

Vernon Public Schools

**SCHOOL
IMPROVEMENT
PLAN**

**Rockville High
School**

Revised November 2009

VERNON PUBLIC SCHOOLS
School Improvement Plan

School: Rockville High School

School Years: 2009-2010 & 2010-2011

Principal: Eric Baim

Date: November 2009

Principal's Signature: _____

SCHOOL IMPROVEMENT PLANNING TEAM

Eric Baim	Principal
Sue Andrews	Assistant Principal
Mike Maltese	Assistant Principal
Jill Goldberg	K-12 Fine Arts Curriculum Coordinator
Steve Phelps	K-12 PE & Health Curriculum Coordinator/Athletic Director
Jaya Vijayasekar	K-12 World Languages Curriculum Coordinator
Ed Argenta	Science Department Chair
Steve Bubloski	Social Studies Department Chair
Vicky Nordlund	English Department Chair
Tricia White	Mathematics Department Chair
RHS Teachers	

Table 2

RHS Students - Percent at or above (\geq) proficient and at or above (\geq) goal on CAPT:

Year	Math		Science		Reading		Writing	
	\geq Prof.	\geq Goal	\geq Prof.	\geq Goal	\geq Prof.	\geq Goal	\geq Prof.	\geq Goal
2007	77.6	42.8	85.8	42.7	77.6	36.8	87.5	53.6
2008	80.9	45.6	86.2	47.2	81.9	38.8	86.9	52.3
2009	82.1	41.4	87.1	41.5	82.4	41.9	84.5	48.1

Table 3

RHS Free & Reduced Lunch Students (FRL) vs. Full Price (FP) - Percent at or above (\geq) proficient on CAPT:

Year	Math		Science		Reading		Writing	
	FRL	FP	FRL	FP	FRL	FP	FRL	FP
2007	62.3	80.9	71.7	88.8	53.8	82.5	80.8	88.9
2008	57.7	86.1	66.7	90.5	62.0	86.1	72.0	90.1
2009	58.8	89.2	66.2	93.7	64.7	87.8	73.9	87.8

B. Related School-Level Factors

Data included in the 2008-2009, the 2007-2008, and the 2006-2007 Strategic School Profiles reveals several related school-level factors:

Percent of students eligible for free/reduced-price meals

2008-2009: 19.4% (DRG 27.4%, State 26.0%)
2007-2008: 19.9% (DRG 23.3%, State 23.8%)
2006-2007: 17.6% (DRG 23.1%, State 22.9%)

Percent of juniors and seniors working more than 16 hours per week

2008-2009: 22.7% (DRG 21.3%, State 19.0%)
2007-2008: 22.0% (DRG 24.8%, State 20.2%)
2006-2007: 30.6% (DRG 25.7%, State 22.9%)

Attendance Rates

% present on October 1, 2008: 92.1% (State High Schools: 94.6%)
% present on October 1, 2007: 98.7% (State High Schools: 94.4%)
% present on October 1, 2006: 98.0% (State High Schools: 93.9%)

Average class size for Algebra I

2008-2009: 22.1 (DRG 19.0, State 18.7)
2007-2008: 20.6 (DRG 19.7, State 17.9)
2006-2007: 21.9 (DRG 19.7, State 19.5)

Average class size for English 10

2008-2009: 17.6 (DRG 18.6, State 19.1)
2007-2008: 20.8 (DRG 21.4, State 18.4)
2006-2007: 19.9 (DRG 20.3, State 20.8)

Percent of the RHS professional staff with a master's degree or above

2008-2009: 77.6% (DRG 77.0%, State 72.9%)
2007-2008: 73.2% (DRG 75.8%, State 72.2%)
2006-2007: 72.8% (DRG 79.2%, State 76.0%)

C. Other Student Academic Indicators

Additional student academic indicators follow. These include a comparison of Class of 2008, Class of 2007, and Class of 2006 Activities of Graduates as they relate to school and state averages, student performance on the SAT I Reasoning Test as it relates to school and state averages as reported in the Strategic School Profiles, and student participation and performance data on 2009 Advanced Placement (AP) exams.

Activities of Graduates

Percent of students who attended two- or four-year colleges

- Class of 2008: 79.8% (State 84.1%)
- Class of 2007: 85.7% (State 83.4%)
- Class of 2006: 75.1% (State 78.3%)

Percent of students who were employed or in the military

- Class of 2008: 19.8% (State 11.0%)
- Class of 2007: 12.5% (State 12.3%)
- Class of 2006: 18.3% (State 12.9%)

Total number of credits required for graduation

- Class of 2008: 22.0 (DRG 22.8; State 23.3)
- Class of 2007: 22.0 (DRG 22.6; State 23.1)
- Class of 2006: 22.0 (DRG 22.8; State 20.0)

Graduation Rates

- Class of 2008 Graduation Rate: 90.6% (State 92.1%)
- Class of 2007 Graduation Rate: 94.6% (State 92.6%)
- Class of 2006 Graduation Rate: 89.5% (State 92.2%)

Dropout Rates

- Class of 2008 Cumulative Four-Year Dropout Rate: 6.8% (State 6.6%)
- Class of 2007 Cumulative Four-Year Dropout Rate: 4.1% (State 6.2%)
- Class of 2006 Cumulative Four-Year Dropout Rate: 8.8% (State 6.6%)

SAT I: Reasoning Test

Mathematics: Average Score

- Class of 2008: 493 (State 507)
- Class of 2007: 489 (State 504)
- Class of 2006: 503 (State 510)

Critical Reading: Average Score

- Class of 2008: 505 (State 503)
- Class of 2007: 500 (State 502)
- Class of 2006: 512 (State 505)

Writing: Average Score

- Class of 2008: 506 (State 506)
- Class of 2007: 497 (State 503)
- Class of 2006: 511 (State 504)

The College Board released data for high school graduates in 2009 who participated in the SAT program. Statistics include the following:

- Three males and one female scored 700-800 on the Mathematics section of the test
- Two males and one female scored 700-800 on the Critical Reading section
- Three females scored 700-800 on the Writing section
- The overall mean score for the Mathematics section was 502
- The overall mean score for the Critical Reading section was 503
- The overall mean score for the Writing section was 509

Advanced Placement (AP), May 2009

In May 2009, 94 Rockville High School students took 140 AP exams. Of the 94 students, 43 were juniors and 51 were seniors. The percentage of grade 12 students tested was 19.20 and the percentage of grade 11 students tested was 15.10. These percentages were based on the number of students enrolled at RHS on May 1, 2009. The average score on the exams was 2.89 with 63.80% of students obtaining a score of 3 or above. A score of 3 (out of 5) or above on an AP exam indicates a passing grade.

Students took one or more of the following AP Exams:

Biology	French Language
Calculus AB	Spanish Language
English Language & Composition	Studio Art (Drawing, 2D, & 3D Design)
English Literature & Composition	United States History

A summary of the results follows.

2009 AP Courses – Results

<u>Course</u>	<u>AP Grade</u>					<u>Ave</u>	<u>% 3 or ></u>
	<u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>		
Biology	0	1	1	5	8	1.67	13.30%
Calculus AB	2	8	4	3	3	3.40	70.00%
English Language & Composition	5	14	13	4	1	3.49	86.50%
English Literature & Composition	0	7	13	8	0	2.96	71.40%
French Language	0	0	0	1	4	1.20	0.00%
Spanish Language	0	3	3	2	2	2.70	60.00%
Studio Art – Drawing	0	1	2	1	0	3.00	75.00%
Studio Art – 2 D Design	0	2	2	0	0	3.50	100.00%
Studio Art – 3 D Design	0	0	0	1	0	1.00	0.00%
<u>US History</u>	<u>2</u>	<u>5</u>	<u>6</u>	<u>1</u>	<u>0</u>	<u>2.89</u>	<u>92.90%</u>

The following is a list of AP course offerings at RHS and a five-year overview of student participation and student performance:

AP Course Offerings

Biology	Physics B
Calculus AB	Physics C*
Chemistry	Spanish Language
English Literature & Composition	Statistics*
English Language & Composition	Studio Art
Environmental Science*	US History
European History*	World History*
French Language	Latin: Vergil
Music Theory*	

* These courses are not presently offered at RHS; however, over the past five years, several students have chosen to independently prepare for and take the corresponding AP exams.

FIVE YEAR OVERVIEW

#	2009		2008		2007		2006		2005	
	Stud.	Tests	Stud.	Tests	Stud.	Tests	Stud.	Tests	Stud.	Tests
Gr 9	0	0	0	0	0	0	0	0	0	0
Gr 10	0	0	0	0	0	0	0	0	0	0
Gr 11	43	54	39	54	41	52	42	59	37	52
Gr 12	51	86	60	101	55	90	54	90	60	109
Total	94	140	99	155	96	142	97	150	97	161
% ≥ 3	63.80%		70.32%		63.38%		59.33%		68.32%	

The following sections of the plan (Parts II and III) include objectives that focus on mathematics, science, reading, writing, and physical fitness, as well as strategies to achieve the objectives.

II. Annual, Measurable Objective #1:

MATHEMATICS OBJECTIVE:

2008-2009 SMART Goals:

The percentage of RHS grade 10 students scoring at or above proficient in mathematics will increase from 80.9% to 84.0% as measured by the 2009 CAPT (*Results Indicator 82.1% - SMART goal not attained; progress noted*).

The percentage of RHS grade 10 students scoring at or above goal in mathematics will increase from 45.6% to 48.5% as measured by the 2009 CAPT (*Results Indicator 41.4% - SMART goal not attained.*)

2009-2011 SMART Goals:

The percentage of RHS grade 10 students scoring at or above proficient in mathematics will increase from 82.1% to 86.1% as measured by the 2011 CAPT.

The percentage of RHS grade 10 students scoring at or above goal in mathematics will increase from 41.4% to 46.5% as measured by the 2011 CAPT.

The percentage of RHS grade 10 economically disadvantaged students scoring at or above proficient in mathematics will increase from 58.8% to 67.0% as measured by the 2011 CAPT.

III. Actions/Strategies/ Interventions	Timeline	Person(s) Responsible	Results Indicator(s)
Continue to train staff in Data Driven Decision Making/Data Teams	09/09-06/11	Assistant Superintendent Principal	List of trained staff and dates of training
Continue to train staff in <i>Making Standards Work</i>	Spring 2010 & 2011	Assistant Superintendent Principal	List of trained staff and dates of training

III. Actions/Strategies/ Interventions	Timeline	Person(s) Responsible	Results Indicator(s)
Continue the collaborative work of data teams to develop SMART goals with appropriate strategies and assessments	09/09-06/11	Principal Assistant Principals Coordinators Teachers	SMART goals Data team minutes
Continue staff professional development related to data teams	09/09-06/11	Administrators	Staff Development
Implement CAPT activities and assessments for selected math courses and monitor progress of students	09/09-06/11	Data Teams	Data analysis submitted by data teams Data team minutes submitted
Administer Pre-CAPT to grade 9 students in the spring to obtain baseline data for grade 10 students	03/10 & 03/11	Math Teachers Coordinator	Student scores Data analysis by data teams
Continue co-taught Consumer Math, Senior Math, Algebra 1A and General Geometry Math classes	09/09-06/11	Math and Special Education Teachers	Data analysis submitted by data teams Data team minutes
Perform universal screen to select a targeted set of students from the economically disadvantaged subgroup to invite and encourage to attend after school review sessions	10/09-12/09	Administrators	Selection list and home contact
Provide after-school Math CAPT review sessions for economically disadvantaged students	3-4 weeks prior to CAPT	Administrators Coordinator Voluntary Math Teachers	Student participation

II. Annual, Measurable Objective #2:

SCIENCE OBJECTIVE:

2008-2009 SMART Goals:

The percentage of RHS grade 10 students scoring at or above proficient in science will increase from 86.2% to 89.2% as measured by the 2009 CAPT (*Results Indicator 87.1% - SMART goal not attained; progress noted*).

The percentage of RHS grade 10 students scoring at or above goal in science will increase from 47.2% to 50.2% as measured by the 2009 CAPT (*Results indicator 41.5% - SMART goal not attained*).

2009-2011 SMART Goals:

The percentage of RHS grade 10 students scoring at or above proficient in science will increase from 87.1% to 93.1% as measured by the 2011 CAPT.

The percentage of RHS grade 10 students scoring at or above goal in science will increase from 41.5% to 47.5% as measured by the 2011 CAPT.

The percentage of RHS grade 10 economically disadvantaged students scoring at or above proficient in science will increase from 66.2% to 79.6% as measured by the 2011 CAPT.

III. Actions/Strategies/ Interventions	Timeline	Person(s) Responsible	Results Indicator(s)
Continue to train staff in Data Driven Decision Making/Data Teams	08/09-06/11	Assistant Superintendent Principal	List of trained staff and dates of training
Continue the collaborative work of data teams to develop SMART goals with appropriate strategies and assessments	09/09-06/11	Principal Assistant Principals Coordinators Teachers	SMART goals Data team minutes

III. Actions/Strategies/ Interventions	Timeline	Person(s) Responsible	Results Indicator(s)
Continue staff professional development related to data teams	08/09-06/11	Administrators	Staff Development
Implement CAPT activities and assessments for selected science courses and monitor progress of students	08/09-06/11	Data Teams	Data analysis submitted by data teams Data team minutes
Administer Pre-CAPT to grade 9 students in the spring	03/10 & 03/11	Science Teachers Coordinator	Student scores Data analysis by data teams
Provide in-class CAPT review for grade 10 students	1-2 weeks prior to 2010/11 CAPT	Administrators Coordinator Science Teachers	Student participation
Provide multiple in-class CAPT labs for grade 9 students	09/09-06/11	Administrators Coordinator Science Teachers	Scores submitted to coordinator
Provide three in-class embedded CAPT labs for earth science students and two in-class embedded CAPT labs for Biology students	09/09-02/11	Administrators Coordinator Science Teachers	Scores submitted to coordinator
Provide multiple in-class Science, Technology & Society (STS) activities for grade 9 students	09/09-05/11	Science Teachers	Student scores

III. Actions/Strategies/ Interventions	Timeline	Person(s) Responsible	Results Indicator(s)
Provide two in-class STS embedded activities for biology students	09/09-02/11	Science Teachers	Student scores
Continue to provide co-taught science classes as appropriate	08/09-06/11	Science and Special Education Teachers	Data analysis submitted by Data teams Data Team minutes

II. Annual, Measurable Objective #3:

READING OBJECTIVE:

2008-2009 SMART Goals:

The percentage of RHS grade 10 students scoring at or above proficient in reading will increase from 81.9% to 84.0% as measured by the 2009 CAPT (*Results indicator 82.4% - Smart goal not attained; progress noted*).

The percentage of RHS grade 10 students scoring at or above goal in reading will increase from 38.8% to 42.0% as measured by the 2008 CAPT (*Results indicator 41.9% - Smart goal not attained; progress noted*).

2009-2011 Smart Goals

The percentage of RHS grade 10 students scoring at or above proficient in reading will increase from 82.4% to 88.4% as measured by the 2011 CAPT.

The percentage of RHS grade 10 students scoring at or above goal in reading will increase from 41.9% to 47.9% as measured by the 2011 CAPT.

The percentage of RHS grade 10 economically disadvantaged students scoring at or above proficient in reading will increase from 64.7% to 78.0% as measured by the 2011 CAPT.

III. Actions/Strategies/ Interventions	Timeline	Person(s) Responsible	Results Indicator(s)
Continue to integrate CAPT reading skills across the disciplines	09/09-06/11	Administrators Coordinators Teachers	Data collected for review by selected data teams
Continue to train staff in Data Driven Decision Making/Data Teams	08/09-06/11	Assistant Superintendent Principal	List of trained staff and dates of training

III. Actions/Strategies/ Interventions	Timeline	Person(s) Responsible	Results Indicator(s)
Revise curricula based on Power Standards	10/09-06/11	Coordinator Department Head English teachers	Revised curricula
Continue the collaborative work of data teams to develop SMART goals with appropriate strategies and assessments that target economically disadvantaged students	09/09-06/11	Principal Assistant Principals Coordinator Teachers	SMART goals Data teams minutes
Continue professional development for staff related to data teams	08/09-06/11	Administrators	Staff Development
Administer Pre-CAPT Reading for Information to grade 9 students during CAPT week	03/10 03/11	Coordinator Teachers	Administration of pretest Data analysis by data teams
Review CAPT Helpful Hints packet that focuses on Reading for Information with students	12/09-02/11	Coordinator Teachers	Reading for Information Helpful Hints
Perform universal screen to select a targeted set of students from the economically disadvantaged subgroup to invite and encourage to attend after school review sessions	10/09-12/09	Administrators	Selection list and home contact
Continue co-taught English classes	09/09-06/11	English and Special Education Teachers	Data analysis submitted by data teams Data team minutes

III. Actions/Strategies/ Interventions	Timeline	Person(s) Responsible	Results Indicator(s)
Enroll students in course designed for those reading below grade level.	09/09-06-11	Department Head Reading Teacher	Class enrollment
Focus grade 9-10 English Data Teams on Reading for Information skills with a focus on improving scores of economically disadvantaged students	09/09-06/11	English Teachers	Data team minutes

II. Annual, Measurable Objective #4:

WRITING OBJECTIVE:

2008-2009 SMART Goals:

The percentage of RHS grade 10 students scoring at or above proficient in writing will increase from 86.9% to 88.0% as measured by the 2009 CAPT (*Results indicator 84.5% - SMART goal not attained*).

The percentage of RHS grade 10 students scoring at or above goal in writing will increase from 52.3% to 55.0% as measured by the 2009 CAPT (*Results indicator 48.1% - SMART goal not attained*).

2009-2011 SMART Goals:

The percentage of RHS grade 10 students scoring at or above proficient in writing will increase from 84.5% to 88% as measured by the 2011 CAPT.

The percentage of RHS grade 10 students scoring at or above goal in writing will increase from 48.1% to 54.0% as measured by the 2011 CAPT.

The percentage of RHS grade 10 economically disadvantaged students scoring at or above proficient in writing will increase from 73.9% to 90.0% as measured by the 2011 CAPT.

III. Actions/Strategies/ Interventions	Timeline	Person(s) Responsible	Results Indicator(s)
Continue to implement schoolwide vision and goals to integrate CAPT writing skills across the disciplines	09/09-06/11	Administrators Coordinators Teachers on writing data teams	Data charts for review by faculty and students
Continue to train staff in Data Driven Decision Making/Data Teams	08/09-06/11	Assistant Superintendent Principal	List of trained staff and dates of training

III. Actions/Strategies/ Interventions	Timeline	Person(s) Responsible	Results Indicator(s)
Continued professional development for staff related to data teams	09/09-06/11	Administrators	Staff Development
Continue the collaborative work of data teams to develop SMART goals with appropriate strategies and assessments to address the needs of underachieving subgroups	09/09-06/11	Principal Assistant Principals Coordinators Teachers	SMART goals Data team minutes
Develop and administer two new CAPT Interdisciplinary Writing simulations to grade 9 students and grade 10 students	09/09-02/11	Coordinator Grade 9 social studies teachers Grade 10 social studies teachers	Development of pre-tests Administration of pre-tests Data analysis by data teams
Administer the CAPT Editing & Revising simulation to grade 9 and grade 10 students	09/09-02/11	Coordinator Grade 9 English teachers Grade 10 English teachers	Administration of pre-test Data analysis by data teams
Develop and administer a new pre-CAPT Interdisciplinary Writing practice tests to grade 9 students during CAPT week	02/10 & 02/11 (dev. of test) 03/10 & 03/11 (admin. of test)	Coordinator Department Head Grade 9 social studies teachers	Development of pre-test Administration of pre-test Data analysis by data teams
Administer pre-CAPT Editing & Revising practice test to grade 9 students during CAPT week	03/10 & 03/11	Coordinator Department Head	Administration of pre-test Data analysis by data teams

III. Actions/Strategies/ Interventions	Timeline	Person(s) Responsible	Results Indicator(s)
Review and revise CAPT Helpful Hints packet that focuses on Editing & Revising	09/09-02/11	Coordinator Department Head English teachers	Editing & Revising Helpful Hints
Review and revise the CAPT Helpful Hints packet that focuses on Interdisciplinary Writing Information	09/09-02/11	Coordinator Department Head Social studies teachers	Interdisciplinary Writing Helpful Hints
Continue co-taught social studies classes	09/09-06/11	Social Studies and Special Education Teachers	Data analysis submitted by data teams Data team minutes

II. Annual, Measurable Objective #5:

PHYSICAL FITNESS OBJECTIVE:

2008-2009 SMART Goal:

The percentage of RHS grade 10 students scoring at or above proficient in physical fitness will increase from 52.2% to 54.0% as measured by the 2009-2009 Connecticut Physical Fitness Test (*Results indicator 39.0% - Smart goal not attained*).

2009-2011 SMART Goal:

The percentage of RHS grade 10 students scoring at or above proficient in physical fitness will increase from 39.0% to 45.0% as measured by the 2009-2010 Connecticut Physical Fitness Test.

III. Actions/Strategies/ Interventions	Timeline	Person(s) Responsible	Results Indicator
Continue to train staff in Data Driven Decision Making/Data Teams	08/09-06/11	Assistant Superintendent Principal	List of trained staff and dates of future training
Continue the collaborative work of data teams to develop SMART goals with appropriate strategies and assessments	09/09-06/11	Principal Assistant Principals Coordinator Teachers	SMART Goals Data Team minutes
Continue staff professional development related to Data Teams	09/09-06/11	Administrators	Staff Development
Continue staff professional development related to improving fitness	09/09-06/11	Administrators	Staff Development

III. Actions/Strategies/ Interventions	Timeline	Person(s) Responsible	Results Indicator
Implement Physical Fitness activities and assessments for selected PE skills and monitor progress of students	09/09-06/11	Administrators Coordinator PE Teachers	Data analysis submitted by Data Teams Data Team minutes submitted
Administer Physical Fitness test to grade 9 students in the fall/spring to obtain baseline data for grade 10 students	Spring 2011	Coordinator PE Teachers	Student Scores Data Analysis by Data Team
Incorporate fitness activities in all physical education grade 9 and grade 10 classes	09/09-06/11	Coordinator PE Teachers	Lesson Plans Classroom Observations
Continue to revise Health and PE curricula	09/09-06/11	Coordinator Teachers	Revised curricula

IV. MILESTONES, BENCHMARKS, AND EVALUATION

Both administration and individual data teams continue to be responsible for analyzing benchmark performance and revising or modifying the plan as needed. The following are benchmarks to monitor progress at specific points in time:

- Data team summaries submitted to administration after each team meeting
- Monthly report from the assistant superintendent to faculty on progress
- Periodic sharing of data team progress with colleagues
- Annual review of CAPT participation practices
- Periodic communication to parents via principal's parent meetings and school newsletter
- Monthly administrative reports to the superintendent on the progress of actions supporting the School Improvement Plan and the District Improvement Plan
- Updated revision of the School Improvement Plan submitted to the Assistant Superintendent annually by November 30

V. PROFESSIONAL DEVELOPMENT

In order to effectively implement the School Improvement Plan, ongoing professional development is essential. The district and RHS will utilize the Connecticut Accountability for Learning Initiative (CALI) of continuous school and district improvement to close the achievement gaps. As noted in the District Improvement Plan, Vernon will continue to partner with the State Department of Education (SDE), the Regional Educational Service Centers (RESCs), and the Leadership and Learning Center to provide professional development in understanding and implementing the practices of "improving schools." At RHS, professional development in the following areas will facilitate the continued successful execution of the plan:

- Data-Driven Decision Making
- Making Standards Work Series (Power Standards, Unwrapping the Standards, and Performance Assessments)
- Effective Teaching Strategies
- Scientific Researched Based Interventions (SRBI)
- iParent (utilized to facilitate communication between parents and teachers)
- Interdisciplinary Instruction
- Differentiated Instruction specifically to address the needs of our economically disadvantaged students
- Ongoing Data Team meetings throughout the school year

VI. PARENTAL INVOLVEMENT

The following are strategies to promote increased parental involvement in order to meet the objectives of the School Improvement Plan:

- Disseminate timely information in the RHS school newsletter and on the school website
- Continue bi-monthly parent meetings with principal
- Foster communication with the RHS parent group
- Accessibility to staff via individualized email and telephone extensions/voicemail
- Provide training for iParent which is a component of the school's administrative software program, iPASS, to enable parents to view up-to-date progress reports on their students
- Periodic review of students' attendance and communication home when students violate the attendance requirements
- AYP progress notice mailed home to parents annually (Addendum A)
- Continue to support the actions and strategies outlined in the Rockville High School Parental Involvement Guidelines (Addendum B)

VII. DISTRICT SUPPORT

As with professional development, continued ongoing district support is essential in order to effectively implement the School Improvement Plan. The following are necessary steps for the district to support the school's efforts toward meeting the objectives of the School Instructional Plan:

- Continue professional development time that effectively addresses the needs of the school/district vision
- Continue curriculum coordinator support toward standards based curricula including the development of benchmark assessments and common formative and summative assessments
- Allocate necessary resources to ensure the successful implementation of the School Improvement Plan
- Continue ongoing visits and communication between central office, building level administrators, and faculty (quarterly)
- Continue the support of new teachers in the induction years and support the transition from the BEST to the new TEAM Program (Addendum C)

VIII. 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**

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.

Rockville High School

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Eric R. Baim, Principal

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Sue Andrews Ed.D., Assistant Principal
Michael Maltese, Assistant Principal

September 29, 2009

Dear Parent/Guardian,

Our school is committed to providing all students with the knowledge and skills they need to succeed in school and in life. Rockville High School has a strong, dedicated staff committed to teaching the challenging academic content and interpersonal skills that help students develop into productive citizens.

The *No Child Left Behind Act (NCLB) of 2001* requires schools and school districts to annually report to all parents the status of *Adequate Yearly Progress (AYP)*. All students in each subgroup of 40 or more students are expected to score proficient or better in reading and mathematics. This year's target for AYP was 80% for mathematics and 81% in reading. Attached is the annual report.

As a school, Rockville High School did not meet AYP in both mathematics and reading in one subgroup – economically disadvantaged. What that means is that we have been identified as a school **“In Need of Improvement – Year 1.”** Although it is upsetting that we have been designated as a school in need of improvement I wanted to share with you some of the initiatives we will be putting in place to help not only Rockville High School, but the Vernon school district as a whole.

This year at Rockville High School we have a number of planned initiatives that will help target our areas of need and will help us attain our ultimate goal of success for all students. We are in the beginning stages of targeting specific interventions that focus on supporting our subgroup - economically disadvantaged. A series of after school support sessions will take place with tenth grade students that will focus on areas of improvement in reading and mathematics. This initiative will commence in the late winter / early spring of this school year.

We have many other exciting initiatives taking place at the high school that we are very excited about. Staff meets monthly on a data team that targets improvements for all students in the areas of reading and mathematics. We have a new credit recovery program called NovaNET that helps students re-learn curriculum in which they have struggled, focus on improving basic skills, and help students develop a better understanding of key concepts that they might have struggled with in the past. I am very excited about what is happening and where we are going this year! Finally, we have adopted a new initiative that will hopefully bring a sense of pride and confidence in every one of our students and staff. **“We Are the ROCK!”** is a new sense of confidence throughout the building. I have seen it first hand in the first few weeks and I am confident that it can only get bigger and better from here on.

With all of the exciting new initiatives happening at Rockville High School, there is one last factor that needs to happen in order for all of this to come together: your help. Without your support, it can be a very difficult task by the students and staff to attain this success. Rockville High School is a great community and we are the symbol of the Vernon school district. Without your help, we as a school community will have an even more difficult time of reaching our goals. I am asking each and every one of you to embrace, support, cheer on, and live our new initiatives for your children and for our school. I am available at any time, so please do not hesitate to call or email me with any questions or concerns about what we are doing. I want to thank you for your time and for your children. And please remember: ***“We Are the ROCK!”***

Regards,

Eric Baim
Principal

ADDENDUM B

ROCKVILLE HIGH SCHOOL PARENTAL INVOLVEMENT GUIDELINES

The Rockville High School mission is to graduate life-long learners who are prepared to move forward confidently, striving for excellence as productive and contributing members of a highly diverse and ever changing society.

The Rockville High School Parent Group's mission is to encourage parents and the Vernon/Rockville community to become involved in Rockville High School.

GUIDELINES FOR INVOLVEMENT

Parents will be notified annually of meetings to explain this parental involvement guidelines and to plan guideline revisions and improvements to meet the changing needs of our school learning community.

Parents will be afforded the opportunity to select parent representatives to serve on various ad hoc committees as they are created to improve student academic achievement and facilitate the smooth operation of the school.

SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

Rockville High School will jointly develop with parents a home-school compact which outlines how parents, staff, and students can work together to create and develop strong partnerships to help students achieve high academic standards.

BUILDING CAPACITY FOR INVOLVEMENT

Rockville High School provides assistance to parents to understand Connecticut's and Vernon Public Schools' academic content standards and achievement standards through a variety of activities:

- 8th Grade Parent/Student Orientation
- Annual Open House
- Review of requirements contained in the No Child Left Behind Regulations
- Review of the Strategic School Profile
- Sharing of results of the Connecticut Academic Performance Tests
- Distribution of regular student assessments through report cards and mid term reports
- Meetings with teachers and guidance counselors
- Encouraging parent involvement through booster clubs for various sports and other extra curricular activities
- Providing opportunities to chaperone field trips.

INTRODUCING SCHOOL GUIDELINES AND PROGRAMS

Parents are informed of school guidelines and procedures through the Student/Parent Handbook, distributed to each student at the beginning of the school year, or to transfer students upon enrolling at Rockville High School. Monthly newsletters are posted on our website. Parents will be provided space each month for a "Parent Page" to communicate parent group activities to the school community. The Rockville High School Program of Studies describes the entire school curriculum and the course selection process for students. The Rockville High School website provides current information of interest to the school learning community. Parents will be provided a page on the website for communicating activities, projects, and other information of general interest.

ROCKVILLE HIGH SCHOOL HOME-SCHOOL COMPACT

School will...

- offer rigorous and meaningful academic and extra curricular programs for all students which promote independence and interdependence, while requiring the development and application of critical thinking and problem solving skills
- cultivate individuals who take responsibility for achieving academic excellence
- provide a school climate which is clean, attractive, safe, healthy, stimulating, and well equipped for the learning process
- create a dynamic environment that respects and celebrates diversity
- guarantee on-going staff growth through needs-based professional development activities which address new and changing educational programs and technologies, thus empowering teachers to function more efficiently and effectively as coaches, models, and mentors to students and to each other
- communicate regularly with home regarding the academic progress of each student through mail, phone calls, and email.

Students will...

- communicate and process ideas and information effectively in the areas of reading, writing, speaking, listening, and viewing
- apply a variety of mathematical, scientific, and technological concepts
- demonstrate the application of knowledge through analysis, synthesis, and evaluation
- use technology responsibly to obtain, exchange, and organize information
- realize the value of other cultures and languages
- experience and appreciate the value of the fine arts
- demonstrate appropriate behaviors and display respect for self and others
- develop a sense of commitment, collaboration, and teamwork
- set priorities, develop career goals, evaluate and manage his/her own progress, and persevere in their attainment
- understand constitutional and political principles and practices
- become an informed participant and decision maker in school, community, country, and world.

Parents will...

- express to their student the importance of attending school prepared to learn and contribute positively to the school community
- stay informed regarding student expectations, procedures, and will seek support or information from their student's teacher or principal when needed
- review their student's work nightly and progress regularly
- participate in the school community and become involved in the education of their student to promote success
- remain informed.

APPENDUM C

TEAM Program

Mentoring Module Focus

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

1. **Identify a need/opportunity** for professional growth **related to the CCT Domain**.
2. **Create a goal and plan for professional growth** that is **meaningful** (addresses an identified need/opportunity) and **achievable**.
3. **Participate in and record learning activities and data** on how the teacher's new learning is being applied in the classroom.
4. **Write a short reflection paper that includes an analysis of data related to the teacher's application of new learning and its impact on student performance.** (Beginning teachers will submit their reflection papers to a district or regional review committee to determine if they have successfully completed each module.)

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

Proposed Participation Guidelines

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

- Beginning July 1, 2009, all first and second year teachers and any teacher who did not successfully complete the BEST program will be provided with mentors and pilot mentoring modules one and two. Upon completion of modules one and two, all second year and teachers previously in the BEST Program will be eligible for provisional certification.
- Beginning July 1, 2010, all first year teachers will be required to successfully complete modules one and two. All second year teachers who completed modules one and two will pilot modules three, four, and five. Upon completion of all 5 modules, second year teachers will be eligible for provisional certification.
- Beginning July 1, 2011, all first year teachers will be expected to successfully complete modules one and two and all second year teachers will be required to successfully complete modules three, four, and five.