

Tolland Public School
School Improvement Plan
2012-2013

School Improvement Plan		2012-2013		
Program		Tolland Middle School		
School Goal		To improve student achievement and literacy		
Measurable Objective	Strategies	Measures	Baseline	Goal
1) CCSS-PLC Teams will achieve or exceed their progress goals.	<ul style="list-style-type: none"> CCSS PLC Subject Area team focus groups meet four times a month, with a vertical team meeting about three times a month (all subject area CCSS PLC teams together) CCSS PLC teams will establish norms as per DuFour's Philosophy. CCSS PLC Teacher Resource web-site for TMS Curriculum/Benchmark revision and development New Benchmarks, and common assessments will be designed that align with the CCSS and what is know about the SBAC. Professional Development Use of student data to inform instruction Meetings held according to the Coordinators CCSS Schedule developed and revised in and for the 2012-2013 year. Use of RtI Tier I "Best Practices" Identify and remediate all students with areas of weakness New benchmark assessments, SBAC reviews, Scantron testing with Pearson Inform, and new teacher reporting methods will be developed. Use of EIP (Early Intervention Project) & Parent Conferences will be evolved and a new Tier III level DARB will be initiated (Discipline and Attendance Review Board) Ongoing implementation of information learned in the DP5 training. 	<ul style="list-style-type: none"> CCSS PLC Goals SBAC readiness Teacher Reports 	N/A	100%
2) Each Cohort of students will maintain or increase their CMT scores.	<ul style="list-style-type: none"> Curriculum/Benchmark revision and development Professional Development Use of student data to inform instruction Use of "Best Practices" Identify and remediate all students with areas of weakness Students in need of remediation are identified based on classroom performance, benchmark assessments, CMT scores, Scantron testing results, and teacher reports. Use of EIP (Early Intervention Project) & Parent Conferences 	CMT results	<u>8th Graders</u> Math 88.8 Reading 91.7 Writing 83.7 Science 80.0 <u>7th Graders</u> Math 92.0 Reading 94.9 Writing 88.8 <u>6th Graders</u> Math 93.9 Reading 90.9 Writing 80.1	Each Cohort will maintain or increase CMT scores

3) To increase student writing performance in all subject areas, measured on the CMT and benchmarks.	<ul style="list-style-type: none"> LA Curriculum Coordinator will design activities for teachers to help enhance this skill The objective will be introduced and reevaluated frequently throughout the year Good writing skills will be emphasized in all subject areas 	- Benchmarks and CMTS	CMT results in writing <u>8th Graders</u> Writing 83.7 <u>7th Graders</u> Writing 88.8 <u>6th Graders</u> Writing 80.1	Each Cohort will maintain or increase CMT scores in writing
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Measure	Results
	August

<p>1. CCSS-PLC Teams will achieve or exceed their progress goals.</p>	<p>1. PLC Goals this year centered around unpacking, aligning, and creating units and assessments for the new Common Core State Standards. Progress as of May-June 2013 is documented below for each grade.</p> <p>Grade 6</p> <ul style="list-style-type: none"> • Unpacked all ELA CCSS (entire grade) • Shared and discussed the SBAC released items and rubrics • Explored the resources in the Appendices in the CCSS document (research, texts, student writing samples) • Creating two units of study – one for Reading and one for Writing- using the units of study created by the CSDE and district resources. • Teachers were provided with professional development and materials on the Six Traits rubric and approach to writing. • Two reading units and two writing units were developed. Assessments for three of these units need to be created as well as Part 3 of the template, including finding materials. <p>Grade 7</p> <ul style="list-style-type: none"> • Unpacked all ELA CCSS (entire grade) • Shared and discussed the SBAC released items and rubrics • Explored resources in the Appendices in the CCSS document (research, texts, student writing samples) • Created Essential Questions and Essential Understandings for two units of study. • Assigned CCSS to these two units • Continued work on the end-of-year benchmark.
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- Finalized the end-of-year benchmark which will be piloted this spring.
- Continued work on above units.

Grade 8

- Unpacked all ELA CCSS (entire grade)
- Shared and discussed SBAC released items and rubrics
- Explored resources in the Appendices in the CCSS document (research, texts, student writing samples)
- Continued work on two units of study and corresponding assessments
- Refined unit assessments to ensure alignment to CCSS and rigor. Reworked rubric for evaluating assessment.

2.

2. Each Cohort of students will maintain or increase their CMT scores.

Grade	Subject	# of Students Matched	2012 / 2013 Scores (@ or above Goal)
5 th to 6 th Grade	Math	189	90 / 95.3
	Reading	185	88.6 / 96.3
	Writing	198	82.3 / 87.4
6 th to 7 th Grade	Math	203	95.6 / 93.1
	Reading	203	93.1 / 94.1
	Writing	214	81.4 / 81.3
8 th Grade	Math	204	96 / 97.6

3. To increase student writing performance in all subject areas, measured on the CMT and benchmarks.		Reading	203	97 / 96.5
		Writing	207	92.2 / 92.3
		Science	---	82.5 (2010) / 83.7 (2013)
	<p><u>Increases in 7 of 10 cohort categories.</u></p> <p>3. 2012 CMT results in writing</p> <p><u>8th Graders</u> Writing 83.7 to 88.8</p> <p><u>7th Graders</u> Writing 88.8 to 78.7</p> <p><u>6th Graders</u> Writing 80.1 to 86.2</p> <p><u>Writing increased in 2 of 3 grades.</u> Waiting on state results to see if our results in 7th grade were the result of a statewide downturn/test related downturn. We did get some reports this year of students misunderstanding the instructions on certain sections.</p>			

Tolland Public School
School Improvement Plan
2012-2013

School/Program		Tolland Middle School		
Improvement Goal		To improve the school climate in the areas of respect and tolerance among all members of the TMS community		
Measurable Objective	Strategies	Measures	Baseline	Goal
<p>1. To increase the % of students who response in a positive manner to: <i>Students treat teachers with respect at TMS</i></p> <p>1b. To increase the % of students who response in a positive manner to: <i>Students treat each other with respect at TMS</i></p> <p>2. To increase the % of students who respond in a positive manner to: <i>I feel safe at TMS</i></p> <p>3. To increase the % of students who respond in a positive manner to: <i>When I learn that students might get hurt or hurt others, I feel comfortable brining this information to a staff member at TMS.</i></p> <p>4. To increase the % of students who respond in a positive manner to: <i>I am not picked on, teased, or bullied during school hours.</i></p> <p>5. To increase the % of students who respond in a positive manner to: <i>I have at least one adult at school who cares about me.</i></p>	<ul style="list-style-type: none"> • Provide instruction and programs for students that promote respect and tolerance. • Continue PGM (Principal's Grade Meetings) • Administer 6th grade survey at the beginning of the year (BOY) as a pre-evaluation for the 6th grade cohort. • Administer the 6th, 7th, and 8th grade survey at the end of the year (EOY) to be used for annual cohort comparisons. • Maintain a Positive Behavioral Supports program. • Maintain a systematic process of formative data collection and evaluation on the various SRBI and RtI programs to evaluate effectiveness during the year as well as at the end of the year. • Make adjustments to program implementations during the year based on formative data to impact effectiveness. 	<p>* Cohort Student Surveys</p>	<p><u>Item #1</u> 6 - 49% 7 - 37% 8 - 25%</p> <p><u>Item #1b</u> 6 - 38% 7 - 32% 8 - 30%</p> <p><u>Item #2</u> 6 - 82% 7 - 73% 8 - 77%</p> <p><u>Item #3</u> 6 - 64% 7 - 54% 8 - 42%</p> <p><u>Item #4</u> 6 - 70% 7 - 67% 8 - 68%</p> <p><u>Item #5</u> 6 - 92% 7 - 82% 8 - 78%</p>	<p>For objective(s) one through five, to achieve > = the current percentage.</p>

Measure	Results
	August
	<p>Please note, the survey previously used to compare these groups was replaced by the Bernhardt Survey. The utilization of this new survey was necessary for positioning the district to comply with the new teacher and administrator evaluation requirements. As a result, we do not have comparative data for these items. I will provide data from the new survey that is as close to the old items as is available.</p> <ol style="list-style-type: none"> 1. Students at my school treat me with respect (1,1b,4) 19% disagree / 53% agree 2. I am safe (2) 9% disagree / 69% agree 3. Students are treated fairly by administrators (3) 14% disagree / 58% agree 4. My teachers care about me (5) 12% disagree / 67% agree <p>Additional Information:</p> <ul style="list-style-type: none"> • Guidance counselors visit classrooms regularly to present lessons. (Grades 6-8) Guidance curriculum topics include: Interpersonal Relationships, Diversity/Celebrating Differences, Bully Proofing/Violence Prevention, Conflict Resolution, Bully/Victim Characteristics, Respect for Others, Peer Pressure. • ROPE (Rite of Passage Experience for 6th graders). The ROPE program is a critical Tier I program that addresses developmental assets in children. It is supported in the research literature on social/emotional learning and by research collaborative groups such as the Collaborative for Academic and Social Emotional Learning (CASEL). Students in sixth grade work in four cohorts, one per quarter, and receive 15.25 hours of instruction. Data collected from a 2009 sample of students in Cassidy, Knox, and McDermott's classes indicated that up to 41% of students demonstrated increased self-awareness, more self-confidence, better decision-making and problem solving skills, and increased cooperation and communication skills. • Guidance Program: Important functions of our school counselors with respect to improving our school climate: deliver comprehensive counseling

	<p>curriculum in a systematic manner, provide individual counseling, assist students and parents in addressing school related problems, provide mediation services, consult with school staff regarding student achievement, behavior, and school culture, consult with outside agencies (youth services, clergy, mental health providers)</p> <ul style="list-style-type: none"> • Behavioral Intervention Session: (also known as the TMS-Anti-Bullying/ Teasing Program). Following detentions/internal suspension related to teasing and/or bullying, the student meets with a staff member from the Guidance department. The student receives a 1:1 lesson that focuses on the importance of showing respect for each other through our words and actions as well as feeling empathy for the other student. Future strategies are also discussed. Ten students have been provided this program in the 2012-2013 school year. • Reconnect Meeting: Following a suspension, the student meets with his/ her guidance counselor to review the reason for the suspension, discuss appropriate strategies for the future, replacement behaviors, and recommend in-school or community counseling/support as needed. • A School Psychologist works directly with students and parents to resolve problems. In addition, she provides counseling and training in social skills and anger management. • Classroom incentive programs for good behavior as well as academics (team auction programs). These programs, such as the auction/token reinforcement incentive in 6th grade teaches students about money management (through the use of funny money or vouchers) while it reinforces desired academic and social behaviors supported in the literature by research on operant conditioning and applied behavior analysis. • Language Arts addresses social challenges through literature, discussing what students can do to respond to injustice, however great or small, including the devastating effects of doing nothing. This is covered in many places, but as an example through units such as: <i>The Devil's Arithmetic</i> – Holocaust, <i>Warriors Don't Cry</i> - Civil Rights Movement - including supplemental poems and resources, <i>The Pearl</i> - injustice and oppression, <i>The Greenies</i> – prejudice, <i>Terrible Things: An Allegory of the Holocaust</i> – and during the Salem Unit with <i>Tituba</i> and <i>A Break with Charity</i>. In addition to the conflict of society vs. the defenseless, the last novel also develops the group of accusers as a bullying force that intimidates the main character. <i>Flowers for Algernon</i>, demonstrates bullying under the guise of "just kidding around" and "he's our friend." Class projects that exhibit the lessons learned include the creation of an acceptance chain and work on how
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students can respect and accept people who are different than themselves. Class time in Language Arts is also given to work with non-violent conflict resolution. Social studies also addresses these issues from a historical/societal perspective.

- Administration utilizes comprehensive Focused Monitoring and Intensive Assistance Meetings (RTI Tier II and III behavioral intervention) Meeting agendas include: Review/identify patterns of discipline history, review current grades/progress, review current in-school and out-of school counseling/support/remediation, discuss incentive/reward strategies used at home, review Focused Monitoring/Intensive Assistance modified discipline/demerit system (rewarding expected behavior by decreasing demerits), completion of Student Action Plan writing sample
- *Patio & Lunchtime Incentives:* Incentive program that rewards expected behavior by allowing students to spend time to socialize on the outside patio during lunch, have access to the library at times of their choosing, and participate in the Thursday PBIS weekly incentive activity.
- Year 3 of Positive Behavioral Supports/Community Blocks/PBIS Lessons: Two lessons have been delivered to all students thus far. Different lessons were provided for 6th graders, than for 7th and 8th. TMS is in the process of designing different lessons for each grade level so students will have new content in each grade, and will complete the program in a three year cycle. In the sixth grade the first lesson focused on the school's CORE values and what these values look like in different settings of the school. The second lesson focused on serving the school community. The first lesson for 7th and 8th graders was a refresher on the school's CORE values, the second was a special program about discrimination that used *A Classroom Divided* as a basis for the lesson. Our first community block allowed students, along with teacher mentors, to help the local school and community in various outreach activities. Our second community block this year was a letter writing campaign; as a school, students appreciated the good works of others by thanking them with letters. The school has a clearly defined "Privilege System." Students can have daily, weekly, and monthly privileges by demonstrating our four core values (Safety, Ownership, Active Learning, and Respect.) Students also engage in a "Community Block" three times throughout the year in which the homerooms engage in community service projects of their own choosing, to serve the school and community. Community Block classrooms have created care packages for U.S. soldiers, sock puppets for children at Connecticut Children's Medical Center, cleaning and upkeep of grounds, and fundraisers like Crayons for Cancer. Qualitative/Ethnographic data gathered from the homeroom teachers regarding the first

community block was very positive with 93% of homeroom teachers reporting that they felt students engaged in the activity and that it helped the students value working for others less fortunate, and/or with different circumstances, than themselves. "Merit Points" were added this year as an incentive program for students going above and beyond. They are recognized by letters home, and by achieving MERIT points they can use to get passes to dances, school store vouchers, and more. Seventy-seven percent, or about 530 students, have Merit points as of mid-January.

PBIS information

- Merit system developed to recognize and reward students for exemplifying our core values (staff can now submit merit points through Teacher Net. Examples of benefits include: Silver Level 50 pts.: free dances, monthly pizza lunch. Gold Level 100 pts.: all Silver Level benefits and 1 day to be principal for the day, possible field trips, vouchers for the school store, movie tickets.
- revised system of reporting and managing SOAR status (teachers report loss of SOAR status directly. 30 day loss of status is now immediate)
- reflection essays (completed when students have not demonstrated the core values and have lost privileges) are mailed home to parents
- all students participated in 4 PBIS Extended Homeroom lessons. These lessons focus on application of the core values
- all students participated in 2 Community Blocks.

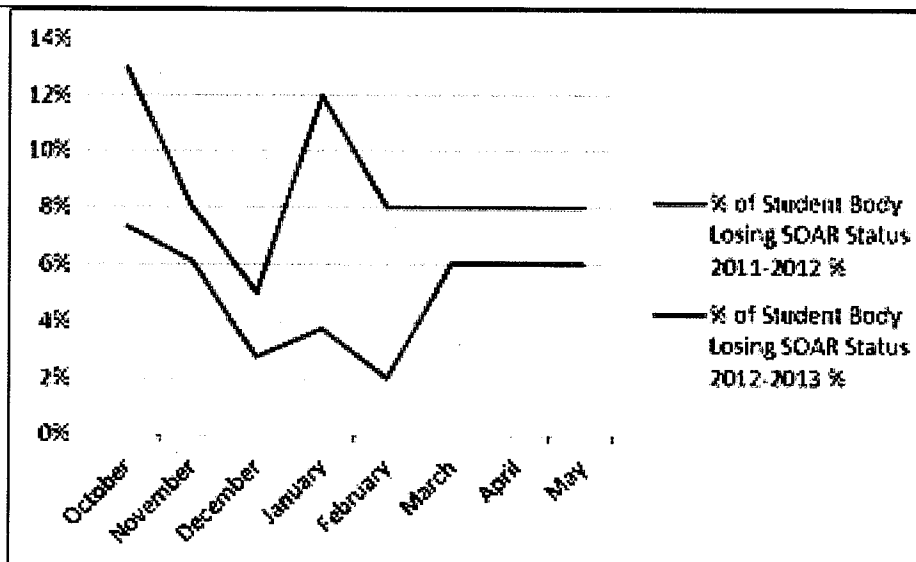
**Tolland Public School
School Improvement Plan
2012-13**

School/Program		Tolland Middle School		
Improvement Goal		To statistically evaluate the success of RtI programs at TMS in an effort to continually improve student performance and culture and further evolve RtI/SRBI programs at the school.		
Measurable Objective	Strategies	Measures	Baseline	Goal
1. To evaluate the success of RtI Programs at improving student performance and culture at TMS through statistical evidence on the Tier I, Tier II, and Tier III programs	<ul style="list-style-type: none"> • Create an annual TMS State of RtI report that identifies and evaluates the effectiveness of the RtI/SRBI programs and interventions at TMS (Principal). • Involve CCSS PLC teams in research and implementation of RtI and SRBI programs. • Implement action plans based on the "TMS State of RtI" report that may include things like teacher training in Tier I supports, and budget and resource planning. • Try to find funding opportunities for specialized Tier II and III programs. • Implement new Tier III Programs (such as the DARB - Discipline and Attendance Review Board) • Use Pearson INFORM to analyze student progress and provide new information and reports to help facilitate TEAM efforts. 	CCSS PLC data, surveys, program evaluation data	<p>A. 71% of students in the TMS Math Development Program met or exceeded goal.</p> <p>-----</p> <p>B. 65% of students in the Reading Program met goal and/or improved performance</p> <p>-----</p> <p>C. 84% of students in the TMS Writing Program increased their baseline performance by 1 level or more.</p>	<p>* > = 71% of students in the TMS MRE program will increase their CMT performance by 1 level or more.</p> <p>-----</p> <p>* > = 65% of students in the TMS Reading Program will meet goal or improve performance as measured by benchmarks and/or the CMTs.</p> <p>-----</p> <p>-</p> <p>* > = 84% of students in the TMS Writing Program will increase their benchmark and/or CMT performance.</p>
2. To evaluate the effectiveness	Statistical evidence will be collected and analyzed to evaluate the			

of Scientifically Researched Based Interventions for behavior at TMS (PBS, PGMs, etc) and do so on a frequent basis through surveys and other data collection methods (formative assessments) and adjust program implementation "on the fly" to respond and increase the effectiveness of the interventions.	<p>success of the program(s). Baseline and end of year evaluations will be conducted along with formative assessments during the course of the year.</p> <p>Programs to be evaluated</p> <ul style="list-style-type: none"> • Merit Program • Demerit Program • Privilege Program • EIP Program • T3T Program • PBS • Other <ul style="list-style-type: none"> ○ Red Folder ○ TMS Anti Bullying Program ○ Academy and Achievement Lab ○ Homework Club, Enrichment Clubs, etc. 	<p>* 6th, 7th, and 8th Grade Student Surveys</p> <p>*Benchmark data</p> <p>* Formative assessments</p> <p>* Power School discipline data</p> <p>* SWISS discipline data</p>	<p>Establish baseline effectiveness for various programs for 2012-2013.</p> <p>-----</p> <p><u>Demerit Program:</u></p> <p>.82% of students received 10 or more demerits.</p>	<p>10% improvement over baseline effectiveness of RtI/SRBI programs.</p> <p>-----</p> <p>* <= .82% of students will receive 10 or more demerits</p>
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Measure	Results
	August
To evaluate the success of RtI Programs at improving student performance and culture at TMS through statistical evidence on the Tier I, Tier II, and Tier III programs	<p><u>Math Development Program:</u></p> <ul style="list-style-type: none"> • 60% of the students in the Math Development Program reached all goals set out for them, 82% achieved one or more of their goals, 10% left the program due to medical issues/ relocation(moved) or were new students that had not yet been evaluated, 8% made limited progress. <p><u>Reading Support Program:</u></p> <ul style="list-style-type: none"> • 56% of the students in the Reading Development Program met goal and/or achieved a higher comprehension level (6% left due to external factors, 18% made limited progress, 20% were new to the program have not yet been evaluated).

<p>To evaluate the effectiveness of Scientifically Researched Based Interventions for behavior at TMS (PBS, PGMs, etc) and do so on a frequent basis through surveys and other data collection methods (formative assessments) and adjust program implementation “on the fly” to respond and increase the effectiveness of the interventions.</p>	<p><u>Writing Program:</u></p> <p><u>8th Graders</u> Writing 83.7 to 88.8</p> <p><u>7th Graders</u> Writing 88.8 to 78.7</p> <p><u>6th Graders</u> Writing 80.1 to 86.2</p> <p><u>Writing increased in 2 of 3 categories.</u> Waiting on state results to see if our results in 7th grade were the result of a statewide downturn/test related downturn. We did get some reports this year of students misunderstanding the instructions on certain sections.</p> <p><u>PBIS Program:</u></p> <p>Baseline: Demerit <u>Program:</u> .82% of students received 10 or more demerits.</p> <p>Results to date:</p> <ul style="list-style-type: none"> • 1.3% of students have received 10 or more demerits representing 9 students. • 89% of students have earned MERIT POINTS by the end of the year (612 students). • Tolland Middle School was evaluated by SERC and ranked at the 100% level for PBIS in the areas of Expectations taught, System for Rewarding, Monitoring and Decision Making, and Management. • Fewer students lost their “SOAR” status in 2012-2013 vs. 2011-2012 indicating a trend toward better overall behavior:
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- On the whole, student reflections demonstrated growth.
- There were 12 Principal Grade Meeting presentations for 6th graders teaching social acceptance, drug awareness, peer pressure, and risk taking classes.
- The School Culture and Climate Committee met four times this year. This meeting includes parents and is chaired by the Principal. Significant progress was made this year in developing and refining PBIS with committee and parent input. This committee helped inform the behavioral reporting part of our new grading system for 2013-2014.
- Six to eight Guidance Program meetings have occurred to this point in the year on topics such as student achievement, school culture, and resources for students. This year research was conducted in these groups regarding learning styles.
- *Individual Class* student behavior plans are now completed for 2012-2013. Qualitative data has been gathered about this Tier III support that indicates that these students demonstrated improvements in behavior and academics. All students who were on behavior plans either escalated to the level of support needed or completed objectives and were removed from the behavior plan.
- *Whole Team* student behavior plans. These plans have been demonstrated to be highly effective both here at TMS and throughout the literature on “TEAM” teaching.
- Red Folder Program: Eight students were served as part of the “Red” Folder program. This Tier III program had students reporting directly to the Principal at the end of each day, with customized plans designed for each

child to help them keep up on their work, and improve their grades. All students in the Red Folder demonstrated significant improvements.

- Year 3 of Positive Behavioral Supports Highlights/Accomplishments

- -Merit system developed to recognize and reward students for exemplifying our core values (staff can now submit merit points through Teacher Net.) Examples of benefits include: Silver Level 50 pts.: free dances, monthly pizza lunch. Gold Level 100 pt.s: all Silver Level benefits and 1 day to be principal for the day, possible field trips, vouchers for the school store, movie tickets.
- Revised system of reporting and managing SOAR status (teachers report loss of SOAR status directly. 30 day loss of status is now immediate).
- Reflection essays (completed when students have not demonstrated the core values and have lost privileges) are mailed home to parents.
- All students participated in 4 PBIS Extended Homeroom lessons. These lessons focus on application of the core values, Safety, Ownership, Active Learning, Respect
- All students participated in Community Blocks. The blocks provide students opportunities to “give back” to our school, local community, and beyond.
- Seven PBIS assemblies were held. These assemblies serve as a monthly incentive/privilege for students in good SOAR standing
- Weekly SOAR activities offered (e.g. dodge ball, bring your electronic device). This activity held during lunch serves as a weekly incentive/privilege for students in good SOAR standing
- Lunch on the patio and access to library. This activity held during lunch serves as a daily incentive/privilege for students in good SOAR standing
- Weekly Tier 2/Tier 3 meetings held to identify students most at risk. Strategies and next steps developed and executed
- SWISS data and Power School data were collected and reviewed
- PBIS committee focused on identifying students in need of tier three interventions (e.g. conducting functional behavior analysis and creating behavior intervention plans).
- The Team Implementation Checklist was completed
- The School-wide Evaluation Tool was completed

- T3T Team – this year I instituted a new Tier 3 Team at Tolland Middle School. This helped us oversee all of the interventions for each child in our top 5% of need, and respond quickly, appropriately, and comprehensively. Please see Willett_Doc6 for detailed information, please note, there is CONFIDENTIAL student information in Doc6. The T3T committee proved to be very effective in tracking and helping our most needy kids.

Tier I Programs:

- Team Interventions
- Classroom interventions
- After School Work Sessions
- At-Risk Reports
- TMS Academy
- TMS Achievement Lab
- Demerit Program
- SOAR/PBIS Program
- Guidance Development Program
- Language Arts Programs
- PBIS/SOAR Program

Evidence of success of Tier I Programs:

- CCSS PLC curriculum development has made significant progress this year with 40 grade subject meetings, 12 grade 6 through 8 content area coordinating meetings, and nearly 20 Workshops with Curriculum Coordinators at this point in the year.
- New 6th Grade RtI Math Intervention Tier I services provided to 3 students on Red Team this year.
- Less than .003% of students have received 10 or more demerits.
- The Academy and Achievement Lab served 1027 student sessions up to this point in the 2012-2013 school year. This is 1027 student sessions helping students keep up with content, complete their work on time, and produce high quality work.
- There has been an overall decline in the number of students who have lost their SOAR standing. This indicates that overall an increasing number of students are demonstrating the core values of Safety, Ownership, Active Learning, and Respect at TMS.

Tier II Programs:

- TMS Reading Development Program
- TMS Math Development Program
- After School Writing Program
- Homework Program
- TMS Anti Bullying Program
- TMS EIP (Early Intervention Plan Program)
- TMS Tutor Program

Evidence of success of Tier II Programs:

- The Math Development Program and the Reading Development Program reports up to 90% of students

	<p>respectively demonstrating performance increases and/or the attainment of the goals set for them in the program up to this point in the year.</p> <ul style="list-style-type: none"> • The TMS ABP has served six students for teasing and one student for bullying this year that would otherwise not receive direct, one to one, anti-bullying counseling. • The Homework Program has kept 46 students on track, who have been specifically identified and enrolled in this program. All students are demonstrating strong academic performance in their classes. • The TMS EIP (Education Intervention Plan) program has assisted 4 students with specialized Early Intervention Programs at TMS this year. Almost all of these students are demonstrating improvements behaviorally and or academically. Quantitative data will be available for the year end report. <p>Tier III Programs:</p> <ul style="list-style-type: none"> • Red Folder Program • Individual Student Plan program • T3T Team <p>Evidence of success of Tier III Programs:</p> <ul style="list-style-type: none"> • All students in the Red Folder program are showing improvements in work completion and academic performance. • All students who have an Individual Student Plan are showing marked behavioral improvements. Not all goals have been met, but the increased attention on these students is having positive results. Quantitative data will be available in the year end report. • T3T Team meets weekly to discuss students on the Tier III spectrum, create plans, and adjust.
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