

Eastford Elementary School

Annual Report

2010-11 School Year

Shaping Futures Together

This report of the 2010-2011 academic year presents the highlights and achievements of the Eastford Elementary School and the Eastford School District. The October 1 student count at Eastford Elementary School was 178. The October 1 count of Eastford students at Woodstock Academy was 73. In addition, seven students attended Harvard H. Ellis Technical High School, one student attended Killingly Regional Agricultural Center and one student attended Quinebaug Valley Middle College High School.

Mission Statement and Annual Goals

We pledge to provide every one of Eastford's children entrusted to our care with the very best education to meet individual needs, to maintain a nurturing and caring environment, and to ensure for each child the necessary preparation for a productive and fulfilling life in our changing world.

School Goal 2010-11

Differentiated Instruction requires strategies and activities that are student centered, based on readiness, planned with flexible grouping designs, and changed as needed to meet the needs of all learners. During the 2010-11 school year, the EES staff continued to meet those needs through exploration and enhancement of new and current Differentiated Instructional strategies.

Professional Development

Professional Development opportunities for the staff during the 2010-11 school year were dedicated to achieving the annual school goal as well as increasing the capacity of teachers to facilitate the development of students' 21st Century Skills—technology, communication, collaboration, critical thinking, problem solving, innovation, creativity, and literacy skills within all content areas.

1. Staff members participated in a variety of professional development activities. These included:
 - a. In August, Debbie Stipe, an EastConn consultant, provided a workshop for the lower-grade staff regarding the differentiation of curriculum using classroom learning stations, sometimes referred to as “centers.”
 - b. The certified staff traveled to Woodstock Academy in November for professional development. Anne Littlefield, attorney, presented *Top 10 Legal Issues Affecting Educators*. United Services then presented a workshop regarding domestic violence.
 - c. Barry Lane, nationally known speaker, presented a workshop in March entitled, *Writing and Laughing Across the Curriculum*. He emphasized how teachers of all subjects and all grade levels can use humor to motivate students and improve performance in reading comprehension and writing.

2. Jeannine Spink, President of the Eastford Independent Fire Company, provided a full day workshop about CPR and First Aid for noncertified staff.
3. Three Eastford teachers participated in TEAM, the state's new teacher induction program—Teacher Education and Mentoring. Newly certified teachers, Craig Jacques, Julie Hemeon and Christine Kopplin successfully completed modules that align with the domains of the new Common Core of Teaching:
 - a. Content and Essential Skills;
 - b. Classroom Environment, Student Engagement and Commitment to Learning;
 - c. Planning for Active Learning;
 - d. Instruction for Active Learning;
 - e. Assessment for Learning; and
 - f. Professional Responsibilities and Teacher Leadership.

Lori Crocker-Lincoln, Susan Salesses and Juliana Fox enthusiastically mentored these new teachers.
4. Meribeth Tedisky became a coach for other staff members who renewed their training in PMT (Physical and Psychological Management Training). In this training, staff members learn new and different ways to de-escalate students who might become agitated.
5. Professional Development programs related to Technology are outlined below.

Technology

1. Eastford and Union Schools completed a second year as partners in a computer-assisted writing grant that brought a total of \$51,671 to the districts. Students used a writing program called Writing Practice Program (WPP). This online program gives instant feedback to students about their writing. Online activities are designed to improve organization, support, sentence structure, word choice and mechanics. In addition, the grant provided funding for technology-related professional development for teachers.
 - a. Eastford teacher, Donald Curtis, presented a full-day workshop to the middle school staffs of both Union and Eastford schools to start the 2010-11 school year. This workshop covered WebPages as teaching resources, SmartBoards and the use of the *Bloggit* module for student blogging.
 - b. All teachers participated in ongoing personalized professional development provided by Doreen Murphy, a consultant from EastConn. There were thirteen full days when Doreen Murphy was on site to coach and assist teachers during personally tailored professional development sessions.
2. Eastford teachers managed their classes' progress on WPP, which led to managing progress on *Study Island*, another online skills development program that the District has subscribed to for many years. Managing individual learning needs and keeping track of progress as the administrator of such programs is truly a 21st Century process for teachers. Through the management portions of programs such as WPP and *Study Island*, teachers enhanced their ability to differentiate instruction for students with the assistance of technology.
3. The Eastford Elementary School Website was updated to take on more of a 21st Century look. The staff continued to put effort into keeping the website up-to-date

so that it can be a genuine resource for the community. In addition to news and calendar information, teachers post expectations for their students as well as information about projects and homework. There are hundreds of valuable links on the school's website that can assist the Eastford community with learning and understanding educational initiatives.

4. Many teachers began experimenting with Wikis and other 21st Century technology tools.

Response to Intervention and Student Assistance

SRBI (Scientific Research-Based Intervention), also known as RTI (Response to Intervention) is a general education initiative that was in its third year of implementation during the 2010-11 school year. The Eastford Elementary Student Assistance Team (SAT), Lori Crocker-Lincoln, Juliana Fox and Elizabeth Rhynhart, ensured that individualized goals for intervention were developed by math and reading teachers and shared with parents six times per year—each time progress notes and report cards are issued. The RTI and SAT has also become the vehicle for curriculum development and overall School Improvement. The educational community in Eastford is continually looking for ways to improve the academic achievement of students.

Three critical features of Eastford's RTI program are:

1. **Universal Screening Procedures**, regular district assessments, are used to find out which children need help; each universal screening instrument is used at least three times per year.
2. **Continuum of Support**
 - Tier 1—All students are provided with research-based instruction. If 80% or more of the students are not meeting expectations, core practices in individual classrooms are evaluated and modified.
 - Tier 2—About 15% of students are provided with research-based interventions of moderate intensity. Eastford purchased *My Sidewalks* and *Focus Math* during the 2010-11 school year to improve the staff's ability to offer research-based intervention.
 - Tier 3—About 5% of students are provided with researched-based intensive interventions.
3. **Progress Monitoring**: The SAT has developed procedures for meeting with teachers on a regular basis to review results of universal screens, plan interventions and implement and assess progress-monitoring data. Special education teachers, general education teachers and the principal collaborate at SAT meetings, which are held three to four times per week, to review the progress of groups and individuals. During the 2010-11 school year, teachers made extensive use of Google charts to enhance data keeping. These charts remain available to teachers at all times and their consistency in format across the grades leads to efficient management of student data and prompt intervention when necessary.

Readiness Program

Having achieved NAEYC accreditation (National Association for the Education Young Children) in the previous school year, the staff of the Readiness program continued to refine its curriculum and policies to promote the learning and growth of Eastford's youngest students. The 2010-11 school year began with offering partial day sessions in anticipation of enrolling twice the number of students than could be managed with a full-day program. Early in the school year, parents expressed a desire for a full-day program and the full-day program was offered again by October. Starting in January, before and after school care was offered to preschoolers to further respond to the needs of families.

Cultural Programs

Cultural programs offer quality encounters in drama, music and performance so that students have a broader education and gain background information related to their studies. Eastford Elementary School students participated in the following cultural programs during the 2010-11 school year, some of which were made possible with funding from the PTO.

- Prismatic Laser Safari Show—a program that uses laser technology, animation and music to produce an integrated and interactive performance
- Opera program—grades 4 and 5
- Symphony program—grades 2 and 3
- Children's Author, Leslie Connor
- Magic of Science—a stage show from *Mobile Education* demonstrating that most illusions are based on scientific principles
- Eastford School students had a unique opportunity to learn about geography and environmental issues when the *Earth Dome* was set up for a day in the gymnasium. *The Earth Dome* is a gigantic inflatable earth balloon standing 19-feet high and 22-feet in diameter. It's made of 24 huge panels silkscreened with photographs shot from satellites of the surface of the world on cloud free days.
- Judy Buch, nationally known ventriloquist, presented a professional anti-bullying program entitled ECHO (Every Choice has Outcomes).
- Brian Gillie presented a song and dance extravaganza that included much positive audience participation.

Cocurricular Programs

1. Three sports seasons were offered for middle school students—fall, winter and spring. During the 2010-11 school year, Eastford had two soccer teams, two basketball teams, a baseball team and a coed track team.
2. Northeast Communities against Substance Abuse (NECASA) provided Eastford's Local Prevention Council (LPC) grant money to support local prevention of substance abuse. Research has shown that when children are shown how to use leisure time effectively, they are less likely to abuse drugs and alcohol. During the 2010-11 school year, the funds were used to sponsor activities for school-aged children. Eastford Elementary School sponsored after school/holiday enrichment programs. Most of the programs were designed so that students committed to four or more sessions with a facilitator. More than one hundred students participated in after-school programs such as designing birdhouses, building with Legos and flying paper airplanes.

In addition to after school programs, the Local Prevention Council sponsored field trips on the November and March professional development days so that children would not be home alone on these school days “off” that are not official holidays. In November, there was a trip to the Mystic Aquarium and in March, there was a trip to the New England Air Museum.

Facilities

The Eastford Elementary School Facility and its maintenance and renovation needs were given a high priority by the Board of Education during the 2010-11 school year. The Facilities Committee, chaired by Dennis Barlow, met on a regular basis and a number of projects were planned and accomplished. The Board of Education received invaluable assistance and support from the Selectmen and the citizens of Eastford in addressing and improving the facility.

1. Allan Platt, First Selectman, and Deborah Richards, Emergency Management Director for Eastford, obtained grant funding for a new generator that can provide power to the whole school. The generator is located outside of the school, (southeast front corner) and it has a 72-hour continuous run fuel tank.
2. At the May Board of Education meeting, the Board decided to award a drainage project to Putnam Welding, an Eastford company. This project included excavation, installation of piping, gravel and a catch basin necessary to improve the drainage around the 1949 wing of the school. The Town of Eastford provided funding for this drainage project and Joe Polulech was the onsite engineer for this project.
3. The Board of Education approved awarding a kindergarten bathroom installation and relocation of the kindergarten and office “project” to Connecticut Colonial Builders, LLC of Stafford. As a result of this project, the kindergarten room was moved to where the office was located and the first grade room exchanged places with the fifth grade room. Both the kindergarten and the first grade room now have newly constructed ADA compliant bathrooms. The new office was divided into three small offices in addition to conference reception areas.
4. A dehumidification project was completed during the summer of 2011. The lower level of the school now has a commercial dehumidification system installed; this system should further reduce moisture issues in the library and adjoining classrooms and tutoring rooms.

Community

1. The Eastford Fire Company provided extensive fire prevention and safety programs for all students, preschool through grade eight in October 2010. Student responses to their programs were featured at the Fire Company’s Annual Dinner.
2. The Eastford Elementary School collaborated with members of the local Agricultural Committee to discuss how the school could become involved in agricultural projects. This led to collaboration with Eleonore Provencale, Connecticut’s “Agriculture in the Classroom” Coordinator to write a grant requesting equipment and supplies to start a Pizza Garden on the school property. The “pizza garden” contained all the primary ingredients for making a pizza,

including garlic, basil, oregano, parsley, onions, peppers and tomatoes. Teachers, community participants and children planned, planted and maintained a garden on school grounds and harvested many ingredients that were used to make a pizza.

3. Meribeth Tedisky collaborated with a nutritionist from the Northeast Department of Health to enhance the teaching of nutrition in Eastford's Health classes. Grant money was provided for healthy snacks for students as well as a field trip to visit a local farm.
4. **Parent Groups:** The Eastford Elementary School continued to enjoy the support of **five active parent groups**
 - a. Among other projects, The Eastford **PTO** sponsored cultural programs, a school sign contest, beautification projects, Book Fairs and a graduation reception.
 - b. The **Middle School fund-raising group** sponsored its ninth Annual Goods and Services Auction to raise money to completely fund the eighth grade trip to Washington, D.C.
 - c. The **Sports Boosters** supported the soccer, basketball, baseball and track teams by providing equipment that was not included in the Board of Education's budget. In addition, the Sports Boosters sponsored its first karaoke night that provided entertainment and fund-raising.
 - d. The **Parent Advisory Committee** met monthly and discussed current school issues—transportation, security, technology, bullying, Before and After School Program and improved communication.
 - e. **The Readiness Council**, which is run by the school and the town, is a group of citizens concerned with matters which directly concern the School Readiness Program—Eastford's Preschool. It is the duty of the Readiness Council to develop and implement policies for the School Readiness Program and provide ongoing monitoring of the School Readiness Program.

Awards, Scholarships and Graduates

During the 2010-11 school year, Board of Education Citizen of the Month awards were presented to Collin Singleton, Sarah Torcellini, Abigail Willis, Kiana Percy, Robert Johnson, Isabella Belanger, Alexander Basto, Alexis Lathrop, and Carley Beshaw.

Sierra Goodwin was the recipient of the CAPPs (Connecticut Association of Public School Superintendents) Superintendent's Award. Caitlyn Chapman, eighth grade student, had her writing published in 2011 *Connecticut Student Writers Magazine* and fifth grader, Isabel Barrett's "My Favorite Tree" essay has been chosen as the Windham County Arbor Day Contest.

Awards and scholarships were given at both the eighth grade graduation and to Eastford college students. The lists follow:

EIGHTH GRADE AWARDS

Olivette Kozey Art Award	Adam Hull
Allen James Day Memorial Award	Rebekah Budd and Sarah Torcellini
Roger Mason Day Memorial Award	Sarah Torcellini
Marilyn Krom Award (PTO)	Isabella Belanger
Eastford Teachers Memorial Award	Adam Hull and Rebekah Budd
William Shand Memorial Award	Kiana Percy
Eastford Fire Company Citizenship Award	Jordan Phaneuf
Otto F. King Award	Abigail Willis
American Legion Award	Sierra Goodwin
Joseph St. King Award	Kara Singleton
ETA Local Hero Scholarship	Abigail Willis
Mathematics, Science and Technology Award	Kyle Lingard
Humanities Award (Grove Cemetery Association)	Caitlyn Chapman
Presidential Academic Fitness Award	Caitlyn Chapman, Sarah Torcellini, Sierra Goodwin, Abigail Willis, Kara Singleton
William S. Warren Academic Award	Caitlyn Chapman
General Excellence	Sierra Goodwin

COLLEGE SCHOLARSHIPS

Harold Carpenter Scholarship	Rachael Budd
Edith Wheaton Scholarship	Michael Geddes, Olivia Andert, Keith Ringuette, Jennifer Boucher
Eleanore K. Lewis Scholarship	Michael Geddes
Harmon/Trepal Scholarship	John Barlow, Julia Budd, Blake Willis
Emil Vaida Scholarship	Catherine Poirier
Mary King Sharpe Business Scholarship	Blake Willis
Ethel Gardner Scholarship	William Charron

Eastford 2011 EIGHTH GRADE GRADUATES

Jason John Albrecht
Alexander Aleszczyk
Jeremy Joseph Alexander
Isabella Rose Belanger
Rebekah Anne Budd
Caitlyn A. Chapman
Jonathan O. Espada
Sierra Lynn Goodwin
Peter von Conta Howard
Adam Nicholas Hull
Kyle D. Lingard
Kiana Leigh Percy
Jeffrey A. Perry Jr.
Jordan Paige Phaneuf
Kara Marilynn Singleton
Sarah Catherine Torcellini
Kyle Howard Tyler
Daniel P. Whittenburg
Abigail Lynn Willis

Eastford 2011 HIGH SCHOOL GRADUATES

H.H. Ellis Technical High School

Travis Robert Delnicki
Brittney Faith Robinson

Woodstock Academy

Matthew C. Adams	Kelsey M. McConnell
John Calvin Barlow	Laura Lee Mustis
Jennifer Alexis Boucher	John Patrick Naughton
Julia Grace Budd	Catherine J'nean Poirier
David Shane Garrison	Aaron G. Smith
Michael Anthony Geddes	Audrey Rose Wayman
Kevin Joseph Hawley	Blake Willis
Brad Trafton Hustus	Ryan M. Yakis
Benjamin R. Keyes	Jacob R. Zinn
Emilee Diana Kilburn	

Connecticut Mastery Test (CMT)

Each spring, all American students in grades three through eight are required to take assessments. Our state's test is called the Connecticut Mastery Test (CMT) and the progress of each town's students is released in aggregate form to the public in press releases and on the state's website. (<http://www.ctreports.com>). Many of the Eastford scores are not listed on the state's website since there are fewer than twenty students in some Eastford classes. Teachers have been working diligently to align the curriculum with state standards and make sure that students can perform not only on the yearly CMT, but also on a regular basis in classes.

The 2006-2011 Eastford results are shown below. We are always working on improvement strategies so that more students will attain goal status in all areas. For 2010-2011, Eastford Elementary School met all of the "adequate yearly progress" (AYP) targets set by the federal "No Child Left Behind" (NCLB) act. The act not only requires a high level of proficiency in the academic areas, but also requires that 95% of students participate.

Schoolwide CMT Results 2006-2011											
Grade	Year	#tested		Math at Goal		Reading at Goal		Writing at Goal		All three areas	
		W	# tested	#	%	#	%	#	%	#	%
3	2006		19	11	57.9%	13	68.4%	12	63.2%	8	42.1%
4	2006		14	11	78.6%	9	64.3%	10	71.4%	9	64.3%
5	2006		17	12	70.6%	13	76.5%	10	58.8%	9	52.9%
6	2006		21	14	66.7%	17	81.0%	16	76.2%	13	61.9%
7	2006		25	17	68.0%	20	80.0%	21	84.0%	17	68.0%
8	2006		17	10	58.8%	13	76.5%	11	64.7%	10	58.8%
Totals			113	75	66.4%	85	75.2%	80	70.8%	66	58.4%
3	2007		14	7	50.0%	8	57.1%	8	57.1%	2	14.3%
4	2007		19	15	78.9%	14	73.7%	15	78.9%	12	63.2%
5	2007		14	13	92.9%	10	71.4%	7	50.0%	6	42.9%
6	2007		18	12	66.7%	17	94.4%	12	66.7%	10	55.6%
7	2007		23	14	60.9%	19	82.6%	12	52.2%	11	47.8%
8	2007		27	19	70.4%	22	81.5%	22	81.5%	18	66.7%
Totals			115	80	69.6%	90	78.3%	76	66.1%	59	51.3%
3	2008		24	14	58.3%	19	79.2%	22	91.7%	13	54.2%
4	2008		15	11	73.3%	10	66.7%	13	86.7%	8	53.3%
5	2008		19	16	84.2%	14	73.7%	14	73.7%	11	57.9%
6	2008		16	15	93.8%	15	93.8%	11	68.8%	11	68.8%
7	2008		18	14	77.8%	16	88.9%	13	72.2%	12	66.7%
8	2008		26	20	76.9%	19	73.1%	21	80.8%	18	69.2%
Totals			118	90	76.3%	93	78.8%	94	79.7%	73	61.9%
3	2009	19	17	10	58.8%	11	64.7%	14	73.7%	8	47.1%
4	2009		24	18	75.0%	17	70.8%	18	75.0%	15	62.5%
5	2009		18	13	72.2%	15	83.3%	15	83.3%	11	61.1%
6	2009		20	18	90.0%	15	75.0%	13	65.0%	13	65.0%
7	2009		19	17	89.5%	18	94.7%	17	89.5%	17	89.5%
8	2009		19	14	73.7%	17	89.5%	15	78.9%	12	63.2%
Totals			117	90	76.9%	93	79.5%	92	77.3%	76	65.0%
3	2010		22	15	68.2%	17	77.3%	19	86.4%	14	63.6%
4	2010	15	12	10	83.3%	9	75.0%	9	60.0%	9	75.0%
5	2010		23	20	87.0%	18	78.3%	20	87.0%	16	69.6%
6	2010		17	9	52.9%	13	76.5%	11	64.7%	5	29.4%
7	2010		19	15	78.9%	17	89.5%	15	78.9%	13	68.4%
8	2010		16	14	87.5%	15	93.8%	13	81.3%	13	81.3%
Totals			109	83	76.1%	89	81.7%	87	77.7%	70	64.2%
3	2011		15	14	93.3%	13	86.7%	14	93.3%	12	80.0%
4	2011		23	15	65.2%	16	69.6%	18	78.3%	12	52.2%
5	2011	16	13	10	76.9%	10	76.9%	8	50.0%	8	61.5%
6	2011		22	17	77.3%	19	86.4%	17	77.3%	14	63.6%
7	2011		16	10	62.5%	13	81.3%	10	62.5%	8	50.0%
8	2011		19	16	84.2%	16	84.2%	15	78.9%	13	68.4%
Totals			108	82	75.9%	87	80.6%	82	73.2%	67	62.0%

The Connecticut Academic Performance Test (CAPT) is the standard assessment administered to students in Grade 10. Following are some data regarding Woodstock Academy and Eastford students who attend Woodstock Academy.

**Woodstock Academy/Eastford Students
Percentage of Students Proficient on CAPT**

	WA Students	Eastford Students
Math	90.1	94.1
Science	92	94.1
Reading	88.9	94.2
Writing	94.6	93.8

**Woodstock Academy/Eastford Students
Percentage of Students at Goal on CAPT**

	WA Students	Eastford Students
Math	47.2	58.8
Science	60.6	58.8
Reading	48.5	58.9
Writing	70.3	68.8

Eastford Performance on CAPT on each subtest - Percentage at each Level

	Basic or Below	Proficient	Goal	Advanced
Math	5.9	35.3	41.2	17.6
Science	5.9	35.3	29.4	29.4
Reading	5.9	35.3	47.1	11.8
Writing	6.3	25	18.8	50

CAPT Performance on all Four Subject Area Tests - Percentage of Students Reaching Goal

Eastford 2011	47
WA 2011	30.7
State 2011	29.8

Average SAT Scores for Woodstock Academy and Eastford Students at WA

	Critical Reading	Math	Writing
WA	524	504	522
Eastford	525	534	553
State	509	513	513