

Tolland Public School School Improvement Plan 2011-2012

School/Program		Tolland High School		
Improvement Goal		Improve student literacy (reading, writing, and mathematical) skills at Tolland High School.		
Measurable Objective	Strategies	Measures	Baseline	Goal
1) The percentage of students who attain the Goal Level (Level 4) of achievement on the CAPT Reading Across the Disciplines subtest will increase by 3% as compared to last year's (2010-2011) achievement level.	<p>Administration will provide 9th and 10th grade English teachers with 8th grade CMT data and end-of-year Practice CAPT data to identify students in need of improvement.</p> <p>Under the supervision of the English curriculum director and a school administrator, English department faculty will utilize PLC time to create an articulated curriculum for 10th grade English which addresses Connecticut Common Core Standards (CCSS).</p> <p>English 9 and English 10 teachers will administer and score two "Response to Literature" like assessments using the 6-point CAPT scoring rubric.</p> <p>Modern World History, Russian and Native American teachers will administer common unit tests with open-ended questions that emulate the Reading for Information subtest. Teachers will utilize the 3-point CAPT rubric to collaboratively score at least two of the six questions.</p> <p>Teachers in Marketing, Personal Finance, and Introduction to Business will incorporate Reading for Information activities into instructional lesson plans and use UCompass to monitor individual student's progress.</p> <p>One English teacher will attend the Holistic scoring workshop for the CAPT Response to Literature subtest and one Social Studies will attend the scoring workshop for the CAPT Interdisciplinary Writing subtest.</p> <p>Provide Tier II & Tier III academic interventions to identified students in Grade 9 & 10 English classes.</p> <p>Utilize English teacher from the Education Job Funds grant to reduce class size in English classes.</p>	CAPT scores on the Reading Across the Disciplines subtest	52.3%	55.3%

2) The percentage of students who attain the Goal Level (Level 4) of achievement on the CAPT Mathematics subtest will increase by 3% as compared to last year's (2010-2011) achievement level.	<p>Under the supervision of the mathematics curriculum director and a school administrator, mathematics department faculty will utilize PLC time to create an articulated curriculum for 9th Grade Algebra 1A & 1B & Geometry courses which addresses Connecticut Common Core Standards (CCSS). They will:</p> <ul style="list-style-type: none"> a.) Unwrap current state standards b.) Power standards c.) Identify units of instruction d.) Align standards e.) Develop big ideas and essential questions f.) Identify student objectives/guiding questions g.) Brainstorm instructional strategies h.) Create pacing guides <p>Provide Tier II & Tier III interventions to identified students in Grade 9 & 10 mathematics classes.</p> <p>Utilize mathematics teacher from the Education Job Funds grant to reduce class size in mathematics classes.</p> <p>Algebra teachers will administer common formative assessments (CFAs) at least once per unit which contain CAPT-like items that align with their curriculum. CFAs will contain both open-ended items and grid-ins and they will follow the timing guidelines for both OE (5-8 minutes) items and grid-ins (1-2 minutes).</p>	CAPT scores on the Mathematics subtest	66.9%	69.9%
3) The mean SAT Critical Reading Test score for reported seniors will improve by 4 points as compared to last year's achievement level.	English 11 th & 12 th grade teachers will utilize daily sample questions that mimic SAT Critical Reading questions. Teachers will provide answers and explanations as well as a discussion of the type of question and pertinent test-taking strategies. Results will be compiled for analysis on Mastery Manager.	Mean SAT Critical Reading Test score	Mean score: 539	Mean score: 543

Measure	Results	
	February	August
CAPT scores on the Reading Across the Disciplines subtest	1) TBD	1.) 56.3% (represents a 4% increase when compared to 2011 scores)
CAPT scores on the Mathematics subtest	2) TBD	2.) 65.2% (represents a 1.7% decrease when compared to 2011 scores)
Mean SAT Critical Reading Test score	3) TBD	3.) TBD

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School/Program		Tolland High School		
Improvement Goal		Improve school climate among all members of the Tolland High School community.		
Measurable Objective	Strategies	Measures	Baseline	Goal
<p>1a) Reduce the number of disciplinary referrals by 10% for the 2011-2012 school year as compared to the 2010-2011 school year.</p> <p>1b) Reduce the number of disciplinary incidents resulting in OSS and ISS by 10% as compared to the 2010-2011 school year.</p>	<p>Implement Positive Behavior Intervention & Supports (PBIS)</p> <ul style="list-style-type: none"> Seven teachers on the Positive Behavior Intervention and Supports (PBIS) school-wide team will attend three training sessions as part of the Year 2 PBIS training Develop curriculum and lesson plans for pre-identified areas, specifically hallways and cafeteria Model expectations for students by having students demonstrate cafeteria expectations and teachers engage in discussions with students related to hallway expectations Train staff on using new disciplinary referral and utilization of PRIDE passes Communicate with support staff, including paraprofessionals, custodians, and cafeteria workers regarding expectations and PRIDE passes Provide weekly incentives and drawings for students earning PRIDE passes Analyze disciplinary data on SWIS system <p>Implement consistent ISS procedures for academic work and student behavior, inclusive of a community service component.</p> <p>The Student Council will be invited to participate in the development and implementation of any new school discipline policies and regulations to assure student input is considered and included in revisions.</p>	<p>Power School Discipline Log</p> <p>Power School Log Entries</p>	<p>1a) 1,485 disciplinary referrals</p> <p>1b) OSS = 22 incidents; ISS = 207 incidents</p>	<p>1a) 1,336 disciplinary referrals</p> <p>1b) OSS = 20 incidents; ISS = 186 incidents</p>

<p>2a) Increase the percentage of favorable responses (strongly agree & agree) by 5% for item #2 (I feel the THS policies and staff keep me physically safe while I'm in school) in the end of year survey.</p> <p>2b) Increase the percentage of favorable responses (strongly agree & agree) by 5% for item #3 (I am not picked on, teased, or bullied during school hours) in the end of year survey.</p> <p>2c) Increase the percentage of favorable responses (strongly agree & agree) by 5% for item #4 (When I learn that students might get hurt or hurt others, I feel comfortable bringing this information to a staff member at THS) in the end of year survey.</p> <p>2d) Increase the percentage of favorable responses (strongly agree & agree) by 5% for item #9 (I have at least one adult at school, besides my school counselor, who cares about me) in the end of year survey.</p> <p>2e) Increase the percentage of favorable responses (strongly agree & agree) by 5% to item #13 (I feel a sense of pride in being a student at Tolland High School) in the end of year survey.</p>	<p>The end-of-year survey will be conducted and analyzed by June 30th.</p> <p>Over 20 teachers and 30 students will attend two training sessions on October 19th and November 10th for the Anti-Defamation League's Names Can Really Hurt Us program to co-facilitate break-out sessions during the assembly on December 1st.</p> <p>Meet regularly with students from VOICES to focus on issues surrounding bullying and name-calling, alcohol and drug awareness, and teen suicide prevention.</p> <p>An advisory design team will develop curriculum for an advisory program to be implemented in the 2012-2013 school year.</p>	<p>End-of-Year Survey</p>	<p>2a) 56% of students responded favorably</p> <p>2b) 70% of students responded favorably</p> <p>2c) 32% of students responded favorably</p> <p>2d) 72% of students responded favorably</p> <p>2e) 41% of students responded favorably</p>	<p>2a) 61% of students will respond favorably</p> <p>2b) 75% of students will respond favorably</p> <p>2c) 37% of students will respond favorably</p> <p>2d) 77% of students will respond favorably</p> <p>2e) 46% of students will respond favorably</p>
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Measure	Results	
	February	August
Power School Discipline Log	1a) 395 disciplinary referrals	1a) 897 disciplinary referrals (588 referrals less than the previous year which represents a 40% decrease)
ED166 State Discipline Referral Report	1b) OSS = 7 incidents; ISS = 49 incidents	1b) OSS = 16 incidents (Six OSS less than the previous year which represents a 27% decrease); ISS = 144 incidents (63 ISS less than the previous year which represents a 30% decrease)
End of Year Survey	2a) N/A 2b) N/A 2c) N/A 2d) N/A 2e) N/A	2a) 59% of students responded favorably (3% increase) 2b) 60% of students responded favorably (10% decrease) 2c) 31% of students responded favorably (1% decrease) 2d) 75% of students responded favorably (3% increase) 2e) 42% of students responded favorably (1% increase)

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School/Program		Tolland High School			
Improvement Goal		Implement RTI at Tolland High School.			
Measurable Objective	Strategies	Measures	Baseline	Goal	
Seven members of the PBIS team will attend 95% of the PBIS training sessions.	<div>Implement Positive Behavior Intervention & Supports (PBIS) to provide academic and behavioral interventions</div> <ul style="list-style-type: none">Seven teachers on the Positive Behavior Intervention and Supports (PBIS) school-wide team will attend three training sessions as part of the Year 2 PBIS trainingDevelop curriculum and lesson plans for pre-identified areas, specifically hallways and cafeteriaModel expectations for students by having students demonstrate cafeteria expectations and teachers engage in discussions with students related to hallway expectationsTrain staff on using new disciplinary referral and utilization of PRIDE passesCommunicate with support staff, including paraprofessionals, custodians, and cafeteria workers regarding expectations and PRIDE passesProvide weekly incentives and drawings for students earning PRIDE passesFrequent communication with parents via website, newsletters, and open houses regarding PBIS includingAnalyze disciplinary data on SWIS system and PRIDE pass data	Attendance at PBIS training sessions	0%	95%	
60% of the staff will utilize PRIDE passes to recognize positive student behavior.		% of staff issuing PRIDE passes	0%	60%	
Student Intervention Team (SIT) will meet 30 times during the course of the 2011-2012 school year.		Student Intervention Team (SIT) will meet once per week to discuss students who are having academic and/or behavioral difficulties at THS.	# of SIT Meetings	30 meetings	30 meetings

SIT will record 100% of the interventions that are attempted by teachers as part of the referral process.	SIT will document the type of Tier I interventions that have been attempted by teachers as part of the referral process.	SIT Intervention Log	N/A	100% of pre-referral interventions recorded
SIT will record 100% of the interventions that are suggested as part of the SIT process.	<p>Utilize Social Worker from Education Job Funds grant to provide Tier II and/or Tier III behavioral interventions.</p> <p>Analyze 8th grade and 9th grade student data to identify approximately 35 to 40 students for Tier II and Tier III academic interventions. Communicate with identified student's parents and make necessary schedule changes as needed.</p> <p>Implement two skinny blocks in the school schedule to allow implementation of RTI to provide Tier II and Tier III academic interventions.</p>	SIT Intervention Log	N/A	100% of post-referral interventions recorded

Measure	Results	
	February	August
Attendance at PBIS training sessions	86% of the PBIS seven-member team has attended 100% of the training session offered to date (Training date was rescheduled due to Storm Alfred)	On 1/13/12, 6 of 7 team members attended PBIS Year 2-Day 1 training. On 4/26/12, 7 of 7 team members attended PBIS Year 2-Day 2 training. On 6/5/12, 7 of 7 members attended PBIS Year 2-Day 3 training. Overall, 95% of the team members attended PBIS Year 2 training.
Percent of staff utilizing PRIDE passes to recognize positive student behavior	100% of administrators (3 out of 3) and 88% of teachers (60 out of 68) have utilized PRIDE passes to recognize positive student behavior.	100% of administrators (3 out of 3) and 89% of teachers (65 out of 73) have utilized PRIDE passes to recognize positive student behavior.
# of SIT Meetings	The SIT has met 19 times. (9/21/11; 9/28/11; 10/5/11; 10/12/11; 10/19/11; 10/26/11; 11/9/11; 11/16/11; 11/23/11; 11/30/11; 12/7/11; 12/14/11; 12/21/11; 1/4/12; 1/11/12; 1/18/12; 1/25/12; 2/1/12; 2/15/12)	The SIT has met 33 times. (In addition to the dates reported in February, the team met on 2/22/12; 2/29/12; 3/7/12; 3/14/12; 3/21/12; 3/28/12; 4/4/12; 4/11/12; 5/2/12; 5/9/12; 5/16/12; 5/23/12; 5/30/12; 6/13/12)
SIT Intervention Log	As part of the SIT referral process, the team has recorded 100% of the pre-referral interventions that have been attempted by teachers.	100% of the pre-referral interventions attempted by teachers have been recorded.
SIT Intervention Log	As part of the SIT process, the	100% of the post-referral

	team has recorded 100% of the post-referral interventions that have been suggested by the team.	interventions that have been suggested by the team have been recorded.
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