

Vernon Public Schools

**SCHOOL
IMPROVEMENT
PLAN**

**Rockville High
School**

Revised November 2009

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| VERNON PUBLIC SCHOOLS School Improvement Plan |
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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

70 Loveland Hill Road
Vernon, Connecticut 06066
Tel: 860-870-6050
Fax: 860-870-6314

Eric R. Baim, Principal

E-mail: Rockville.High@vernonct.org
Website: www.RockvilleHighSchool.org

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



Final Adequate Yearly Progress (AYP) Status for the 2008-09 School Year: Not Achieved

Based on the spring 2009 Connecticut Academic Performance Test (CAPT)



This school is 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% | 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 = 301) | 100 | 100 | 100 | 100 | 100 | 100 | Yes | 80.1 | 6.2 | 86.3 | Yes | 80.1 | 7.8 | 87.8 | 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 = 27) | Fewer than 40 students in this subgroup | | | | | | | Fewer than 40 students in this subgroup | | | | Fewer than 40 students in this subgroup | | | |
| White (n = 225) | 100 | 100 | 100 | 100 | 100 | 100 | Yes | 87.2 | 6 | 93.3 | Yes | 84.5 | 7.9 | 92.4 | Yes |
| Students with Disabilities (n = 30) | 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 = 73) | 100 | 100 | 100 | 100 | 100 | 100 | Yes | 55.1 | 16.4 | 71.5 | No | 62.3 | 16.4 | 78.7 | No |

| | | |
|--|-----------------|-----|
| Additional Academic Indicator: Graduation Rate | AYP Target Met? | Yes |
|--|-----------------|-----|

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 2009, 2008, and 2007 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.

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 these 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.