

**Vernon Public Schools**

**School  
Instructional Plan**

**Rockville High  
School**

*Revised October 2006*

# Vernon Public Schools School Instructional Plan

**School:** Rockville High School

**School Year:** 2006-2007

**Principal:** Brian C. Levesque

**Date:** October 2006

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

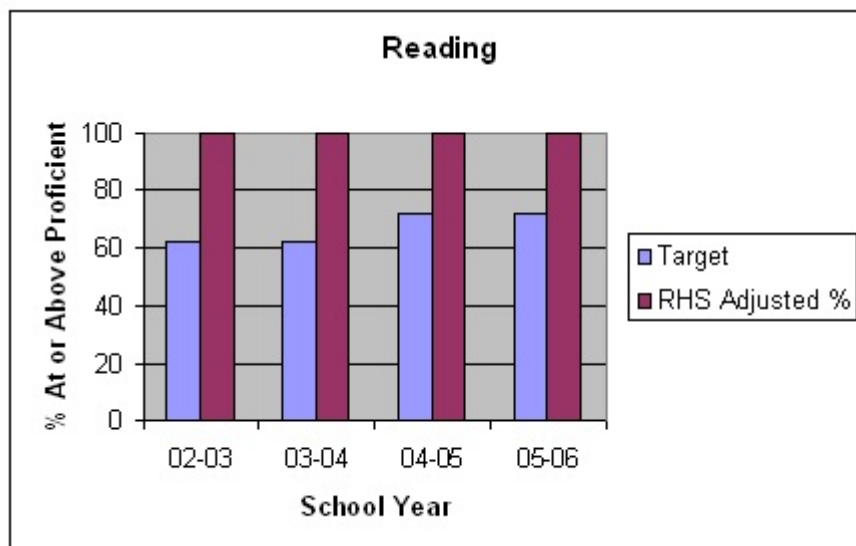
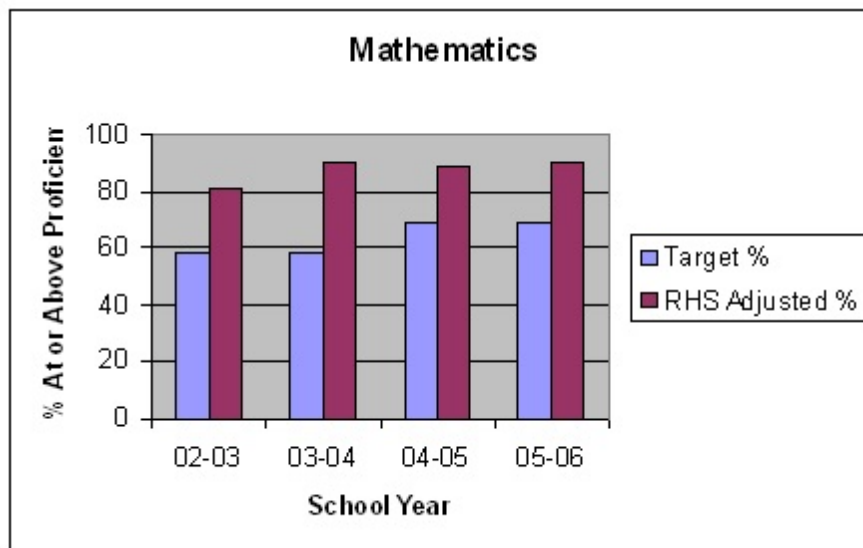
## School Instructional Planning Team

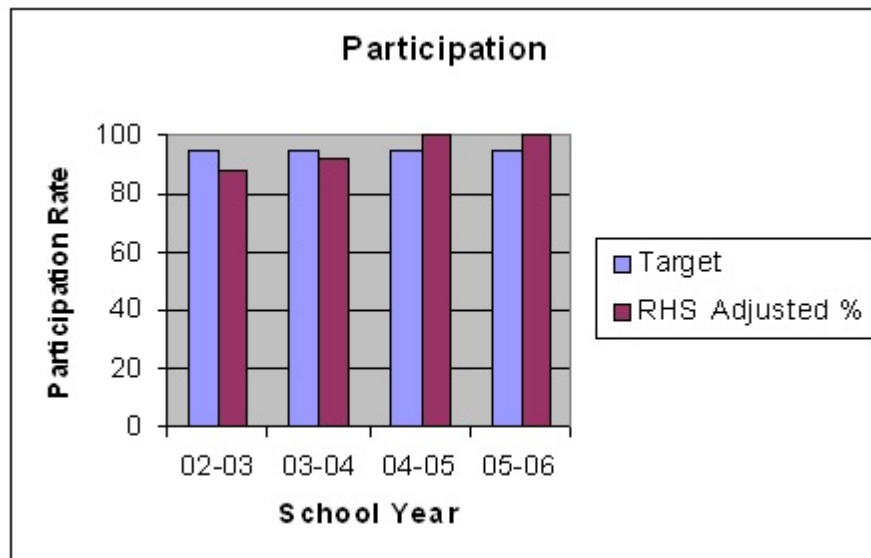
Sue Andrews	Housemaster
Steve Bubloski	Social Studies Teacher/Department Head
Linda Cole	English Teacher/Department Head
Cindy Fagan	Special Education Teacher/Department Head
Montserrat Ferres	World Language Teacher
Catherine Ginel	Science Teacher
Jill Goldberg	Art Teacher/K-12 Curriculum Coordinator
Chris Hinkley	Social Studies Teacher
Brian Levesque	Principal
Kim Marinan	Guidance Counselor/Department Head
Vicky Nordlund	English Teacher
Paul Smith	Business Teacher
Tricia White	Math Teacher/Department Head

## I. DATA ANALYSIS/ASSESSMENT OF NEED

### A. Student Achievement Data

In the 2004-2005 school year and in the 2005-2006 school year, RHS met Adequate Yearly Progress (AYP) in Mathematics, Reading, and Participation. As a result, RHS is no longer identified as a School in Need of Improvement. RHS not only met AYP, but continually scored above the AYP targets for the past four years in Mathematics and Reading and continually scored above the AYP target for the past two years in Participation. The following three bar graphs illustrate the Connecticut State Department of Education's *AYP Targets* as compared to *RHS's Adjusted % At or Above Proficient* in Mathematics, Reading, and Participation:





Regardless of the fact that RHS has consistently met AYP in the areas of Mathematics and Reading, the School Instructional Plan was developed to include objectives and strategies focusing on skills for continued improvement of these scores. As AYP is measured in the areas of Mathematics, Reading, and Participation, the initial SIP developed in April 2005 included SMART goals in these three areas.

The Strategic School Profile reports several areas of Student Performance for each school including CAPT (mathematics, science, reading, and writing) and Student Attendance in addition to the Grade 10 Physical Fitness Test. In an effort to develop a more comprehensive SIP, each of the aforementioned areas is addressed in this revision.

In January 2006, the School Instructional Plan Committee recommended that the 2006-2007 SIP include SMART goals that focus on science and writing. Work was completed during the 2005-2006 school year to develop Science and Writing SMART goals which are included in this revision. Student Attendance is addressed in *Section VIII, Recommendations for Consideration for the 2007-2008 School Instruction Plan*. Physical Fitness SMART goals were also developed in the 2005-2006 school year and are included in this revision. The Physical Fitness goal further addresses the requirements outlined in Public Law 108-265 and those outlined in the Vernon Board of Education's Student Wellness Policy (Policy #6142.101). Lastly, the goal addresses the growing rate of obesity among the youth in our country. According to the Centers for Disease Control, during the past 20 years there has been a dramatic increase in obesity in the United States. In 1991, four states had obesity prevalence rates of 15-19 percent and no states had rates at or above 20 percent. In 2004, seven states had obesity prevalence rates of 15-19 percent; 33 states had rates of 20-24 percent; and nine states had rates more than 25 percent (no data for one state). In 2004, Connecticut had an obesity prevalence rate of 15-19 percent.



Table 3

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

Year	Math		Science		Reading		Writing	
	FRL	FP	FRL	FP	FRL	FP	FRL	FP
2001	-	85.8	85.7	91.8	57.2	84.3	-	90.6
2002	69.6	80.7	85.0	82.7	73.1	75.4	86.3	81.9
2003	36.6	80.0	36.7	90.1	40.1	82.1	40.7	86.4
2004	59.6	82.6	66.0	92.6	56.0	84.8	66.7	86.6
2005	58.2	85.7	69.8	93.7	62.9	89.9	67.5	91.5
2006	55.8	85.3	66.1	92.1	58.9	90.7	68.6	90.8

Table 4

*RHS Special Education (SE) vs. Non-Special Education (NSE) Students - Percent at or above proficient on CAPT:*

Year	Math		Science		Reading		Writing	
	SE	NSE	SE	NSE	SE	NSE	SE	NSE
2001	35.0	88.5	68.2	93.7	28.6	87.2	28.6	95.2
2002	46.9	84.1	52.9	87.0	31.7	82.4	29.0	89.2
2003	-	78.2	-	86.7	-	81.0	-	85.2
2004	31.0	83.7	31.0	94.1	33.3	83.7	23.0	88.8
2005	33.3	86.5	55.5	93.6	55.6	89.1	53.9	91.3
2006	12.0	86.5	42.3	91.7	20.9	90.9	36.0	91.6

## **B. Related School-Level Factors**

A comparison of the 2004-2005 Rockville High School Strategic School Profile versus the 2000-2001 Strategic School Profile reveals several related school-level factors:

### Percent of students eligible for free/reduced lunch

2004-2005: 18.1% (ERG 16.6%, State 21.2%)

2000-2001: 12.2% (ERG 9.6%, State 16.4%)

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

2004-2005: 32.3% (ERG 26.8%, State 22.1%)

2000-2001: 30.9% (ERG 35.8%, State 31.7%)

### Average class size for Algebra I

2004-2005: 23.3 (ERG 20.9, State 19.8)

2000-2001: 22.9 (ERG 20.0, State 19.8)

### Average class size for Biology I

2004-2005: 21.2 (ERG 20.4, State 20.2)

2000-2001: 23.7 (ERG 19.8, State 19.7)

### Percent of the RHS professional staff with a Master's Degree or above

2004-2005: 68.2% (ERG 75.4%, State 75.9%)

2000-2001: 80.0% (ERG 76.2%, State 76.4%)

### Percent of the RHS professional staff trained as mentors, assessors, or cooperating teachers

2004-2005: 30.0% (ERG is 27.2%, State is 26.2%)

2000-2001: 27.8% (ERG is 24.6%, State is 24.3%)

### **C. Other Student Academic Indicators**

Additional student academic indicators include a comparison of Class of 2004 and Class of 2000 Activities of Graduates as they relate to ERG and State averages, as well as students' performance on the SAT I Reasoning Test as it relates to ERG and State averages as reported in the 2004-2005 and the 2000-2001 Strategic School Profiles. Students' participation and performance on 2006 Advanced Placement (AP) exams also follow.

#### *Activities of Graduates*

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

- Class of 2004: 76.5% (ERG 76.9%, State 77.8%)
- Class of 2000: 83.3% (ERG 74.8%, State 75.4%)

##### Percent of students who were employed or in the military

- Class of 2004: 20.2% (ERG 15.4%, State 14.1%)
- Class of 2000: 14.2% (ERG 17.5%, State 17.6%)

#### *SAT I: Reasoning Test*

##### Mathematics: Average Score

- Class of 2004: 514 (ERG 497, State 508)
- Class of 2000: 514 (ERG 493, State 503)

##### Verbal: Average Score

- Class of 2004: 527 (ERG 501, State 508)
- Class of 2000: 513 (ERG 495, State 501)

*The 2005 Basic Profile of College-Bound Seniors* published by The College Board includes summarized information for seniors who took the SAT I: Reasoning Test and/or SAT II: Subject Tests at any time during their high school years through March 2005. Included in the report are the following statistics:

- Two seniors (2 females) scored 750-800 on the Verbal section
- One senior (male) scored 750-800 on the Math section of the test
- The Verbal mean score for RHS seniors was 532 (National Mean 508, CT Mean 517)
- The Math mean score for RHS seniors was 517 (National 520, CT Mean 517)

*Advanced Placement (AP) (May 2006)*

In May 2006 at Rockville High School 96 students took 150 AP Exams. Of the 96 students, 1 was a freshman, 42 were juniors and 53 were seniors. The percentage of grade 12 students tested was 18.53, the percentage of grade 11 students tested was 14.05, and the percentage of grade 9 students tested was 0.28. These percentages were based on the number of students enrolled at RHS on May 1, 2006. The average score on all 150 exams was 2.87 with 59.33% of students obtaining a score of 3 or above. A score of 3 (out of 5) or above on an AP test indicates a passing grade.

Students took one or more of the following AP Exams:

- |                                  |                       |
|----------------------------------|-----------------------|
| Biology                          | Music Theory          |
| Calculus AB                      | Spanish Language      |
| Chemistry                        | Statistics            |
| English Language & Composition   | Studio Art            |
| English Literature & Composition | United States History |
| French Language                  |                       |

Results are as follows:

<b>2006 AP Courses - Results</b>							
<b>Course</b>	<b>AP Grade</b>					<b>Ave</b>	<b>% 3 or &gt;</b>
	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>		
Biology	3	1	1	7	1	2.85	38.46%
Calculus AB	1	3	2	2	0	3.38	75.00%
Chemistry	0	1	1	2	3	2.00	28.57%
English Language & Comp	1	5	13	12	1	2.78	59.38%
English Literature & Comp	3	7	13	15	2	2.85	57.50%
French Language	0	0	1	3	0	2.25	25.00%
Music Theory	1	0	2	0	0	3.67	100.00%
Spanish Language	1	1	3	4	4	2.31	38.46%
Statistics	0	1	2	1	0	3.00	75.00%
Studio Art	0	2	0	1	0	3.33	66.67%
US History	2	8	10	3	0	3.39	86.96%
	<b>12</b>	<b>29</b>	<b>48</b>	<b>50</b>	<b>11</b>	<b>2.87</b>	<b>59.33%</b>

The following overview of the Advanced Placement Program at RHS includes a five-year overview of student participation and student performance:

## ROCKVILLE HIGH SCHOOL ADVANCED PLACEMENT PROGRAM

### AP Course Offerings

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

\* 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 exam.

### FIVE YEAR OVERVIEW

	<u>2006</u>		<u>2005</u>		<u>2004</u>		<u>2003</u>		<u>2002</u>	
	Students	Tests	Students	Tests	Students	Tests	Students	Tests	Students	Tests
Gr 9	1	1	0	0	0	0	0	0	0	0
Gr 10	0	0	0	0	2	2	0	0	0	0
Gr 11	42	59	37	52	45	62	51	72	51	51
Gr 12	53	90	60	109	63	114	64	107	64	64
Total	96	150	97	161	110	178	115	179	115	115
% >3	59.33%		68.32%		74.72%		67.00%		75.00%	

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

**II. Annual, Measurable Objective #1:**

***MATHEMATICS OBJECTIVE:***

**2005-2006 SMART Goals:**

The percentage of RHS grade 10 students scoring at or above proficient in mathematics will increase from 81.6% to 84.0% as measured by the 2006 CAPT (*Results Indicator 80.1% - SMART Goal not attained*).

The percentage of RHS grade 10 students scoring at or above goal in mathematics will increase from 50.0% to 52.0% as measured by the 2006 CAPT (*Results Indicator 48.5% - SMART Goal not attained*).

**2006-2007 SMART Goals:**

The percentage of RHS grade 10 students scoring at or above proficient in mathematics will increase from 80.1% to 83.0% as measured by the 2007 CAPT.

The percentage of RHS grade 10 students scoring at or above goal in mathematics will increase from 48.5% to 50.5% as measured by the 2007 CAPT.

<b>III. Actions/Strategies/Interventions</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Results Indicator</b>
Continue to implement schoolwide vision and goals to incorporate CAPT math skills across the disciplines.	September 2006 - June 2007	Administrators Coordinators Teachers on Data Teams With a Math Focus	Data charts for review by faculty and students

<b>III. Actions/Strategies/Interventions</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Results Indicator</b>
Continue to train staff in Data Driven Decision Making/Data Teams.	August 2006 - June 2007	Assistant Superintendent Principal	List of trained staff and dates of future training
Continue to train staff in <i>Making Standards Work</i> .	Spring 2007	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.	September 2006 - June 2007	Principal Housemasters Coordinators Teachers	SMART goals Data Team minutes
Continue staff professional development related to Data Teams.	August 2006 - June 2007	Administration	Staff Development
Implement CAPT activities and assessments for selected math courses and monitor progress of students.	August 2006 - June 2007	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.	March 2007	Math Teachers Coordinator	Student scores Data analysis by Data Teams
Increase the number of co-taught grade 9 Transition Math classes.	September 2006 - June 2007	Math and Special Education Teachers	Data analysis submitted by Data Teams Data Team minutes submitted

<b>III. Actions/Strategies/Interventions</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Results Indicator</b>
Provide after-school Math CAPT review sessions for grade 10 students.	1-2 weeks prior to CAPT	Administrators Coordinator Math Teachers	Student participation

**II. Annual, Measurable Objective #2:**

**SCIENCE OBJECTIVE:**

**2006-2007 SMART Goals:**

The percentage of RHS grade 10 students scoring at or above proficient in science will increase from 87.4% to 90.4% as measured by the 2007 CAPT.

The percentage of RHS grade 10 students scoring at or above goal in science will increase from 50.6% to 53.6% as measured by the 2006 CAPT.

<b>III. Actions/Strategies/Interventions</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Results Indicator</b>
Continue to implement schoolwide vision and goals to incorporate CAPT science skills across the disciplines.	September 2006 - June 2007	Administrators Coordinators Teachers on Data Teams With a Science Focus	Data charts for review by faculty and students
Continue to train staff in Data Driven Decision Making/Data Teams.	August 2006 - June 2007	Assistant Superintendent Principal	List of trained staff and dates of future training
Continue to train staff in <i>Making Standards Work</i> .	Spring 2007	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.	September 2006 - June 2007	Principal Housemasters Coordinators Teachers	SMART goals Data Team minutes

<b>III. Actions/Strategies/Interventions</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Results Indicator</b>
Continue staff professional development related to Data Teams.	August 2006 - June 2007	Administration	Staff Development
Implement CAPT activities and assessments for selected science courses and monitor progress of students.	August 2006 - June 2007	Data Teams	Data analysis submitted by Data Teams Data Team minutes submitted
Administer Pre-CAPT to grade 9 students in the spring.	March 2007	Science Teachers Coordinator	Student scores Data analysis by Data Teams
Provide in-class CAPT review for grade 10 students.	1-2 weeks prior to CAPT	Administrators Coordinator Science Teachers	Student participation
Provide multiple in-class CAPT lab simulations for grade 9 students.	September 2006 - May 2007	Administrators Coordinator Science Teachers	Scores submitted to Coordinator
Provide multiple in-class CAPT lab simulations for grade 10 students.	September 2006 - February 2007	Administrators Coordinator Science Teacher	Scores submitted to Coordinator
Review and revise CAPT Helpful Hints that focuses on Science.	September 2006 - February 2007	Administrators Coordinator Science Teachers	Helpful Hints

<b>III. Actions/Strategies/Interventions</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Results Indicator</b>
Inform parents/guardians of the importance of CAPT at 8 <sup>th</sup> Grade Orientation and Open House.	October 2006 & February 2007	Science Teachers	Pamphlet distributed
Increase the number of co-taught science classes.	September 2006 - June 2007	Science and Special Education Teachers	Data analysis submitted by Data Teams Data Team minutes submitted

**II. Annual, Measurable Objective #3:**

**READING OBJECTIVE:**

**2005-2006 SMART Goals:**

The percentage of RHS grade 10 students scoring at or above proficient in reading will increase from 86.0% to 90.0% as measured by the 2006 CAPT (*Results Indicator 85.0% - SMART Goal not attained*).

The percentage of RHS grade 10 students scoring at or above goal in reading will increase from 49.0% to 54.0% as measured by the 2006 CAPT (*Results Indicator 54.9% - SMART Goal attained*).

**2006-2007 SMART Goals:**

The percentage of RHS grade 10 students scoring at or above proficient in reading will increase from 85.0% to 88.0% as measured by the 2007 CAPT.

The percentage of RHS grade 10 students scoring at or above goal in reading will increase from 54.9% to 58.0% as measured by the 2007 CAPT.

III. Actions/Strategies/Interventions	Timeline	Person(s) Responsible	Results Indicator
Continue to implement schoolwide vision and goals to integrate CAPT reading skills across the disciplines.	September 2006 - June 2007	Administrators Coordinators Teachers on Reading Data Teams	Data charts for review by faculty and students
Continue to train staff in Data Driven Decision Making/Data Teams.	August 2006 - June 2007	Assistant Superintendent Principal	List of trained staff and dates of future training

<b>III. Actions/Strategies/Interventions</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Results Indicator</b>
Continue to train staff in <i>Making Standards Work</i> .	Spring 2007	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.	September 2006 - June 2007	Principal Housemasters Coordinators Teachers	SMART goals Data Teams minutes
Continued professional development for staff related to Data Teams.	August 2006 - June 2007	Administration	Staff Development
Administer Pre-CAPT Reading for Information to grade 9 students during CAPT week.	March 2007 (admin. of test)	Coordinators Teachers	Administration of pretest
Offer professional development for teachers to develop and score Reading for Information simulations.	January - March 2007	Coordinators Teachers	Attendance at Professional Development CEUs
Review and revise CAPT Helpful Hints packet that focuses on Reading for Information.	December - February 2007	Coordinators Teachers	Reading for Information Helpful Hints
Administer Degrees of Reading Power (DRP) assessment to selected Grade 9 students.	September - December 2006	Grade 9 General Level English and Smaller Learning Community Teachers	A copy of administered activities and results

<b>III. Actions/Strategies/Interventions</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Results Indicator</b>
Increase the number of co-taught English classes.	September 2006 - June 2007	English and Special Education Teachers	Data analysis submitted by Data Teams Data Team minutes submitted

**II. Annual, Measurable Objective #4:**

**WRITING OBJECTIVE:**

**2006-2007 SMART Goals:**

The percentage of RHS grade 10 students scoring at or above proficient in writing will increase from 86.9% to 89.0% as measured by the 2007 CAPT.

The percentage of RHS grade 10 students scoring at or above goal in writing will increase from 64.4% to 68.0% as measured by the 2007 CAPT.

<b>III. Actions/Strategies/Interventions</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Results Indicator</b>
Continue to implement schoolwide vision and goals to integrate CAPT writing skills across the disciplines.	September 2006 - June 2007	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.	Fall 2006 & Spring 2007	Assistant Superintendent Principal	List of trained staff and dates of future training
Continue to train staff in <i>Making Standards Work</i> .	Spring 2007	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.	September 2006 - June 2007	Principal Housemasters Coordinators Teachers	SMART goals Data Teams minutes

<b>III. Actions/Strategies/Interventions</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Results Indicator</b>
Continued professional development for staff related to Data Teams.	August 2006 - June 2007	Administration	Staff Development
Develop and administer two Pre-CAPT Interdisciplinary Writing simulations to grade 9 students and grade 10 students.	September 2006 - February 2007	Coordinator Grade 9 teachers Grade 10 teachers	Development of pretest Administration of pretest
Develop and administer Pre-CAPT Editing & Revising simulations to grade 9 and grade 10 students.	September 2006 - February 2007	Coordinator Grade 9 teachers Grade 10 teachers	Development of pretest Administration of pretest
Develop and administer Pre-CAPT Interdisciplinary Writing practice tests to grade 9 students during CAPT week.	January - February 2007 (dev of test)  March 2007 (admin of test)	Coordinator Department Head	Development of test Administration of test
Administer Pre-CAPT Editing & Revising practice test to grade 9 students during CAPT week.	March 2007	Coordinator Department Head	Administration of test
Develop and administer CAPT Helpful Hints packet that focuses on Editing & Revising.	September 2006 - February 2007	Coordinator Teachers	Editing & Revising Helpful Hints

<b>III. Actions/Strategies/Interventions</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Results Indicator</b>
Review and revise the CAPT Helpful Hints packet that focuses on Interdisciplinary Writing Information.	September 2006 - February 2007	Coordinator Department Head Grade 9 teachers Grade 10 teachers	Interdisciplinary Writing Helpful Hints
Increase the number of co-taught Social Studies classes.	September 2006 - June 2007	Social Studies and Special Education Teachers	Data analysis submitted by Data Teams Data Team minutes submitted

**II. Annual, Measurable Objective #5:**

**PHYSICAL FITNESS OBJECTIVE:**

**2006-2007 SMART Goal:**

The percentage of RHS grade 10 students scoring at or above proficient in physical fitness will increase from 40% to 45% as measured by the 2006 – 2007 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.	August 2006 - June 2007	Assistant Superintendent Principal	List of trained staff and dates of future training
Continue to train staff in <i>Making Standards Work</i> .	Spring 2007	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.	September - 2006 - June 2007	Principal Housemasters Coordinator Teachers	SMART Goals Data Team minutes
Continue staff professional development related to Data Teams.	August 2006 - June 2007	Administration	Staff Development
Continue staff professional development related to improving fitness.	August 2006 - December 2006	Administrators	Staff Development

<b>III. Actions/Strategies/Interventions</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Results Indicator</b>
Implement Physical Fitness activities and assessments for selected P.E. skills and monitor progress of students.	August 2006 - June 2007	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.	Fall 2006 & Spring 2007	Coordinator PE Teachers	Student Scores Data Analysis by Data Team
Incorporate fitness activities in all physical education grade 9 and grade 10 classes.	September 2006 - June 2007	Coordinator PE Teachers	Lesson Plans Classroom Observations
Provide in-school fitness review sessions for grade 10 students.	1-2 weeks prior to Physical Fitness Testing	Administrators Coordinator PE Teachers	Student Participation

**II. Annual, Measurable Objective #6:**

***PARTICIPATION OBJECTIVE:***

**2005-2006 SMART Goal:**

The percentage of Rockville High School grade 10 students participating in the 2006 CAPT administration will remain at 100% for each subgroup as measured by Adequate Yearly Progress (AYP) Status, 2005-2006 School Year (*Results Indicator 100.0% - SMART Goal attained*).

**2006-2007 SMART Goal:**

The percentage of Rockville High School grade 10 students participating in the 2007 CAPT administration will remain at 100% for each subgroup as measured by Adequate Yearly Progress (AYP) Status, 2006-2007 School Year.

<b>III. Actions/Strategies/Interventions</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Results Indicator</b>
Review Helpful Hints with students in subject area classes (math, science, social studies, and English) and at the grade 10 assembly.	1-2 weeks prior to CAPT administration	Administrators Department Heads Teachers	Packets in students' notebooks
Continue the incentive program to reward student participation.	January - March 2007	Administrators Faculty	Execution of program

<b>III. Actions/Strategies/Interventions</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Results Indicator</b>
Promote CAPT awareness and understanding throughout the Rockville High School community (i.e., emails, daily announcements, discussion at faculty meetings, discussion in classrooms).	December 2006 - March 2007	Administrators Faculty	Emails, daily announcements, agenda at faculty meetings, classroom observations, classroom visitations by guidance counselors
Include information regarding CAPT in the school newsletter.	January, February, & March 2007 newsletters	Guidance Director	Copy of newsletter
Meet individually with grade 10 students to emphasize that participation in CAPT is a graduation requirement. (Students will sign a "Counselor/Student CAPT Conference Sign-off Sheet.")	January - February 2007	Guidance Counselor	Sign-off sheets Log of student contact
Include "Parent Contract" supporting CAPT attendance with course selection sheets sent to parents.	January - February 2007	Guidance Counselor	Parent contracts
Send CAPT information letter to parents.	February 2007	Guidance Director	Letter sent
Call grade 10 parents to inform them of CAPT dates and the importance of student participation.	1-2 weeks prior to CAPT	Guidance Counselor	Log of parent contact

<b>III. Actions/Strategies/Interventions</b>	<b>Timeline</b>	<b>Person(s) Responsible</b>	<b>Results Indicator</b>
Conduct grade 10 CAPT assembly.	February 2007	Administrators Guidance Counselors	Attendance at assembly
Monitor student participation each day of CAPT.	March 2007	Administrators Guidance Counselors	Attendance log
Contact parents of absentees via telephone and mail.	March 2007	Administrators Guidance Counselors	Log of student contact
Meet individually with absentees to inform them of CAPT make-up sessions.	March 2007	Administrators Guidance Counselors	Log of student contact
Monitor attendance at CAPT make-up sessions.	March 2007	Administrators Guidance Counselors	Attendance log
Work with the Director of Pupil Personnel to ensure the participation of both Talcottville students and out placed students.	March 2007	Administrators	Participation log of Talcottville students Participation log of out placed students

#### **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 are submitted monthly to administration
- Quarterly reports to faculty on progress and modifications
- Periodic self-evaluation within Data Teams related to student progress
- Periodic sharing of Data Team progress with colleagues
- Semi-annual review of participation objective to monitor and adjust actions/strategies/interventions as needed
- 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 Instructional Plan and the District Improvement Plan.

#### **V. PROFESSIONAL DEVELOPMENT**

In order to effectively implement the School Instructional Plan, ongoing professional development is essential. Many professional development needs are outlined in the Actions/Strategies/Interventions section. To summarize, the following are ongoing and immediate needs to facilitate the continued successful execution of the plan:

- District level/building level training of staff in Data-Driven Decision Making/Data Teams
- Professional Development on *Making Standards Work Series* (Power Standards, Unwrapping the Standards, and Performance Assessments) and *Effective Teaching Strategies*
- Professional Development related to collaborative activities among disciplines
- Professional Development related to differentiated instruction
- Professional Development on Reading for Information scoring and instructional feedback strategies
- Professional Development programs linked to the objectives outlined in the School Instructional Plan
- Reorganization of Professional Development time to address the needs of our school/district vision

## **VI. PARENTAL INVOLVEMENT**

Rockville High School's Parental Involvement Policy was formulated in collaboration with the Parent Advisory Council in 2004 and was confirmed by a group of parents who met with the high school principal in the summer of 2004. The policy outlines the school's mission, expectations, shared interests, and responsibilities of the school in communicating with parents. (See Addendum.)

In addition to the continued implementation of this policy, the following are strategies to promote increased parental involvement in order to meet the objectives of the School Instructional Plan:

- Assign homework to students integrating math-based projects
- Include information and CAPT Helpful Hints in the RHS school newsletter
- Share CAPT information on our school website
- Continue monthly parent meetings with Principal
- Foster communication with the RHS parent group
- Communicate to parents that staff email addresses are readily available on the RHS website to increase accessibility to teachers

## **VII. DISTRICT SUPPORT**

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

- Reorganization of Professional Development time to address the needs of our school/district vision
- Structure adequate time for Data Teams to meet
- Continue professional development for staff as needed
- Communicate with VCMS to assist with monitoring and adjusting objectives
- Allocate the necessary resources to ensure the successful implementation of the School Instructional Plan
- Continue ongoing visits and communication between Central Office and building administrators and faculty (quarterly)

### **VIII. RECOMMENDATIONS FOR CONSIDERATION FOR THE 2006-2007 SCHOOL INSTRUCTIONAL PLAN**

- Continue to address the achievement gap by developing strategies to improve the individual achievement of students in various subgroups (English Language Learners, Students with Disabilities, Black, Hispanic, and Economically Disadvantaged) as measured by CAPT.
- Analyze Data related to the correlation between student attendance and student achievement.
- Investigate the inclusion of SMART goals that focus on additional areas of study.