

**U.S. Department of Education**  
**2014 National Blue Ribbon Schools Program**

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[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [ ] Title I [ ] Charter [ ] Magnet [ ] Choice

Name of Principal Mr. William D. Egan

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Wamogo Regional High School

(As it should appear in the official records)

School Mailing Address 98 Wamogo Road

(If address is P.O. Box, also include street address.)

City Litchfield State CT Zip Code+4 (9 digits total) 06759-3204

County Litchfield County State School Code Number\* 2066112

Telephone 860-567-7410 Fax 860-567-6659

Web site/URL http://wrhs.rsd6.org/ E-mail wegan@RSD6.org

Twitter Handle <u>https://twitter.com/wamogorhs</u>	Facebook Page <u>https://www.facebook.com/wamogo.hs</u>	Google+ <u>https://plus.google.com/+WilliamEgan/posts</u>
YouTube/URL <u>http://www.youtube.com/channel/UCLuhk_ix_8y6HbCFNoQ5zA</u>	Blog <u>http://wamogoprincipalchat.blogspot.com</u>	Other Social Media Link <u>http://wmgtechnology.blogspot.com</u>

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

Date \_\_\_\_\_  
\_\_\_\_\_  
(Principal's Signature)

Name of Superintendent\*Mr. Edward Drapp, N/A E-mail: Edrapp@rsd6.org  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Regional School District 06 Tel. 860-567-7400

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

Date \_\_\_\_\_  
\_\_\_\_\_  
(Superintendent's Signature)

Name of School Board  
President/Chairperson Mr. John Barrett, N/A  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

Date \_\_\_\_\_  
\_\_\_\_\_  
(School Board President's/Chairperson's Signature)

\*Non-public Schools: If the information requested is not applicable, write N/A in the space.

## **PART I – ELIGIBILITY CERTIFICATION**

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**Include this page in the school’s application as page 2.**

The signatures on the first page of this application (cover page) 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 configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) 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, a public school must meet the state’s AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any status appeals must be 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.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The 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.
10. 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.
11. 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

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All data are the most recent year available.

**DISTRICT** (Question 1 is not applicable to non-public 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
  - 0 K-12 schools
- 5 TOTAL

**SCHOOL** (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
  - Suburban with characteristics typical of an urban area
  - Suburban
  - Small city or town in a rural area
  - Rural
3. 5 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	49	65	114
10	50	60	110
11	43	48	91
12	45	41	86
<b>Total Students</b>	187	214	401

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 1 % Asian
  - 1 % Black or African American
  - 2 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 96 % White
  - 0 % Two or more races
  - 100 % Total**

(Only these seven standard categories should be used to report 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.)

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 2%

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

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	8
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	1
(3) Total of all transferred students [sum of rows (1) and (2)]	9
(4) Total number of students in the school as of October 1	414
(5) Total transferred students in row (3) divided by total students in row (4)	0.022
(6) Amount in row (5) multiplied by 100	2

7. English Language Learners (ELL) in the school: 1 %  
2 Total number ELL  
 Number of non-English languages represented: 2  
 Specify non-English languages: Lithuanian, Spanish
8. Students eligible for free/reduced-priced meals: 14 %  
 Total number students who qualify: 54

If this method is not an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

9. Students receiving special education services: 12 %  
48 Total number of students served

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

- |                         |   |
|-------------------------|---|
| 1 Autism                | 0 Orthopedic Impairment                 |
| 0 Deafness              | 12 Other Health Impaired                |
| 0 Deaf-Blindness        | 24 Specific Learning Disability         |
| 6 Emotional Disturbance | 4 Speech or Language Impairment         |
| 0 Hearing Impairment    | 1 Traumatic Brain Injury                |
| 0 Mental Retardation    | 0 Visual Impairment Including Blindness |
| 0 Multiple Disabilities | 0 Developmentally Delayed               |

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	<b>Number of Staff</b>
Administrators	2
Classroom teachers	33
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	16
Paraprofessionals	7
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	5

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

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

<b>Required Information</b>	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	96%	96%	96%	96%	96%
High school graduation rate	98%	99%	98%	100%	100%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

<b>Post-Secondary Status</b>	
Graduating class size	91
Enrolled in a 4-year college or university	54%
Enrolled in a community college	17%
Enrolled in career/technical training program	8%
Found employment	8%
Joined the military or other public service	4%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes                      No X

If yes, select the year in which your school received the award.

## **PART III – SUMMARY**

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Wamogo's mission is "To prepare all students for learning, living and achieving." Wamogo Regional High School, located in Litchfield Connecticut, is the high school for the rural towns of Warren, Morris and Goshen. Students from seven additional towns, (Torrington, Thomaston, Terryville, Plymouth, Harwinton, Burlington, and Litchfield) attend Wamogo as a part of the regional Agri-Science and Technology program.

Students apply to the agri-science and technology program from within district and the seven participating towns. Currently there are 164 students in the agri-science and technology program at Wamogo. A majority of the students (121) are from the seven sending towns. Students can choose courses in mechanics, natural resources, animal science and horticulture. Specific courses reflect the interests of the students as well as the content and skills needed to explore careers and post-secondary educational opportunities. Students in this program must complete required Supervised Agriculture Experience (SAE) hours outside of school. Students maintain connections to their communities through their SAE hours as well as participation at events like the Warren Fall Festival, the Goshen Fair and the Tractor Restoration Group. Students are actively involved in competitions such as animal judging, landscape contests at the Big E and the Envirothon as a part of their courses in the Agri-science and technology program at Wamogo. This year, the Wamogo Parliamentary Procedure team won first place in the state and third place at the National FFA conference. In addition, Wamogo's Agricultural Program is a National Chapter Award Winning Program ranking Wamogo in the top 3% of schools in the nation.

Building community and connecting with students is an important part of school culture. All Wamogo staff members meet weekly with small groups of students during the "Connections" period. Connections is a time for staff and students to discuss programs at the school, answer questions and create a smaller community environment where students can connect each week. In August 2013, Wamogo students and staff hosted the first annual "Froshfest" designed to welcome our 9th grade students to the high school. Activities were planned and facilitated by staff and student leaders to help create connections and foster new friendships for our new ninth grade students. Wamogo also hosts a scholarship celebration at the school.

Professional development days have taken the form of Edcamp sessions, where teachers post ideas for sessions that are of interest to them or offer to share their expertise in technology or other areas, learn new skills taught by their peers, and contribute ideas and solutions. Last August, several Wamogo teachers participated in a week-long summer workshop for the Academy of Digital Arts and Sciences program at Naugatuck Valley Community College, a professional development opportunity for math, science and technology teachers to implement a full curriculum based on 21st Century skills. Teachers are provided opportunities to organize programs, to facilitate groups on professional days, and to apply leadership skills on committees within the school district.

Community outreach initiatives begun by teachers include the annual Veterans' Day Breakfast, which invites area veterans to a breakfast prepared and served by staff and students. The Wamogo school band and chorus provide lively, patriotic entertainment. The Interact Club provides opportunities for students and staff to benefit the community through an annual blood drive and toy drive. Our Culinary program has provided meals prepared by students for public events and banquets, while our AgriScience Technology program has connected with schools around the country by offering Skype sessions showing the process of producing maple syrup. Agri-Science also holds seasonal plant sales and open house tours of their department, which are open to the public. Our Athletics Department participates in numerous fund-raising activities to benefit organizations such as Susan G. Komen Cancer Research Foundation.

Preparing students to be successful 21st Century learners is the focus of our school. We believe students should be good digital citizens, have strong communication skills, think critically and collaborate with others. Through the use of multimedia resources, students demonstrate high levels of engagement and participation while building skills applicable in the classroom and beyond. Wamogo requires students to have a digital device. Students can bring their own device or receive a device from school. The integration of technology in the classroom does not replace best practices in curriculum, instruction and assessment, but

enhances the learning opportunities for our students. With each student having a device, teachers are able to individualize experiences and help meet the needs of all students, while maintaining rigorous standards of achievement. We are continually striving to provide opportunities for all students that prepare them for learning, living and achieving.

## **PART IV – INDICATORS OF ACADEMIC SUCCESS**

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### **1. Assessment Results:**

a) The Connecticut Academic Performance Test (CAPT) for grade 10 is administered in four subject areas: math, reading, writing, and science. Performance levels are reported as follows: below basic, basic, proficient, goal, and advanced. For Wamogo, the requirement for graduation is proficiency in reading, and math.

b) In the five year time period from 2009 to 2013, the trend line for percent of all students achieving proficiency in reading and math has been fairly consistent and placed Wamogo in the upper half of scores among the towns in our DRG (Demographic Reference Group). In reading, 2009, 91% met proficiency; in 2010, 95% met proficiency; in 2011, 91% met proficiency; in 2012, 92% met proficiency; in 2013, 91% met proficiency. In math, in 2009, 87% met proficiency; in 2010, 97% met proficiency; in 2011, 88% met proficiency; in 2012, 86% met proficiency; in 2013, 86% met proficiency.

All Advanced Placement (AP) courses are open enrollment ensuring any student who wishes to take an AP course is allowed to do so. Student participation in AP tests has increased from 2009 through 2013, from 87 tests taken to 122. We continue to have over 30% of students score a three or higher in all tested areas.

The two sub groups at Wamogo which are measured for Adequate Yearly Progress are Students with Disabilities and Students with Free or Reduced Lunch.

In 2013 there was an achievement gap in math with 88% of regular education students reaching proficiency while 70% of students with disabilities reaching proficiency. Students with disabilities increased their percentage of proficiency from 44% in 2009, to 70% in 2013. One hundred percent of students with disabilities reached proficiency in reading compared to 93% of regular education students

In 2013 there was an achievement gap in math with 88% of regular education students reaching proficiency while 67% of students receiving free or reduced lunch. Ninety-three percent of regular education students reached proficiency in reading compared to 78% of students receiving free or reduced lunch.

Wamogo staff has worked to reduce these achievement gaps in a variety of ways. During the years that the Connecticut Academic Performance Test was administered, teachers and administrators reviewed student standardized test scores annually to strategize ways to improve instructional practice to best support student achievement. In addition, IEP goals for special education students were reviewed to determine if they were appropriately rigorous for each student. Data teams meet four times a year to review student progress and develop in-class (Tier 1) SRBI interventions. Student Intervention Teams (SIT) meet weekly to review Tier 1 progress and referrals for Tier 2 and Tier 3 SRBI interventions. As part of the SIT process, teachers recommend students for review using a digital referral system housed through Google apps. Currently, Wamogo utilizes digital portfolios in a Google platform (Hapara) to make student assessment and progress visible to all. In addition, student progress is evaluated using rubrics designed to assess 21st Century learning expectations.

The high performance of Wamogo students on standardized tests is due to several variables. A vast majority of students want to succeed and take learning seriously. Instruction at all levels is differentiated with teachers working to meet the individual needs of all students. Technology is integrated into all courses and students are allowed to bring their own technology devices to school. All classes make use of 21st Century Skills including: problem solving, information literacy, collaboration, communication, and community and civic responsibility.

### **2. Using Assessment Results:**

Department coordinators and teachers analyze student data from the Connecticut Academic Performance Test (CAPT) and Advanced Placement (AP) tests. Teachers of sophomores review data from their last year's

classes and reflect on students who did not earn proficiency and how their instruction may be revised to improve student outcomes in the future. Teachers of juniors review their students who did not make proficiency on the CAPT and reflect on what differentiation and/or interventions might need to be put into place to increase the achievement of those students. The identical system is used to evaluate AP scores.

Along with the analysis of standardized test scores, teachers review school-based assessments of student work. Individual departments review student work as well as formative and summative assessments. While the main focus of these reviews is on student growth, teachers also evaluate the curriculum, instruction, or assessment to determine if they could be re-written to increase student outcomes.

Departments also collaborate with one-another to extend student learning outcomes. This is done through the universal application of 21st Century, school-wide rubrics across all disciplines. These rubrics focus on: problem solving, information literacy, collaboration, communication, and community and civic responsibility. Teachers review student work assessed by these rubrics in Professional Learning Communities which are comprised of teachers from multiple departments. These meetings reinforce inter-rater reliability (helping calibrate rigorous teacher expectations) as well Wamogo's focus upon these skills.

Another inter-departmental program occurs through our work with local Regional Service Center (RESC) Education Connection. Through collaboration with Education Connection's Center for 21st Century Skills, our math, science, and technology departments align curriculum and instruction so that students are ultimately assessed through an innovative exposition which is held locally as well as at the Connecticut Convention Center.

Students and parents receive four report cards and four mid-term reports a year. Starting in the 2013-14 school year these reports are delivered on-line. Wamogo also makes use of an online electronic grading system which is open to parents and students so that they can review and discuss assignments and grades in real time. Formal Parent-Teacher conferences are held once a year and conferences are encouraged throughout the year as needed based on individual student academic outcomes. Each teacher maintains a website to communicate with parents and frequent telephonic and email communications occur.

Each fall the school system hosts an Academic Night where standardized test scores are analyzed and reviewed with the public.

### **3. Sharing Lessons Learned:**

Wamogo Regional High school is committed to professional sharing. Over the past few years, we have shared our knowledge and expertise in many ways. Administrators and/ teachers have presented at conferences including: Florida Educational Technology Conference, NCTE, International Society for Technology Education, Connecticut Educators Computer Association, Connecticut Association of School Librarians, Literacy for All Conference, American Alliance Health, Physical Education, Recreation and Dance Professionals. Furthermore, several of our teachers have been featured in various publications including ISTE's Leading and Learning magazine and FFA New Horizons digital magazine. In addition, this summer we will host our 3rd Annual EdCamp at Wamogo Regional High School. This professional development opportunity is offered for free for all participants over the course of 4 sessions, and is an opportunity for educators throughout the state to share their ideas and practices in a participant-driven model. Wamogo has hosted visits from several schools to review our successful implementation of our 1:1 and BYOD initiative. In addition, our school regularly hosts league meetings for athletic directors, guidance counselors, school librarians and school principals.

Wamogo capitalizes on our technological resources to share our best practices. Our Agri-Science department video-conferences with schools throughout the United States to share our students' expertise in maple syrup production. We are also sharing our practice in 3D printing by using Google apps for education to connect to another school in Arizona. In addition, educators have connected through videoconferencing to share ideas about literacy to connect students from Texas and Connecticut. In addition, the administration, in conjunction with our technology and media specialist, create opportunities for parents and

community members to participate in programming webinars. We are also committed to social networking to enhance and share our resources. Almost all of our staff regularly shares on Twitter and the administration shares information and resources via a weekly Eblast. In addition, many of our staff have created blogs to share valuable practices and pedagogical ideas are shared.

#### **4. Engaging Families and Community:**

The principal uses numerous communication methods to reach out to teachers, parents and students. These include the school website, webinars, weekly e-blast, Twitter, blogs, a YouTube show called “Breakfast with Bill and Jody”, and the district newsletter. Through these mediums, the principal keeps the Region 6 community informed of the school’s events and activities. In addition, the administration and assistant principal also create ways to discuss the school core values of love of learning, integrity, friendship and respect, and educational excellence (LIFE). In order to reach out to students and teachers, the administration invites groups for discussions over lunch (SAC: Student Action Lunch) and for parents they hold a monthly coffee hour. The principal's focus to improve instruction is demonstrated by the incorporation of 21st Century learning skills. Furthermore, the school’s core values are communicated to the faculty through participant-driven professional development, a 1:1 computer initiative, class walk-throughs, and a block schedule.

Wamogo started Froshfest, a week-long summer orientation program designed to integrate our ninth graders into high school. The transition can be difficult and bringing ten towns together can present challenges. This event proved beneficial as we had virtually no students return to sending schools in the first month of school. This has not always been the case historically. Additionally, we have many academic celebrations that celebrate achievement such as our FFA awards and scholarship night. These celebrations include dinner prepared by our culinary students.

The district invites community members and families to an annual data night to discuss school and district performance. There is an opportunity for parents to provide feedback on ways to improve school performance. The school community is informed of plans for school improvement for the upcoming year and the presentation is posted on school and district websites.

## **PART V – CURRICULUM AND INSTRUCTION**

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### **1. Curriculum:**

The curriculum is based upon the Connecticut (Common) Core Standards, Education Connection's Center for 21st Century Skills Standards, and the national standards for each content area. The focus on Common Core Standards and 21st Century Skills prepare students for college or career-readiness. Each department offers courses at two levels: college preparation and honors/Advanced Placement.

All courses include differentiated learning activities. Technology is fully integrated into all courses through our Bring Your Own Device (BYOD), 1:1, and Google Apps for Education programs. Students research online as well as communicate, collaborate, and create through a rich variety of hardware and software.

The curriculum for each department was revised to include the following 21st Century Learning expectations: problem solving, information literacy, collaboration, communication, and community and civic responsibility.

The Agricultural Science and Technology Department has added STEM-oriented courses to its program. Courses such as Animal Biotechnology and Veterinary Science are now offered alongside traditional offerings. The FFA program was recognized as a Three Star National Chapter Award Winning Program (in the top 3% of agricultural programs nationwide).

The Business and Finance Department has also added STEM oriented course to its program. In addition to traditional accounting and finance courses, there are courses available in: E-Commerce, 21st Century Marketing, Research and Design, and Game Development.

The Culinary Arts Department prepares students for career readiness through: culinary skills, menu development, purchase and cost control, inventory, profit and loss, marketing and promotions, and restaurant management.

The English Department focuses on critical and creative thinking. Students read complex texts (fiction and non-fiction) and write in a variety of genres including persuasive, narrative, and explanatory/informational.

The Fine and Performing Arts Department has added STEAM-oriented courses such as: Computer Graphics, Music Production and Technology, and Video Production. Art II students are working in conjunction with Technology and Pre-Engineering students to build and paint Adirondack chairs for a fundraiser. Students are also able to participate in a wide array of arts including Digital Photography. In addition students are able to progress to Video Production at an advanced level.

The Mathematics Department focuses on critical thinking and data analysis. Students work collaboratively and individually to solve meaningful, relevant and authentic problems. Instruction centers around the use of digital resources (Moodle and Geogebra) and students are regularly evaluated using performance-based assessments.

The Physical Education and Wellness Department focuses on life-long fitness and health. Students are able to pursue elective courses after satisfying requirements. These include Racquet Sports, Team Sports and Fit for Life. Courses are also offered to students who wish to become first responders and emergency medical technicians.

The Science Department focuses on critical thinking, research, data, and the connections between the impact of science and the quality of life. Students are able to engage in a wide variety of courses including; Forensics, Earth and Energy Essentials, Biology, Chemistry, Physics, Anatomy and Physiology. There are Advanced Placement courses in Biology, Chemistry, and Environmental Science.

The Social Studies Department focuses on critical thinking, reading, research, and writing (both essay and research paper). Advanced Placement courses and elective offerings include AP European History (in conjunction with Early College Experience UCONN credited course), AP US History, AP World History and the study of Historical Genocides.

World Languages offers three languages emphasizing speaking in the target language, knowledge of other cultures, and connections with other disciplines. Students are able to take Spanish I-V, French I-V, and Latin I-V. They are able to access other cultures through the use of digital resources (i.e.: video conferencing).

In addition to the information above, the Mathematics and Science departments collaborate with local RESC Education Connection's Center for 21st Century Skills. These courses include: blended learning, project-based learning, and virtual world learning. Students participate in local and state-wide Student Innovation Exposition Challenge showcasing: original experiment design, data collection, research with experts in the field, development of a web presence and a presentation of findings. All students in 9th and 10th grade participate in this program.

Students are able to earn college credit by taking courses endorsed by the University of Connecticut through the Early College Experience. Courses are available in Agricultural Science and Technology, English, and Social Studies. Juniors and Seniors are also able to take up to two courses each semester at Northwest Community College.

A Senior Capstone Project is offered which allows students to showcase personal growth by designing and implementing a project. The project includes: a proposal, field work, research, written assessments, and culminates in an exhibition. Students interact with staff and community volunteers to complete their study.

All students are college and career ready through a school-wide emphasis on critical thinking, higher order analysis, and many learning experiences that build perseverance and resilience.

## **2. Reading/English:**

The English Department offers College Preparatory and Honors/Advanced Placement courses aligned with the Connecticut (Common) Core Standards and the National Council of Teachers of English Standards.

Students are challenged to think critically and creatively as demonstrated through the reading of complex texts including: drama, novel, poetry, and short story. Informational texts and literary non-fiction are also featured in each course. Literature circles are used frequently as an instructional strategy to engage students in critical thinking and reflection as they read.

Students are also instructed in formal composition, including literary analysis, with a strong emphasis on revision. This practice is supported with our use of school-wide writing rubrics and is further supported by teacher and peer feedback. Rubrics are used to guide teacher-to-student and student-to-student conferences. Teachers use the results of writing assessments to develop lessons that improve student skills in the areas of: transitions, evidence incorporation, topic sentences, and conclusions. In addition, there is explicit instruction on standard English conventions. All students are also encouraged to write creatively and are taught the conventions of poetry and prose. In all writing practice students are encouraged to reflect on writing both formally and informally.

Students engage in 21st Century communication, learning the traditional skills of writing as well as production of digital media. Informal writing assignments are kept in journals or shared digitally on software platforms. Through digital media, collaborative writing assignments are used to develop self-reflection and peer-to-peer editing skills. Technology is infused in every lesson with resources available to students through class wikis, blogs, or other websites. Regular communication through these platforms ensure equal participation by students and encourages collaboration across grade levels.

For students who read below grade level, there is direct and explicit vocabulary instruction in both academic and content area vocabulary to improve reading comprehension. Audio or abridged texts are offered as well as alternative readings.

The freshmen course focuses on young adult literature and selections of non-fiction, short story, and poetry. Students also read Shakespearean drama. Sophomores study world literature while Juniors focus on American Literature. Senior English is organized into four genres: memoir, drama, creative writing, and film. The Journalism elective is open to junior and seniors, while the Advanced Placement Literature course is offered in conjunction with the Early College Experience program at the University of Connecticut for college credit.

### **3. Mathematics:**

Wamogo partners with the Center for 21st Skills at Education Connection for math curriculum for algebra and geometry. These math courses are inquiry-based courses that apply mathematical thinking to solve authentic problems. The math courses are aligned with Common Core Standards. Teachers utilize a blended learning model which focuses on a student-centered class environment and includes online and experiential components. Every student is expected to access lessons, resource materials and assessments through Moodle. Every unit includes a performance-based assessment which measures students math skills through authentic application. Wamogo offers a full range of math courses including, AP and SAT preparation courses through the math department. Courses are designed to make students college and career ready.

Teachers infuse technology within the curriculum. Teachers utilize technology applications such as Geogebra and Edmodo. Math teachers have rich websites including video tutorials which extend learning outside of the class. Teachers work together throughout the school year both virtually and in person to collaborate, reflect on best practices and revise curriculum and assessments.

Math teachers apply 21st Century Learning Expectations in the classroom. Teachers utilize school-wide rubrics for assessment which measure skills including; problem-solving, collaboration, communication, civic and social responsibility and information literacy.

Our math curriculum in grades 9 and 10 is a unique model that is integrated with other curricular areas. Math teachers work collaboratively with science and technology teachers to develop challenge projects for the Student Innovation Expo. Students work on data collection and analysis for projects they are developing through their science courses. As a part of the collaborative project that students will present at the Expo, students must identify a quantifiable element of the project and collect, represent and analyze data. Students must also recognize and identify patterns in the data as related to the larger scope of the science-based project. Twenty-first Century skills are embedded in the math curriculum. Students are expected to work collaboratively and individually on hands-on, computer-based applications.

### **4. Additional Curriculum Area:**

Wamogo students and staff are participating in an innovative approach to math and science, as a part of the Academy of Digital Arts and Sciences, through the Center of 21st Century Skills at Education Connection.

Content and activities in these courses are aligned with the Connecticut Common Core Standards. These courses offer students opportunities to apply their knowledge and skills in authentic experiences. All participating students are enrolled in Moodle, an online learning management system, where assignments, activities and assessments are posted. Higher order thinking skills, creativity, collaborative activities and an integration of math, science and technology are the focus of these 21st Century skills-based courses.

All students maintain a digital portfolio of their work throughout the year. Students prepare presentations and final projects for an exposition at Wamogo in the spring. Select students will travel to Hartford for the Innovation Expo to present their final projects in a statewide competition.

Wamogo students and staff are preparing for the Wamogo Expo which will take place on April 24, 2014. This our second year for this exciting event which will showcase student-driven projects completed through their science, technology and math classes. As a part the Academy of Digital Arts and Sciences, through collaboration with Education Connection, students will compete for a chance to share their work at the Student Innovation Expo in Hartford on May 17, 2014.

The Agriscience and Technology department offers a variety of innovative courses that focus on preparing our students for college and careers. Students take classes in mechanics, plant science, natural resources and animal science.

The students in the Agriscience and Technology program explore the curriculum through real-world applications. Students work closely with DEEP with projects involving wildlife management, forestry and aquaculture. Students collaborate to design landscapes and floral arrangements for state and regional competitions. Students in animal science learn animal care and management, veterinary science, genetics, breeding and animal biotechnology.

Wamogo students develop strong leadership skills through their active involvement with the FFA. Our school was awarded the Three Star National Chapter Award which includes our our program in the top 3% of schools in the nation. This award recognizes a chapter's ability to grow as individuals, work as a part of a team and serve others.

Students positively impact the community through their involvement with the Agriscience and Technology program at Wamogo. Students share the maple sugaring process with classrooms throughout the country through videoconferencing. Landscaping for all four schools in our district are designed,planted and maintained by Wamogo students. Students visit local senior citizens on a regular basis to collaboratively create floral arrangements. Tractor Restoration is a highly attended weekly event that involves students, parents and community members in the restoration of an antique tractor. Currently the Discovery Channel is filming this process.

A rich Business and Technology curriculum offers students elective choice. Students are able to take courses in web development, digital literacy and robotics. Students explore Computer Aided Design and Technology and Pre-Engineering. These courses are complimented by recent additions to the programming including a 3-D printer and a competitive Robotics Team. Game Development is an extremely popular addition to our program of studies, allowing our students to explore computer programming in an authentic application.

## **5. Instructional Methods:**

Teachers at Wamogo differentiate their instruction on a daily basis. In order to maximize improvement, teachers regularly review student data. This includes but is not limited to, assessment performance, and standardized test scores. The Hapara program (through Google apps) provides a platform for teachers to record and track Tier 1 interventions on a shared document. Collaboration with the Special Education department provides teachers with various supports based on their Individualized Education Plan (IEP). Accommodations may include audiobooks, abridged editions, adjusted reading levels on Newsela articles, or calculators. Scaffolding of projects and assignments occurs on a regular basis, from "chunking" to modifying rubrics as needed per student.

Teachers meet with students in class and during WIT (Whatever it Takes) periods to monitor student progress and provide extra help as needed. It is a common practice for teachers to present materials in a different way with struggling students who require an alternate mode of delivery. In addition, teachers make use of activities that address different learning styles, from readers' theatre to student-made video demonstrations of mathematical processes.

Teachers use assessment results to design ways to differentiate instruction. Teachers use strategic and flexible grouping to organize students by ability, interest, and diversity of learning styles. In math class, the

teachers may use selective grouping to sort students in order to meet each student's level of need, by taking advantage of peer-to-peer instruction. In English class, students form literature circles based on book choice, and in art class, diverse learning styles are considered to group students by their learning modalities.

Teachers provide additional support and alternative strategies within the regular classroom. Use of cooperative learning groups, are a common practice at Wamogo to provide support to students in the classroom. Teachers often provide extra help sessions beyond the WIT period for students who are struggling with particular concepts, who desire enrichment, or who were absent and need to be caught up on missed lessons. WIT periods are used to reteach concepts to students requiring additional support or who were absent during the lesson. Finally, resource classes are provided for students requiring extra support on a daily basis; some of these resource classes receive academic credit. Resource teachers work closely with classroom teachers to ensure every student receives the support he or she needs.

## **6. Professional Development:**

Significant meeting time has been created to increase collaboration. The principal and the professional staff engage in a variety of professional development efforts designed to improve student learning.

Professional Learning Communities (PLC) meet every other day. Teachers collaborate, exchange ideas, and develop curriculum focusing on 21st Century skills. A PLC report is prepared after each meeting focusing on what was accomplished and sets an agenda for the next meeting. PLC reports are reviewed by the administration.

The principal periodically shares material for reflection including professional readings, reflective questions, surveys and videos. These materials provide an opportunity for faculty members to reflect and to self-assess teaching methods, strategies, and priorities with the goal of improving instruction. The Connecticut State Educator Evaluation System (SEED) provides teachers an opportunity to plan and self-assess methods and strategies through a series of professional interactions. There are several meetings between the teacher and their assigned evaluator for the purpose of collaborative goal-setting prior to the observational cycle in order to work together to improve student achievement. Teachers are asked to reflect on their practice and evaluators work to provide support to improve teaching and learning.

Teachers often use resources outside of the school to maintain current best practices. Teachers are encouraged to attend conventions, conferences, and seminars to enhance teaching skills. World language teachers attend Connecticut Council of Language Teachers. English teachers have attended several conferences including: the National Council of Teachers of English (NCTE), Literacy for All Conference and Shakespeare For All Conference. Math teachers have attended the Associated Teachers of Mathematics in Connecticut (ATOMIC) and National Council of Teachers of Math (NCTM.) Science teachers attended the National Science Teachers Association conference and state. Several faculty members have attended and presented at Connecticut Educators Computer Conference (CECA), Connecticut Association of School Librarians (CASL), International Society of Technology in Education (ISTE) and Florida Education Technology Conference (FETC.)

Webinars, on-line journals, and professional articles about education are shared regularly. The district sponsors EdCampRSD6 in July, a free participant-driven professional opportunity for educators from several school districts where teachers share teaching strategies.

Wamogo offers five full days of in-service training each school year along with one half day session per month. The emphasis is on teaching and assessment. A professional development site for Region 6 has been developed. This site includes agendas for professional development sessions as well as survey forms to provide feedback. Professional development has helped construct effective, meaningful curriculum aligned with Common Core State Standards and best practices. Emphasis has been focused on critical thinking, higher order learning, and implementation of technology in the classroom. Periodic walk-through visits through classes provide an opportunity to further guide instruction.

## **7. School Leadership**

The principal, through participation in district administrative meetings, helps to set and implement policy for the district and the high school. The principal seeks feedback from the administrative team, teachers, and students. The school board encourages the implementation of the school's mission and expectations for student learning by supporting school initiatives.

The principal first began working at Wamogo High School five years ago, he began to reach out to members of the Region 6 community. He started by having individual conversations with each teacher in the school with the focus on improving instruction. After meeting with all faculty members our principal began to restructure the "Steering Committee" into what is now called the "Leadership Team". The principal and assistant principal meet with this team, consisting of department chairs. In addition, the principal conducts weekly meetings with department chairs. The department chairs further communicate the administration's message through the use of weekly PLC meetings. Within the leadership meetings, members have a chance to provide input on instructional practices, curriculum, and courses to see that they are consistent with the school's core values and beliefs. The principal and assistant principal use numerous communication methods to reach out to teachers, parents and students. These include the school website, weekly e-blast, Twitter, blogs, a YouTube show called "Breakfast with Bill and Jody", and the district newsletter. Through these avenues, the Principal keeps the Region 6 community informed of the school's events and activities. In addition, the principal and assistant principal also create several other ways to discuss the school core values of love of learning, integrity, friendship and respect, and educational excellence (LIFE). In order to reach out to students and teachers, the administration invites groups for discussions over lunch (SAC: Student Action Lunch) and for parents they hold a monthly coffee hour. The principal's focus to improve instruction is demonstrated by the incorporation of 21st century learning expectations in all curricular areas. Furthermore, the school's core values are communicated to the faculty through participant-driven professional development (EdCamp), a 1:1 computer initiative, class walk-throughs, and a block schedule.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: CAPT

All Students Tested/Grade: 10

Edition/Publication Year: 2013

Publisher:

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	86	86	89	97	87
% Advanced	18	32	32	25	24
Number of students tested	93	96	98	87	104
Percent of total students tested	96	96	98	97	100
Number of students tested with alternative assessment	2	3	0	0	0
% of students tested with alternative assessment	2	3	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced	67	92	67	75	88
% Advanced	0	33	17	13	0
Number of students tested	9	12	6	8	8
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced	70	57	63	89	44
% Advanced	0	0	0	0	22
Number of students tested	10	14	8	9	9
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. African- American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Asian Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>7. American Indian or</b>					

<b>Alaska Native Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>9. White Students</b>					
% Proficient plus % Advanced	86	86	89	97	87
% Advanced	17	32	30	25	24
Number of students tested	92	96	96	87	104
<b>10. Two or More Races identified Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

**NOTES:** The alternative assessment students met the criteria to to be eligible based on the CAPT (Modified Assessment System- MAS) PPT Eligibility Worksheet. The PPT determined that the student will not make grade level proficiency in Math due to their disability and not due to a lack of accommodations and modifications, lack of instruction, or other factors.

**STATE CRITERION--REFERENCED TESTS**

**Subject:** Reading/ELA  
**All Students Tested/Grade:** 10  
**Publisher:**

**Test:** CAPT  
**Edition/Publication Year:** 2013

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
<b>SCHOOL SCORES*</b>					
% Proficient plus % Advanced	91	93	91	93	91
% Advanced	17	16	19	18	17
Number of students tested	90	96	98	88	103
Percent of total students tested	93	96	98	98	99
Number of students tested with alternative assessment	3	3	0	0	0
% of students tested with alternative assessment	3	3	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient plus % Advanced	78	92	100	70	75
% Advanced	11	25	29	0	13
Number of students tested	9	12	7	10	8
<b>2. Students receiving Special Education</b>					
% Proficient plus % Advanced	100	64	88	55	75
% Advanced	0	0	13	0	13
Number of students tested	8	14	8	9	8
<b>3. English Language Learner Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. Hispanic or Latino Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>5. African- American Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>6. Asian Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>7. American Indian or Alaska Native Students</b>					
% Proficient plus % Advanced					
% Advanced					

Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>9. White Students</b>					
% Proficient plus % Advanced	91	92	91	93	91
% Advanced	16	16	18	18	17
Number of students tested	89	96	96	88	103
<b>10. Two or More Races identified Students</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					

**NOTES:** The alternative assessment students met the criteria to to be eligible based on the CAPT (Modified Assessment System- MAS) PPT Eligibility Worksheet. The PPT determined that the student will not make grade level proficiency in Reading due to their disability and not due to a lack of accommodations and modifications, lack of instruction, or other factors.