

Tolland Public School
School Improvement Plan
2012-2013

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
1a) The Subject Performance Index (SPI) for Reading in 2012-2013 will increase by 3.0 when compared to the SPI for Reading in 2011-2012.	Administration will provide 9 th and 10 th grade English teachers with 8 th grade CMT data and end-of-year Practice CAPT data to identify students in need of improvement.	1a) SPI – Reading	1a) 81.0	1a) 84.0
1b) The Subject Performance Index (SPI) for Writing in 2012-2013 will increase by 1.6 when compared to the SPI for Writing in 2011-2012.	<p>Common Core Reading Standards for Literacy and Common Core Writing Standards for Literacy will be integrated into curriculum units for courses in Social Studies, Science, and the Technical Subjects, including Fine Arts, Business, Computers, Family & Consumer Science, Physical Education, and World Languages.</p> <p>As part of the professional learning community process, a team of English teachers will work on revising the 9th grade English curriculum as well as discuss data from common assessments to improve instruction. In addition, a team of English teachers will also work on revising 10th grade curriculum units and create common unit assessments for each of the units in 10th grade English curriculum.</p> <p>One English teacher will attend the Holistic scoring workshop for the CAPT Response to Literature subtest and one social studies teacher will attend the scoring workshop for the CAPT Interdisciplinary Writing subtest.</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 score at least two of the six questions.</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>Provide Tier II & Tier III academic interventions to identified students in Grade 9 & 10 English classes.</p> <p>Pilot school-wide analytic rubrics for 21st century learning expectations of reading and writing in the 2nd semester</p>	1b) SPI – Writing	1b) 88.4	1b) 90

<p>2) The Subject Performance Index (SPI) for Mathematics in 2012-2013 will increase by 3.0 when compared to the SPI for Mathematics in 2011-2012.</p>	<p>Under the supervision of the mathematics curriculum director, the mathematics department will complete the Algebra 1A curriculum with a focus on modeling and creating common unit assessments and performance tasks in each curriculum unit to align with the Common Core Standards.</p> <p>Provide Tier II & Tier III interventions to identified students in Grade 9 & 10 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>	<p>2) SPI – Mathematics</p>	<p>2) 84.8</p>	<p>2) 86.4</p>
<p>3) The Class of 2013 mean SAT Critical Reading Test score for reported seniors will improve by 4 points as compared to mean scores for the Class of 2012.</p>	<p>English 11th & 12th 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.</p>	<p>3) Mean SAT Critical Reading Test score</p>	<p>3) Mean score: 526</p>	<p>3) Mean score: 530</p>

Measure	Results	
	February	August
1a) SPI – Reading	1a) TBD	<p>1a.) The SPI has not been reported as of 8/14/13 but preliminary results show that CAPT Reading subtest scores improved from 56.3% At/Above Goal in 2011-2012 to 66.7% At/Above Goal in 2012-2013.</p> <p>1b.) The SPI has not been reported as of 8/14/13 but preliminary results show that CAPT Writing subtest scores improved from 74.1% At/Above Goal in 2011-2012 to 82.2% At/Above Goal in 2012-2013.</p> <p>2) The SPI has not been reported as of 8/14/13 but preliminary results show that CAPT Mathematics subtest scores improved from 65.0% At/Above Goal in 2011-2012 to 81.3% At/Above Goal in 2012-2013.</p> <p>3) SAT scores have not reported as of 8/14/13.</p>
1b) SPI – Writing	1b) TBD	
2) SPI – Mathematics	2) TBD	
3) Mean SAT Critical Reading Test score	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 total number of disciplinary referrals (classrooms, hallways, cafeteria, bus, etc.) related to disrespect/defiance/insubordination by 10% for the 2012-2013 school year when compared to the 2011-2012 school year.</p> <p>1b) Reduce the number of classroom disciplinary referrals related to disrespect/defiance/insubordination by 10% for the 2012-2013 school year when compared to the 2011-2012 school year.</p>	<p>Implement Positive Behavior Intervention & Supports (PBIS)</p> <ul style="list-style-type: none"> • Five teachers on the Positive Behavior Intervention and Supports (PBIS) school-wide team will attend three training sessions as part of the Year 3 PBIS training • Develop a school-wide matrix to be posted in all classrooms • Develop advisory lesson specific to reviewing core values, PBIS, and school-wide matrix • Continue to provide weekly incentives and drawings for students earning PRIDE passes • Analyze disciplinary data on Power School and SWIS system • Develop and implement Tier II and Tier III interventions for identified students who need additional interventions beyond Tier I interventions for attendance and/or disciplinary issues 	Power School Discipline Log & SWIS System	1a) 80 disciplinary referrals	1a) 72 disciplinary referrals
			1b) 62 classroom disciplinary referrals	1b) 56 classroom disciplinary referrals
<p>2a) Reduce the number of incidents of in-school suspensions assigned for chronic skipping of office detention by 10% in 2012-2013 when compared to 2011-2012.</p>	<p>Develop an activity restriction policy for students who have repeated in- or out-of school suspensions.</p> <p>Communicate activity restriction policy to students and parents through various means, including publication of fall newsletter, student/parent handbook, overview at fall open house, etc.</p>	Power School Discipline Log & SWIS System	2a) 21 incidents	2a) 19 incidents
			2b) 7 students	2b) 5 students

<p>2b) Reduce the number of students who are assigned multiple in-school suspensions for chronic skipping of office detention in 2012-2013 by 2 when compared to 2011-2012.</p>	<p>Implement consistent ISS procedures for academic work and student behavior, inclusive of a community service component.</p> <p>Investigate other interventions as a means to deter students from skipping office detention, e.g., Saturday detention, extended detention</p>			
<p>3a) Increase the percentage of favorable responses (strongly agree & agree) by 5% for the question, "Teachers at THS care about me."</p> <p>3b) Increase the percentage of favorable responses (strongly agree & agree) by 5% for the question, "At least one adult at school, besides my school counselor, cares about me."</p>	<p>Implement advisory program for all students:</p> <ul style="list-style-type: none"> • Assign each student to a grade-level advisory. • Train teachers to deliver the advisory curriculum. • Establish and implement a system to obtain and record advisory feedback for each advisory session. • As part of the professional learning community process, a team of teachers and counselors will meet regularly to discuss the progress of the advisory, develop lessons, adjust schedules, prepare materials, and analyze qualitative feedback data from advisors to adjust curriculum accordingly. <p>An end-of-year survey with questions related specifically to personal connections will be conducted and analyzed by June 30, 2013.</p>	<p>End-of-Year Survey</p>	<p>3a) 48% of students responded favorably</p> <p>3b) 75% of students responded favorably</p>	<p>3a) 53% of students responded favorably</p> <p>3b) 80% of students responded favorably</p>

Measure	Results	
	February	August
Power School Discipline Log & SWIS System		
1a) # of disciplinary referrals	1a) 70 incidents	1a) 198 incidents
1b) # of classroom disciplinary referrals	1b) 49 incidents	1b) 110 incidents
2a) # of incidents	2a) 18 incidents	2a) 25 incidents
2b) # of students	2b) 4 students	2b) 4 students
End of Year Survey	3a) TBD	3a) The End of Year survey was not administered due to the fact that the Bernhardt Survey was completed by students to obtain data for the new teacher evaluation plan.
	3b) TBD	3b) The End of Year survey was not administered due to the fact that the Bernhardt Survey was completed by students to obtain data for the new teacher evaluation plan.

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Improvement Goal		Implement RTI at Tolland High School.			
Measurable Objective	Strategies	Measures	Baseline	Goal	
1) Five members of the PBIS team will attend 95% of the PBIS training sessions.	Implement Positive Behavior Intervention & Supports (PBIS) to provide academic and behavioral interventions <ul style="list-style-type: none">Five teachers on the Positive Behavior Intervention and Supports (PBIS) school-wide team will attend three training sessions as part of the Year 3 PBIS trainingDevelop curriculum and lesson plans for pre-identified areas of concernCommunicate with school-wide PBIS team regarding Tier II and Tier III interventionsCommunicate with parents using school newsletter and open house regarding PBISAnalyze disciplinary data on Power School and SWIS system as well as PRIDE pass data	Attendance at PBIS training sessions	0%	95%	
2) 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, attendance, and/or behavioral difficulties at THS. Implement an attendance communication system using Power School, Alert Now, and mailings to identify students who have attendance concerns and work with those students and their families to provide additional supports if needed to improve students' attendance.	# of SIT Meetings	30 meetings	30 meetings	
3) SIT will document 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	

4) SIT will document 100% of the interventions that are suggested as part of the SIT process.	SIT will document the types of interventions (Tier I, Tier II, and/or Tier III) interventions that are suggested and implemented as part of the SIT process.	SIT Intervention Log	N/A	100% of post-referral interventions recorded
5) 75% of students assigned to the Literacy Support class during the 2012-2013 school year will pass their respective English and math classes each quarter with a 70% or better while enrolled in the Literacy Support class.	<p>Analyze 8th grade and 9th grade student data to identify approximately 35 to 40 students for the purpose of scheduling students to receive Tier II and Tier III academic interventions through the English and Math Literacy Support class.</p> <p>Communicate with identified student's parents and make necessary schedule changes as needed.</p> <p>Analyze 1st and 2nd quarter data in Power School for 10th grade students and 3rd and 4th quarter data for 9th grade students</p>	Power School	N/A	75%

Measure	Results	
	February	August
1) Attendance at PBIS Meetings	1) 100% of the PBIS five-member team has attended 100% of the training sessions offered to date.	1) 100% of the PBIS five-member team attended 100% of the training sessions offered.
2) # of SIT Meetings	2) To date, the SIT has met 16 times. (9/12/12; 9/19/12; 9/26/12; 10/3/12; 10/10/12; 10/17/12; 10/24/12; 11/7/12; 11/14/12; 11/21/12; 11/28/12; 12/12/12; 12/19/12; 1/2/13; 1/9/13; 1/23/13)	2) SIT met and additional 17 times during the remainder of the school year for a total of 33 times. (1/30/13; 2/16/13; 2/13/13; 2/20/13; 2/27/13; 3/6/13; 3/13/13; 3/20/13; 3/27/13; 4/10/13; 4/24/13; 5/1/13; 5/8/13; 5/15/13; 5/22/13; 5/29/13; 6/12/13)
3) SIT Intervention Log	3) As part of the SIT referral process, the team has recorded 100% of the pre-referral interventions that have been attempted by teachers.	3) As part of the SIT referral process, the team has recorded 100% of the pre-referral interventions that have been attempted by teachers.
4) SIT Intervention Log	4) As part of the SIT process, the team has recorded 100% of the post-referral interventions that have been suggested by the team.	4) As part of the SIT process, the team has recorded 100% of the post-referral interventions that have been suggested by the team.
5) Power School	5) In the 1 st semester of the 2012-2013 school year, 67% of students assigned to the Literacy Support class passed their respective English and math classes in the 1 st and 2 nd quarter while enrolled in the Literacy Support class. (English - 88% - 28/32 and math - 47% - 15/32)	5) In the 2 nd semester of the 2012-2013 school year, 75% of students assigned to the Literacy Support class passed their respective English and math classes during the 3 rd and 4 th quarter while enrolled in the Literacy Support class. (English - 90% - 27/30 and math - 60% - 18/30). For the entire school year, 71% passed their respective English and math class.