

U.S. Department of Education
2010 - Blue Ribbon Schools Program

Type of School: (Check all that apply) Charter Title I Magnet Choice

Name of Principal: Ms. Anne Watson

Official School Name: Thompson Brook School

School Mailing Address:
150 Thompson Road
Avon, CT 06001-2208

County: Hartford State School Code Number*: 625

Telephone: (860) 404-4870 Fax: (860) 404-4873

Web site/URL: http://www.avon.k12.ct.us/ E-mail: aschulman@avon.k12.ct.us

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Mr. David Erwin

District Name: Avon Tel: (860) 404-4700

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Ms. Peggy Roell

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)

**Private Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2004.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: (per district designation)
- | | |
|----------|-----------------------------------|
| 3 | Elementary schools (includes K-8) |
| 1 | Middle/Junior high schools |
| 1 | High schools |
| | K-12 schools |
| 5 | TOTAL |

2. District Per Pupil Expenditure: 11130

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- Urban or large central city
 Suburban school with characteristics typical of an urban area
 Suburban
 Small city or town in a rural area
 Rural

4. 4 Number of years the principal has been in her/his position at this school.

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK			0	6	161	119	280
K			0	7			0
1			0	8			0
2			0	9			0
3			0	10			0
4			0	11			0
5	142	146	288	12			0
TOTAL STUDENTS IN THE APPLYING SCHOOL							568

6. Racial/ethnic composition of the school:
- | | |
|--|---|
| | 1 % American Indian or Alaska Native |
| | 9 % Asian |
| | 3 % Black or African American |
| | 5 % Hispanic or Latino |
| | % Native Hawaiian or Other Pacific Islander |
| | 82 % White |
| | % Two or more races |
| | 100 % Total |

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 3 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	8
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	7
(3)	Total of all transferred students [sum of rows (1) and (2)].	15
(4)	Total number of students in the school as of October 1.	557
(5)	Total transferred students in row (3) divided by total students in row (4).	0.027
(6)	Amount in row (5) multiplied by 100.	2.693

8. Limited English proficient students in the school: 1 %

Total number limited English proficient 4

Number of languages represented: 3

Specify languages:

Japanese, Chinese & Korean

9. Students eligible for free/reduced-priced meals: 5 %

Total number students who qualify: 27

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 15 %

Total Number of Students Served: 84

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>9</u> Autism	<u>1</u> Orthopedic Impairment
<u> </u> Deafness	<u>16</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>31</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>23</u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u>2</u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	<u> </u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u> </u>
Classroom teachers	<u>25</u>	<u>2</u>
Special resource teachers/specialists	<u>16</u>	<u>6</u>
Paraprofessionals	<u>14</u>	<u>2</u>
Support staff	<u>5</u>	<u> </u>
Total number	<u>62</u>	<u>10</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 23 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	96%	97%	99%	99%	99%
Daily teacher attendance	95%	95%	96%	96%	96%
Teacher turnover rate	6%	11%	13%	17%	4%
Student dropout rate	%	%	%	%	%

Please provide all explanations below.

Teacher turnover rates that exceed 12% are due to retirements, itinerate and auxiliary staff.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

Graduating class size	_____	%
Enrolled in a 4-year college or university	_____	%
Enrolled in a community college	_____	%
Enrolled in vocational training	_____	%
Found employment	_____	%
Military service	_____	%
Other (travel, staying home, etc.)	_____	%
Unknown	_____	%
Total	_____	%

PART III - SUMMARY

Thompson Brook School provides a nurturing environment where academic excellence thrives within a challenging curriculum that meets the needs of 571 students in grades 5 – 6. Thompson Brook supports its pre-adolescents intellectually, emotionally, artistically, physically and socially. Through the Responsive Classroom philosophy, Thompson Brook School emphasizes character education and encourages children to develop ethical values and to demonstrate civic responsibility. Avon models this for students, as it participates in Open Choice as a means of reducing racial isolation; students from Hartford may join this K-12 program. In partnership with parents and the community, it is our mission to educate children to become life-long learners and contributing members to society. At Thompson Brook, we adhere to the motto “A place to wonder.....a wonderful place to learn.” Recently, the staff worked collaboratively to refine our mission statement:

The Thompson Brook School community works collaboratively to challenge, encourage and support students to achieve their highest level of performance in settings that stimulate the joy of learning.

In support of this mission, we:

- Make decisions based on what is best for children
- Ensure all members of the TBS community feel valued and respected
- Encourage critical and creative thinking be in all students
- Recognize individual learning styles and the need for differentiation of instruction
- Expect active participation in a safe and supportive environment
- Educate the whole child – social, emotional, artistic and intellectual life of our students

Since its 2001 inception, Thompson Brook continues to embrace many traditions and has achieved several milestones. Each year, students perform for the community at winter and spring concerts. The successful orchestra and string ensemble also performs at our Pre K-4 schools annually. The chorus and select chorus, Musica Dolce, compete in the Great East Festival each year, earning the Platinum Medal for seven years. Students also have the opportunity to begin wind instruments, and join the band, as well as wind ensemble. Concurrently, the Student Council sponsors food drives at Thanksgiving and coat/clothing drives at holiday time. The Student Council has also led the school community in a recycling initiative in conjunction with our Green Team. Thompson Brook School makes cards for those overseas at Veteran’s Day; in addition, the school celebrates with the community by hosting local veterans at the school for lunch and holding a celebratory assembly to teach students about the history of Veteran’s Day. Our student radio show, WTBS, is broadcast weekly over the PA system, enlightening students of current events, the weekly health watch, and teacher spotlight.

Thompson Brook values its enthusiastic PTO, which sponsors enriching cultural arts programs for all students. These programs enhance literature, music, dance, and theater. Science Night is an annual event when students and parents celebrate math and science through experiments and games. A faculty softball game builds community each fall and encourages a fun-filled afternoon of spirit. The annual student-staff basketball game also promotes school-wide community and spirit. Field Day is celebrated in June to involve all students in a fun-filled day of games when good sportsmanship is emphasized. Monthly Town Meetings are student-run assemblies that have created the cohesive environment of which we are so proud. These meetings highlight our school pledge, student artists, writers and performers each month.

The Thompson Brook School has many strengths and accomplishments that make it worthy of National Blue Ribbon Status. The staff and administration have been trained in the philosophy of differentiated instruction, and continually use these methods throughout their instruction. The staff is consistently trained in balanced literacy and practices the methods, approaches and plans either in a job-embedded, co-teaching model or on

their own. Monthly professional development in Morning Meeting is provided to staff as part of the Responsive Classroom philosophy of creating a cohesive community, especially for pre-adolescents. To support the rigor of the science curriculum, monthly professional development is provided to our fifth grade teachers. In 2007, our teachers embraced new math curricula. In doing so, they worked in grade level teams to identify the main teaching points and identify needs based on our state assessment results.

Collaboration is a tremendous strength that is evident in the art of teaching and learning at Thompson Brook. Special education teachers partner with the classroom teachers to co-teach daily for math and language arts blocks and have scheduled planning sessions each week. The effectiveness of this model is seen in the outcomes in student performance, test results, and overall ability to achieve. Our state CMT scores have been extraordinary over the past years. Our social skills workshops for pre-teens with the school psychologists, and guidance counselor, have been successful in promoting positive social behaviors.

Thompson Brook students are engaged in differentiated lessons, organized activities, meaningful events, and are supported by the staff, parents and community who take pride in their work. Thompson Brook School is more than a Connecticut State standards-based academic institution; it is also a place of learning that embraces the whole pre-adolescent child.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

In Connecticut, all schools are required to assess students in grades 3-8 using the Connecticut Mastery Test (CMT). This criteria reference assessment identifies student performance on five levels with level 5 being “advanced”. Level 4 identifies students “at/above goal” and level 3 is “proficiency”. Level 2, “basic” and level 1, “below basic” identifies students in need of intervention using tier 2 and/or 3 supports. The Fourth Generation Connecticut Mastery Test is currently in its fourth year of implementation.

Based upon the most recent CMT administration in March 2009, 52.2% of all students (including special education) in grade 5 and 65.9% of all grade 6 students scored at the “advanced” level in math on the CMT’s. The sixth grade “advanced” percentage represents the highest in the district. If we do not include our special education population, 69.6% of sixth graders scored at the “advanced” level.

More significant than the high percentage of students reaching mastery is the growth determined by the cohort data, which identifies how the same group of students performs from one year to the next. In the area of mathematics, when Thompson Brook 5th graders (2009) took the CMT’s in 4th grade (2008), a significantly greater number of students moved from the “goal” level to “advanced”. Over 10% of sixth graders in (2009) moved to the “advanced” level from their 5th grade (2008) results. Reading scores show the same patterns of student achievement with students moving from the “goal” level to “advanced” from 4th grade to 5th. Over ten percent of Thompson Brook 6th graders in 2009 moved from the “goal” level to “advanced” compared to when this group took the CMT’s as 5th graders in 2008.

Thompson Brook School’s special education subgroup made Adequate Yearly Progress (AYP) indicating that students with disabilities continue to score about the NCLB “proficiency” threshold. This is a result of special education and classroom teachers working together on the same instructional outcomes while implementing common instructional strategies and vocabulary. Through these efforts, special education students are provided a coherent instructional program and held to the high expectations to which all students are held.

In addition to positive trends for students scoring at the mastery levels (“goal” and “advanced”), we are seeing fewer students scoring in the two lowest bands, (“below basic” and “basic”). These outcomes over the past five years are the direct result of curriculum alignment, attention to instructional strategies focused on math and reading, and new diagnostic and formative assessments. In addition to implementing standards-based math instruction at the 5-6 level, these initiatives have served to focus teacher efforts on implementing best practices and fidelity of instruction. As a result teachers and school administrators have useful data, which has become central to team, grade level, and departmental discussion and planning efforts.

These efforts and the extraordinary results they’ve realized has made a significant difference to student performance at the middle school level as well where 95.1% of 7th graders reached “mastery” in 2009 on the Connecticut Mastery Test, the second highest outcome in the state.

2. Using Assessment Results:

Thompson Brook School consistently uses assessment data to understand and improve student and school performance. District assessments consist of the administration of Fountas and Pinnell’s Benchmark Assessments in grades 5-6, district-created writing assessments, and a district math assessment. The results of the Benchmark Assessments allow teachers to track student progress and enable instructional teams to place them on their appropriate reading level. Based upon assessment data, small guided reading groups, structured reading workshops, and tiered interventions are designed to provide instructional assistance to students who require additional support in decoding comprehension and fluency. At the beginning of each school year, the

entire student body is administered the Benchmark Assessment, as part of our Response to Intervention (RTI). Students who score at risk are progress-monitored with frequency. Appropriate interventions, such as extended reading intervention time, are provided to ensure support and reinforcement. The district common formative assessments are a system that emphasizes reading comprehension and written responses. Teachers do an item analysis to see where each student has experienced some difficulty and the type of questions that were most difficult. Each class' progress is monitored through thrice yearly reading conferences, and a list of at-risk students is compiled.

The Connecticut Mastery Test assessments provide us with the necessary information needed to address student performance. Using item analysis results, we are able to look at our students and see where they are experiencing the most difficulty. The Principal and teachers of the school review each class report and compile a list of students who have performed at the Proficient, Basic and Below Basic level. This list is provided to the Reading Specialist/Literacy Coach, as well as the Special Education teachers who address the needs of the identified students in collaboration with the classroom teacher or in a small intervention group.

3. Communicating Assessment Results:

Each summer, when the Connecticut Mastery results are published, the Assistant Superintendent alerts building principals who are able to access all reports on ctreports.com. As principals examine their school and student results, the Assistant Superintendent begins compiling data for the district. Each year during its October meeting, he presents the Board of Education with a report that includes data analysis for the following corporate assessments: The Connecticut Mastery Test (CMT) covers grades 3-8; the Connecticut Academic Performance Test (CAPT) is administered to all tenth graders; all AP exams and the SAT's. Once the report is given, the district publishes the entire document on its website, where it remains until the next report is published. In addition, within days of the official release of scores, the Assistant Superintendent is contacted by local media to share his brief analysis.

Principals, in addition to receiving the analysis in August, perform their analysis where it is included in their School Improvement Plans. These plans are developed with the teaching staff and reviewed by the Superintendent and the Assistant Superintendent for Curriculum and Instruction. In addition, students' standardized test performances, plus detailed explanations of their scores – including individual scores and comparisons to students in their graded, school, district, and state – are provided to all parents. Guidance counselors, teachers, and administrators are available to discuss results with any parent with a question.

Teachers communicate student assessment results through fall and spring conferences, progress reports, and report cards. Parents review report cards and have the opportunity to contact teachers or counselors to review grades. Teachers and counselors of struggling students reach out to parents before reports are mailed home to create plans to ensure student success. As a result of new student data technology purchased by the district, in the near future, parents will be able to access, through a portal, their child's progress in real time. In order for this to occur, Thompson Brook School will need to update its computers.

4. Sharing Success:

Thompson Brook School shares its successes with other schools in several ways. School districts are invited to visit and observe the innovative advances that we have made in instructional practices, specifically reading. Many school districts have visited Thompson Brook to observe the students and teachers utilizing the reading workshop model, as well as the impressive leveled book room the staff has created.

Professional learning has led to improved student learning at Thompson Brook and in the district. Our leadership team across all of the Avon Public Schools communicates and collaborates, sharing individual expertise among the five schools.

Just as important, we engage in dialogue with schools of other districts in order to enhance the collective achievement of Connecticut students. As active members of the Tri-State Consortium, a group of high-achieving school districts that serve as “critical friends”, educational leaders seek the counsel of our administrators and teachers to learn best practices in areas such as reading and math instruction. Districts collaborate and evaluate each other on curriculum and best practices in teaching and learning through an intensive evaluative process. Each district evaluated receives a thorough summary of findings, which proves effective in encouraging positive change. The dialogue, whether about successes, new initiatives, or common concerns, deepens, broadens and hones our educational acumen.

We welcome the opportunity to increase the conversations as a Blue Ribbon School. Thompson Brook School would promote best practices in curriculum and instruction by hosting visits from others who are interested in exchanging ideas. We would welcome opportunities to participate in seminars, conferences, etc., to share successes, and to continuously reflect on our ongoing growth.

We consistently invite members of our professional community, the Avon community, our active PTO and the press to celebrate our students learning successes. Special events, such as our spectacular Veteran’s Day assembly, student-run town meetings, and Holiday Food and Clothing Drives, give us ways to share experiences with our community. These experiences are rooted in academic and interdisciplinary standards, promote social awareness, honor our community, provide for charities, and engage students in authentic learning.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Avon teachers provide instruction based upon the Avon Public Schools' curriculum and is grounded in a balanced model; it ensures that instruction is aligned with standards and assessments while providing each teacher with a flexible framework. Our curriculum remains responsive and open to revision, based on assessment results and revised standards. Every student's growth and progress is monitored to ensure that they're engaged in learning.

The content is relevant; the expectations are rigorous. Thompson Brook School has a Literacy Coach/Reading Specialist who coaches teachers instructionally and coordinates with them for a high degree of collegial conversation and professional learning.

The Language Arts curriculum focuses on an integrated and balanced approach to learning. Teachers use research-based best teaching practices to provide a balanced literacy program that includes systematic skill development in order to promote higher levels of comprehension, critical thinking, and writing proficiency. As students become more independent readers and writers, they learn strategies to make connections to new concepts and skills. Shared, guided, and independent reading and writing are the components of the Language Arts program. Teachers differentiate instruction based on students' varied reading levels, interest, and learning needs; this allows students to access content and process information in meaningful and challenging ways.

Our math curriculum is tied to the National Council of Teachers of Mathematics (NCTM) standards, as well as the Connecticut GLEs; it is a focused, coherent balance of conceptual understanding and procedural knowledge. The K-12 curriculum centers on problem-solving skills and the ability to perform a variety of related operations. Content and process skills are emphasized, and students approach problems with various strategies.

Our science curriculum is inquiry based. Two science specialists co-teach science with classroom teachers and work with them to coordinate curriculum. Increased use of sophisticated laboratory equipment and a deeper study of scientific principles are demonstrated through performance based assessment. Through laboratory experiences and content-focused activities, students deepen their problem-solving skills.

In Social Studies, the curriculum emphasizes the cultural/social, geographic, economic, historical, and political aspects of the world. In addition, the social studies curriculum focuses on critical thinking, analytical writing, deductive and inductive reasoning, and note-taking. Students construct meaning from the past by questioning, analyzing, and interpreting evidence and historical accounts. Current events are incorporated at each grade level; connections to our past are explored.

Physical Education is an integral part of the students' total education program. In alignment with state standards, it is designed to help students develop and maintain fitness, personal health, locomotor skills, make healthy choices, and practice sportsmanship. Students are taught skills appropriate to their developmental levels.

2a. (Elementary Schools) Reading:

(This question is for elementary schools only)

Thompson Brook School is making the change to the Reader's Workshop model. Within the Reader's Workshop framework, teachers conduct minilessons in which a strategy is taught to obtain a specific skill outlined in the state frameworks, as well as the Avon curriculum. These strategies are then practiced during

small group instruction and independent reading with the goal being the students' independent use of the strategy. Teachers think about what minilesson would be most helpful to their readers based on their observations of the students' reading as well as current assessment data. In this way, the teachers at Thompson Brook School use data to inform their instruction on a regular basis.

Shared reading, independent reading, small group instruction, and literature discussion groups occur within the Reader's Workshop block. During this time, students are enjoying books at their independent level as well as their instructional level. They are also participating in focused shared reading lessons in which the teacher shares a text with the entire class. Learning is a social process and literature discussion groups allow students to interact with their peers to enhance their understanding of texts and gain ownership of their learning. Our reading curriculum is a balance of teacher-led and student-led learning.

Thompson Brook School has a developing book room which houses books of various genres at a variety of levels. Teachers choose books to match their readers' levels, interests, and needs from the book room. Students can be made a part of this process when choosing books to read for independent reading and literature discussion groups.

The teachers at Thompson Brook School are dedicated to creating strategic, thoughtful readers. Our goal is to help readers construct their own meaning and interact with the text to deepen their understanding and promote critical thinking. By providing texts that build student engagement, we strive to develop a life-long love of reading in every student at Thompson Brook School.

3. **Additional Curriculum Area:**

The Avon curriculum is rooted in the National Council of Teachers of Mathematics (NCTM) standards and aligned with the Connecticut state standards for mathematics. At Thompson Brook School, mathematics is taught as a series of interconnected concepts rather than isolated facts. Students are developing a deeper conceptual and procedural understanding of mathematics. Students also gain fluency with number facts and learn the skills necessary to compute accurately. Once both are accomplished, students are able to apply factual concepts to contextual problems. Teachers augment student learning with the implementation of a combination of manipulatives and interactive technologies.

In the 5th grade, teachers utilize *Everyday Mathematics*, a program that focuses on real-life problem solving, balance between whole-class and self-directed learning, emphasis on communication, facilitation of school-family cooperation, and appropriate use of technology. Teachers employ a variety of manipulatives and interactive technologies to enhance student learning and to improve student fluency with number facts. Student math journals are used by students in order to demonstrate their understanding of new concepts.

In the 6th grade, teachers use *Connected Math Project II (CMP)*, a program that provides students with an investigative approach to learning mathematics. CMP2 helps students utilize engaging interactive problems and motivating everyday situations to learn math concepts. CMP helps students and teachers develop understanding of important mathematical concepts, skills, procedures, and ways of thinking and reasoning, in number, geometry, measurement, algebra, probability and statistics. A benefit to the program is the infusion of language arts skills to demonstrate understanding and student thinking.

The rigor of the mathematics program is balanced with thoughtful teacher observations and assessments to appropriately differentiate assignments and instruction. Our teachers aim to assist students to value mathematics, reason mathematically, learn to communicate mathematically, and become confident of their computational and problem solving abilities that will benefit them in their later adult lives.

4. Instructional Methods:

Differentiated instruction is seen throughout the school in many realms. In reading, the use of the workshop method of instruction has heightened student progress. The core concept behind the workshop method of instruction is to teach students strategic ways to master reading skills at their instructional level. The instructional level is obtained through utilization of frequent individualized assessments and keen awareness of the grade level curriculum. In addition to the results of these individual assessments, teachers use student observations, input from colleagues, and grade level benchmarks to inform instruction. From these results teachers determine the skills that students both possess and lack, allowing workshop lessons to be created accordingly.

The use of pre-assessments have also become a valued piece of instructional time. Teachers use the pre-assessments to determine student abilities and tailor instruction to the needs of their students. For example, all students take the Star Math and Degrees of Reading Power assessments as universal screens throughout the year to evaluate both math and reading skills. Furthermore, interventionists such as the reading specialist and paraprofessional support can utilize the outcomes of these screens to assist students in heightened understanding at their level.

Co-teaching is also available to many students at Thompson Brook. Special education teachers and regular education teachers team to bring concepts to students at their instructional level. This is true of both language arts and math. In math, differentiation is also addressed on a skill-by-skill basis. Students are pre-tested by unit, and the curriculum is compacted based on class profile. During teaching time, as well as independent practice time, teachers provide small group instruction, re-teaching and enrichment. Students also use a web-based program to pre-assess skills, and the program creates practice based on individual needs. Progress is monitored daily and data driven decision-making is practiced.

5. Professional Development:

In the Avon Public School District, support of the highest quality staff is a cornerstone of the district's success. Our Professional Growth and Evaluation Plan states this philosophy. Support of our newest teachers is critical with ongoing mentorship from veteran TBS faculty and administration. Periodic meetings throughout the year ensure their participation in the evaluation and supervision program, and in our culture of collective inquiry and reflective practice.

Job-embedded professional development is provided through our Literacy Coach/Reading Specialist, as well as our co-teaching model with Special Education and classroom teachers. Our science teachers also co-teach classes with this model.

We have multiple half and full-day professional development sessions. The staff is currently receiving intensive training in the RTI process; experts in the field have been in residence. In data teams, we look at a variety of data and results from assessments. We ask questions and describe our concerns. This collaboration develops professional knowledge.

In other areas, instructional and content experts are brought in to share their approaches. We have had authors here to speak about young adult literature, as well as the writing workshop. Experts in the teaching of reading strategies have also presented to us. Teachers travel to seminars in order to learn from others; in addition, they have participated in study groups. Over the past four years, teachers have received thorough professional development in the Responsive Classroom philosophy, our new math curricula (Everyday Math and Connected Math 2), RTI, best practices in the teaching of reading, writing and the inquiry-based approach to science. Summer curriculum work allows teachers to delve deeply into content. In addition, Avon is an active member of the Tri-State Consortium, which provides opportunities for Thompson Brook administrators and teachers to visit other districts and share best practices in teaching and learning.

The administration at TBS and central office provides numerous professional development opportunities for its staff. The Avon School district considers professional development to be an integral part in its quest to achieve academic excellence.

6. School Leadership:

The Thompson Brook School *Teaching and Learning Leadership Team* encourages a team approach, and with professional conversations, helps to foster a shared vision of what the school should look like and how it should function as an organization for instruction and learning. The collaborative leadership structure of the *Teaching and Leadership Team* works to set forth goals which are discussed with the staff to set a framework for how these goals will be met. Professional development goals are always a focus, and this year *Response to Intervention* has created a common language in professional conversations. The Principal actively monitors student progress and performance, and analyzes and compiles assessment data to share with staff to continually review the areas of strengths and those in need of improvement.

In order for teachers to have time to review student progress, assessments and instructional techniques, the Principal worked with the staff to institute a new scheduling structure. The availability of collegial time has encouraged professional conversations, progress monitoring and discussions of best practices in teaching and learning. The outcome is, of course, student achievement.

Communication with parents is a critical component for every school leader in Avon. At each school, the principals organize and participate in transition team meetings for parents in order to provide them with an overview of the upcoming program and personnel at the next grade level. The transition meetings are coordinated vertically with elementary schools for incoming 5th graders and with the middle school with our outgoing 6th graders.

The PTO is an important contributor to the leadership of Thompson Brook School. Our PTO enhances the academic curriculum through afterschool programs, which include: world languages, stock market clubs, money management courses, cartooning, Taiko drumming and art. The PTO also sponsors activities that promote a warm and caring climate for students and faculty. Among these activities are the Fall Festival, Winter Fun Festival, Pizza with the Principal, and lunches for the staff. The Cultural Arts Committee does a phenomenal job of recruiting top-notch programs for our students. The PTO and the TBS faculty collaborate well to foster school spirit, to maintain a supportive learning environment, and to provide a rich curriculum so that all of our students thrive.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 5 Test: Connecticut Mastery Test
 Edition/Publication Year: 2009 Publisher: ctreports.com

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	
SCHOOL SCORES					
% Proficient plus % Advanced	97	95	96	93	
% Advanced	52	43	46	34	
Number of students tested	268	275	310	268	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	41	29	35	26	
Percent of students alternatively assessed	81	76	63	85	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced	81	78	69	56	
% Advanced	19	15	13	0	
Number of students tested	32	27	32	25	
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced	100	96		95	
% Advanced	89	61		35	
Number of students tested	28	28		20	

Notes:

Results are not presented for groups fewer than 20.
 Connecticut Mastery Test was not administered to grade 5 in the 2004-2005 year.
 Largest Other Subgroup is Asian

Subject: Reading

Grade: 5 Test: Connecticut Mastery Test

Edition/Publication Year: 2009

Publisher: ctreports.com

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	
SCHOOL SCORES					
% Proficient plus % Advanced	96	92	93	94	
% Advanced	39	40	35	44	
Number of students tested	265	275	310	266	
Percent of total students tested	100	100	100	100	
Number of students alternatively assessed	41	29	35	26	
Percent of students alternatively assessed	76	76	72	92	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced	76	52	59	52	
% Advanced	14	7	9	12	
Number of students tested	29	27	32	25	
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced	96	93			
% Advanced	50	96			
Number of students tested	28	28			

Notes:

Results are not presented for groups fewer than 20.

Connecticut Mastery Test was not administered to grade 5 in the 2004-2005 year.

Largest Other Subgroup is Asian

Subject: Mathematics

Grade: 6 Test: Connecticut Mastery Test

Edition/Publication Year: 2009

Publisher: ctreports.com

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Sep
SCHOOL SCORES					
% Proficient plus % Advanced	99	97	96	94	93
% Advanced	66	56	56	45	43
Number of students tested	273	313	273	305	265
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	34	35	31	39	
Percent of students alternatively assessed	74	77	71	74	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced	89	69	70	69	
% Advanced	31	9	7	8	
Number of students tested	26	32	30	39	
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced	100	91	95		
% Advanced	82	64	75		
Number of students tested	28	22	20		

Notes:

Results are not presented for groups fewer than 20.

There were no off level administered in the 2004 yr. for grade 6.

Largest Other Subgroup is Asian

Subject: Reading

Grade: 6 Test: Connecticut Mastery Test

Edition/Publication Year: 2009

Publisher: ctreports.com

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Mar	Mar	Mar	Mar	Sep
SCHOOL SCORES					
% Proficient plus % Advanced	97	96	95	97	94
% Advanced	53	49	50	50	47
Number of students tested	270	313	274	305	265
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	34	35	31	39	
Percent of students alternatively assessed	77	74	74	74	
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
2. African American Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
3. Hispanic or Latino Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
4. Special Education Students					
% Proficient plus % Advanced	83	66	63	82	
% Advanced	26	19	7	11	
Number of students tested	23	32	30	38	
5. Limited English Proficient Students					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
6. Largest Other Subgroup					
% Proficient plus % Advanced	100	91	95		
% Advanced	54	50	55		
Number of students tested	28	22	20		

Notes:

Results are not presented for groups fewer than 20

Largest Other Subgroup is Asian