

North Branford Public Schools

Excellence in Education

Annual Report of the Superintendent



2009/2010

Cover Photo

North Branford High School Lacrosse Team

2009/2010

Shoreline Division Winners

MESSAGE FROM THE SUPERINTENDENT

Scott Schoonmaker, Superintendent of Schools



Dear Community Members,

It is with great pride that I present the 2009/2010 Annual Report highlighting the numerous accomplishments and updates of our school programs.

Our school community works diligently to provide a comprehensive and rigorous curriculum that prepares learners for all their future endeavors. Our advanced course offerings and student successes are indicative of the commitment and dedication of our administrators and teachers. We will continue to focus on each individual student to ensure a well-rounded and balanced educational program to compete in this global economy.

The emphasis for the 2010/2011 school year will be the continued implementation of the federal and state mandates regarding RtI (Response to Intervention). In Connecticut you will hear the term Scientific Research Based Intervention (SRBI). This initiative holds all districts responsible for monitoring student growth in essential skills that have been identified through a prescribed screening process. Our primary focus for RtI is on Language Arts, Mathematics and School Climates. We will continue to update you on our progress as we endeavor to fully implement all phases of RtI throughout the district.

The delivery model for the behavior component of RtI will continue to be Responsive Classroom at the early elementary level and the Positive Behavior Support (PBS) model at the elementary, middle and high school levels. These actions will formalize our district goal of providing a caring, respectful and responsible learning environment for all students in North Branford that acknowledges the importance of educating the whole child.

I think you will be pleased with the noticeable changes that have been made throughout the district. Our facilities continue to be upgraded and kept current to fit the needs of both teacher and student. The integration of technology throughout the district has put us on the cutting edge as we continue to expose students to the most current learning tools.

We look forward to continued improvements in both facilities and programming as we update our Strategic Plan and move forward with our district's road map. This plan will incorporate our Mission and Strategic Objectives as we keep the focus on accountability and standards that represent excellence.

Sincerely,

A handwritten signature in black ink that reads "Scott Schoonmaker". The signature is written in a cursive style with a long, sweeping underline.

Scott Schoonmaker
Superintendent of Schools

PERSONNEL and BUSINESS

Don Winnicki, Director

Personnel

Five certified staff members were hired for, or during, the 2009-2010 school year, including a building administrator replacing an administrator who resigned in August 2009. Nineteen non-certified employees (1 secretary, 14 paraprofessionals and 4 café workers) were also hired. Fifteen employees (11 teachers, 1 nurse, and 3 paraprofessionals) either were on or returned from approved leaves. Eighteen employees (2 administrators, 8 teachers, and 7 paraprofessionals, and 1 café worker) resigned or retired prior to June 30th. Several serious Workers' Compensation injuries resulted in a significant loss of time for three custodians and a school nurse. Finally, the elementary-level consolidation resulted in the elimination of 1.8 teaching positions, a computer lab assistant, a library paraprofessional and a school nurse.

One collective bargaining agreement was settled. The paraprofessionals' contract froze the wage table in year one, allowing only step movement, and continues to provide health insurance at employee expense. We also began negotiations with the secretaries. No other notable labor issues were encountered.

Finance

The normal audit was conducted for the 2009 fiscal year. No findings were noted.

We continue to use consortium bids and state contract pricing for many items. Particularly notable among these are heating oil, diesel fuel and copy paper through consortium purchasing. Bids were produced for the Homeland Security Grant, high school asbestos work, and several Phase III NBIS projects.

Significant work was done this year on OPEB reporting as required by GASB. All retiree groups have now been separated in the Anthem billing, even teacher retirees who must pay for their own coverage. They are included under GASB because of the "imputed" benefit of group plan participation.

As a result of the American Recovery and Reinvestment Act of 2009, we received 2 new funding streams from the Federal Government. The first stream, the State Fiscal Stabilization Fund was used mainly to fund 36 teacher salaries. The second strand, IDEA (Part B) ages 3-21 and preschool funds, were used to supplement current IDEA (Part B) statutory and regulatory requirements. The funding streams contained specific reporting requirements to help ensure transparency and accountability, such as quarterly reporting on use of funds and the requirement to separately track all funds.

Operations

Numerous outdoor projects were completed. Additional work was done on the high school; the sidewalk at the side entrance was reconstructed and a retaining wall and dumpster pads were installed. The courtyard was cleaned, including the demolition of an old greenhouse and removal of several trees to improve the natural lighting in the hallways. Installation of a new greenhouse outside the cafeteria began. At TVES, the drainage culvert on the north side was replaced by DPW and the fascia, exposed by the removal of asbestos panels, was sided.

Inside the buildings, we also made major improvements. Homeland security grant money was used to increase the number of cameras and replace exterior doors (12 at NBHS, 6 at TVES, 1 at JH and 7 at STW). At STW, an abandoned incinerator was removed. At JH, a hot water tank, which had previously been welded, was replaced and work began on replacement of the cooling tower chiller pan. Asbestos tile was removed from the new band room; the floor was coated with a moisture barrier and re-tiled. Three Sanyo ventilators were installed in two former storage areas now used as offices and in the server room. At NBIS, the renovate-as-new project nears completion, with only some security upgrade and punch-list items remaining. The district staff assumed primary responsibility for the low voltage cabling, video distribution, VOIP, and security upgrade portions of the project. At NBHS, projects are ongoing and major as the facility continues to age. A major lighting project was completed as part of an Energy Opportunity incentive available through United Illuminating. All fixtures in the building (except for the gymnasiums which were completed last year) were either replaced or retrofitted with energy efficient ballasts and bulbs. UI paid for 30% of the project. The remainder is financed interest free with monthly payments on the electric bill designed to create a positive cash flow for the project. In conjunction with this electrical work, deteriorated ceiling tile and some ceiling grids were replaced by the custodial staff. Asbestos abatement and retiling was done in the cafeteria, faculty dining room, corner café and rooms 14A, 14B and 17 (FRC). Similar work began in the library, main office, and guidance offices and conference room in June 2010. Also, the Life Skills and Bridges programs, critical to our compliance with federal and state regulations, vacated the rooms 14A and 14B and were relocated into better spaces in the middle of the “diamond” on the first floor. One of the classrooms, now used for Life Skills, was remodeled to fully meet programmatic needs. In the boiler room, one failed boiler was replaced using insurance proceeds, and another was rebuilt. An abandoned boiler and hot water tank were also removed from the boiler room coincident with this other work.

Food Service

The Food Service program had an improved operating position this year, but continued to see a lower level of discretionary spending (ala carte and extras). We continue to pursue more nutritious food choices to comply with the School Wellness policy and guidelines. The new NBIS cafeteria is now fully operational. At the end of the school year, we began to make prepare for the new grade configuration and lunch pattern at JH and TVES.

Family Resource Center (FRC)

The Preschool, Kindergarten Care and School Age programs continue to be well attended. Collection rates remain very high. The before and after kindergarten care programs are now fully operational in both primary schools. The FRC Supervisor continues to expend a great deal of time and effort to adjust staff responsibilities to improve programming and operations at all levels, to maintain quality staffing to and provide exceptional professional development. Fortunately, grant funding continued for 2009-2010. A \$100,000 transfer from the operating reserve was made to the Town of North Branford this year. As a result of the elementary-level consolidation, the Families-in-Training program will relocate from JH to STW and the Preschool will relocate from NBHS to STW. This will afford us the opportunity to expand the Preschool program into two rooms formerly used for Grade K. The Supervisor will also have additional office space at STW.

CURRICULUM and INSTRUCTION

Joan Follo, Director

Curriculum is managed and updated through the implementation of a systematic ongoing consistent process of program review, development, implementation and evaluation. This process, called the Curriculum Management Cycle (CMC), is tightly connected to the districts Strategic Plan, the Professional Growth Teacher Evaluation Program, District and School Goals, and Board of Education Budget.

The CMC consists of five phases. Each discipline moves through the series of phases. The curriculum team representing the discipline completes the require work unique to the phase and significant to the total management process.

Curriculum Management Cycle

Curriculum Management Cycle Work Accomplished During 2009/2010

<u>Review</u>	<u>Development</u>	<u>Implementation I</u>	<u>Implementation 2</u>	<u>Evaluations</u>
Business K-12 Health K-12 Music K-12 Social Studies K-12 World Languages 6-12	Mathematics K-5 Physical Ed. K12 Science K-5	Career Educaiton 6-12 Science 6-12	Language Arts K-5 Mathematics 6-12	Art K12

Updates:

- Revised Curriculum Management Cycle Guide: improvements made in consistency and balance of requirements within each phase and overall accountability to the plan.
- Career Education is a new category developed by the Connecticut State Department of Education.
- It includes Technology Education and Family Consumer Science (Food Service and Child Development). In the NBPS, the Business Department Chairperson now facilitates the work of the CMC for both Business and Career Education.
- The World Language K-5 Team developed a K-5 curriculum for Spanish in the spring of 2009.
- The Curriculum, supported by the BOE, the Superintendent of School and Administration, was not adopted for implementation due to budgetary constraints.
- Character Education curriculum was removed from the CMC and placed under the behavioral component of Response to Intervention and integrated into the school culture and expectations (ex. Response to Intervention at K-2, Positive Behavior Intervention Strategies 3-5 (PBIS will be included at NBHS in 2011 and NBIS in 2012), discipline code and

Professional Growth

The North Branford Public Schools provided 113 professional growth activities to staff members between July 1, 2009 and June 30, 2010. This translates to 444 hours of educator learning in the following areas:

Professional Growth Area	Number of Activities
Technology	31
Curriculum & Effective Teaching	40
School Improvement	20
Special Education	13
Specials	9
Total	113

Improving Teaching and Learning

Professional Growth Teacher Evaluation Program (PGEEP)

The PGEEP program was revised to meet the current curriculum, instructional and professional practice expectations as noted in both research and CSDOE guidelines. The new document is more user friendly for both educators and supervisors. In contrast to the last document, the most significant changes support tighter connections between district, school, and educator goals and an expansion of performance indicators which includes a professional practice component.

Teacher Education and Mentoring Program (TEAM)

The CT General Assembly passed a Public Act 09-6, on October 2, 2009, establishing the TEAM Program to replace the BEST Program for beginning and new teachers.

Based on CT requirements of the program, each school district was required to submit their TEAM Three Year Plan to the CSDOE electronically by July 1, 2010. . Highlights of the NBPS TEAM plan include:

- Establishment of a district Team Coordinating Committee consisting of the Director of Curriculum, a School Principal, two high school representatives, and a representative from the middle and each elementary school.
- Design of program incorporates five professional growth modules that provide a framework in support of new teachers
- Requirement that all beginning teachers will be assigned to a mentor who has received update training in the TEAM program process.
- Expectation that beginning and new teachers will fulfill requirements of each module and provide a written reflection of the module to the in-house scoring team.
- Recommendation for the acceptable completion of the module is made by the scoring team and submitted to the Superintendent of Schools
- Recommendation of certification is made by the Superintendent of Schools to the CSDOE

Reporting Student Progress

The implementation of state assessments and curriculum frameworks based on high standards, has had a significant impact on the way school districts report student progress to parents and the public. The Administrative Team and the District Reporting Student Progress Team have worked together for the past three years in developing a method of monitoring student progress on state standards and designing a reporting system that helps parents and the community understand the progress students make towards meeting the standards. When implementing a standards-based report card or an additional standards-based reporting system, certain components need to be in place. Progress toward the use of standards-based reporting has been made in the following areas:

Curriculum & Instruction:

- Disciplines are comprehensive and aligned with state standards and student outcomes
- Pacing guides are included in each curriculum guide to assist teachers in knowing what to teach and assess in each semester
- Differentiation of instruction used to meet the needs of all students
- Appropriate instructional materials matched to students' needs and abilities
- 3-5 (TVES) begins staff training on Positive Behavioral Support (NBIS & NBHS will transition into this program over the next three years)
- K-2 (JHS & STW) will continue implementing Responsive Classroom

Assessment

- A *universal assessment* used to identify student progress on state standards in math, reading, and writing (CMT)
- *Benchmark assessments* developed or identified for use three times a year in Language Arts and Math to monitor student progress and identify student in need of instruction support and enrichment
- *Common assessments* developed and used to monitor student progress in all subject areas. Assessment probes are developed to monitor student progress on intervention strategies
- Technology programs purchased to assist in the development of assessment and the tracking of groups of student and individual student progress

Standards-Based Report Cards

- K-5 piloting standards-based report card in school year 2009-2010
- K-5 parent guide and teacher guides developed for standards-based report card
- Grade 11 piloted a standards-based rubric in addition to 'regular' report card



Administrative Study Group

In addition to bi-monthly administrative council meetings, administrators meet on a regular basis to study, plan, implement and monitor state-of-the-art research-based educational programs to improve teaching and learning. Areas of collaborative research, decision making, and planning over the past several years include: Professional Learning Communities, Response to Intervention, Reporting Student Progress, and Professional Growth Teacher Evaluation revision. This year, the Administrative Study Group was committed to the implementation of the revised PGEEP and the RtI program.

Professional Learning Communities

Professional Learning Community (PLC) teams at each school meet several times per month to review student data and make decisions about teaching and learning for groups of students and individual students based on the data. Much of the planning during scheduled PLC time is linked to the tenants of Response to Intervention (RtI).

Response to Intervention (RtI)

Response to Intervention is not new to education. Teaching students then evaluating the extent of their learning is so common that it has become an expectation of teaching and learning. RtI is about having a strong core curriculum, teaching to the curriculum through research based instructional methods, assessing student learning, using student data to inform decisions, and making instructional adjustments when needed. RtI is a three-tier model of increasing supports. Tier 1 is the core curriculum, Tier 2 generally takes place in the classroom with additional supports and Tier 3 is most often supplemental instruction delivered outside the classroom in addition to the core curriculum. The major focus of RtI is on reading, mathematics, and behaviors.

A number of technology management ‘tools’ were purchased help school personnel monitor and document student progress. Certified staff at are learning how to use the tools effectively. RtIm Direct assists in tracking, documenting, monitoring, and managing the various components of Response to Intervention. Performance Series, a computer-adaptive assessment, allows educators to quickly pinpoint the proficiency level of students across a range of subjects that correspond with Connecticut standards. This provides for more accurate student placement; diagnosis of instructional needs, including instructional adjustments; and measurement of student gains across reporting periods. Achievement Series, is a powerful web-based district-wide assessment solution that allows K-12 educators to develop and administer online and paper-based tests, capture immediate results, and produce standards-based reports. Used for all grade levels and subject areas, this district-wide solution gives administrators and teachers the data they need to monitor student progress and guide instruction. Nettrekker is an instructional web-based search tool that gives teachers the resources needed to differentiate instruction.

Reporting Student Progress

State curriculum frameworks, grade level expectations, and high stakes testing, has had a significant impact on the way school districts monitor and report student progress to parents and the public. Over the past several years, a team of administrators and teachers have worked together to study, develop, and implement a reporting system for students in elementary, middle, and high school to inform parents about their child's progress related to state standards.

The behavior component of RtI incorporates the tenets of Responsive Classroom in the early grades and the Positive Behavior Support (PBS) in middle elementary through high school. Training of staff in PBS occurred during the 2009-2010 school year for TVES and will continue into NBHS in 2010-2011, and NBIS in 2011-2012.



The success of a standards based reporting system is dependent upon the quality of curriculum planning, assessment development and report card design. Work accomplished in these areas includes:

Curriculum & Instruction

Disciplines are comprehensive and aligned with state standards and student outcomes

Pacing guides are included in each curriculum guide to assist teachers in knowing what to teach and assess in each semester

Differentiation of instruction used to meet the needs of all students

Appropriate instructional materials purchased or developed to match to students' needs and abilities

Positive Behavioral Support approach occurred at 3-5 (TVES) and will transition into the middle and high school over the next two years. Responsive Classroom will continue at the K-2 level.

Assessment

A universal assessment used to identify student progress on state standards in math, reading, and writing

Benchmark assessments developed or identified for use three times a year in K- 5 to monitor reading and math.

Common assessments developed and used to monitor student progress on standards in all subject areas

Assessment probes used to monitor student progress of intervention strategies

Technology programs purchased to assist in the development of assessment and tracking of groups of student and individual student progress

Standards-Based Report Cards

K-5 fully implemented a standards-based report card in school year 2009-2010

K-5 parent & teacher guides developed to promote understanding of the new standards-based report card

Grade 11 implemented a standards-based rubric in addition to 'regular' report card

Creative Learning

Six NBHS students attended the ACES Educational Center for the Arts Program during the 2009-10 school year. Nine students have been accepted in the program for 2010-11 school year.

A NBPS teacher from each school has been trained in UConn's Confratute program to become knowledgeable about the needs of the high performing student and how to support their needs most effectively. Participating teachers trained at Confratute are now part of the NBPS Creative Learning Resource Team. Trained educators are, Cindy Genzano at NBHS, Marcella Ardine at NBIS, Shelly Thompson at TVES, and Katie Leining at JHS during the present school year. The district has opened this training to Library Media Specialists. Carrie Seiden, LMS from TVES, has taken advantage of this opportunity

In addition to their full time teaching responsibilities, each educator is committed to collaborating with their administrators and colleagues to help plan and deliver challenging programs and instruction for high ability students. Creative Learning Resource Educators also meet as a team throughout the school year to determine how the needs of high ability students can be met most effectively at both the school and district levels.

The North Branford Creative Learning initiative is project-based and student-centered. High ability students at TVES in Grades 3-5 participate in Response to Intervention groups that challenge them to work collaboratively in teams to solve problems. Through extended research, sharing of information, brainstorming, and product development, students learn how to build capacity by combining their knowledge and skills in finding creative solutions to high profile dilemmas. With the help of educators Shelly Thompson and Carrie Seiden, TVES students have participated in an Invention Convention competition, a Keep CT Cool project, a Young Architects program, an Environmental Awareness puppet show, and a Young Authors project (writing an article based on interviews). Marcella Ardine has consulted with administration in bringing the tenants of project-based learning to NBIS.

Education Foundation

The North Branford Education Foundation (NBEF), established in 2007, is a volunteer organization dedicated to securing funds to enhance and extend learning opportunities for students that are beyond the conventional resources of our school system. Marie Diamond, retired Director of Curriculum and Instruction from North Haven School District, is president of the North Branford Education Foundation.

The mission of the NBEF, a non-profit school and community partnership, is to work collaboratively to enhance and extend innovative enrichment opportunities for North Branford students. Each year this organization raises funds from individuals, businesses, and civic groups in the community and from NBHS alumni to promote excellence throughout the NBPS. The foundation distributes the funds raised to enhance educational initiatives and to provide mini-grants to district educators who apply to pilot a new activity, enhance a part of the existing curriculum, or strengthen the teaching-learning process in the classroom.

Two major events held during the 2009-2010 school year included a Pasta Dinner in October 2009 to celebrate the opening of the new NBIS cafeteria and a Shinning Star Award Dinner in March 2010 to honor Vincent Candelora, Fran Merola, Ed Slubowski, and Joanne Wentworth for their dedication and extraordinary service to the North Branford Public Schools and the community.

Proceeds from these events supported the NBEF's mini-grant program. This year's recipients of the North Branford Education Foundation's Mini-Grant program received their award at the June meeting of the BOE. Recipients are:

<u>Recipient</u>	<u>School</u>	<u>Grant</u>
<i>Patricia Darragh</i>	<i>STW</i>	<i>Dear Stg. Brown & Friends</i>

Sgt. Darrell Brown spoke to grade 2 students on Veteran's Day & is now stationed in Afghanistan. Students K-2 write cards & letters to him. Grade 2 students will publish a book about NB to send to him. Nancy Wallace, resident author will kick-off the book publishing project. A final project in grade 2 will be a research paper in either Social Studies or Science.

<i>Claudia Faughnan</i>	<i>STW</i>	<i>All Star Reader</i>
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This project is designed to promote the importance of reading as a lifelong skill by encouraging K students to use the town's two new libraries at least 4 times during the K school year. The goal is to help parents recognize the library as an important free resource in the community. Through this initiative parents and children will learn that reading aloud is beneficial and fun for the whole family.

<i>Barbara Tedeschi</i>	<i>TVES</i>	<i>The Sound of Success at TVES</i>
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This project is a cultural initiative to expand musical arts. This is a two-part initiative that focuses on: expanding the brass section of the instrumental program with the purchase of a baritone horn and booking the Coast Guard Brass Quintet to perform for students, parents, staff, & community.

<i>Carrie Seiden/Gr 5 Students</i>	<i>TVES</i>	<i>Conserve Energy</i>
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The project plan provides students in grades 3-5 the opportunity to participate in a presentation about conservation. Each student and staff member would learn how to conserve energy, reduce their carbon footprint, help the planet and save the school money. A team of grade 5 students developed the mini-grant application with minimum guidance from their teacher.



<i>Gerald Carlone/Students</i>	<i>NBIS</i>	<i>Garden Oasis</i>
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"Small project with endless possibilities." Students will plan and construct raised vegetable gardens with accent flowerpots in the back of the middle school near the cafeteria...focus on tech ed, math, nutrition and aesthetic appreciation.



<i>Carter Welch</i>	<i>NBHS</i>	<i>Dare to Care</i>
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2 school days during the 2010-11 school year will be identified to run 'Dare to Care' and 'Make a Difference Day' at all schools. All staff & students will view the assemblies and participate in a community effort through a team or class approach.

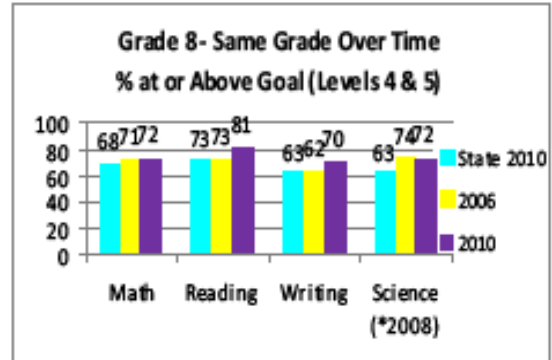
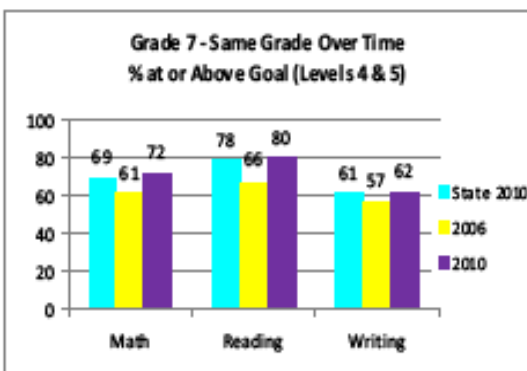
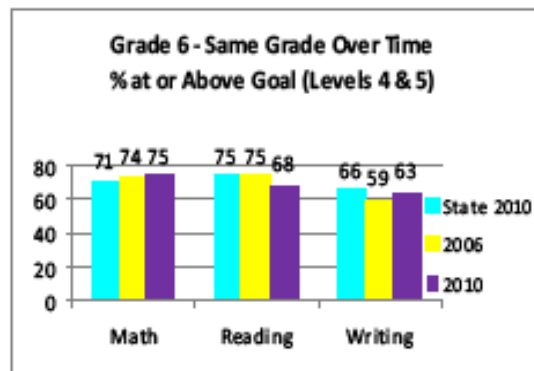
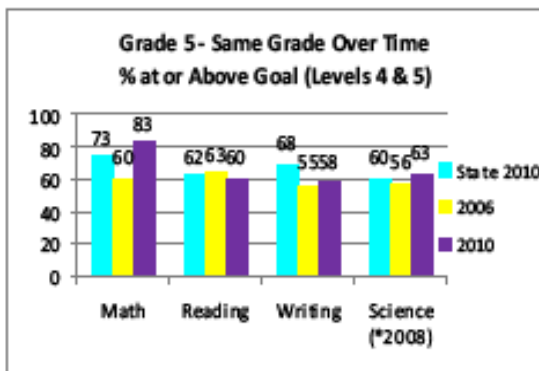
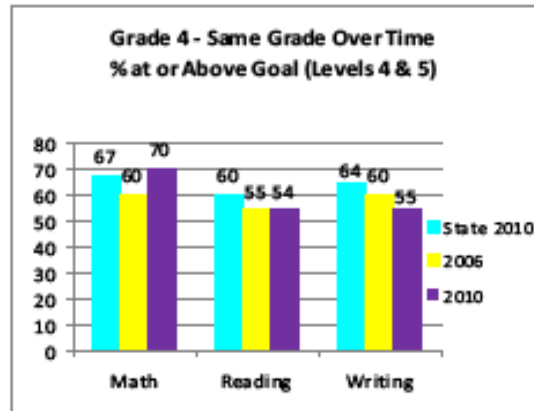
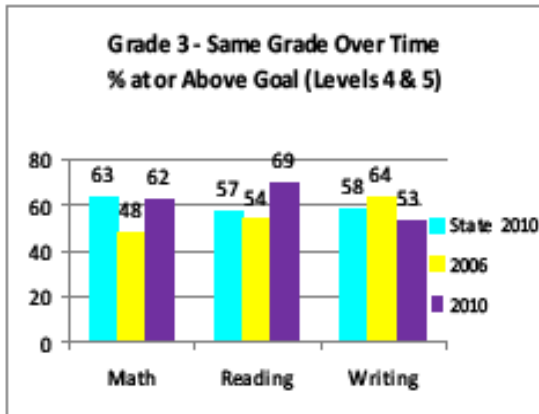
<i>Diane Artai</i>	<i>NBHS</i>	<i>Courtyard Beautification</i>
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Beautification of the existing courtyard at NBHS will involve 12 special education and 12 non-special students in the design, planting, care, and management of numerous gardens and sitting areas. Life Skills students will work with faculty members to research indigenous plant life that will thrive in our climate. Students will learn about the germination process and care during the pre-planting and growth period.

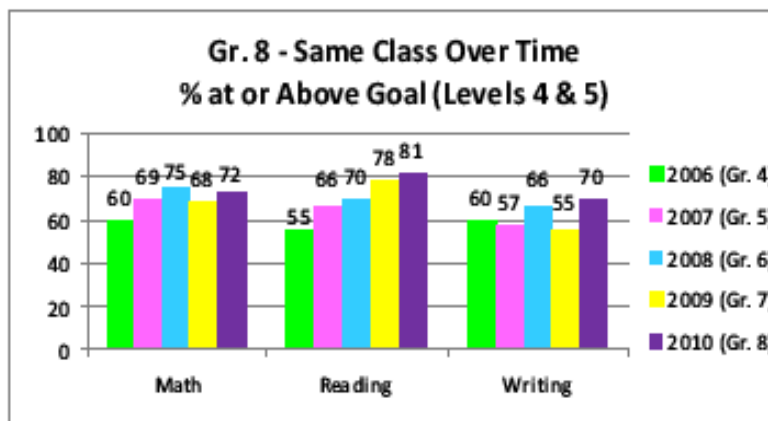
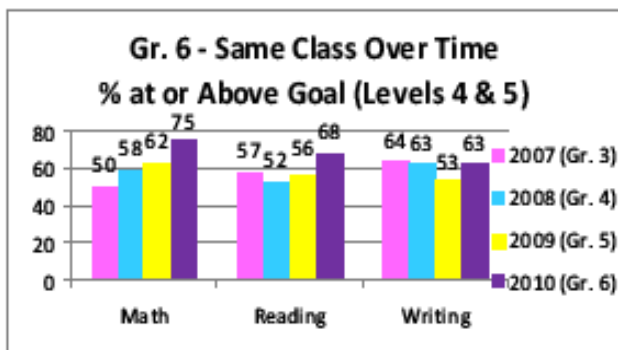
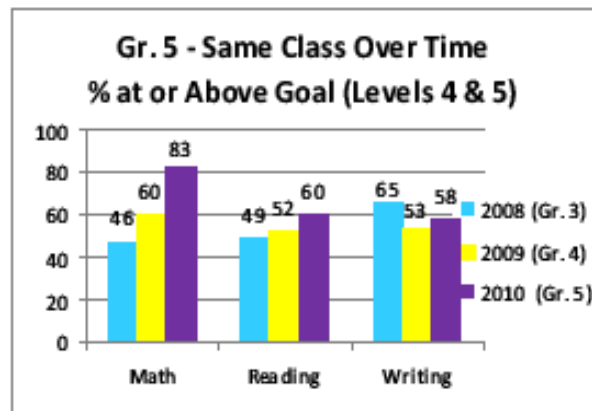
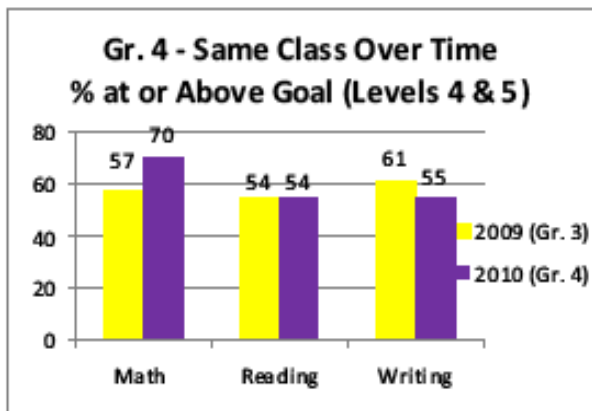
Student Achievement

CMT4 and CAPT3 2010 Results

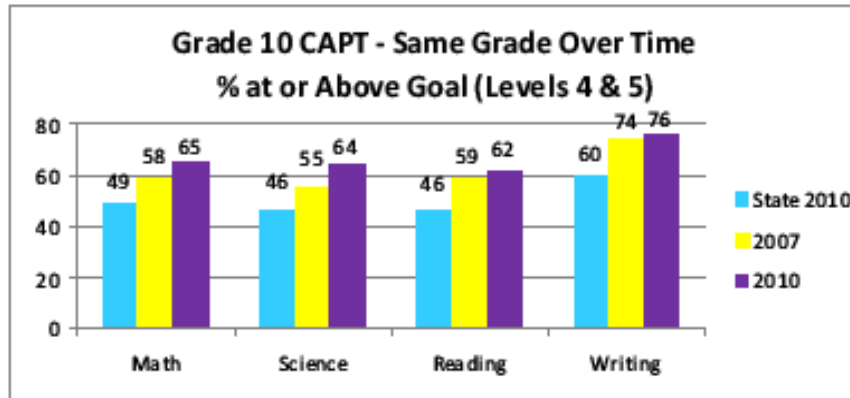
The following charts compare NBPS student performance over time (2006 to 2010) and to 2010 state CMT4 results as they relate to the same grade (different students).



The following charts compare the same class over time (same students). This comparison is a more reliable and valid indicator of student progress than comparing the same grade over time. Results of this year's grade 4 students should be compared to their performance when they were in grade 3; this year's grade 5 students should be compared to their performance when they were in grade 4 and grade 3; etc.



The following chart compares the performance of our present grade 10 students over time (2006 to 2010) and to the 2010 state CAPT results.



Connecticut Mastery Test (CMT) in grades 3-8 and the Connecticut Academic Performance Test (CAPT) in grade 10 results demonstrate a positive trend throughout the grades. Compared to 2009 results, students improved in all areas tested with the exception of writing in grade 3.

Compared to state results students performed

Above the state goal in:

Mathematics grades 4, 5, 6, 7, 8 & 10

Reading grades 3, 7, 8, & 10

Writing grades 7, 8, & 10

Science in all grades tested 5, 8, & 10

Below the state goal in:

Mathematics grade 3 (by 1 %age point)

Reading grades 4, 5, & 6

Writing grades 3, 4, 5, & 6

Note that on the CAPT, students increased their performance in all areas tested; mathematics, science, reading, and writing both over time (since 2007, over last year 2009, and achieved above the state goal in all area tested.

Long-term Academic Goals, set by Superintendent Schoonmaker and the Administrative Council, are based on state assessment results on the CMT and CAPT:

By 2012, 80% of NBPS students in grades 3 through 8 will be at or above the state goal in reading, writing, and math on the CMT.

By 2012, 60% of NBPS grade 10 students will be at or above the state goal in reading, writing, math, and science.

By 2014, 70% of NBPS grade 10 students will be at or above the state goal in reading, writing, math, and science.

**SAT Results for NBHS Class of 2010
Compared to National and State Averages**

Class of 2010

	NBHS	State	National
Critical Reading	507	509	501
Math	504	514	516
Writing	512	513	492

Advanced Placement Results 2009-2010 AP Score Report Summary

**Number & Percentage of students taking the exam
In an Advanced Placement course**

	2006	2007	2008	2009	2010
English Language and Composition	9 70% Avg = 3.3	9 82% Avg = 4.2	26 100% Avg = 3.4	13 100% Avg = 3.9	12 100% Avg = 3.7
Biology	5 55% Avg = 4.6	Not Offered	11 85% Avg = 3.3	11 100% Avg = 2.9	9 100% Avg = 3.4
US History	8 100% Avg = 4.5	Not Offered	14 100% Avg = 3.5	7 100% Avg = 3.6	9 100% Avg = 3.8
Calculus AB	10 77% Avg = 3.7	10 83% Avg = 3.6	7 50% Avg = 3.0	15 94% Avg = 3.6	6 55% Avg = 3.1
Psychology	14 77% Avg = 4.3	14 66% Avg = 4.6	16 64% Avg = 3.0	22 81% Avg = 3.6	11 92% Avg = 4.5
Spanish	7 70% Avg = 2.4	5 33% Avg = 3.6	5 29% Avg = 2.4	7 54% Avg = 2.0	10 83% Avg = 2.1
Physics	Not Offered	Not Offered	Not Offered	5 100% Avg = 3.6	Not Offered
Studio Art/2D Design	Not Offered	1 100% Avg = 1	Not Offered	Not Offered	Not Offered

**(Including average score
Advanced Placement courses taken on-line**

	2006	2007	2008	2009	2010
Microeconomics		1 100% Avg = 1			
Statistics			1 100% Avg = 4	1 100% Avg = 4	
Computer Science					1 100% Avg = 5
Calculus BC					2 100% Avg = 4.5
English Literature & Composition					1 100% Avg = 5
Physics B					2 100% Avg = 4

College Acceptance

Class of 2010

Post High School Plans

Summary

90% of students will continue their education

68% are planning to attend four-year colleges

31% are planning to attend two-year colleges or vocational schools

(5% are undecided, 2 students are enlisting in the Military
and 1 student plans on working full-time)

Acceptance Rates*

Level of Competitiveness	Percent Accepted			Number Accepted		
	2010	2009	2008	2010	2009	2008
Most Competitive	30%	40%	43%	7	4	7
Highly Competitive	76%	78%	54%	55	18	26
Very Competitive	95%	76%	80%	75	71	77
Competitive	89%	78%	77%	165	139	178
Less Competitive	93%	95%	82%	14	19	14

Colleges Where Students Have Been Accepted

Most Competitive

Boston College
 Connecticut College
 Rensselaer Polytechnic Institute
 Villanova University
 Wheaton College

Highly Competitive

Bentley College	Muhlenberg College
Boston University	Northeastern University
Clark University	Providence College
Dickenson College	Quinnipiac University
Emerson College	University of Connecticut
Gettysburg College	Wheaton College
Loyola University	Worcester Polytechnic Institute

Very Competitive

Adelphi College	Saint John's University
Belmont University	Saint Michael's College
Bryant University	Salve Regina College
Champlain College	Simmons College
College of Saint Rose	Stonehill College
Drexel University	University of Central Florida
Fairfield University	University of Massachusetts -- Amherst

Gordon College
Hofstra University
Iona College
Marist College
Mount Saint Mary College

University of New Hampshire
University of South Florida
University of Tampa
University of Vermont
Wagner College

Competitive

Albertus Magnus College
Arizona State University
Assumption College
Bay Path College
Bowling Green State University
Central Connecticut State University
Central Pennsylvania College
Chestnut Hill College
Coastal Carolina College
Eastern Connecticut State University
Emmanuel College
Endicott College
Fairleigh Dickinson University
Green Mountain College
Hartwick College
Keene State College
Lasell College
Liberty University
Pace University
Paier College of Art

Pratt University
Roger Williams University
Sacred Heart University
SUNY Binghamton
Saint Joseph's College
Southern Connecticut State University
Springfield College
Suffolk University
Temple University
University of Hartford
University of New England
University of New Haven
University of Miami
University of Rhode Island
University of Southern Maine
Wentworth Institute of Technology
Western Connecticut State University
Western New England College
Wheelock College

Less Competitive

Arcadia University
Colby Sawyer College
Curry College
Fisher College
Johnson & Wales University
New England Institute of the Arts
University of Bridgeport

- All levels of selectivity are based on Barron's 2009 *Profile of American Colleges*

Technology

Timothy Hartigan, Director

Technology Long Range Plan

The Department of Technology along with the district Technology Committee prepared the 2009-2012 Long Range Technology Plan. The plan was approved by ACES and submitted to the State Department of Education in March. The plan was accepted by the State Department of Education and became the districts Long Range plan for Technology on July 1, 2009.

Acceptable Use Policy

The Acceptable Use Policy has been updated along with the parent sign-off form and was voted on and approved at the June, 2010 Board of Education meeting. After many hours of work by the District Technology Committee, Board of Education and many others, including the Board attorneys.

PowerSchool: In early April PowerSchool and the Destiny library servers were upgraded to the latest Version, another major upgrade to PowerSchool is scheduled for August 2010.

WEB Site: The North Branford web site has been now been completely converted to its new look. Individual schools now maintain their own pages and teachers continue to make individual pages that these school pages link to.

Lease Purchase: The district continued on its course to update and or replace all computer hardware on a four (4) year cycle. During the summer of 2009 approximately 130 old computers (four years and older) were replaced by an equivalent number of new computers at all our schools. Older units that were still working were moved to appropriate locations in all our buildings, keeping the student computer ratio at or just above 2 to 1.

Grants, E-Rate: The district continues to participate in the Federal E-Rate program. This is the 12th year of our participation. Paperwork has been filed for year 13 of the process and the district is awaiting our commitment letters for those funds that will start on July 1, 2010 and run through June 30th, 2011. At this writing the district has two applications approved, waiting for approval on a third.

Education: Members of the technology department attended the Connecticut Education Computer Association (CECA) conference, in Hartford, in the fall of 2009. In addition a number of others (teachers and media specialist) also attended. District technology personnel are also members of the state-wide PowerSchool User's Group and attended a number of these meeting as well as Apple Update meetings during the year.

In addition North Branford is a member of the ACES Technology Council and attends these meetings.

Network Upgrade

The North Branford Education Network (NBEN) went through some major changes during the 2009-2010 school year. The new Intermediate School, under construction the past two years, came on line in two phases, August and December 2009. The major change to the NBEN is the addition of a computer room in this new facility. This room, the first in the district to be specifically designed and built to house computer equipment, has the entire NBEN directed to it, both from external (Internet) and internal sources. This new “state of the art” room has backup emergency power, climate control and security far surpassing any other of our facilities.

Major changes to the NBEN, in no particular order, are listed below:

- NBIS Computer Room
- NBIS, Video Distribution System
- NBIS, Technical Education was moved from the Auditorium to the new facilities.
- New Internet connection to the Connecticut Education Network at NBIS (moved from the High School)
- IP Telephones, NBIS and TVES. The addition of IP-Phone is currently in process at Jerome Harrison School and the High School.
- As is our practice older computers (4-7 years) replaced by new in all schools.
- SmartBoards were placed in most NBIS classrooms as well as additions to the High School, Totoket Valley and Stanley T. Williams.
- Software was updated on all computers and new applications to numerous to list were added to many.
- Wireless access points have been added to Totoket Valley and are in process at Jerome Harrison School and the Auditorium.
- Old servers(5-7 years), replaced:
Totoket Domain Controller
FirstClass Mail
- New Servers:
E-Mail Archiving
- NBIS Virtual Server (FirstClass and PowerSchool) Fail-Over servers

Special Education

Suzanne Wright, Director

Professional Development Activities Provided:

During the 2009-10 School year, Special Education staff members have participated in the following specialized professional development activities in addition to training provided regarding building-specific or curriculum initiatives:

- Use of IEP Direct software to develop Individual Education Plans and to monitor progress
- Training, Supervision and Evaluating Paraeducators: What Every Administrator Needs to Know
- Physical Management Training, including De-escalation Strategies
- Implementing Individual Education Plans using an Applied Behavior Analysis Approach- Special Education teachers and paraprofessionals assigned to the Preschool and Life Skills Programs are participating in a two-year training program conducted by two Behavior Analysts. This training is designed to improve the instruction for students with significant disabilities, including intellectual disabilities and autism
- Effective Inclusion Strategies- This training is a two year training program targeted for general education teachers and their special education partners in Social Studies and Science at NBIS and NBHS. The training has included a review of the learning characteristics of students with intellectual disabilities and autism, Disabilities Awareness Training, Classroom observations, training in designing tiered lessons for students at all levels (Above Level, On-Level, Progressing toward Level or Below Level). The training includes an observation of the lesson designed in the workshop and individual feedback to teachers. Continued review of differentiated planning and observation of tiered instruction will continue for the remainder of the year. All general education and the special education co-teacher were observed by the Director of Special Services and/or the Building Principal.
- Developing a Data Based Classroom Management Program at the Middle School Level- a Board Certified Behavior Analyst works directly a minimum of twice/month with the special education teacher to develop a classroom-based behavior management program for students with disabilities. Data collection materials and progressive lesson planning strategies were designed and implemented. Five individual training books were developed for returning students, consisting of each student's goals and objectives as well as a method for data collection.
- Standardizing Measurement Systems in Educational Programs
- Implementing the revised Guidelines for Determining Eligibility for Special Education in the category of Learning Disabilities
- UCONN Secondary Personnel Day – Center for Students with Disabilities
- 2009 CONNCASE Leadership Conference
- Addressing Challenging Behaviors for Students with Autism Spectrum Disorders and Related Disabilities

- Developing Communication Goals and Objectives tied to CT State Standards
- Enhancing Students' Executive Skills: Strategies to Support Student Learning and Behavioral Regulation
- Childhood Apraxia of Speech: New Perspectives in Assessment and Treatment
- Paraprofessional Compass training in Communication and Collaboration Skills

The continuum of Special Education services in North Branford Schools has expanded through professional development, program development and program expansion. The district remains committed to providing a strong continuum of services for students with disabilities within the students' home school whenever possible. Some examples include:

- The district implemented an integrated preschool special education program for students ages 3-5 with disabilities. Typical peers attend this program to provide models of appropriate speech and language, behavior and social interaction. Currently, 12 students attend a morning and afternoon session. The program is co-taught by a special education teacher and speech-language pathologist with related services provided by an occupational therapist, physical therapist, consultation by a Behavior Analyst and support provided by paraprofessionals
- The NBHS Life Skills program classroom was renovated during the summer of 2009. The program now includes: an expanded instructional area, SmartBoard, complete kitchen with washer/dryer, stove, refrigerator, dishwasher, counters/cabinets, food preparation areas and seating, laptop computers loaded with assistive technology and reading software and vocational equipment. The program expands opportunities for instruction and real-life experiences in academics, vocational development, social skills and independent living skills.
- Differentiated instruction for students with significant disabilities in social studies/science classrooms at NBIS/NBHS- professional development in Effective Inclusion Strategies is improving the planning and implementation of tiered instruction in these areas.
- Life Skills classes at JHS, TVES, NBIS and NBHS currently serve 26 students with disabilities in their home district
- The Bridges programs at TVES, NBIS and NBHS currently serve 25-30 students with disabilities in their home schools/district. Expansion of the program at NBHS will occur with the closing of the ACES Collaborative Alternative Magnet School.

Communication with parents, agencies and the Connecticut Department of Education ensures that the district is compliant with state and federal regulations. Activities in these areas include:

- Focused Monitoring is conducted each year by the CT Department of Education. North Branford's District determination status was Needs Improvement based on AYP status for students with disabilities on CMT/CAPT. A Data Wall activity was completed to identify the root causes of the data and generate strategies aligned to address the root causes. Our district received positive feedback regarding our data wall, particularly noting the strength of alignment between strategies and root causes. The administration is working to implement the strategies to address the root causes. Based on mid-year reporting, North Branford School status was changed to Meets Requirements.
- Parent Communication: The Special Education News and Discussion newsletter is mailed home to every parent of a child who receives special education services each year.

North Branford High School

Michele Saulis, Principal

Professional Learning Communities

The following 22 PLCs are assigned for each department: 6 in the math department; 3 in the social studies department; 3 in the English department; 3 in the world languages department; 3 in the science department; 1 for health; 1 for physical education; 1 for business; and 1 for art.

PLCs most often meet during the 75 minute Wednesday after school meeting times. A schedule of those meetings is provided in the staff handbook and every effort is made to hold to the schedule. Approximately 20 Wednesdays are dedicated to PLC meetings each year.

Since August 2009, all PLC teams have had at least three opportunities to meet with consultants from ACES who are helping them use data-driven decision making with their teaching practices. Patrick Flynn and Leslie Abbateillo are the ACES consultants who have worked with our faculty since March 2009 on their use of data.

High school administrators and department leaders support PLC teams by joining them for part or all of their meeting times. They choose to visit the teams that need the most support in working through planning and designing formative and common assessment needs and completing the data-driven decision making protocol as it is intended to be completed.

Each department leader presents a progress report on how the data driven decision making protocol was used in their content area. This year the focus of their work was determining which assessments will provide the best information about the effectiveness of the curriculum and instruction to support student achievement.

End-of-year reflection reports provided by the teachers indicate their growth in understanding how analyzing data can efficiently target the interventions needed to improve student learning. They also show a need for further work in finding more effective interventions for their content areas.

Response to Intervention

The former START team that supported struggling students is now the RTI team. The team has grown to 16 members of the faculty and is led by guidance counselor Mel Balg with support from department leaders Jennifer Marena and Carter Welch. School administrators attend many key meetings where business is conducted such as creating new protocols and defining new roles with the new RTI process.

A series of meetings with key members of the RTI team were held throughout the spring to determine ways for improving the new RTI process. Various team members will continue to meet throughout the summer to develop and improve on components of the process. For example, we found we need to develop a consistent communication form for parents.

All members of the RTI team have been trained to enter data and information on the new RTIm direct software system. This has proven to be a valuable asset to the program because it tracks the supports given to the student, it communicates to the entire team how the supports are working, and it helps us reflect on ways to improve the program.

Several members of our faculty and administration have attended RTI training sessions at ACES and throughout the state. There are only a few high schools in the state who have fully implemented RTI programs because the RTI plan was designed with the elementary school structure in mind. This has made it difficult to find experts to advise us in how to design a

Several members of our faculty and administration have attended RTI training sessions at ACES and throughout the state. There are only a few high schools in the state who have fully implemented RTI programs because the RTI plan was designed with the elementary school structure in mind. This has made it difficult to find experts to advise us in how to design a program that fits our high school environment. We have interpreted the state guidelines to fit our school's structure and resources.

The principal has attended and will continue to attend some think tank meetings conducted by the state department of education for the purposes of learning how to implement RTI models in high school settings.

There are about thirty students identified in our RTI process as needing tier 2 interventions. They were identified because of their poor grades and low scores on the universal assessments (Scantron performance series in math and reading).

The most often used intervention provided for tier 2 students is mentoring by teachers assigned as their case manager.

Learning labs are also available in math, reading, organization skills and behavior management; there are five teachers who provide support during these labs and all have attended some form of RTI professional development this year.

The behavior and organization learning labs are the two areas where our students need the most assistance. Defining the curriculum and assessment for these areas has been a challenge. This year we have found logging the efforts made by the learning lab teachers to be informative. We are using this log to help us improve our program.

The only tier 3 intervention that has been used at this time is an assignment to the Bridges program. We are anticipating a need to assign students to special tier 3 RTI classes next year. These will be credit-bearing courses which will require students to attend throughout an entire class block.

The data-driven decision making (DDDM) protocol that is being supported by the ACES consultants in our professional learning communities will become an important source of data to include in the RTI team's review of each case.

The new Scantron Performance Series universal assessments in reading and math have been administered to every ninth grader and will be given to ninth and tenth graders next year. Only eleventh and twelfth graders who are struggling in their course work and who are in our lowest level courses will be using this universal assessment.

The results of these assessments are also used as data for the RTI process. The math, science, social studies, English, special education and guidance departments attended two separate webinars on how to use and interpret the reports from the Scantron performance series assessments.

The new Nettekker instruction resource has been introduced to the staff and continues to be reinforced by the librarian during the monthly department meetings. This instruction resource search web site will give teachers resources for further differentiation of their teaching in tier 1. Unfortunately the teachers are not using this resource frequently. We will build it into the professional development resources in the on-going work the professional learning communities are doing with the role of differentiation as interventions for DDDM.

Reporting Student Progress

The school wide rubrics for our mission's expectations for student learning in writing, speaking, problem solving and technology were developed and piloted in 2007-8 and began implementation in 2008-9. All departments have committed to implementing at least two rubrics within their course assessments. The scoring levels are 0 – 6 and meeting standard is attaining a score of 4 or above.

In May 2009 and 2010 a written report for progress on these standards was sent to all juniors and seniors. This was sent to homes along with a cover letter explaining what the scores mean. Most freshmen and sophomores have not met these standards yet and need more practice before a formal report is made on their progress.

There were a few calls from parents who were concerned or confused by the report. The concern was related to the inconsistent scores from one content area to the next and the other was a score difference within one content area over time. Although there were not many questions, they did reveal that parents were interested in this information and were concerned on how their children were performing based on these four isolated skills.

The staff found there was some variance of scoring technique from one school-wide rubric to the next. This is an area that teachers feel they need some more professional development. They would like to learn how to score the student work more accurately and fairly through collaboration with colleagues and working on the rubrics so they are more clear.

In November 2009 our information technology department found a way to have our student database, PowerSchool, be used to collect and report the data. The advantage to this method is that parents and students can check progress on achieving the standards. The PowerSchool company had to customize our system to allow us to create a standards report. This was a time consuming chore but one that is important for making our future standards-based reporting methods more efficient.

Professional Development

The high school-wide goal which supports the district-wide goal is for teachers to use data-driven decision making for the purposes of improving student achievement. Consultants from ACES have been supporting teachers in this work since March 2009 by giving professional development and guiding professional learning communities in using a data-driven decision making protocol with their common assessments.

Several staff members have attended professional development workshops to support our implementation of response to intervention (RTI). Many of these sessions have been offered by ACES and include an intensive two-day session during the summer as well as six half-day workshops.

In November two ACES consultants were invited to attend a full morning business meeting with our RTI team to review our progress in establishing a successful RTI program and give us feedback and guidance for our next steps.

In March most of the NBHS staff attended a half-day professional development session on literacy instruction techniques for supporting reading in the content areas. The DDDM protocols reveal the students who are struggling to learn a concept and it also requires teachers to design lessons with alternate ways to teach a concept. This professional development supported teachers in their efforts to design these lessons. Many teachers also requested this professional development when responding to the new requirement to implement CAPT-like reading for information tasks in their classroom and as an assessment in their content areas.

Three social studies teachers and three science teachers have participated in a special education professional development program that reinforces and develops their ability to deliver differentiated instruction which is also required for RTI tier 1.

About 20 hours of professional development time has been dedicated toward the faculty and staff conducting a self study for our NEASC evaluation. This self study is based on seven standards with about 50 indicators that need to be addressed. This is a two-year process that will culminate in November 2010 when an evaluation committee will visit to investigate and verify our self-study findings for the purposes of recommending our high school for accreditation. Several databases have been made available to NBHS this year. They include Scantron Performance Series, Scantron Achievement Series, Netrekker, and RTIm direct. Teachers have attended approximately four hours of professional development led by North Branford's internal tech support person for technology integration.

Character Education and Community Service

The independent performance project (IPP) will be an additional requirement for students who want to graduate with distinction beginning with the class of 2011. More students will be electing to do high quality independent performance projects with a focus on community service and these will earn credit as well as be shown on their transcript.

Our school's moral code is the basis for our character education program. It is posted throughout the school and in our student handbook. It has become a theme for many assignments and is referred to in several contexts from reading classic literature to administrators debriefing with students on discipline referrals.

Our school's moral code has been used by administrators for students to reflect on their behavior.

Our school's moral code is an important start as our positive behavior supports team begins to plan their work for implementing this district-wide program next year.

The freshmen advisory program, known as FAST, has included several character education issues in the bi-monthly meetings with students and mentors. Sophomores have attended a few FAST meetings where the topics are appropriate for both age groups.

In April 2009 students in 9th, 10th, and 11th grade attended the program "Names can really hurt us" program sponsored by the Anti-deformation league. This day-long program has an anti-bullying theme that has a very powerful effect. Our freshmen had a shorter version of this program in August 2009.

In January and February, the student leadership conducted a very successful "Big Give" project which donated \$10,000 to charitable causes. Many students were involved as teams of students conducted various fund raising activities throughout a two month period. This project won a prestigious state-level award for one of the best outstanding community service projects and our students were honored at the state house by the commissioner of education.

In March about 200 students and staff were involved in the event "Open your heart – Feel how we roll". This event helped the entire community learn what it is like to live a life as a physically disabled person. Twenty one teams of ten students and staff collected over \$5000 for a local family.

There are about 150 students involved in organizations that require community service in order to remain as members. This includes Student Council, Interact, Helping Hands and National Honor Society. Many sports teams also require athletes to participate in community service activities. Hundreds of hours of community service have been logged as a result of our students' participation in these organizations.

The following list is the result of some of the great work done by our students this year.

Helping Hands

The number of participants varied from 50 to 60 students. All members participated in the following activities:

- Community Dining Center, Branford CT
- Harry & David-540 "Moose Bars" sent to soldiers
- Veterans Day-gifts to all our school veterans & guest
- Ronald McDonald House
- Tuna Towers
- Connecticut Hospice (Thanksgiving & Valentine's Day)
- Yale New Haven Hospital Toys Closet
- Donation for the people of Haiti
- Roses for Autism
- Evergreen Woods
- Open your Heart
- Homefront Day
- Hole in the Wall Gang Camp

Interact

The number of participants varied from 60 to 80 students

- Helped at the North Branford potato festival
- Helped Rotary with the senior citizen picnic
- Collected Tents for Haiti
- Took leadership in a school-wide collection for HELP (Haiti Emergency Living Project). \$2000 was donated
- Branford community dining – planned and prepared meals
- Erected over 1000 linear feet of snow fence at Hammonasset State Beach
- Involved in the annual community roundup
- Involved in the Matt’s Mission 5 K race

National Honor Society

The number of participants is 32 students.

- Various projects with St. Jude's
- Senior citizen luncheon
- Tutoring North Branford Students

Student Council

The number of participants is 58 students.

- Brought small holiday gifts and sang Christmas carols at the senior citizen center
- Collaborated with Helping Hands to collect toys and donate them to Yale’s Children’s Hospital
- Held a very successful blood drive in March; collected over 60 pints of blood
- The “Big Give” project donated \$10,000 to charitable causes
- Coordinated the North Branford food pantry can drive; Over 500 non-perishable food items were donated.
- Hosted the annual pizza wars event with 9 local restaurants; some of the profits were donated to the senior center
- Took leadership in participating in the local American Cancer Society Relay for Life event in June.
- Took leadership in gathering participants for the Matt’s Mission 5K road race to benefit needy local families
- Took leadership in encouraging participation at the St. Baldricks fund raising event on March 17th.
- Took leadership in gathering participants for the “Open your heart-Feel how we roll event in March

Awards & Recognition

Academic Awards

- Two students earned commendations in the College Board Merit Scholarship Program
- Seven seniors received the advanced placement program scholar award for their achievement in three or more advanced placement courses and college-credit bearing tests.
- Drama Club presented "Into the Woods" for three performances.
- Five students participated in the United Nations Student Program.

Artistic Achievement

- Four students were accepted in the Southern Connecticut Regional Music Festival
- One student also auditioned for the All-State choir

Other Accomplishments

- The World Languages department sponsored a four-day student trip to Quebec, Canada. About forty students attended this very popular trip in February
- The Student Council won the "Challenge to Educational Citizenship Award" sponsored by the Connecticut State Student Advisory Council on Education. Their work on the "Big Give" project which donated \$10,000 to the community was honored.



Athletic Achievement

- Seven students qualified for the Shoreline Conference Scholar Athlete award.
- The high school participated in the CIAC Unified Sports program.
- Girls Field Hockey Assistant Coach Tony Torino was named the Outstanding Assistant Coach of the year by the Connecticut High School Coaches Association.
- 16 teams qualified for and participated in post-season CIAC tournaments
- Both the field hockey and baseball teams advanced to the semi-finals in state competition
- Girls lacrosse advanced to the quarter-finals of the state championship
- The softball team won the Shoreline Conference for the first time since 1977
- The girls lacrosse team won the Shoreline Conference for the first time ever
- Many students earned All-State and All-Conference honors
- Many students participated in league and state sportsmanship programs



Educator Awards/Achievements



- Biology teacher Rebekah Polemini won a scholarship for her Master's degree work from the National Advisory Committee for Praxis Development
- The Connecticut region of the National High School Athletic Coaches Association recognizes a National High School Athletic Director of the year. This year the organization nominated Chris Webster for outstanding career performance as athletic director.
- The Connecticut Science Supervisors Association awarded Science Department leader Tammy Mockus the Presidential Award of Special Merit.
- The NBHS teacher of the year is English teacher Stephanie Byrd.
- Chris Webster, NBHS Athletic Director, was 1 of 8 finalists selected by the National High School Athletic Coaches Association as the Athletic Director of the Year. She was recognized the national convention in Sioux Falls.

North Branford Intermediate

Alan Davis, Principal

Professional Learning Communities

- Professional learning communities have been established to correlate with the middle school team model. Inter-disciplinary teacher teams meet weekly to review student progress and discuss curricular issues.
- Additional subject-specific PLCs are held on Wednesday afternoons, from 3:00-4:00. Curriculum development, assessment issues, and strategic building initiatives are targeted.

Response to Intervention

- A focus continues to be placed on differentiated instruction at the Tier 1 level. Tier 1 strategies are universal supports, provided within the general classroom setting... to ALL students.
- Additional interventions are provided, as needed, in reading and mathematics. Plans have been established to provide this remedial support during designated “mini mesters,” which will meet daily on a rotational basis. This time period will also be used to provide an array of “mini mester” offerings (approximately 5 weeks per mini-mester) for all sixth and seventh grade students. These mini-mesters will be based on content literacy standards and will provide challenging enrichment opportunities.
- A school-based core Intervention Team meets weekly to discuss future planning, develop individual action plans, and formulate specific intervention strategies.
- Universal screenings, in mathematics and reading, are administered and analyzed. The SCANTRON Performance Series program is utilized for this purpose.

Reporting Student Progress

- A variety of formal and informal data sources are used to assess the level of student progress. Tests, quizzes, homework, projects, lab reports, class and group activities, discussions, performance tasks, standardized assessments, and staff/parent communications are incorporated.
- Parents receive information regarding their children’s progress via report cards, online access to grades (PowerSchool), conferences, and on-line quarterly newsletters.
- Students receive information regarding their progress via written and verbal feedback, conferencing, writing prompts, and class performance tasks.



Professional Development

- The school-based STEPS literacy team conducted a series of workshops for core academic teachers. A focus was placed on the development and implementation of specific strategies to improve literacy skills.

- Emphasis was placed on the integration of available technology in the classroom. The increased employment of SmartBoard technology was targeted. SmartBoard units have been installed in almost all NBIS classrooms and teachers have received ongoing training in this area.

Awards & Recognition

- The Seventh Grade Band, Eighth Grade Band, and Chorus each received silver medals in the Performing Arts Consultants' (PAC) Music Festival on June 4th.
- Two students were selected to participate in the Southern Region Music Festival on March 5th and March 6th at Haddam-Killingworth Middle School.
- An eighth grade student won the school's Spelling Bee and subsequently participated in the New Haven Register's regional Spelling Bee on March 23rd, at Southern Connecticut State University.
- An eighth grade student won the NBIS Geographic Bee for the third year in a row.
- Ten eighth grade students competed in the third annual West Point Bridge Contest, using CAD software provided by the United States Military Academy at West Point. Students were presented with a bridge building challenge and used the West Point software to design a bridge that met parameters set by the organization. Eighth grade science teacher Kathy Granfield coordinated our participation in this national competition. Our students were among the youngest students (nationally) to compete.
- Eighth grade math teacher Mary Ann Valentino coordinated our participation in the Stock Market Game, a simulation game sponsored by the Hartford Courant. In the state middle school division, one of our eighth graders placed second out of 425 teams in Connecticut. Overall, she placed eighth out of 1,539 teams in the state (college, high school, middle school, elementary) and was honored at an awards assembly in May.
- Fourteen students were honored by the Kind Acts Foundation, a web-based awards program where teachers can nominate students for committing random acts of kindness in the school and community. Honorees received commemorate pins and certificates of merit.
- An eighth grade student was selected to receive the Secretary of State's Student Citizenship Award.
- Thirteen eighth grade students received the Presidential Award for Outstanding Academic Excellence. This award is given to NBIS students who maintain at least a 95% average from sixth grade through the second marking period of eighth grade.
- Danielle Perry, NBIS Social Worker, was selected as North Branford Intermediate School's Teacher of the Year.

Totoket Valley Elementary School

Dr. Kris Lindsay, Principal

Professional Learning Communities

- Every certified staff member is a member of a Professional Learning Community at TVES.
- PLCs meet a minimum of 3 times per week for a total of 2 hours.
- PLC work is driven by each team's SMART goals, which focus on improving student achievement in reading and math in accordance with the school's CMT Action Plan.
- During PLC time, teams review student data to flexibly group them and design instruction to meet their specific learning needs.
- Teams collectively monitor and report on student progress.
- Teams collaborate and share strategies and materials.



Response to Intervention

- This is the second year of RTI implementation at TVES.
- All students receive a minimum of 2.5 hours of RTI support in reading and math per week.
- Students are placed on a “tier” of intervention depending on their learning needs.
- Students move through the 3 tiers according to the intensity of instruction that they require, as well as their response to intervention.
- The RTI team has been trained to use a new data collection system, RTIm Direct, to monitor student progress. This has been a critical tool in determining whether a child is responding to intervention.
- TVES has also begun implementing Positive Behavior Support (PBS) to promote a positive school climate and meet the behavior needs of students through RTI. Staff members have been trained to collect and analyze data on student behavior, and develop school-wide supports to address them.

Reporting Student Progress

TVES/JH/STW

- A K-5 standards-based report card was implemented during the 2009-2010 school year.

- A K-5 parent guide and teacher guides were developed to accompany the for the standards based report card to assist parents and teachers in learning about the reporting criteria, rubrics, and common assessments.
- Parent meetings were held at each K-5 school to assist parents in understanding the new reporting system.
- A PowerPoint explanation about the new reporting system is on the NBPS website for parent and community perusal.
- Parents had the opportunity to respond to an online survey regarding their likes and dislikes about the new report card in May 2010. Results of the survey (only seven respondents) will be taken under consideration as the report card is modified during the summer of 2010.

Professional Development focuses on improving student achievement through effective instructional strategies and home-school communication. The following topics have been presented during professional development workshops this year.

- Standards Based Reporting
- Positive Behavior Support (PBS) Training and Implementation
- Trade Book Implementation to Improve Reading Comprehension
- Implementing the Writing Curriculum
- Web Page Development
- Implementing CT's Guidelines for Identifying Children with Learning Disabilities
- IEP Direct Training
- RTIm Direct Training
- Scantron Training
- Symphony Math Training



Awards and Recognition

- South Central Area Superintendents' Association Award (SCASA) -Meredith Johnson and Connor Odell
- Connecticut Invention Convention (CIC) Recognized Inventor Award - Ben Hassen and John Lovelace
- TVES Teacher of the Year - Stephanie DeFrance

Jerome Harrison Elementary School

Shawn Parkhurst, Principal

Professional Learning Communities

- Each grade level is a PLC
- PLCs meet weekly for 45 minutes with school administration and an additional hour each week without administration to review data and progress toward school-wide goals as well as progress on individual students.
- Minutes are taken of these meetings and shared with members of the team as well as other service providers that work across multiple teams to increase the level of communication and collaboration that is essential in improving student learning across the entire school setting.
- Intervention is always a part of the PLC meeting whereby the teams review who is making progress, what interventions are working and specifically, any adjustments that need to be made along the way.

Response to Intervention

- Response to Intervention completed its second year of implementation at JHS in the areas of numeracy, literacy and behavior.
- Students are monitored through various school-wide assessments to identify areas of weakness and then are placed into targeted groups that explicitly teach to the area of need and probe the success of the students weekly.
- Data is entered into our RtIm Direct software and is reviewed weekly by grade level teams as well as our CORE RTI team.
- All students at JHS are in an RtI group daily for 30 minutes in numeracy as well as 30 minutes for literacy; this includes students that are being enriched as well as those with targeted skill instruction.
- Some students with additional needs will also be placed in another level of targeted instruction called Tier 3 whereby they receive additional explicit instruction with a lower student to teacher ratio for 3-4 times per week.



Reporting Student Progress

TVES/JH/STW

- A K-5 standards-based report card was implemented during the 2009-2010 school year.
- A K-5 parent guide and teacher guides were developed to accompany the for the standards based report card to assist parents and teachers in learning about the reporting criteria, rubrics, and common assessments.
- Parent meetings were held at each K-5 school to assist parents in understanding the new reporting system.
- A PowerPoint explanation about the new reporting system is on the NBPS website for
parent and community perusal.
- Parents had the opportunity to respond to an online survey regarding their likes and dislikes about the new report card in May 2010. Results of the survey (only seven respondents) will be taken under consideration as the report card is modified during the summer of 2010.



Awards & Recognition

- A first grade student won first place in a Connecticut Higher Education Trust (CHET) poster contest.

Stanley T. Williams Elementary

Alexis Christina, Principal

Professional Learning Communities

- Each grade level is a Professional Learning Community.
- PLCs meet weekly for 45 minutes with school administration and an additional hour per week without an administrator to review data and progress on school-wide goals, as well as progress on individual students' goals.
- PLC's are supported by the building administrator and/or reading teacher on a weekly basis as they address instructional strategies, curriculum implementation and day to day school management.
- Each PLC team leader maintains a communication notebook of the minutes. The minutes address the agenda discussed, recommendations and questions.
- Minutes are taken of these meetings and shared with members of the team and building leaders.
- The PLC notebook serves as a communication log between the team and the principal.
- The purpose of the PLC meeting is to increase the level of communication and collaboration that is essential to improving student learning across the entire school population.
- A discussion on intervention strategies and their impact is always a part of team meetings.
- The focus of PLC meetings is on the status of student progress, which interventions are working and any adjustments that need to be made.

Response to Intervention

- Response to Intervention is in its second year of implementation at STW in the areas of literacy, numeracy and behavior.
- Students are monitored through various school-wide assessments to identify areas of strength and weakness and then are placed into targeted groups, which explicitly teach to the area of strength/need and monitor the success of students.
- Data becomes part of our RtIm Direct software, which is reviewed by the Core RtI team weekly.
- All students at STW receive literacy RtI three times per week for forty-five minutes and Math RtI twice per week for forty-five minutes; this includes students who are being enriched, as well as those students requiring targeted skill instruction.
- Some students with greater instructional weaknesses will also be placed in another level of targeted instruction called Tier 3. Within this Tier, they receive additional explicit instruction with a lower student to teacher ratio for 3-4 times per week.
- Currently, data teams have scored their first second grade test on Scantron.
- In the future, the Scantron system will be used to score weekly, as well as theme tests
 - so students can become familiar with the bubble sheet format and skilled a transferring information from the test document to an answer key document.

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