT

AYP Status 2003-04: Fall 2003 CMT and Spring 2004 CAPT

LSS	MSS	NES	SRS	CRS	VCMS	RHS	District (Fall 2003 CMT & Spring 2003 CAPT)
A	A	A	A	A	A	¹ NA	² NA

¹ In participation for whole group and subgroups; Rockville High identified as a "School in Need of Improvement"
² In reading and mathematics for students with disabilities on the CMT; in participation for the whole group and subgroups on the CAPT; Vernon identified as a "District in Need of Improvement"

AYP Status 2004-05: Fall 2004 CMT and Spring 2005 CAPT

LSS	MSS	NES	SRS	CRS	VCMS	RHS	District (Fall 2004 CMT & Spring 2004 CAPT)
A	A	A	A	A	¹ NA	A	² NA

¹ In mathematics for economically disadvantaged
² In reading and mathematics for students with disabilities on the CMT; in participation for the whole group and subgroups on the CAPT; Vernon identified as a "District in Need of Improvement"

AYP Status 2005-06: Spring 2006 CMT and Spring 2006 CAPT

LSS	MSS	NES	SRS	CRS	VCMS	RHS	District (Fall 2006 CMT & average of 2005 and 2006 CAPT)
A	A	A	A	A	¹ Safe Harbor	² A	³ A

¹ VCMS achieves AYP through the "Safe Harbor" provision by reducing by 10% the numbers of students scoring at/below basic as compared to the previous year's data

² Rockville High removed from "School in Need of Improvement" status

³ Vernon remains identified as a "District in Need of Improvement"

AYP Status 2006-07: Spring 2007 CMT and Spring 2007 CAPT

LSS	MSS	NES	SRS	CRS	VCMS	RHS	District
A	¹ NA	A	A	A	² NA	A	³ A

¹ In mathematics and reading for black students; in mathematics for economically disadvantaged students

² In mathematics and reading for black students; for students with disabilities, and for economically disadvantaged students; in mathematics for Hispanic students

³ This year, one district - Vernon - improved sufficiently to be removed from the list of "districts in need of improvement." (Mark McQuillan, August 30, 2007)

AYP Status 2007-08: Spring 2008 CMT and Spring 2008 CAPT

LSS	MSS	NES	SRS	CRS	VCMS	RHS	District
A	¹ NA	² NA	³ NA	A	⁴ NA	⁵ NA	⁶ NA

¹ In mathematics and reading for the whole school and for economically disadvantaged students; in reading for white students

² In mathematics and reading for economically disadvantaged students

³ In reading for economically disadvantaged students

⁴ In mathematics and reading for black students, students with disabilities, and economically disadvantaged; in reading for Hispanic students

⁵ In mathematics and reading for economically disadvantaged students

⁶ In CMT mathematics and reading for black, Hispanic, students with disabilities, and economically disadvantaged; in CAPT mathematics and reading for economically disadvantaged

AYP Status 2008-09: Spring 2009 CMT and Spring 2009 CAPT

LSS	MSS	NES	SRS	CRS	VCMS	RHS	District
A	¹ NA	² NA	A	A	³ A	² NA	⁴ NA

¹ Identified as "In Need of Improvement - Year 2"

² Identified as "In Need of Improvement - Year 1"

³ Status as school "In Need of Improvement - Year 1"- on hold

⁴ Identified as district "In Need of Improvement - Year 1"

AYP Status 2009-10: Spring 2010 CMT and Spring 2010 CAPT

LSS	MSS	NES	SRS	CRS	VCMS	RHS	District
A	¹ Ash	² NA	³ NA	Ash	⁴ NA	⁵ Ash	⁶ NA

¹ Status as school "In Need of Improvement - Year 2" - on hold

² Identified as "In Need of Improvement - Year 2"

³ In mathematics for economically disadvantaged; in reading for whole group and economically disadvantaged

⁴ Identified as "In Need of Improvement - Year 2"

⁵ Status as school "In Need of Improvement - Year 1" - on hold

⁶ Identified as district "In Need of Improvement - Year 2"

Note: A district does NOT make AYP if the criteria are not met on BOTH the CMT and the CAPT

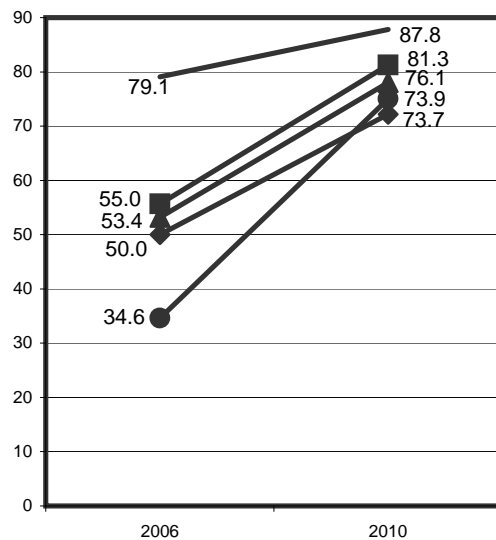
Vernon Public Schools' Achievement Flyer

...On the Connecticut Mastery Test (CMT): With baseline data established in 2006 with the first administration of the CMT Fourth Generation, evidence of incremental growth is demonstrated in a comparison of student achievement from 2006 to 2010. Of the twenty (20) data points compared for percent of students at/above proficient, there is evidence of districtwide improvement in 11 (or 55% of them).

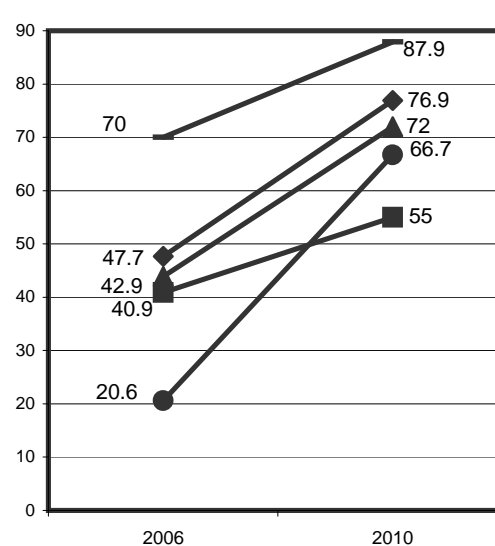
	MATHEMATICS		READING		WRITING		SCIENCE	
	% at/above proficient		% at/above proficient		% at/above proficient		% at/above proficient	
	2006	2010	2006	2010	2006	2010	2008	2010
Grade 3	85.6	79.9	79.0	64.7	82.3	75.0		
Grade 4	81.4	81.4	74.8	62.6	85.6	88.4		
Grade 5	79.1	87.8	75.9	73.9	86.2	88.9	79.9	83.3
Grade 6	78.3	85.7	70.0	87.9	83.3	84.3		
Grade 7	78.7	82.5	79.9	80.7	78.9	71.1		
Grade 8	79.7	86.1	71.0	79.6	80.3	75.2	76.3	71.4

...Longitudinal Analysis of Subgroup Performance: Toward the goal of maximizing achievement for all students and minimizing achievement disparities for subgroups of students, there is evidence of "raising the bar" and closing the gaps.

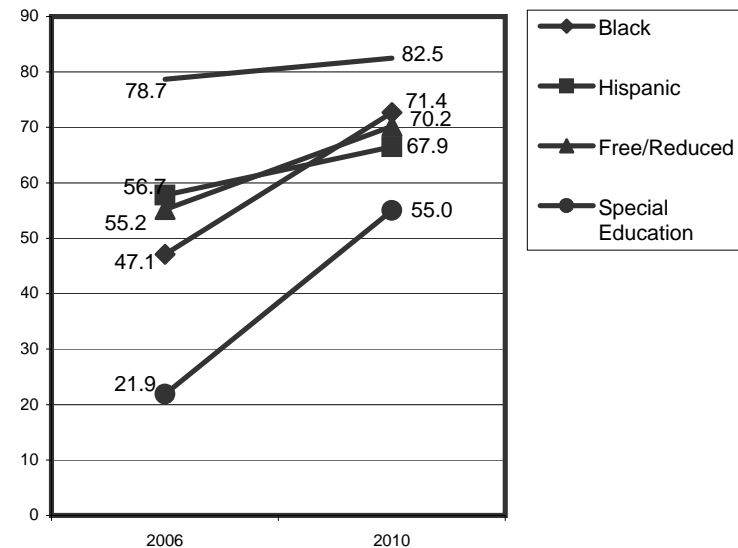
Connecticut Mastery Test, 4th Generation
Analysis of Subgroup Performance
Percent At/Above Proficient
Grade 5 Mathematics



Connecticut Mastery Test, 4th Generation
Analysis of Subgroup Performance
Percent At/Above Proficient
Grade 6 Reading



Connecticut Mastery Test, 4th Generation
Analysis of Subgroup Performance
Percent At/Above Proficient
Grade 7 Mathematics



...On the Connecticut Academic Performance Test (CAPT): In three areas tested on the grade 10 CAPT, the percent of Vernon students scoring at/above proficient exceeded the District Reference Group (DRG) averages; in two of the four areas tested, the percent of students scoring at/above proficient exceeded the State averages.

Percent of Students At / Above Proficient

	Mathematics	Science	Reading	Writing
Vernon	77.9	84.7	83.7	82.6
DRG G	77.4	83.2	83.1	86.7
State	78.8	81.5	82.9	86.2

...On the Federal No Child Left Behind – Adequate Yearly Progress Report (AYP): According to federal legislation, approximately 8 in 10 of all students and subgroups of 40 or more students (economically disadvantaged, minority, students with disabilities and English language learners) are required to achieve the proficiency targets of **No Child Left Behind**. Based on these high academic content standards, four Vernon schools achieved AYP. Lake Street School met the ambitious targets where approximately 8 in 10 students scored at/above proficient in reading and math. And Maple Street, Center Road, and Rockville High Schools achieved AYP through the **“Safe Harbor”** provision by reducing by 10% the number of students who achieved at/below basic from 2009 to 2010.

AYP Status for 2009-10	CRS	MSS	LSS	SRS	NES	VCMS	RHS	District
A = Achieved	A	*A	A	NA	***NA	***NA	**A	****NA
NA = Not Achieved								

- * Status as school “In Need of Improvement - Year Two” On Hold
- ** Status as school “In Need of Improvement – Year One” On Hold
- *** Identified as school “In Need of Improvement – Year Two”
- **** Identified as district “In Need of Improvement – Year Two”

...On the Scholastic Assessment Test: The 2010 SAT results represent the fifth year of a new administration. The inclusion of a new *writing section*, the expansion of the *math section* to cover three years of mathematics instruction, and the expansion of critical reading and the elimination of analogies from the *verbal section* result in a new benchmark of 2400 points as the perfect score and an increase in testing time from 3 to 4 hours. With a 72% participation rate, the combined average SAT scores for the Rockville High graduating class of 2010 was below the state public school average by 44 points, and below the national public school average by 16 points.

VERNON	1481	STATE	1525	NATION	1497
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This annual VPS Achievement Flyer provides us the opportunity to celebrate our successes and acknowledge the “honest bad news.” We are tremendously thankful to our parents, teachers, administrators, and Board of Education who support us as we implement the “practices of improving schools.”

“The best schools are those that never stop learning.” Doug Reeves