

# Vernon Public Schools

## School Improvement Plan

School Name: Vernon Center Middle School

School Year: 2010 - 2011

School Principal: Beth A. Katz

Date: December 2010

Principal's Signature: \_\_\_\_\_

Personnel Responsible for Developing and Implementing the  
School Improvement Plan:

\_\_\_\_\_  
Beth Katz

\_\_\_\_\_  
James Harrison

\_\_\_\_\_  
Jason Magao

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VCMS Certified Staff

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Christopher Ozmun

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Judy Latonie

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Principal

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Assistant Principal

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Assistant Principal

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\_\_\_\_\_  
Math and Science Coordinator

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Language Arts and Social Studies

\_\_\_\_\_  
Coordinator

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## Data Analysis/Assessment of Need:

	2008 – 2009	2009 - 2010
<b>Grade 6 Percent of Students At/Above Goal in Reading:</b>		
All Students	65.5	<b>71.7**</b>
At/Above Proficient	83.1	<b>87.9*</b>
Strand 1 – Forming a general understanding	83	<b>86*</b>
Strand 2 – Developing an interpretation	76	<b>82**</b>
Strand 3 – Making reader/text connections	34	<b>60**</b>
Strand 4 – Examining content and structure	75	<b>82**</b>
Average DRP	66.3	63.4
<b>Grade 7 Percent of Students At/Above Goal in Reading:</b>		
All Students	69.6	68.9
At/Above Proficient	81.6	80.7
Strand 1 – Forming a general understanding	70	<b>89**</b>
Strand 2 – Developing an interpretation	74	<b>80**</b>
Strand 3 – Making reader/text connections	54	<b>56*</b>
Strand 4 – Examining content and structure	72	<b>77**</b>
Average DRP	66.7	63.4
<b>Grade 8 Percent of Students At/Above Goal in Reading:</b>		
All Students	65.7	<b>67.4*</b>
At/Above Proficient	77.3	<b>79.9*</b>
Strand 1 – Forming a general understanding	64	<b>74**</b>
Strand 2 – Developing an interpretation	71	<b>80**</b>
Strand 3 – Making reader/text connections	51	<b>55*</b>
Strand 4 – Examining content and structure	67	<b>72**</b>
Average DRP	68.5	<b>68.9</b>
	2008 – 2009	2009 - 2010
<b>Grade 6 Percent of Students At/Above Goal in Writing:</b>		
All Students	49.6	<b>61.4**</b>
At/Above Proficient	73.8	<b>85.0**</b>
Strand 1 – Composing/Revising	48	<b>53**</b>
Strand 2 – Editing	65	<b>67*</b>
Average DAW	7.4	<b>8.3</b>
<b>Grade 7 Percent of Students At/Above Goal in Writing:</b>		
All Students	53.7	52.6
At/Above Proficient	74.0	71.1
Strand 1 – Composing/Revising	54	52
Strand 2 – Editing	66	62
Average DAW	7.8	7.7
<b>Grade 8 Percent of Students At/Above Goal in Writing:</b>		
All Students	62.6	56.7
At/Above Proficient	82.6	75.4
Strand 1 – Composing/Revising	55	<b>58*</b>
Strand 2 – Editing	58	56
Average DAW	8.3	8.2

\*Increase from previous year   \*\*Increase of 5% or more

## Data Analysis/Assessment of Need:

	2008 – 2009	2009 - 2010
<b>Grade 6 Percent of Students At/Above Goal in Mathematics</b>		
All Students	64.1	63.2
At or above proficient	88.3	86.1
<b>Grade 7 Percent of Students At/Above Goal in Mathematics:</b>		
All Students	59.6	57.4
At or above proficient	85.1	82.5
<b>Grade 8 Percent of Students At/Above Goal in Mathematics:</b>		
All Students	64.8	63.9
At or above proficient	88.0	86.1
	2008 – 2009	2009 - 2010
<b>Grade 6</b>		
Number of students who did not meet criteria for promotion	4	1
Number of students who did meet criteria for promotion	257	233
Number of students in grade 6	261	234
Percentage of students who met criteria for promotion	98.5%	99.6%
<b>Grade 7</b>		
Number of students who did not meet criteria for promotion	15	17
Number of students who did meet criteria for promotion	285	250
Number of students in grade 7	300	267
Percentage of students who met criteria for promotion	95.0%	93.6%
<b>Grade 8</b>		
Number of students who did not meet criteria for promotion	13	21
Number of students who did meet criteria for promotion	220	210
Number of students in grade 8	233	292
Percentage of students who met criteria for promotion	94.4%	92.8%
<b>School</b>		
Number of students who did not meet criteria for promotion	32	39
Number of students who did meet criteria for promotion	762	754
Number of students in grades 6 – 8	794	793
Percentage of students who met criteria for promotion	96.0%	95.1%
	2008 – 2009	2009 - 2010
<b>Grade 8 Percent of Students At/Above Goal in Science</b>		
All Students	57.5	53.6
At/Above Proficient	75.5	71.6

\*Increase from previous year    \*\*Increase of 5% or more

## Data Analysis/Assessment of Need:

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

	CMT Reading					
	Grade 6		Grade 7		Grade 8	
	2009	2010	2009	2010	2009	2010
Black	72.4	<b>76.9*</b>	71.0	<b>77.1*</b>	58.1	<b>61.1*</b>
Hispanic	74.1	55.0	65.4	<b>71.4*</b>	45.0	<b>65.2**</b>
Free/Reduced	68.9	<b>71.6*</b>	63.2	<b>70.2*</b>	56.6	<b>57.3*</b>
Special Education	50.0	<b>63.6**</b>	47.6	38.1	47.6	<b>56.0*</b>
	CMT Mathematics					
	Grade 6		Grade 7		Grade 8	
	2009	2010	2009	2010	2009	2010
Black	75.9	68.0	58.1	<b>71.4**</b>	70.0	<b>77.8*</b>
Hispanic	70.4	52.4	73.1	67.9	70.0	<b>73.9*</b>
Free/Reduced	78.7	66.7	68.8	<b>70.2*</b>	74.0	70.7
Special Education	53.3	<b>54.5*</b>	45.0	<b>55.0**</b>	57.1	52.0

\*\*Increase of 10% or more

\* Increase from previous year

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

**2009 – 2010 Goal**

- The percentage of grade six, seven, and eight students at/above proficient and at/above goal in reading will increase five (5%) percent as measured by the 2010 Connecticut Mastery Test  
 Grade 6: Goal - from 67.9% (grade 5) to 72.9% - **results indicator – 71.7% - PROGRESS TOWARDS GOAL**; Proficient – from 84.8% (from grade 5) to 89.8% - **results indicator – 87.9% - PROGRESS TOWARDS GOAL**  
 Grade 7: Goal – from 65.5% (grade 6) to 70.5% - **results indicator – 68.9% - PROGRESS TOWARDS GOAL**; Proficient – from 83.1% (from grade 6) to 88.1% - **results indicator – 80.7% - GOAL NOT ACHIEVED**  
 Grade 8: Goal – from 69.6% (grade 7) to 74.6% - **results indicator – 67.4% - GOAL NOT ACHIEVED**; Proficient – from 81.6% (from grade 7) to 86.6%- **results indicator – 79.9% - GOAL NOT ACHIEVED**
- The percentage of students in the various sub-group populations will increase sufficiently in reading to make adequate yearly progress under the Safe Harbor Provision of No Child Left Behind – **GOAL NOT ACHIEVED**

**2010 – 2011 Goal**

- The percentage of grade six, seven, and eight students at/above proficient and at/above goal in reading will increase five (5%) percent as measured by the 2010 Connecticut Mastery Test  
 Grade 6: Goal - from 55.9% (grade 5) to 60.9%; Proficient – from 73.9% (from grade 5) to 78.9%  
 Grade 7: Goal – from 71.7% (grade 6) to 76.7%; Proficient – from 87.9% (from grade 6) to 92.9%  
 Grade 8: Goal – from 68.9% (grade 7) to 73.9%; Proficient – from 80.7% (from grade 7) to 85.7%

The percentage of students in the various sub-group populations will increase ten (10%) percent in reading to make adequate yearly progress under the Safe Harbor Provision of No Child Left Behind

	Timeline	Person(s) Responsible	Means of Evaluation
Department-based data teams will develop and implement SMART (Specific, Measurable, Achievable, Relevant, Timely) goals in accordance with district initiative with appropriate strategies and assessment.	September 2010 – June 2011	Principal Assistant Principals Coordinator Language arts teachers	Data Team Minutes Tracking Sheet
Language Art teachers will create and administer two standards-based curriculum and common assessment units per year	August 2010 – June 2011	Principal Assistant Principals Coordinator Language arts teachers Reading consultant	Student assessment data Curriculum documents posted

Increase time for curriculum discussion during department meetings and grade level study hall meetings	September 2010 – June 2011	Principal Language arts teachers	Meeting minutes
Language arts teachers will teach cloze reading strategies in the classroom. An analysis of student results will determine the amount of cloze practice needed on a class by class basis.	September 2010 – June 2011	Language arts teachers Reading consultant Coordinator Principal	Lesson plans Classroom profile sheet
Conduct universal screenings in reading three times a year in grades 6, 7, and 8.	September 2010, January 2011, Spring 2011	SWAT (School-wide Assessment Team) Reading consultant Coordinator Principal	Screening data
Provide Tier 2 and Tier 3 reading interventions during and after school (Lexia, REWARDS, Six-Minute Solution) with progress monitoring.	October 2010 – June 2011	Language arts teachers Reading consultant Tutors Coordinator Principal	Progress monitoring data
Provide professional development for language arts teachers in using leveled readers, selecting leveled readers, administering and tracking Oral Reading Fluency (ORF).	January 2011	Reading consultant Language arts teachers Coordinator Principal	Attendance
Institute Independent Read (IR) into reading classes 2 to 3 times a week using leveled readers, and progress monitoring ORF for those students reading below grade level.	January – June 2011	Reading consultant Language arts teachers Coordinator Principal	Lesson plans Progress monitoring data
Language arts teachers will provide practice with exercises that simulate the Reading Comprehension portion of the CMT.	September 2010 – June 2011	Language arts teachers Reading consultant Coordinator Principal	Lesson plans Student assessments
Social studies teachers will provide students with additional instruction and practice in reading for general understanding (grade 6) and in making reader/text connections (grades 7 & 8).	September 2010 – June 2011	Social studies teachers	Lesson Plans Student Assessments

CMT Academy will be established for students in grades 6, 7, and 8 who scored near proficiency on the spring 2010 CMT. The academies are designed to help students achieve or maintain proficiency on the reading portion of the CMT by providing an intense review and rehearsal of the skills in a small-group setting.	January – June 2011	Principal Reading consultant	Student assessment – progress monitoring  Lesson plans
Reading consultant will support Tier 1 reading instruction by modeling lessons, collaborating on lesson planning and evaluating student work with classroom teachers.	September 2010 – June 2011	Language arts teachers Reading consultant	Lesson plans  Common assessments
Administer fall and spring Degrees of Reading Power (DRP) assessments to all students.	September 2010, May 2011	Language arts teachers Reading consultant Read 180 teachers	Assessment results
Provide teachers of specialized reading programs (Read 180, MSR, Resource Reading, Mastery Skills) training in administering probes and progress monitoring using the SRBI data base.	December 2010	Coordinator Special Education Teachers Reading Consultant Principal	Attendance
The Mastery Skills Program for identified students who fall in the basic or below basic range on the CMT will continue for students in grades 7 and 8.	September 2010 – June 2011	Mastery skills teacher Principal	Student assessment data and analysis  Progress monitoring data
Double-block reading instruction will be provided to 60 students in grades 7 & 8 through Read 180.	September 2010 – June 2011	Principal Read 180 teachers Paraprofessional	Assessment data Progress monitoring data
The resource reading and multisensory reading programs and the English as a Second Language (ESL) program will provide additional specialized reading and writing instruction in a small-group setting.	September 2010 – June 2011	Principal Supervisor of Special Education Special education teachers Speech-Language pathologist ESL Teacher	IEP goal updates Grades Student Assessments Data Analysis Progress monitoring data

Special education students will be provided additional instruction and practice in reading, if needed, as indicated on IEP goals, during resource support time.	September 2010 – June 2011	Principal Supervisor of Special Education Special Education teachers	IEP Goal updates
Participate in the Connecticut Benchmark Assessment System (CBAS).	September 2010 – June 2011	Principal Supervisor of Assessment IT Department Certified staff	Assessment data

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

**2009 – 2010 Goal**

- The percentage of grade six and seven students at/above proficient and at/above goal in writing will increase five (5%) percent as measured by the 2010 Connecticut Mastery Test. Grade eight students will keep the same goal because progress was not made.  
Grade 6: Goal – from 67.9% (grade 5) to 72.9% - **results indicator – 61.4% - GOAL NOT ACHIEVED**; Proficient from 84.8% (grade 5) to 89.8% - **results indicator – 85.0% - PROGRESS TOWARDS GOAL**  
Grade 7: Goal – from 49.6% (grade 6) to 54.6% - **results indicator – 52.6% - PROGRESS TOWARDS GOAL**; Proficient from 73.8% (grade 6) to 78.8% - **results indicator – 71.1% - GOAL NOT ACHIEVED**  
Grade 8: Goal – 53.7% (grade 7) to 58.7% - **results indicator – 56.7 – PROGRESS TOWARDS GOAL**; Proficient – from 74.0% (grade 7) to 79.0% - **results indicator – 75.4% - PROGRESS TOWARDS GOAL**
- The percentage of students in the various sub-group populations will increase sufficiently in writing to make adequate yearly progress under the Safe Harbor Provision of No Child Left Behind. – **GOAL NOT ACHIEVED**

**2010 – 2011 Goal**

- The percentage of grade six and seven students at/above proficient and at/above goal in writing will increase five (5%) percent as measured by the 2010 Connecticut Mastery Test. Grade eight students will keep the same goal because progress was not made.  
Grade 6: Goal – from 65.2% (grade 5) to 70.2%; Proficient from 88.9% (grade 5) to 93.9%  
Grade 7: Goal – from 61.4% (grade 6) to 66.4%; Proficient from 85.0% (grade 6) to 90.0%  
Grade 8: Goal – 52.6% (grade 7) to 57.6%; Proficient – from 71.1% (grade 7) to 76.1%
- The percentage of students in the various sub-group populations will increase ten (10%) percent in writing to make adequate yearly progress under the Safe Harbor Provision of No Child Left Behind.

3. Actions/Strategies/Interventions	Timeline	Person(s) Responsible	Means of Evaluation
Department-based data teams will develop and implement specific SMART (Specific, Measurable, Achievable, Relevant, Timely) goals in accordance with district initiative with appropriate strategies and assessment.	September 2010 – June 2011	Principal Assistant Principals Coordinator VCMS teachers	Data team minutes Tracking sheet
Language Art teachers will create and administer two standards-based curriculum and common assessment units per year	August 2010 – June 2011	Principal Assistant Principals Coordinator Language arts teachers	Student assessment data Curriculum documents posted
Increase time for curriculum discussion during department meetings and grade level study hall meetings	September 2010 – June 2011	Principal Language arts teachers	Meeting minutes

Familiarize students and staff with the scoring rubric for the Direct Assessment of Writing portion of the Connecticut Mastery Test generation 4.	September 2010– March 2011	Language arts teachers Principal Staff Coordinator	Lesson plans
Identify instructional activities that align with Direct Assessment of Writing (DAW) portion of the Connecticut Mastery Test generation 4 including administering timed writing prompts in English class two times a year in each grade.	September 2010 - June 2011	Language arts teachers Principal Coordinator	Lesson plans
Identify instructional activities that align with Composing/Revising and Editing portions of the Connecticut Mastery Test generation 4 as described in the handbook.	September 2010 - June 2011	Language arts teachers Principal Coordinator	Lesson plans
The Mastery Skills Program for identified students who fall in the basic or below basic range on the CMT will continue for students in grades 7 and 8.	September 2010 - June 2011	Mastery skills teacher Principal	Student assessment data and analysis
Special education students will be provided additional instruction and practice in writing, if needed, as indicated on IEP goals, during resource support time.	September 2010 - June 2011	Principal Supervisor of Special Education Special Education teachers	IEP goal updates
Social Studies teachers will provide students with additional instruction and practice in expository writing (grade 6) and persuasive writing (grades 7 and 8).	September 2010 – June 2011	Social Studies teachers Principal	Lesson plans Student assessments

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

**2009– 2010 Goal**

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

Grade 6: Goal – from 69.6% (grade 5) to 74.6% – **results indicator – 63.2% - GOAL NOT ACHIEVED**; Proficient from 85.4% (grade 5) to 90.4% - **results indicator – 86.1% - PROGRESS TOWARDS GOAL**

Grade 7: Goal – from 64.1% (grade 6) to 69.1% - **results indicator – 57.4% - GOAL NOT ACHIEVED**; Proficient from 88.3% (grade 6) to 93.3% - **results indicator – 82.5% - GOAL NOT ACHIEVED**

Grade 8: Goal – from 59.6% (grade 7) to 64.6% - **results indicator – 63.9% - PROGRESS TOWARDS GOAL**; Proficient from 85.1% (grade 7) to 90.1% - results indicator – **86.1% - PROGRESS TOWARDS GOAL**

- The percentage of students in the various sub-group populations will increase sufficiently in mathematics to make adequate yearly progress under the Safe Harbor Provision of the No Child Left Behind Act. – **GOAL NOT ACHIEVED**

**2010– 2011 Goal**

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

Grade 6: Goal – from 74.0% (grade 5) to 79.0%; Proficient from 87.8% (grade 5) to 92.8%

Grade 7: Goal – from 63.2% (grade 6) to 68.2%; Proficient from 86.1% (grade 6) to 91.1%

Grade 8: Goal – from 57.4% (grade 7) to 62.4%; Proficient from 82.5% (grade 7) to 87.5%

- The percentage of students in the various sub-group populations will increase ten (10%) percent in mathematics to make adequate yearly progress under the Safe Harbor Provision of the No Child Left Behind Act.

3. Actions/Strategies/Interventions	Timeline	Person(s) Responsible	Means of Evaluation
Department-based data teams will develop and implement specific SMART (Specific, Measurable, Achievable, Relevant, Timely) goals in accordance with district initiative with appropriate strategies and assessment.	September 2010 – June 2011	Principal Assistant Principals Coordinator VCMS teachers	Data team minutes Tracking sheets
Mathematics teachers will create and administer two standards-based curriculum and common assessment units per year	August 2010 – June 2011	Principal Assistant Principals Coordinator Mathematics teachers Teacher of Remedial Math	Student assessment data Curriculum documents posted

Increase time for curriculum discussion during department meetings and grade level study hall meetings	September 2010 – June 2011	Principal Mathematics teachers	Meeting minutes
Mathematics teachers will use instructional activities involving written responses similar to examples in the CMT generation 4 handbook.	September 2010 – June 2011	Coordinator Mathematics teachers Principal Assistant Principals	Activities documented
Mathematics teachers will incorporate written responses to math problems in class or homework at least once a week as appropriate.	September 2010 – June 2011	Coordinator Mathematics teachers Principal Assistant Principals	Lesson plans Student responses
Conduct universal screenings in mathematics three times a year in grades 6, 7, and 8	September 2010, Winter 2011, Spring 2011	Math teachers Teacher of Remedial Math Coordinator Principal	Screening data
Provide Tier 2 and Tier 3 mathematics interventions during and after school with progress monitoring (Great Leaps Math, Pinpoint Math).	September 2010 – June 2011	Mathematics teachers Teacher of Remedial Math Tutors Coordinator Principal	Progress monitoring data
The teacher of Remedial Math will work with classroom teachers to support math instruction.	September 2010 – June 2011	Teacher of Remedial Math Mathematics teachers	Staff feedback Survey at end of year
The Teacher of Remedial Math will identify students who require additional instruction based on CMT data across all grade levels. Selected students will report to the Math Workshop during study hall. The time will be used to offer support and instruction on targeted math stands to small groups of students.	November 2010 – June 2011	Principal Teacher of Remedial Math	Pre-test and Post-test data CMT results

The resource mathematics program will provide additional specialized math instruction in a small-group setting.	September 2010 – June 2011	Principal Supervisor of Special Education Special education teachers	IEP goal updates Grades Student Assessment Data Analysis
The Mastery Skills Program for selected students who score in the basic or below basic, range on the CMT will continue for students in grades 7 and 8.	September 2010 – June 2011	Mastery skills teacher Principal Assistant Principals	Student assessment data and analysis Progress monitoring data
Special education students will be provided additional instruction and practice in mathematics as indicated on IEP goals during resource support time.	September 2010 – June 2011	Principal Supervisor of Special Education Special Education teachers	IEP goal updates
Participate in the Connecticut Benchmark Assessment System (CBAS).	September 2010 – June 2011	Principal Supervisor of Assessment IT Department Certified staff	Assessment data
Social Studies teachers will provide students with additional instruction and practice in using charts, graphs, and timelines to support math goals	September 2010 – June 2011	Social Studies teachers Principal	Lesson plans Student assessments

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

**2009 – 2010 Goal**

- The percentage of all students who achieve success as measured by promotion criteria will be 98% in the 2009 – 2010 school year. – **results indicator – 95.1% - GOAL NOT ACHIEVED**

**2010 – 2011 Goal**

The percentage of all students who achieve success as measured by promotion criteria will be 98% in the 2009 – 2010 school year

3. Actions/Strategies/Interventions	Timeline	Person(s) Responsible	Means of Evaluation
Student Success Plans will be developed for all students failing to meet promotion criteria and reviewed quarterly.	November 2010, January 2011, April 2011	All teachers Support Team Members Assistant Principals Principal	Student Success Plans written and monitored
Implement behavioral supports consistent with Focus Monitoring and School-Wide Positive Behavior Support training.	September 2010 - June 2011 September 2011 - June 2012	Principal Assistant Principals Committee members VCMS staff	Supports documented Data analysis
Analyze behavioral data available in SWIS data base to revise PBS goals and strategies.	October 2010 – June 2011	Principal Assistant Principals Data team PBS committee	Data analysis
Implement Tier 2 behavior intervention – CICO – Check In Check Out	October 2010 – June 2011	Principal Assistant Principals Related Service Personnel Teachers	Student data Data analysis
Monitor and counsel students for absences and suspensions resulting in excessive loss of instructional time	September 2010 - June 2011	Related Service Personnel Assistant Principals Principal Teachers	Student data Data analysis

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

**2009 – 2010 Goal**

- The percentage of grade eight students at/above proficient and at/above goal in Science will increase five (5%) as measured by the 2010 Connecticut Mastery Test.  
Grade 8: Goal from 57.5% to 62.5% - **results indicator – 53.6% - GOAL NOT ACHIEVED**; Proficient from 75.5% to 80.5% - **results indicator – 71.6% - GOAL NOT ACHIEVED**

**2010 – 2011 Goal**

- The percentage of grade eight students at/above proficient and at/above goal in Science will increase five (5%) as measured by the 2010 Connecticut Mastery Test.  
Grade 8: Goal from 53.6% to 58.6%; Proficient from 71.6% to 76.6%

<b>3. Actions/Strategies/Interventions</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Means of Evaluation</b>
Department based data team will develop and implement specific SMART science goals in accordance with district initiative with appropriate strategies and assessment.	September 2010- June 2011	Principal Assistant Principal Coordinator VCMS science teachers	Data team minutes Tracking sheets
Science teachers will create and administer two standards-based curriculum and common assessment units per year	August 2010 – June 2011	Principal Assistant Principals Coordinator Science teachers	Student assessment data Curriculum documents posted
Increase time for curriculum discussion during department meetings and grade level study hall meetings	September 2010 – June 2011	Principal Science teachers	Meeting minutes
Science teachers will provide practice with exercises that simulate the Science portion of the CMT and are tied to the CT State Science Curriculum Framework.	September 2010 – June 2011	Principal Assistant Principal Coordinator VCMS science teachers	Lesson Plans Student Assessments
Science teachers (5) will attend the CATALYST Aerospace STEM program summer academy. Teachers will incorporate hands-on activities from the academy relevant to content areas and framework standards. Master teachers will teach the other science department members to incorporate the activities into the curriculum.	Summer 2010 September 2010 – June 2011	Science Teachers Science Coordinator Assistant Principal	Academy attendance Lesson Plans Revised curriculum
Science teachers will facilitate an afterschool program that will allow students to learn content and explore career opportunities in aerospace, science, technology engineering and math.	December 2010 – March 2011	Science Teachers Assistant Principal	Afterschool Club attendance

Special education students will be provided additional instruction and practice in science if needed as indicated on IEP goals during resource support time.	September 2010 – June 2011	Principal Assistant Principal VCMS science teachers Special education teachers	Lesson Plans Goal Updates
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#### 4. **Milestones, Benchmarks, and Evaluation:**

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

#### 5. **Professional Development:**

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

- District level training of VCMS staff in Data Driven Decision Making/Data Teams; nine VCMS staff trained in Advanced Data Driven Decision Making
- District level training of VCMS staff in Making Standards Work
- Training of VCMS staff in an introduction to Research-Based Effective Teaching Strategies; twelve VCMS staff trained more in depth at District level training
- District level assistance in progress monitoring training for specialized reading programs
- State sponsored (CALI) in house training (18 hours) in Differentiating Instruction
- District training in the Essential Elements of Curriculum
- District training in Differentiating Instruction at the secondary level including the *Handbook on Differentiated Instruction for Middle and High Schools*
- Development of two standards-based curriculum units and common formative assessments
- State sponsored training – year 3 - in School-Wide Positive Behavior Support and SWIS
- No less than 10% of Title 1 funds received committed to research-based professional development.

#### 6. **Parental Involvement:**

- Parent representatives on our ITA (Ideas to Action) Committee – VCMS School Effectiveness Committee
- Parent representatives on our School-Wide Positive Behavior Support Committee
- All teachers distribute a course expectation letter including course description; behavior expectations and consequences; grading, homework, and make-up work procedures; and contact information, requiring a parent/guardian signature.
- Initial participation in SERC School-Family-Community Partnership training.
- Inform parents/guardians of progress toward school goals
- Inform parents/guardians of student's progress in Mastery Skills Program
- Progress towards special education goals mailed four times a year
- Parent/guardian conference with teachers in the development of Student Success plan with parent signature
- Letter to parents/guardians on summer reading program

#### 7. **District Support:**

- Training opportunities in Decision Making For Results
- Training opportunities in Making Standards Work and Research-Based Effective Teaching Strategies
- District collaboration on SRBI assistance and implementation including handbook
- Coordinator's assistance in the development of assessments and/or rubrics
- Release time, work days and/or summer workshop for staff for the development of standards-based curriculum and assessments
- District participation in PBS training
- District training in Instructional Rounds

## 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**

## VERNON CENTER MIDDLE SCHOOL PARENT INVOLVEMENT GUIDELINES

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

1. Vernon Center Middle School will convene an annual meeting at a convenient time to explain the Parent Involvement Guidelines. Parents/guardians will be involved in the planning, review, and improvement of the guidelines and the school-wide program plan.
2. Parents/guardians and Vernon Center Middle School staff will jointly develop a School-Home Compact that outlines how parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve high academic standards. Each year the Compact will be reviewed with staff and parents.
3. Parents will receive timely information about school programs. A description of the curriculum is provided to all parents/guardians in the Vernon Center Middle School Student-Parent Handbook. Parents/guardians will also receive written and verbal information regarding the types of academic assessments as well as the proficiency levels students are expected to meet. The school will provide regular opportunities to meet with parents/guardians, if requested, to discuss educational decisions regarding their child(ren). Time is available on a regular basis during team meetings.
4. Vernon Center Middle School will provide assistance to parents/guardians to understand Connecticut's and Vernon Public Schools' academic content standards and achievement standards through Fifth Grade Orientation, Open House, review of the Strategic School Profile, review of the No Child Left Behind school report, review of the Connecticut Mastery Test school report, distribution of individual student assessment results, and meetings with school/guidance counselors.

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

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

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

- The School-Home Compact will be published and distributed to all staff and families in the beginning of each school year;
- Teachers, counselors, and administrators will be regularly available to conference with parents/guardians;
- Teachers will communicate on a regular basis with families about student progress using mid-term reports and report cards;
- Staff may arrange home visits to promote the school-family connection.

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

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

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

**Families/parents will...**

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

**Students will...**

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

**School will...**

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

October 8, 2010

Dear Parent/Guardian:

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

As a school, Vernon Center Middle School achieved AYP targets in reading, writing, and mathematics for the whole school population on the 2010 Connecticut Mastery Test. The percent of grade 6 students achieving goal and proficiency in reading and writing increased; grade 8 students increased in reading. We did not, however, meet the targets with all subgroup populations and have been identified as school in need of improvement – Year 2. Black students did achieve the targets in reading and math. Hispanic students improved .7% in reading; special education students improved 9% in math and 1.8% in reading; and economically disadvantaged students improved 1.3% in reading.

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

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

Vernon Center Middle School is a great school. Our curriculum is academically rigorous and we provide support for students to be successful. We exceed the state average in students enrolled in high school level classes – 43.8% in Algebra (33.9% - state) and 76.7% enrolled in Spanish or French (48.4% - state) (data from 2009 – 2010, last available year). Our students participate in drama club, band, chorus, intramural and interscholastic sports, newspaper club, Club VCMS, and student council. Above and Beyond is available to provide a structured after school academic and activities program. Our students are active in community service. Vernon Center Middle School is devoted to helping every student achieve his/her maximum individual potential. We also recognize that this goal requires the best efforts of school personnel, the student, the parents, and the community at large.

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

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

Sincerely,

Beth A. Katz, Ph.D.  
Principal



SOAR with Eagle Pride