

TOLLAND BOARD OF EDUCATION
Hicks Municipal Center
Council Chambers
Tolland, CT 06084

REGULAR MEETING

7:30 – 10:00 P.M.

AGENDA
February 16, 2011

- A. CALL TO ORDER, PLEDGE OF ALLEGIANCE
- B. STUDENT REPRESENTATIVE REPORT
- C. APPROVAL OF MINUTES
February 9, 2011 – Regular Meeting
- D. SUPERINTENDENT’S REPORT
 - D.1. Gifted and Talented Presentation
 - D.2. Tolland High School Accreditation
 - D.3. District Improvement Goals – Mid Year Status Report
 - D.4. Superintendent of Schools Budget Request – Fiscal Year 2011-2012
(no enclosure)
- E. PUBLIC PARTICIPATION
- F. POINTS OF INFORMATION
- G. COMMITTEE REPORTS
- H. BOARD ACTION
 - H.1. Board Policies (no enclosure)
 - Policy 4110, Employee Use of the District’s Computer System
 - Policy 1040, Pesticide Application on School Property
 - Policy 4090, Report of Suspected Abuse or Neglect of Children
 - H.2. Superintendent of Schools Budget Request - Fiscal Year 2011-2012
(no enclosure)
 - H.3. 2010/2011 School Calendar – Proposed Revisions to Shorten the School Year
- I. INFORMATIONAL ITEMS
 - School Calendars for March
- J. OLD BUSINESS
- K. COMMUNICATIONS
- L. CHAIRPERSON’S REPORT
- M. FUTURE AGENDA ITEMS
- N. EXECUTIVE SESSION – Personnel Matters
- O. ADJOURNMENT

**TOLLAND BOARD OF EDUCATION
Tolland, CT**

MINUTES – February 9, 2011

Members Present: Mr. Robert Pagoni, Chairperson, Dr. Gayle Block, Vice Chairperson; Mr. Andy Powell, Secretary; Mr. Steve Clark; Mr. Thomas Frattaroli; Mrs. Diane Clokey; Ms. Karen Bresciano; Ms. Christine Riley Howard; and Mrs. Judy Grabowicz.

Administrators Present: Mr. William Guzman, Superintendent of Schools; Dr. Kathryn Eidson, Director of Curriculum and Instruction; Ms. Dominique Fox, Principal, Tolland High School; and Ms. Jane Regina, Business Manager.

The meeting was called to order at 7:37 p.m.

MOTION

Mr. Clark motioned and Mr. Powell seconded to amend the agenda and add a discussion of the incident concerning the Boys Basketball Team at E.O. Smith High school between Public Participation and Points of Information. Mr. Frattaroli, Mr. Clark, Dr. Block, Mr. Pagoni, Mr. Powell, Ms. Riley Howard in favor. Mrs. Clokey against. Mrs. Bresciano and Mrs. Grabowicz. Motion carried.

STUDENT REPRESENTATIVE REPORT

Beverly Naigles reported that the second semester has finally started and that the Open House was being held on February 10, 2011. The Seniors are doing senior valentines and the Student Council is working on Kindness Week. Beverly indicated that her report was short because of the number of snow days. Mr. Pagoni asked how the students felt about the snow days. She felt that most students were very happy to be back at school.

APPROVAL OF MINUTES

Mr. Clark motioned and Ms. Riley Howard seconded to approve the minutes of the regular meeting of January 26, 2011. Mrs. Clokey, Mr. Frattaroli, Mr. Clark, Dr. Block, Mr. Pagoni, Mr. Powell, Ms. Riley Howard and Mrs. Bresciano in favor. Mrs. Grabowicz abstained. Motion carried.

Mr. Powell motioned and Mrs. Grabowicz seconded to approve the minutes of the special meeting of February 3, 2011. All in favor. Motion carried.

SUPERINTENDENT'S REPORT

The Superintendent reported to the members of the Board on the snow removal project and the major effort that was made this past weekend to remove snow from the four Tolland Schools. Such an undertaking requires the coordinated work of many people and agencies.

Although half of the winter months remain and beyond that the latter part of March and April before we will see warmer, kinder weather, he wished to recognize the following

persons and agencies that contributed to this undertaking. The work involved between Friday of last week and Monday of this week was arduous and labor intensive.

- The Governor's office
- The State Office of Homeland Security
- State Representative Hurlburt
- 100 members of the Air National Guard
- Town Manager Werbner and his office
- Chief Littell and his department
- Town Operations Supervisor Langlois and his department
- The First Student Bus Company for transporting Guardsmen and volunteers on Friday
- The School District Food Service Department for providing meals on Friday and again on Sunday
- The School District Maintenance Department
- The School District Custodial staff
- The 90 residents and School District volunteers who spent a great part of Sunday removing snow from roofs of the schools.

As a result of this coordinated work, engineers surveyed each school on Sunday, February 6, 2011 in the afternoon and determined that the snow depth had been reduced to acceptable levels and that all buildings are safe to occupy.

The Superintendent presented the estimated cost of the snow removal at \$132,614.

D.1. Language Arts Curriculum Report

The Superintendent introduced Laurie Coulom, Language Arts Coordinator, who presented a report to the Board of Education regarding the Language Arts curriculum. The presentation focused on the following areas:

1. What evidence of student learning is used by teachers to make instructional decisions, and how is this data being used to increase student achievement?
2. What curricular initiatives have recently been implemented?
3. What is the vision for the continued improvement of the K-12 Language Arts curriculum in Tolland?

Ms. Coulom explained that reading, writing, speaking, listening, viewing and presenting were all skills that were part of the language arts curriculum. As explained previously in the other curriculum presentations, the language arts curriculum is a spiral. The spiral emphasizes an increasingly sophisticated and challenging subject matter through the grades requiring the students to think more deeply.

Ms. Coulom reviewed some of the new initiatives that were being developed in the grade levels in the four schools. She reviewed changes that had occurred because of changes to State and National standards.

She also explained some of the needs which included new books, the use of technology to augment the curriculum and ongoing professional development. She also explained the efforts to enriched students by adjusting their instruction through the use of small groups.

D.2. Suicide Risk Intervention Procedures

Ms. Corinne Lorenzet, Director of Guidance explained that the Tolland Public Schools utilizes several preventative measures regarding safety of self and others that are in the curriculum at both the middle and high school. Although suicide prevention is not a formal topic in the counseling curriculum at either the middle or high school levels, there are adult resources that a student can utilize with concerns about self or others.

At the middle school level, these resources are highlighted in the first classroom guidance lesson early in the year in grades 6, 7 and 8. At the high school, counselors meet with small groups of their 9th grade students during the first full week of school. Identifying resources at the high school, and the importance of safety of self and others is part of the lesson. At both schools, the counselors stress the personal/social aspect of school counseling, as well as the more obvious academic and career domains, and that counselors are available to discuss these types of concerns.

The adult resources discussed in addition to the counselor are teachers, nurse, school psychologist and administrators. The addition of a school social worker gives students another resource. The importance of seeking adult support and intervention whenever students have concern for themselves or others is stressed.

The health curriculum at each grade in the district addresses mental health at the age-appropriate level and topics. Similar to the counseling curriculum, the health curriculum focuses on identifying resources and adds discussion of the signs/symptoms that can indicate that a student is struggling emotionally. At the high school level, the 9th grade health curriculum has a unit on mental health and stress. Included in the unit is a section on depression. The teachers go over the signs and symptoms of suicidal ideation and other self-injurious behavior (cutting, violence, etc.). They also discuss the steps students should take if they are concerned about a peer, and identify adult resources.

Mrs. Clokey asked about the effect of the loss of ROPE, SFA, and TEAM. Ms. Lorenzet explained that the guidance and health programs had tried to incorporate aspects of these programs into other areas of the curriculum.

D.3. Health Insurance Presentation

Mr. Guzman introduced Mr. Steve May, Senior Health Benefits Consultant, with Milliman Insurance who discussed the reason for the projected premium increase for the 2011/2012 fiscal year.

Mr. May explained that the claims experience for the Town and Board of Education had seen more large claims and an overuse of the emergency room. Prescription drug cost

also represented 27% of the health premium increase. He suggested going to a managed plan

and informing the membership about controlling cost. A discussion followed about the savings and benefits of a Health Savings Account that was also being proposed to the membership. He briefly mentioned the possible savings available by joining a consortium of other Towns and school districts.

Finally, he explained the negative effects of going out to bid every year and the resulting margin that insurers added to the premium.

D.4. Board Policies

- **Policy and Administrative Regulation 4110, Employee Use of the District's Computer System**
- **Policy and Administrative Regulation 1040, Pesticide Application on School Property**
- **Policy 4090, Report of Suspected Abuse or Neglect of Children**
- **Administrative Regulation 5130, Suicide Prevention and Intervention**

These Policy and Regulations were reviewed by the Policy Committee on January 13, 2011.

All Policies and Regulations are revised. The language to be deleted is in brackets and new language is in caps and is bolded.

There was a brief discussion of First Amendment rights with respect to computer use and it was explained that this policy only affected employees when using the District equipment. This will be an action item at the February 16, 2011 meeting of the Board.

D.5. Superintendent of Schools Budget Request Fiscal Year 2011-2012 Budget

The Superintendent distributed responses to questions on the budget from Board members. Members of the Board will review the answers and return with any additional questions.

PUBLIC PARTICIPATION

None

SPECIAL DISCUSSION

Mr. Pagoni stated that during the discussion of the incident with E.O. Smith, no names should be mentioned. If that happens, the Board would have to go into executive session.

Mr. Clark explained that he was concerned that after having received the letter concerning the incident and the response to the parent and the one game that was forfeited, it was back to business as usual.

Ms. Fox, Principal, Tolland High School, explained that after much investigation and interviews with the student, there appeared that perhaps some of the information may not have been accurate. With that in mind and after the one game that was forfeited, it was decided to proceed with the basketball season. Mr. Pagoni thanked Ms. Fox for her explanation and hard work.

POINTS OF INFORMATION

Mrs. Clokey felt that having a staff member come to a meeting of the Board without being on the agenda was not a good idea. Dr. Block stated that she felt it was a time sensitive situation and needing to be dealt with as soon as possible.

Mr. Powell asked about how much room we have with the snow of the roof. The Superintendent stated that all four schools have varying levels of snow remaining but that the structural engineer determined that the depth had been reduced to acceptable levels and that all schools are safe to occupy. He added that the predicted warmer weather will help the levels further.

MOTION

Mr. Powell motioned and Mr. Clark seconded to extend the meeting past 10:00 p.m. All in favor. Motion carried.

COMMITTEE REPORTS

- **Finance Committee**

Mrs. Grabowicz would like to plan to have a Finance and Facilities meeting on March 2, 2011.

- **Policy Committee**

Mrs. Clokey reported that the Policy Committee met today and discussed initiating a Strategic Planning process for the district with a potential focus on long-term goal-setting. Topics could include facilities, school culture and student achievement among others. The Superintendent will explore options for consultants who can facilitate this process and report back to the committee. We will then bring a recommendation forward to the Board for discussion.

The Committee also discussed possible further measures for addressing the numerous missed school days for this academic year. The Superintendent is consulting with the TEA about dropping from 183 instructional days to 180. A recommendation about this possibility should be presented at the March 9, 2011 Board meeting.

The Committee also looked at two possible plans for the 2011-2012 school year. The Superintendent is also consulting the TEA about these plans and we will bring a recommendation regarding that as soon as he has gotten feedback from that group.

The Committee also received a draft of a policy regarding opportunities for high school students to complete coursework online. That policy will be on the Board agenda for a first reading on March 9, 2011.

The next meeting is Friday, February 25th at 1:30 at the Board office.

- **Town Council Liaison**

Mr. Clark reported that the Council had set February 22, 2011 for a hearing date on the use of the \$12, 605 that was returned to the Town Council to reduce the interest expense on the high school building project. A public hearing was also set for the Medicare reimbursement.

BOARD ACTION

H.1. Birch Grove Primary School – Project No. 142-0064EA

Mr. Powell motioned and Mr. Clark seconded to approve the Final Grant Application for a School Building Project (ED049F). Final costs and financing for the extension alteration project at Birch Grove Primary School are as shown. This project was funded at 52.50 % of eligible costs and that the Board approves as complete and accepts the school building project herein identified for public school purposes and certifies that:

- a. The project has been accepted by the architect and construction management firms,
- b. All change orders of this project have been approved by the State Department of Education,
- c. The grant received for this project does not represent a duplication of funding and that funds received do not exceed 100% of the total cost of the project;
- d. All bills for the project have been paid or funds to pay such bills are deposited in a separate escrow account,
- e. The total sum noted in this application was expended for the school building project herein described, and
- f. Application is hereby made under provisions of Chapter 173 of the Connecticut General Statutes as amended for payment of the school building project grant due based on the completion of the project described herein.

All in favor. Motion carried.

INFORMATIONAL ITEMS

It was stated that some members of the Town Council would not be present at the Joint Meeting. It was felt that whether or not members agreed with the budget request, they should at least listen to the background information.

OLD BUSINESS

None

COMMUNICATIONS

The minutes from the Town Council Meeting of January 25, 2011 were enclosed.

CHAIRPERSON'S REPORT

Mr. Pagoni reported that Mr. Powell and Mrs. Bresciano would be working with the Superintendent when there were personnel issues.

He thanked the members of the Board for coming to the meeting and leaving their politics at the door.

FUTURE AGENDA ITEMS

1. Board Policies
2. Budget Adoption
3. School Calendar 2010/2011 Reduction in Days
4. Gifted and Talented
5. School Improvement Plan – Mid Year Results

EXECUTIVE SESSION – Personnel Matters

None

ADJOURNMENT

Dr. Block motioned and Mrs. Grabowicz seconded to adjourn the meeting at 10:20 p.m. All in favor. Motion carried.

Respectfully submitted,

Cheryl J. Abbott
Board Clerk

D.1.

TO: Members of the Board of Education

**FROM: William D. Guzman
Dr. Kathryn Eidson**

DATE: February 16, 2011

SUBJECT: Gifted and Talented Report

A report to the Board of Education regarding gifted students will consist of a presentation focusing on three areas. These are:

1. The process of identification of gifted students in Tolland.
2. Current practices that address the needs of the gifted students in Tolland.
3. Possible additional ways to address gifted student's educational needs with and without additional resources.

WDG/KE:ca

D.2.

TO: Members of the Board of Education

FROM: William D. Guzman

DATE: February 16, 2011

SUBJECT: Tolland High School Accreditation

Attachment 1 is the Pre-Self Study Report (January 31, 2011) requested by the New England Association of Schools and Colleges (NEASC) in its September 9, 2010 (Attachment 2) letter.

Ms. Fox, Principal of Tolland High School, will be at the meeting to address any questions by Board members.

WDG:ca



TOLLAND HIGH SCHOOL

One Eagle Hill
Tolland, Connecticut 06084
860-870-6818
FAX 860-870-6826

Dominique M. Fox
Principal
Linda P. Yankowski, Ed.D
Assistant Principal
Margot P. Martello
Assistant Principal

January 31, 2011
George H. Edwards, Associate Director
New England Association of Schools & Colleges, Inc.
Commission on Public Secondary Schools
209 Burlington Road
Suite 201
Bedford, MA 01730-1433

Dear Mr. Edwards:

Enclosed you will find the Pre-Self-Study Report that was requested by the Commission in a letter dated September 9, 2010. As the new Principal of Tolland High School, I feel strongly that we are appropriately prepared for our upcoming self-study. As requested, a number of school personnel and I have met to respond to each of your recommendations, specifically to describe where we are in our process of reviewing and revising our school's core values, beliefs about learning, and 21st century learning expectations in order to meet the new Standards on Core Values, Beliefs, and Learning Expectations; to identify specific indicators in the Standards in which we need to take action in preparation for our decennial evaluation in 2014; and to provide the Commission with an update on the status of the recommendations that were not yet completed from the 2004 decennial report. In addition, we are providing additional information with respect to Tolland High School's advisory program.

I look forward to hearing from you and the Commission as we work together to attain the highest educational standards for our students.

Sincerely,

Dominique M. Fox
Principal

Corinne Lorezent
Co-Chair

Mary-Beth Blauvelt
Co-Chair

cc: William Guzman, Superintendent, Tolland Public Schools
Robert Pagoni, Chairperson, Tolland Board of Education
Janet Allison, Director, Commission on Public Secondary Schools

NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES
PRE-SELF-STUDY REPORT
JANUARY 31, 2011

In the letter dated September 9, 2010 to Tolland High School from the Commission on Public Secondary Schools, the Commission requested that we respond to each of the following recommendations:

- 1) describe the process that has been used to review and, if appropriate, revise the school's core values, beliefs about learning, and 21st century learning expectations to ensure that we meet the new Standard on Core Values, Beliefs, and Learning Expectations
- 2) submit an updated document
- 3) based on a review of the Commission's new Standards, available at <http://cpss.neasc.com.org> by clicking on "Getting Started," identify specific indicators in the Standards on which the school needs to take action in preparation for the 2014 decennial evaluation
- 4) provide an update on the status of the recommendations from the 2004 decennial report not yet completed,

In addition, the Commission requested additional information regarding the school's Eagle Group advising program including a copy of the formal curriculum used in the program.

Detailed responses to the Commission's request can be found on the following pages as well as a request for additional information regarding the status of our school's advisory program.

ITEM #1: describe the process that has been used to review and, if appropriate, revise the school's core values, beliefs about learning, and 21st century learning expectations to ensure that they meet the new Standard on Core Values, Beliefs, and Learning Expectations

First, let me inform you that the administration at Tolland High has changed in the past year. Our former Principal, Joseph Bacewicz, Jr. retired at the end of the 2009-2010 school year and I was hired in July 2011 to replace my predecessor. A ten-month Assistant Principal, Mrs. Margot Martello, was also hired in January 2010 to serve as an addition to the leadership team at Tolland High School. Although this represents an increase in terms of administrative personnel, it also represents a significant change in terms of building leadership and vision. In my twenty years of education, I have consistently heard that a new principal should make minimal changes in their first year. Knowing that our next decennial evaluation in 2014 is just around the corner has caused us to think and act differently. As the new Principal of Tolland High School, one of the first questions I asked when I arrived was, "What is the school's mission and expectations?" Having utilized the New England Association of Schools and Colleges' (NEASC) 2005 Standards for Accreditation as a participant in another high school's accreditation process, I was familiar with my starting point. However, at this time, it only makes sense to utilize the newly adopted 2011 Standards for Accreditation as our school moves forward with any changes in preparation for our 2014 decennial evaluation.

To date, a plan has not been implemented to revise our school's core values, beliefs about learning, and 21st century learning expectations to ensure that we meet the new Standard on Core Values, Beliefs, and Learning Expectations. To establish a genuine commitment to a core set of values and beliefs, each staff member needs to be invested in the process. To begin the process of reviewing, revising, and modifying our core values, beliefs, and learning expectations to align with the new standards, I read the document, *Guidebook: Developing Core Values, Beliefs, and Learning Expectations*, put forth by the Commission on Public Secondary Schools. Although I recognized that input from all the stakeholders in the school community, including faculty, parents, and students, is imperative, I began the year by asking staff members at our initial Professional Learning Community (PLC) meeting, to answer a series of questions about their core values and beliefs about learning. Over 95% of the staff returned their responses within one week of the meeting. The results were analyzed to look for patterns of common values and beliefs across the staff.

Within the last month, I met with our district-wide Social Studies Curriculum Coordinator, Ms. Jenn Olsen, to discuss involving other stakeholders, particularly students and parents, in the process. She has been an invaluable resource as she has recently completed her research and dissertation on 21st century learning expectations. Our main focus was to determine how best to engage the various stakeholders within our school community in a dynamic, collaborative and inclusive process. We have decided to form a committee which is inclusive of representatives from the various constituency groups, specifically parents, students, faculty members,

community members, and administration. We also discussed a plan for presenting information to the committee about core values, beliefs about learning, and 21st century learning expectations. We plan to utilize a process suggested by NEASC with some variation to fit our needs. We discussed whether we would provide the committee with a number of frameworks for 21st learning skills, provide them with a synthesis of frameworks based on research, or utilize the Partnership's 21st Century Skills framework. The group will be holding an initial meeting in either mid-February or early March. It is our hope that ultimately, we will have a set of shared core values and beliefs about learning in place for the start of the next school year.

Once we have established a new set of shared core values and beliefs about learning, we will start the next school year off by working towards the creation of a set of challenging and measurable 21st century learning expectations which address academic, social, and civic competencies.

ITEM #2: *submit an updated document*

Please note that an updated document will be submitted once the committee of school community stakeholders formally adopts a new set of Core Values, Beliefs, and Learning Expectations. Until then, we are operating under the following mission statement and expectations for student learning that Tolland High School had already developed and adopted:

MISSION STATEMENT

Tolland High School, a partnership of students, parents, staff, and community, is committed to providing a safe and accepting environment where students are actively involved in the learning process. Through a variety of teaching and learning strategies and a broad, evolving range of studies and activities, each student is challenged to grow, both personally and academically, ready to engage in a rapidly changing world.

EXPECTATIONS FOR STUDENT LEARNING & GRADUATION PERFORMANCE STANDARDS

ACADEMIC

- *The Tolland High student demonstrates the ability to read, comprehend, write and speak proficiently when accessing, processing and communicating knowledge.*
- *The Tolland High student is literate in mathematics. He/She can utilize differing sources of information and apply multiple strategies in solving a variety of types of mathematical problems.*

- *The Tolland High student is a problem solver. He/She can utilize differing sources of information and apply multiple strategies in solving a variety of science problems.*
- *The Tolland High student shows the ability to integrate and use technology to receive, access, organize, process, and transmit information.*
- *The Tolland High student shows an understanding of the basic tenets of good health.*
- *The Tolland High student demonstrates an understanding and application of the Arts.*

SOCIAL

- *The Tolland High student demonstrates social responsibility and respect for others in a diverse world.*
- *The Tolland High student demonstrates skills necessary to identify and pursue post-high school goals.*

CIVIC

- *The Tolland High student demonstrates an understanding of rights, duties, and responsibilities in a democracy, practices ethical decision making and understands the impact of individual actions on a larger society.*

ITEM #3: *based on the a review of the Commission’s new Standards, available at <http://cpss.neasc.com.org> by clicking on “Getting Started,” the administration, along with many faculty members which included the follow-up committee members, identified specific indicators in the 2011 Standards for Accreditation in which the school needs to take action in preparation for the 2014 decennial evaluation*

The administration, along with faculty members, identified the following indicators within the various Standards as those which the school has either begun to take action on or needs to take action on in preparation for the 2014 decennial evaluation.

Standard 1: Core Values, Beliefs, and Learning Expectations:

Indicator 2: The school has challenging and measurable 21st century learning expectations for all students which address academic, social and civic competencies, and are defined by school-wide analytic rubrics that identify targeted high levels of achievement.

Standard 4: Assessment of and for Student Learning

Indicator 3: Professional staff collects, disaggregates, and analyzes data to identify and respond to inequities in student achievement.

Standard 5: School Culture and Leadership

Indicator 3: There is a formal, ongoing program through which each student has an adult in the school, in addition to the school counselor, who knows the student well and assists the student in achieving the school’s 21st century learning expectations.

ITEM #4: *provide an update on the status of the recommendations from the 2004 decennial report not yet completed*

Curriculum #2:

Use the results of a mission and expectations review process to guide the development of curriculum and future programs.

Classification: In progress

Update: Since our school is in the process of developing a set of shared core values, beliefs about learning, and learning expectations, we must utilize our present mission statement and learning expectations to guide us in developing curriculum during this school year and choosing future programs for students and staff.

School Resources for Learning #8

Develop an orientation program and provide time for the library/media specialist to teach research skills and effective use of on-line and network resources.

Classification: In progress

Update: As part of our Professional Learning Communities, our library/media specialist has joined the Physical Education (PE)/Health teachers in their PLC this fall. Together, they are developing a project for 9th Grade PE classes. As part of the health component of PE, all 9th graders are required to complete an online research-based health project which requires a PowerPoint presentation. As part of the project, the library/media specialist will teach all 9th graders research skills and effective use of on-line and network resources.

In addition, the English department is in the process of revising its 9th and 10th grade curriculum this year to adapt to the new National Standards. As part of the curriculum writing process, a unit designed to teach the research process is being developed. Since the entire curriculum will not be completed until the end of the year, the curriculum will begin to be implemented in the 2010-2011 school year. As part of the unit, students will be going to the library, which will provide another opportunity for each of our students to be taught research skills and effective use of on-line and network resources. Teachers within the English department will be utilizing the library/media specialist as a resource for this unit in both grades.

ADDITIONAL INFORMATION REQUESTED: *the Commission requested additional information regarding the school's Eagle Group advising program including a copy of the formal curriculum used in the program*

Since the "Eagle Group" advisory model was not as productive at Tolland High School as we would have liked it to be, it was suspended for the 2010-2011 school year. The school counseling professional learning community (PLC) team identified a problem of practice at THS as ineffective advisories. One might disagree when you look at data from the Class of 2010 senior exit survey. Eighty-two percent of the senior class felt as though they had at least one adult at THS who cared about them. However, we had a number of questions with respect to the

results. Was that one person a student's counselor or a teacher? Was there more than one adult? What about the other eighteen percent who had not made a connection with at least one adult? Our goal is to increase the percentages so that all students have at least one adult at THS, in addition to their school counselor, who knows them well and assists them in achieving their learning expectations.

The counseling PLC team smart goal for the 2010-2011 school year is to investigate alternative advisory group models that incorporate strategies to personalize the student's educational experience. They developed several strategies that they have either completed or will complete to help them accomplish their goal. For instance, they have surveyed the entire faculty to determine what was effective and what was ineffective about the "Eagle Groups". They have analyzed the results of the survey and have a better sense of what our school needs are for an advisory program. In addition, PLC members attended a full-day professional development workshop sponsored by the Connecticut Association of Schools (CAS) on school advisory programs. As a result of attending the conference, they heard about a number of model curriculums for advisory and they were able to ascertain specific model advisory sites to visit. On February 9, 2011, PLC members are visiting two to three high schools in Connecticut to observe advisory programs in action. They will prioritize the advisory programs they see in terms of "best fit" for Tolland High School. At the April 2011 faculty meeting, PLC members will make a formal presentation to the THS faculty regarding their recommendations for a formal advisory program. A curriculum will be adopted over the summer and full implementation of a new advisory model will be in place for the fall of 2011.



Founded in 1885

ATTACHMENT 2

NEW ENGLAND ASSOCIATION OF SCHOOLS & COLLEGES, INC.
COMMISSION ON PUBLIC SECONDARY SCHOOLS

Director
JANET D. ALLISON
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Demanding Excellence, Honoring Difference

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September 9, 2010

Dominique Fox
Principal
Tolland High School
1 Eagle Hill
Tolland, CT 06084

Dear Ms. Fox:

The Commission on Public Secondary Schools, at its June 27, 2010 meeting, voted to accept the Special Progress Report of Tolland High School and continued the school's accreditation.

While the report described many positive aspects of the school, the Commission was pleased to learn of the following:

- the annual review planned for the school's core values, beliefs, and learning expectations
- the development of school improvement goals for the 2010-2011 school year
- the development of a plan to implement a Scientific-Based Research Intervention Plan for the 2010-2011 school year

The Commission has asked that school officials submit a Pre-Self-Study Report, due February 1, 2011, to document that Tolland High School is appropriately prepared for its upcoming self-study. The report should include detailed responses to each of the following recommendations:

- describe the process that has been used to review and, if appropriate, revise the school's core values, beliefs about learning, and 21st century learning expectations to ensure that they meet the new Standard on Core Values, Beliefs, and Learning Expectations
- submit the updated document
- based on a review of the Commission's new Standards, available at <http://cpss.neasc.org> by clicking on "Getting Started," identify specific indicators in the Standards on which the school needs to take action in preparation for the 2014 decennial evaluation

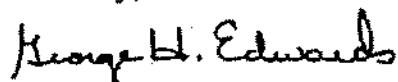
Dominique Fox
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- provide an update on the status of the recommendations from the 2004 decennial report not yet completed

The Commission expressed concern regarding the number of recommendations that have not yet been completed from the 2004 decennial evaluation report. The school must take immediate steps to complete these recommendations. The Commission also requested additional information regarding the school's Eagles Group advising program including a copy of the formal curriculum used in the program. Commission staff is available to assist the school in responding to these requests as well as consult with the school regarding the revision to the Standards made in 2005.

The school's accreditation status will be reviewed when the Commission considers the Pre-Self-Study Report. Consistent with the Commission's follow-up procedures, the Pre-Self-Study Report should include an electronic signature of the principal and chair of the Follow-Up Committee and be sent electronically to the Commission office at the following address: cpssreports@neasc.org. The Commission requests that it be kept apprised of any substantive changes in the school before that date. For your convenience, we have enclosed a copy of the Substantive Change Policy. As well, please notify the Commission office immediately of any changes in the names of the principal and/or superintendent along with their corresponding e-mail addresses by submitting this information electronically to cpss-air@neasc.org

Sincerely,



George H. Edwards

GHE/sb

Enclosure

cc: William D. Guzman, Superintendent, Tolland Public Schools
Robert Pagoni, Chairperson, Tolland Board of Education
Victor D. Mercurio, Chair, Commission on Public Secondary Schools

TO: Members of the Board of Education

FROM: William D. Guzman

DATE: February 16, 2011

SUBJECT: District Improvement Goals – Mid-Year Status Reports

Attached are the District Improvement Goals mid-year status reports. The District Goals are comprised of individual school improvement plans. The plans for each school are:

The Goals are:

1. Birch Grove –
 - To improve student achievement in each of the curriculum areas
 - To continue to develop a school that is responsive to student, staff and family needs
 - To implement Scientific Research – Based Interventions (SRBI) in reading, math and student behavior
2. Tolland Intermediate School –
 - To improve reading and writing proficiency for all students in all grades by a minimum of 5% annually as measured by the CMT
 - Through the implementation of the PBIS program, Tolland Intermediate School staff will decrease the total number of negative student behaviors, office referrals, by increasing the number of positive interactions and positive reinforcements. Baseline data will be collected during year one of PBIS implementation
 - To develop a system of Response to Intervention (Action Plan)
3. Tolland Middle School –
 - To improve student achievement and literacy
 - To improve the school climate in the areas of respect and tolerance among all members of the TMS community
 - To statistically evaluate the success of Rtl programs at TMS in an effort to continually improve student performance and culture and further evolve Rtl/SRBI programs at the school.
4. Tolland High School -
 - To improve student literacy (reading, writing, and mathematical) skills at Tolland High School

- To improve school climate among all members of the Tolland High School community.
- Implement Rtl at Tolland High School

Measurable objectives, strategies to be utilized and measures to assess results are listed. The final status of the SMART (Strategic, Measurable, Attainable, Results-based and Time-bound) Goals will be presented to the Board of Education in August, 2011.

WDG:ca
attachments

Tolland Public School School Improvement Plan 2010-2011

School Improvement Plan		2010-2011		
Program		Birch Grove Primary School		
School Goal		To Improve Student Achievement in Each of the Curriculum Areas		
Measurable Objective	Strategies	Measures	Baseline	Goal
<ul style="list-style-type: none"> • 80% of the students in grade K-2 will meet goal on literacy benchmarks and the end of the year DRA. • 80% of students in grade K-2 will meet goal on the math benchmarks. • 80% of students will meet the goal of proficient or better on all other curriculum benchmarks. • 70% of students with special needs spend 80% of their time in the regular classroom. 	<p>In order to foster teacher analysis and reflection on student work , the following will occur;</p> <ul style="list-style-type: none"> • Facilitate book study group using The <i>Daily Five</i> by Gail Boushey and Joan Mosher. • Continue to evaluate and improve tier 1 instruction in all major subject areas. • Ensure small PLC teams meet and use benchmark data for the focus for of the PLC discussions. • Encourage specific skill focused PLC goals for specialists. • Continue alignment of Language Arts Standards, report card, and teaching practice assessment. • Set up monthly meetings with the LA Consultant. <p>In order to foster improvement in student work, the following will occur;</p> <p>Language Arts –</p> <ul style="list-style-type: none"> • Plan rolling workshops by Language Art Consultant to review writing, reading components and Balance Literacy (Daily Five). • Ensure consistency in scoring writing prompts and open – ended responses to comprehension questions using anchor sets for writing. • Monitor teachers’ use of time to insure all the components of a balanced literacy program are being implemented • Provide professional development in understanding the language of scientifically researched based interventions. • Develop a system for monitoring and recording student 	<p>Kindergarten Math – Benchmark</p> <p>Language Arts LID – Letter ID CAP – Concepts About Print HRSW - Dictation LS – Letter Sounds DRA – Developmental Reading Assessment</p> <p>Grade 1-2 Benchmarks DRA Writing Prompts</p> <p>Mathematics K-2 Benchmarks</p> <p>All other Curriculum Areas Benchmarks</p> <p>Special Ed Inclusion Data</p>	<p>Kindergarten Math – June 2010 Sorting/Classify – 98 % goal or better Patterning - 97% goal or better Identifying shapes -94% goal or better Measurement -97% goal or better Estimate - 94% goal or better Recognize coins- 70% goal or better Read calendar - 84% goal or better Time to the HR - 97% goal or better Compare and order numbers - 93% goal or better Place Value - 89 % goal or better Data Organize and collect - 93 goal or better</p> <p>Kindergarten</p>	<p>Kindergarten Math – 80% above goal</p> <p>Language Arts LID – 42/52 CAP – 15/17 HRSW -30/37 LS –42/52 DRA – 3</p> <p>Grade 1 Benchmarks - 80% above goal DRA – 18 Writing Prompt – 8</p> <p>Grade 2 Benchmarks - 80% above goal DRA – 28nf Writing Prompt – 8</p> <p>Mathematics K-2 80% above goal</p> <p>All other Curriculum Areas 3/4 on a 4 pt. rubric or 80% above goal</p>

	<p>progress.</p> <ul style="list-style-type: none"> • Begin discussion of literacy portfolio. <p>Math</p> <ul style="list-style-type: none"> • Develop a Standard Treatment Protocol for Math Intervention for all tiers. • Work with the Math Coordinator and Math support teacher to establish criteria for determining which students are in need of Math Support and share with staff. • Plan a rolling workshop to review guided math instruction. • Look at intervention programs for tier 2 math instruction. • Coordinator to meet with Gr. 2 team to discuss 3rd grade CMT results before team writes Math SMART goal. <p>Science</p> <ul style="list-style-type: none"> • The science coordinator will work with teachers to develop and model more inquiry based lab experiences for students. • Integrate more science vocabulary and methods to reinforce the terms. • Set up a science classroom to model and conduct labs. <p>Social Studies</p> <ul style="list-style-type: none"> • Align new social studies standards to social studies curricula in grades K, 1, and 2. • Infuse content area literacy skills and strategies into social studies by focusing on content area reading strategies and vocabulary development. • Develop new lessons /units as needed to align with new state standards <p>In order to foster improvement in student work with children with special needs, the following will occur;</p> <ul style="list-style-type: none"> • 70% of the special needs students will spend 80% of their time in the regular classroom • Utilize the RTI process to the fullest extent before initiating a special education referral. • Clarify through discussions with the LA coordinator the criteria and methods for benchmark modifications in Grade 1 and 2. • Continue to develop a Standard Treatment Protocol for reading/Math intervention for Sped students in Grades K-2. 		<p>Language Arts – End of Year DRA level 3 – 91 % goal or better Rhyming – 98% goal or better Cap LID - 98% goal or better Low LID – 97% goal or better Letter Sounds- 97% goal or better CAP – 100% goal or better HRSW – 91% goal or better Blending - 81%-goal or better Segmenting - 90% goal or better High Frequency words- 83% goal or better</p> <p>Grade 1 LA – End of Year Theme 4/5- 84% goal or better Theme 6/7- 78% goal or better Theme 8/9/10- 79 % goal or better Writing prompt- 39% scored 10 or better Writing prompt – 87% scored 8 or better DRA level 18 or higher –</p>	
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		<p>69% goal or better</p> <p><u>Grade 1 Math</u> BOY – 84% Unit 1 – 83% Unit 2 – 86% Unit 3 – 83% Unit 4 – 86% MOY –79% Unit 5 –87% Unit 6–81% Unit 7–81% Unit 8- 81% Unit 9- 81% Unit 10- 84% EOY – 85 %</p> <p><u>Grade 1 Science</u> Living/Nonliving Things - 86% Animal characteristics - 91% Matter, force, and motion- 86% Plants- 88%</p> <p><u>Grade 1 Social Studies</u> Neighborhoods - 85% Map skills- 82% Mexico- 86%</p> <p><u>Library</u> Pts of stories - 85% goal or better</p> <p><u>Grade 1 and 2- Fitness</u> Push-Ups- 100%</p> <p><u>Grade 1 and 2 - Nutrition</u> Food Groups -</p>	
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		<p>81%</p> <p><u>Grade 2 – Math</u> BOY – 82% Unit 1 – 83% Unit 2 – 81% Unit 3 – 82% Unit 4 – 83% Unit 5- 84% Unit 6- 84% Unit 7- 84% Unit 8- 83% Unit 9- 84% Unit 10- 82%</p> <p><u>Grade 2 Language Arts</u> 2.2 Nature Walk – 82% Around Town- 84% Family Time- 83% DRA Level 28 or higher - 75% Writing prompt – 59% scored 8 or better</p> <p><u>Grade 2 Science</u> Rocks – 89 % Insects, creatures and crawlers- 84 % Sun, shadows, and gravity- 87%</p> <p><u>Grade 2 Social Studies</u> Native Americans - 82% Continents- 82% Japan- 81%</p> <p><u>Library – Parts of Stories – 88%</u></p>	
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Measure	Results	
	February	August
<u>Kindergarten</u> Math – Benchmark Language Arts LID – Letter ID CAP – Concepts About Print HRSW -Dictation LS – Letter Sounds DRA – Developmental Reading Assessment Grade 1-2 Benchmarks DRA Writing Prompts Mathematics K-2 Benchmarks All other Curriculum Areas Benchmarks	Sorting/Classify – 70% goal or better Patterning - 81% goal or better Counting to 50 – 74% goal or better Measurement – 47% goal or better Estimation – 52% goal or better <u>Language Arts</u> Rhyming - 80% goal or better Cap LID - 89% goal or better Low LID – 82% goal or better Letter Sounds- 39% goal or better CAP - 67% goal or better <u>First Grade Language Arts</u> Theme 3 - 80 % goal or better Writing prompt –89% scored 6 or better DRA level 6 or higher – 62% goal or better *Nov.2010 <u>First Grade Math</u> BOY –57% goal or better Unit 1 –88% goal or better Unit 2 –90% goal or better Unit 3 –86% goal or better <u>Science</u> Living/Nonliving Things - 90% goal or better <u>Social Studies</u> Neighborhoods - 92% goal or better	

Grade 2

Language Arts

2.2 Nature Walk – 82% goal or better
DRA Level 20 or higher – 67% goal or better*Nov.2010
Writing prompt –54% scored 6 or better

Math

BOY Assessment- 81% goal or better
Unit 1 – 88% goal or better
Unit 2 - 92% goal or better
Unit 3 –94% goal or better
Unit 4 - 95% goal or better

Science

Rocks – 91% goal or better

Social Studies

Native Americans -87% goal or better

Tolland Public School
School Improvement Plan
2010-2011

School Improvement Plan		2010 - 2011		
Program		Birch Grove Primary School		
School Goal		To Continue to Develop a School that is Responsive to Student, Staff and Family Needs		
Measurable Objective	Strategies	Measures	Baseline	Goal
<p>1) Reduction of office referrals by 5%</p> <p>2) Reduction of bus reports by 5%</p>	<ul style="list-style-type: none"> • RC Study group to discuss the book <u>Teach Like A Champion</u> by Doug Lemov. • Show PBIS video to staff and discuss connection to the Responsive Classroom. • Discuss PBIS program with TIS. • Increase the use of Second Step Violence Prevention program to every classroom. • Communicate tiers of intervention for behavior management with teachers. • Continue to establish behavioral expectations for Tier 1 interventions prior to referral for the TAT process. • Assistant Principal will monitor cafeteria and recess behavior to reinforce common rules. • Daily sharing about character themes on the morning announcements. • Communicate morning meeting ideas, greetings, and activities with the staff to use in the classroom • Assistant principal will monitor bus behavior and work with bus drivers to reinforce common rules. 	<p>1) Behavior Log maintained by Tom and Mike</p> <p>2) Bus Tickets</p>	<p>129 office referrals in 2009 -2010</p> <p>68 bus warnings in 2009 - 2010</p>	<p>No more than 123 office referrals</p> <p>No more than 65 bus warnings</p>

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Measure	Results	
	February	August
Bus Warnings	Kindergarten	09
	First Grade	16
	Second Grade	25
	<hr/> Total	50
Behavior log	56 office referrals	

**Tolland Public School
School Improvement Plan
2010-2011**

School Improvement Plan		2010 - 2011		
Program		Birch Grove Primary School		
School Goal		To implement Scientific Research - Based Interventions (SRBI) in reading, math and student behavior		
Measurable Objective	Strategies	Measures	Baseline	Goal
<ul style="list-style-type: none"> 80% of the students in grade K-2 will meet goal on literacy benchmarks and the end of the year DRA. 80% of students in grade K-2 will meet goal on the math benchmarks. Reduction of TAT referrals by 5% Reduction of office referrals by 5% 	<p>Language Arts</p> <ul style="list-style-type: none"> Evaluate and determine appropriateness of exit criteria for reading intervention. Investigate use of (DIBELS) progress monitoring guidelines for Tier 1 reading program. Develop progress-monitoring form to record interventions for TAT process. Establish progress monitoring guidelines with Tiers 2 and 3 reading intervention programs. Monitor and review progress of students receiving additional tiered interventions. <p>Math</p> <ul style="list-style-type: none"> Communicate a Standard Treatment Protocol for Math Intervention for all tiers with teachers. Work with the Math Coordinator and Math support teacher to review criteria for determining which students are in need of Math Support. Develop a plan for improving Tier 1 math instruction. Investigate guided math instruction Continue to revise math intervention assessments to identify needs of the students. <p>Behavior</p> <ul style="list-style-type: none"> Communicate tiers of intervention for behavior management. 	<p>Kindergarten Math – Benchmark</p> <p>Language Arts LID – Letter ID CAP – Concepts About Print HRSW - Dictation LS – Letter Sounds DRA – Developmental Reading Assessment</p> <p>Grade 1-2 Benchmarks DRA Writing Prompts</p> <p>Mathematics K-2 Benchmarks</p>	<p>Kindergarten Math – June 2010 Sorting/Classify – 98 % goal or better Patterning - 97% goal or better Identifying shapes –94% goal or better Measurement –97% goal or better Estimate - 94% goal or better Recognize coins- 70% goal or better Read calendar - 84% goal or better Time to the HR - 97% goal or better Compare and order numbers - 93% goal or better Place Value - 89 % goal or better Data Organize and collect - 93 goal or</p>	<p>Kindergarten Math – 80% above goal</p> <p>Language Arts LID – 42/52 CAP – 15/17 HRSW -30/37 LS –42/52 DRA – 3</p> <p>Grade 1 Benchmarks - 80% above goal DRA – 18 Writing Prompt – 8</p> <p>Grade 2 Benchmarks - 80% above goal DRA – 28nf Writing Prompt – 8</p> <p>Mathematics K-2 80% above goal</p> <p>TAT Less than 75</p>

	<ul style="list-style-type: none"> • Review Responsive Classroom strategies with staff and discuss PBIS • Assistant Principal will monitor the cafeteria and recess behavior to ensure consistency of following rules. • Monitor and review BEARS/mentoring program with assistant principal and psychologist • Investigate progress monitoring guidelines for student behavior using Second Step Program. 	<p>better</p> <p><u>Kindergarten Language Arts – End of Year</u></p> <p>DRA level 3 – 91 % goal or better</p> <p>Rhyming – 98% goal or better</p> <p>Cap LID - 98% goal or better</p> <p>Low LID – 97% goal or better</p> <p>Letter Sounds- 97% goal or better</p> <p>CAP – 100% goal or better</p> <p>HRSW – 91% goal or better</p> <p>Blending - 81%-goal or better</p> <p>Segmenting - 90% goal or better</p> <p>High Frequency words- 83% goal or better</p> <p><u>Grade 1 LA – End of Year</u></p> <p>Theme 4/5- 84% goal or better</p> <p>Theme 6/7- 78% goal or better</p> <p>Theme 8/9/10- 79 % goal or better</p> <p>Writing prompt- 39% scored 10 or better</p> <p>Writing prompt – 87% scored 8 or</p>	<p>students participating</p> <p><u>Behavior</u> Less than 123 student referrals</p>
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			<p>better DRA level 18 or higher – 69% goal or better</p> <p><u>Grade 1 Math</u> BOY – 84% Unit 1 – 83% Unit 2 – 86% Unit 3 – 83% Unit 4 – 86% MOY –79% Unit 5 –87% Unit 6–81% Unit 7–81% Unit 8- 81% Unit 9- 81% Unit 10- 84% EOY – 85 %</p> <p><u>Grade 2 – Math</u> BOY – 82% Unit 1 – 83% Unit 2 – 81% Unit 3 – 82% Unit 4 – 83% Unit 5- 84% Unit 6- 84% Unit 7- 84% Unit 8- 83% Unit 9- 84% Unit 10- 82%</p> <p><u>Grade 2 Language Arts</u> 2.2 Nature Walk – 82% Around Town- 84% Family Time- 83% DRA Level 28 or higher - 75% Writing prompt – 59% scored 8 or better</p>	
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			<u>TAT</u> 79 students participated in EIP 2009 -2010 <u>Behavior</u> 129 office referrals in 2009 -2010	
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Measure	Results	
	February	August
<u>Kindergarten</u> Math – Benchmark Language Arts LID – Letter ID CAP – Concepts About Print HRSW -Dictation LS – Letter Sounds DRA – Developmental Reading Assessment Grade 1-2 Benchmarks DRA Writing Prompts Mathematics K-2 Benchmarks	Sorting/Classify – 70% goal or better Patterning - 81% goal or better Counting to 50 – 74% goal or better Measurement – 47% goal or better Estimation – 52% goal or better <u>Language Arts</u> Rhyming - 80% goal or better Cap LID - 89% goal or better Low LID – 82% goal or better Letter Sounds- 39% goal or better CAP - 67% goal or better <u>First Grade Language Arts</u> Theme 3 - 80 % goal or better Writing prompt –89% scored 6 or better DRA level 6 or higher – 62% goal or better *Nov.2010 <u>First Grade Math</u> BOY – 57% goal or better Unit 1 –88% goal or better Unit 2 –90% goal or better Unit 3 –86% goal or better	

<p>TAT/CST/ EIP Log</p> <p>Behavior log</p>	<p><u>Science</u> Living/Nonliving Things - 90% goal or better</p> <p><u>Social Studies</u> Neighborhoods - 92% goal or better</p> <p>Grade 2 <u>Language Arts</u> 2.2 Nature Walk – 82% goal or better DRA Level 20 or higher – 67% goal or better*Nov.2010 Writing prompt –54% scored 6 or better</p> <p><u>Math</u> BOY Assessment- 81% goal or better Unit 1 – 88% goal or better Unit 2 - 92% goal or better Unit 3 –94% goal or better Unit 4 - 95% goal or better</p> <p><u>Science</u> Rocks – 91% goal or better</p> <p><u>Social Studies</u> Native Americans -87% goal or better</p> <p>6 TAT students</p> <p>56 office referrals</p>	
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<p>4. All students in grades three and four will demonstrate an improved ability in writing skills as measured by the CMT.</p>	<ul style="list-style-type: none"> • Teachers will use benchmark data to analyze student progress to pace and guide instruction <ul style="list-style-type: none"> • Identify and implement effective teaching strategies and differentiate instruction to accommodate diverse learning styles • Institute flexible grouping arrangements based upon analyzed benchmark data <p>A minimum of 120 minutes per day will be devoted to balanced literacy learning at all grade levels</p>		<p>Grade 3 – 66.5 Grade 4 – 77.3</p>	<p>Grade 3 – 75% Grade 4 – 83%</p>
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**Tolland Public School
School Improvement Plan
2010-2011**

School/Program		Tolland Intermediate School 2010-2011		
Improvement Goal		To develop a system of Response to Intervention		
Measurable Objective	Strategies	Measures	Baseline	Goal
To improve existing supports and interventions for student success by implementing a comprehensive RtI Program and evaluating the success through analyzing student performance data	<ul style="list-style-type: none"> • Develop a comprehensive RTI Action plan addressing the following: • A universal screening system will be studied to develop a system for reading. • Research best practice instructional strategies • PLC teams will analyze data through collaborative discussions to inform instructional decisions. • Progress will be monitored as students receive additional tiered interventions • Data collection and management systems will be explored for the purposes of screening, diagnostics and progress monitoring for academics. • Responsibility will be shared among all staff for the academic progress of all students. • Data from universal screening and targeted assessments will be used to inform instruction (intervention and enrichment) • A range of research-based instructional interventions for any student at risk of academic will be in place. • All staff involved in the implementation of RTI receives training in effective use of data for instructional decision making • Through data analysis, PLC Teams will 	Implementation of a tiered system of interventions for at-risk students	Take baseline data on the number of student referrals for involvement and track student performance on the CMT	Implementation of system of RTI will result in the improvement of student CMT scores

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|--|---|--|--|--|
| | <ul style="list-style-type: none">• Identify and monitor struggling students and to monitor their progress prior to referral for special education evaluations.• PLC teams will implement a 25 to 30 minute intervention/enrichment block at each grade level. | | | |
|--|---|--|--|--|

**Tolland Public School
School Improvement Plan
2010-2011**

School/Program	Tolland Intermediate School 2010-2011			
Improvement Goal	Through the implementation of the PBIS program, there will be a reduction in the total number of negative student behaviors and office referrals, as a result of increasing the number of positive interactions and positive reinforcements between staff and students. Baseline data will be collected during year one of PBIS implementation			
Measurable Objective	Strategies	Measures	Baseline	Goal
Implement a systemic SW-PBS model to achieve effective school-wide behavior support for all members of a school community.	<p>The PBIS school "leadership team" will continue to be provided with professional development/training and meet regularly to implement, monitor, and adjust the school-wide behavior program as needed</p> <p>Students will learn and practice new school-wide behavioral expectations, policies and initiatives through the PBIS program</p> <p>Develop lesson plans addressing appropriate behavioral expectations for key areas of the building</p> <p>Specialized group system for students with at-risk behavior</p> <p>Individualized interventions for students with high risk behaviors</p> <p>Teachers will focus on positive incentives as they teach behavioral expectations</p> <p>Design a reward/recognition aspect of the school-wide PBIS program</p> <p>Data, such as office discipline referrals, will be collected and evaluated to target necessary interventions and supports to improve or change student behavior</p> <p>Provide regular teacher recognition/incentives for supporting PBIS</p>	<p>Discipline Referrals</p> <p>Each month Track number of discipline referrals and card handouts by staff, review of monthly data.</p>	<p>Collect baseline data through SWIS data management software</p>	<p>School-wide implementation of PBIS model.</p>

2010 – 2011 School Improvement Plan Results

Measure	Results	
	February	August
<p>Goal 1: To improve reading proficiency for all students in all grades by a minimum of 5% annually as measured by the CMT.</p>	<p>3) CMT scores not yet available; test will be taken in March 2011.</p>	
<p>Goal 2 Through the implementation of the PBIS program, there will be a reduction in the total number of negative student behaviors and office referrals, Baseline data will be collected during year one of PBIS implementation</p>	<p>A school-wide reward system has been implemented. Students are given Hawk Cards by staff members for exhibiting appropriate T.I.S. Hawk behaviors. Winners are randomly drawn every two weeks.</p> <p>The first week of school all T.I.S. students were taken through a series of lessons on appropriate school-wide behaviors. Our school-wide behavioral expectations are displayed throughout the building.</p> <p>Any student struggling to meet behavioral expectations meets individually with a staff member to review expectations and discuss any concerns.</p>	

Goal 3 To develop a system of Response to Intervention	Our daily schedule was revised to implement learning lab block each day. The learning lab block enables staff to target priority areas of need with individual students. A collaborative effort between classroom teachers, support staff and paraprofessionals works to meet individual student needs based on performance data. Additionally, universal screening options as well as research-based intervention programs are being reviewed by staff.		

Tolland Public School School Improvement Plan 2010-11

School Improvement Plan		2010-2011		
Program		Tolland Middle School		
School Goal		To improve student achievement and literacy		
Measurable Objective	Strategies	Measures	Baseline	Goal
1) 80% of PLC Teams will achieve their PLC Smart Goals.	<ul style="list-style-type: none"> • PLC team focus groups meet four times a month, with a vertical team meeting once a month (all subject area PLC teams together) • PLC teams will establish norms as per DuFour's Philosophy. • Monthly PLC article reviews by staff at the "vertical" monthly meeting • PLC Teacher Resource web-site for TMS • Curriculum/Benchmark revision and development • Benchmark rigor will be maintained with a target of 80% of students performing at an 80% level or higher • Professional Development • Use of student data to inform instruction • Use of RtI Tier I "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 • Ongoing implementation of information learned in the DP5 training. 	<ul style="list-style-type: none"> • PLC Smart Goals • CMT • Teacher Reports 	74%	80%
2) Each Cohort of students will maintain or increase their CMT scores.	<ul style="list-style-type: none"> • PLC team focus groups • 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	CMT 0910 for TMS students <i>at or above</i> <i>"goal:"</i> <u>8th Graders</u> 78.1 Math 88.6 Reading 80.5 Writing 82.5 Science <u>7th Graders</u> 83.6 Math 92.8 Reading 81.6 Writing <u>6th Graders</u>	Each Cohort will maintain or increase CMT scores

			92.3 Math 90.4 Reading 85.2 Writing	
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 07-08 to 08-09 for TMS students <i>at or above</i> "goal: <u>"8th Graders</u> 78.6 <u>7th Graders</u> 75.3 <u>6th Graders</u> 80.0	Each Cohort will maintain or increase CMT scores in writing
4) To increase the level of PLC activities at TMS to foster a continued and ongoing culture of data evaluation, remediation and enrichment, and a focus on the individual child.	<ul style="list-style-type: none"> Regular meetings of the entire PLC team (faculty) "Vertical" team PLC meetings on a monthly basis Focused objectives and information to help PLC teams use data frequently and effectively. Refreshers on DP5 training. 	PLC Meeting data, PLC reports, Minutes of PLC meetings	<ul style="list-style-type: none"> *89% of respondents report PLC teams effective *74% of the TMS teams achieving their SMART Goals * 100% of TMS Teams demonstrated growth in student achievement 	<ul style="list-style-type: none"> * 95% of respondents report PLC teams effective * 80% Smart Goals achieved * 100% of Teams demonstrate growth

Measure	Results	
	February	August
<ol style="list-style-type: none"> 1. 80% of PLC Teams will achieve their PLC Smart Goals. 2. Each Cohort of students will maintain or increase their CMT scores. 3. To increase student writing performance in all subject areas, measured on the CMT and benchmarks. 4. 4) To increase the level of PLC activities at TMS to foster a continued and ongoing culture of data evaluation, remediation and enrichment, and a focus on the individual child. 	<ol style="list-style-type: none"> 1. Data Sets available as of this date indicate the following progress: <ul style="list-style-type: none"> • 7th Grade Science PLC indicates that 60%, about 85 students of the targeted 145 have improved one level or more. • 7th Grade LA PLC indicated that all students in its target population have demonstrated improvement in fluency. • 8th Grade LA 1 PLC indicated that 60% of the target population of students increased their reading comprehension score by a minimum of 5% on the subsequent formative assessments. • 6th Grade Math PLC indicated that 88% of the students in the 	

	<p>target population (209/238) improved their performance in the targeted area of concern: division, fractions, and decimals.</p> <ul style="list-style-type: none">• 7th Grade Social Studies PLC indicated that thus far 66% of the students in the target population have improved their performance on the CER (Claim, Evidence, Reasoning) assessments of writing.• Reading PLC reports that 63% of the students in the target population have met goal or improved their goal score from the baseline assessment.• The Speech Pathology PLC has indicated that all students in its target population have shown improvements and 33% have increased an entire	
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	<p>grade level in reading proficiency since the baseline test in November.</p> <ul style="list-style-type: none">• 8th Grade Social Studies PLC reports that 61% of students in the target population have improved one level or more on the Making Connections Assessment of Writing.• 6th Grade Science PLC indicates that 88% of the students in the target population have improved their performance on the 6th Grade Science assessments.• 7th Grade LA PLC 2 indicates that 63% of the students in the target populations have improved their performance and met goal by the fourth of eight assessments on Response to Literature / Reader Text Connection assessments.	
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	<ul style="list-style-type: none">• The PE PLC indicates that 47% of the students in the target population have achieved goal on the CPFA Flexibility requirements as of this point in the year.• 7th LA PLC #2 – indicated that 45 students in the target population have made progress increasing by at least one level on Reader Text Connections.• 6th Grade LA – indicated that after the most recent assessment, 41% of the students have increased their performance in the Degrees of Reading Power assessment. <p>2) CMT data for the 2010 test was not available at the time of this report.</p> <p>3) CMT data for the 2010 test was not available at the time of this report. However,</p>	
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	<p>other writing performance indicators show that 60 to 80% of students are demonstrating improvement in Response to Literature, Reader Text Connection, and CER (Claim, Evidence, Reasoning) assessments.</p> <p>4) PLC Activities have not increased in the 2010-2011 year. Unfortunately they have seen a decrease. This is mainly due to the time available for PLC work. This time was limited through the schedule that the Middle School had to adopt as a result of the loss of many positions in the 2010-2011 budget years. A new seven period schedule under construction now will help provide more time, and better quality time during the school day, for PLC meetings and activities. This is made possible through positions brought back by the Jobs Bill.</p>	
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Tolland Public School School Improvement Plan 2010-2011

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
<ol style="list-style-type: none"> 1. To increase the % of students who respond in a positive manner to item # 4 (At TMS, students are respectful of others) in the 8th grade exit survey 2. To increase the % of students who respond in a positive manner to item # 10 (I feel safe at TMS) in the 8th grade exit survey 3. To increase the % of students who respond in a positive manner to item # 15 (When I learn that students might get hurt or hurt others, I feel comfortable bringing this information to staff) in the 8th grade exit survey. 4. To increase the % of students who respond in a positive manner to item # 16 (I am not picked on, teased, or bullied) in the 8th grade exit survey. 5. To increase the % of students who respond in a positive manner to item # 17 (I have at least one adult at TMS who cares about me.) in the 8th grade exit survey. 	<ul style="list-style-type: none"> • Provide instruction and programs for students that promote respect and tolerance • Administer 8th Grade Exit Survey by the middle of June • Implement a Positive Behavioral Supports program • Implement 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. 	* 8 th Grade Exit Surveys	<ol style="list-style-type: none"> 1. 8% Agree or Strongly Agree -June 2010 2. 42% Agree or Strongly Agree -June 2010 3. 20% Agree or Strongly Agree -June 2010 4. 40% Agree or Strongly Agree -June 2010 5. 72% Agree or Strongly Agree -June 2010 	<ol style="list-style-type: none"> 1. > 8% Agree or Strongly Agree 2. > 42% Agree or Strongly Agree 3. > 20% Agree or Strongly Agree 4. > 40% Agree or Strongly Agree 5. > 72% Agree or Strongly Agree

Measure	Results	
	February	August
<p>1. To increase the % of students who respond in a positive manner to item # 4 (At TMS, students are respectful of others) in the 8th grade exit survey</p> <p>2. To increase the % of students who respond in a positive manner to item # 10 (I feel safe at TMS) in the 8th grade exit survey</p> <p>3. To increase the % of students who respond in a positive manner to item # 15 (When I learn that students might get hurt or hurt others, I feel comfortable bringing this information to staff) in the 8th grade exit survey.</p> <p>4. To increase the % of students who respond in a positive manner to item # 16 (I am not picked on, teased, or bullied) in the 8th grade exit survey.</p> <p>5. To increase the %</p>	<p>Data is not yet available for these items as the 8th Grade Exit Survey is given in June, 2011. However, the following efforts are being implemented at the Middle School:</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 • Guidance Program: Important functions of our school counselors with respect to improving our school climate: Deliver comprehensive counseling 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) • Behavioral Intervention Session: 	

<p>of students who respond in a positive manner to item # 17 (I have at least one adult at TMS who cares about me.) in the 8th grade exit survey.</p>	<p>(also known as the TMS-Anti-Bullying 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.</p> <ul style="list-style-type: none">• 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.• Social Scene 101 Fall Semester: 6th Grade Exploratory class focusing on survival skills, interpersonal skills, problem solving, and conflict resolution.• Classroom incentive programs for good behavior as well as	
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	<p>academics (team auction programs).</p> <ul style="list-style-type: none">• 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 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	
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	<p>historical/societal perspective.</p> <ul style="list-style-type: none">• 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• <i>8th Grade Patio Incentive:</i> Incentive program that rewards expected behavior by allowing 8th graders to spend time to socialize on the outside patio during lunch• Year 1 of Positive Behavioral Supports (Implementation Year). Revised “major” and “minor” discipline referrals, consistent language re: behavior, articulation of our school Core Values: SOAR...Safety, Ownership, Active Learning, Respect• Rachel’s Challenge: Presentation to improve school	
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	<p>culture (December 16, 2010) Student Assemblies during the day and an evening assembly open to the public. Funding for this event was sought from and provided by the TMS PTO.</p> <ul style="list-style-type: none">• After School <u>Principal's Advisory Group - Chain Reaction Club</u> (fall, 2010): Club related to tenants and programmatic elements of the Rachel's Challenge program.• Acts of Kindness Chains were incorporated into our Spirit Week and Spirit Rally) (week of 12/20/10)	
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Tolland Public School School Improvement Plan 2010-2011

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 PLC teams in research and implementation of RtI and SRBI programs. • Implement action plans based on the “TMS State of the 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. 	PLC data, surveys, program evaluation data	<p>* 70% of students in the TMS MRE program increased their CMT performance in Math by 1 level or more.</p> <p>* 76% of students in the TMS Reading Program demonstrated increased CMT performance in Reading by 1 level or more.</p> <p>* 80% of students in the TMS Writing Program increased</p>	<p>* > = 70% of students in the TMS MRE program will increase their CMT performance by 1 level or more.</p> <p>* > = 76% of students in the TMS Reading Program will demonstrate increased CMT performance in Reading by 1 level or more.</p> <p>* > = 80% of students in the TMS Writing Program will increase</p>

			their CMT performance by 1 level or more.	their CMT performance by 1 level or more
<p>2. 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>Statistical evidence will be collected and analyzed to evaluate the 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"> • Demerit Program • Incentive Program • EIP Program • PBS 	<p>* 8th Grade Exit Surveys</p> <p>*Benchmark data</p> <p>* Formative assessments</p>	<p>Establish baseline effectiveness for various programs.</p> <p>For example</p> <p><u>Demerit Program:</u> 1.92 % of students received 10 or more demerits</p> <p>A baseline will be established for the other programs at the beginning of the 10-11 year.</p>	<p>10% improvement over baseline effectiveness of RtI/SRBI programs.</p> <hr/> <p>* <= 1.92% of students will receive 10 or more demerits</p> <p>* EOY (End Of Year) results as well as formative data will be gathered to evaluate effectiveness of interventions and programs</p>

Measure	Results	
	February	August
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	<p>Tier I Programs:</p> <ul style="list-style-type: none"> - Team Interventions - Classroom interventions - After School Work Sessions - TMS Academy - TMS Achievement Lab - Demerit Program - PGM Program - Guidance Development Program - Language Arts Programs <p>Evidence of success of Tier I Programs:</p> <ul style="list-style-type: none"> - PLC Research and initiatives on student populations indicates that in 60 to 88% of students in the sample populations are demonstrating significant growth or hitting the goals established for them as of this point in the year. - Less than 1% of students have received 10 or more demerits. - Nearly 500 students served up to this point in the 2010-2011 school year in the Academy and Achievement Lab. This is 500 students who would otherwise not have completed their work on time, or in a satisfactory manner. <p>Tier II Programs:</p> <ul style="list-style-type: none"> - TMS Reading Development Program - TMS Math Development Program - After School Reading Program - Homework Program - TMS Anti Bullying Program - TMS EIP (Early Intervention 	

	<p>Plan Program)</p> <ul style="list-style-type: none">- TMS Tutor Program <p>Evidence of success of Tier II Programs:</p> <ul style="list-style-type: none">- Both the Math Development Program and the Reading Development Program boast between 60 and 70% of students demonstrating performance increases and/or the attainment of the goals set for them in the program up to this point in the year.- The TMS ADP has served at least five students this year that would otherwise not receive direct, one to one, anti-bullying counseling.- The Homework Program has kept 23 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 program has assisted 20 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	
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	<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. 	
<p>2. 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>Data available at the time of this report is as follows:</p> <ul style="list-style-type: none"> • Less than 1% (.26%) of students have received 10 or more demerits • Three Principal Grade Meetings for each grade have occurred up to this point in the year. An informal sample of the students (to be followed up by a post-assessment at the completion of the last meeting) indicated that a majority of students found the sessions useful as a program that facilitates anti-bullying, positive decision making, and anti-drug abuse advocacy. • Three to five 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 is being conducted in these groups regarding learning styles as well. 	

	<p>The final assessments on its usefulness will be completed for the end-of-year report. Results from informal qualitative assessments indicate that the program has value for students.</p> <ul style="list-style-type: none">• Social Scene 101 Fall Semester: 6th Grade Exploratory class focusing on survival skills, interpersonal skills, problem solving, and conflict resolution is soon to be underway. Data will be collected on this programs effectiveness.• <i>Individual Class</i> student behavior plans are now underway. Qualitative data has been gathered about this Tier III support that indicates that these students are demonstrating improvements in behavior and academics. A quantitative analysis will be available for the end of year report.• <i>Whole Team</i> 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. 10 students are currently a part of the “Red” Folder program. This Tier III program has students reporting directly to the Principal at the end of each day, with customized plans designed for each child to help them keep up	
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Tolland Public School School Improvement Plan

2010-2011

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
<p>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 (2009-2010) achievement level.</p>	<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>English 9 and English 10 teachers will administer and double 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>Integrated Science and Biology teachers will develop two common formative assessments (CFAs) that align with their curriculum and resemble the Reading for Information subtest. Teachers will utilize the 3-point CAPT rubric to collaboratively score at least one of the two CFAs.</p> <p>One English teacher will attend the Holistic scoring workshop for the CAPT Response to Literature subtest and one additional teacher from Science or Social Studies will attend the scoring workshop for the CAPT Interdisciplinary Writing subtest.</p> <p>Utilize the English teacher from the Education Job Funds grant to provide Tier II and/or Tier III interventions and reduce class size in English Grade 9 and/or 10 classes.</p> <p>Offer four after-school workshops to all THS teachers that focus on</p>	<p>CAPT scores on the Reading Across the Disciplines subtest</p>	<p>48%</p>	<p>51%</p>

<p>2) 100% of curriculum units will be developed in English 9 and English 10 courses.</p>	<p>Effective Teaching Strategies for classroom instruction.</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 9th and 10th grade English courses which addresses current state standards. 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 g.) Brainstorm instructional strategies h.) Create pacing guides 	<p>Tolland English Curriculum Document for Grades 9 & 10 addressing current state standards</p>	<p>0% of curriculum units completed</p>	<p>100% of curriculum units will be completed</p>
<p>3) 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 (2009-2010) achievement level.</p>	<p>Algebra and Geometry 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). Faculty will collaboratively score and analyze results on at least two of the CFAs.</p> <p>Utilize Mathematics teacher from the Education Job Funds grant to provide Tier II interventions and reduce class size.</p>	<p>CAPT scores on the Mathematics subtest</p>	<p>67%</p>	<p>70%</p>
<p>4) The mean SAT Critical Reading Test score for reported seniors will improve by 4 points as compared to last year's achievement level.</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>Mean SAT Critical Reading Test score</p>	<p>Mean score: 526</p>	<p>Mean score: 530</p>

Measure	Results	
	February	August
CAPT scores on the Reading Across the Disciplines subtest	1) TBD	
Tolland English Curriculum Document for Grades 9 & 10 addressing current state standards	2) Five of 16 units (31%) in Grades 9 and 10 English have been completed. Specifically, three of eight (38%) curriculum units for Grade 9 English and two of eight (25%) curriculum units have been completed for Grade 10 English.	
CAPT scores on the Mathematics subtest	3) TBD	
Mean SAT Critical Reading Test score	4) TBD	

Tolland Public School School Improvement Plan 2010-2011

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 2010-2011 school year as compared to the 2009-2010 school year</p> <p>1b) Reduce the number of disciplinary incidents resulting in OSS and ISS by 10% as compared to the 2009-2010 school year</p>	<p>Inform all students and parents/guardians of the policy changes via written communication two weeks prior to the start of school.</p> <p>Administrators will meet with staff on August 30, 2010 to review policy changes and set clear expectations for implementing the following policies:</p> <ul style="list-style-type: none"> • Attendance • Electronic devices • Beverage containers • Backpacks <p>Establish a structured one-hour administrative homeroom period on the 1st day of school where faculty members review policies and procedures with students to increase student awareness</p> <p>Train eight staff members in Positive Behavior Intervention and Supports (PBIS) to implement in 2011-2012 school year.</p> <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 school discipline policies and regulations to assure student input is considered and included in revisions.</p> <p>Power School and State ED166 reports will be collected and analyzed by June 20th.</p>	<p>Power School Discipline Log</p> <p>ED166 State Discipline Referral Report</p>	<p>1a) 1,458 disciplinary referrals</p> <p>1b) OSS = 31 incidents; ISS = 210 incidents</p>	<p>1a) 1,313 disciplinary referrals</p> <p>1b) OSS = 28 incidents; ISS = 189 incidents</p>

<p>2a) To increase the percentage of favorable responses (strongly agree & agree) by 5% for item #13 (discipline is applied fairly) in the senior exit survey</p> <p>2b) To increase the percentage of favorable responses (strongly agree & agree) by 5% for item #3 (teachers treat all students fairly) in the senior exit survey</p> <p>2c) To increase the percentage of favorable responses (strongly agree & agree) by 5% for item #12 (I feel safe at THS) in the senior exit survey</p> <p>2d) To increase the percentage of favorable responses (strongly agree & agree) by 5% for item #19 (At THS, I am not picked on, teased, or bullied) in the senior exit survey</p> <p>2e) To increase the percentage of favorable responses (strongly agree & agree) by 5% to item #20 (I have an opportunity to be involved in school decisions that affect me) in the senior exit survey</p>	<p>Implement policy changes related to attendance, electronic devices, backpacks, and beverage containers.</p> <p>A team of five members will observe the Anti-Defamation League's Names Can Really Hurt Us program at Stafford High School on November 17th to consider it for implementation at THS in the 2010-2011 school year.</p> <p>Install twelve anti-bullying posters throughout the school building to promote a safe environment, increase awareness of what constitutes bullying, promote student self-examination relative to interaction with peers, provide a plan of action for students who feel victimized, and reinforce the messages that students hear in the elementary and middle school.</p> <p>School counseling staff will investigate advisory programs for implementation in the 2010-2011 school year.</p> <p>Provide a venue for students to voice their concerns, i.e., Student Leadership Council.</p> <p>On a daily basis, students will lead the morning pledge and daily announcements.</p> <p>Student Council will place a suggestion box in the main office as a means for students to voice concerns, offer suggestions about existing school related issues, and/or propose new ideas.</p> <p>The Senior Student Exit Survey will be conducted and analyzed by June 20th.</p>	<p>Senior Student Exit Survey</p>	<p>2a) 26% of students responded favorably</p> <p>2b) 31% of students responded favorably</p> <p>2c) 71% of students responded favorably</p> <p>2d) 57% of students responded favorably</p> <p>2e) 29% of students responded favorably</p>	<p>2a) 31% of students will respond favorably</p> <p>2b) 36% of students will respond favorably</p> <p>2c) 76% of students will respond favorably</p> <p>2d) 62% of students will respond favorably</p> <p>2e) 34% of students will respond favorably</p>
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Measure	Results	
	February	August
Power School Discipline Log	1a) 804 disciplinary referrals	
ED166 State Discipline Referral Report	1b) OSS = 11 incidents; ISS = 125 incidents	
Senior Student Exit Survey	2a) TBD 2b) TBD 2c) TBD 2d) TBD 2e) TBD	

**Tolland Public School
School Improvement Plan
2010-2011**

School/Program		Tolland High School			
Improvement Goal		Implement RTI at Tolland High School.			
Measurable Objective	Strategies	Measures	Baseline	Goal	
1) Eight members of the PBIS team will attend 95% of the PBIS training sessions.	A team of eight members will be trained in the Positive Behavior Intervention and Supports throughout the 2010-2011 school year.	Attendance at PBIS training sessions	0%	95%	
2) Student Intervention Team (SIT) will meet 30 times during the course of the 2010-2011 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	15 meetings	30 meetings	
3) 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	
4) SIT will record 100% of the interventions that are suggested as part of the SIT process.	Utilize Social Worker from Education Job Funds grant to provide Tier II and/or Tier III interventions. SIT will utilize the professional resource collections that are housed in the Library and with the curriculum liaison for Special Education to assist teachers who have referred students to the SIT team. Administrators will utilize the professional resource collections that are housed in the Library to assist teachers in the teacher evaluation process. Investigate modifying the block schedule to allow implementation of RTI (i.e., run a simulation involving 9 th grade students that includes time for Tier II and Tier III interventions.	SIT Intervention Log	N/A	100% of post-referral interventions recorded	

Measure	Results	
	February	August
Attendance at PBIS training sessions	1) 100% of the PBIS eight-member team has attended 100% of the training session offered to date.	
# of SIT Meetings	2) The SIT has met 16 times to date. (9/8/10; 9/15/10; 9/22/10; 9/29/10; 10/6/10; 10/13/10; 10/20/10; 11/3/10; 11/10/10; 11/24/10; 12/1/10; 12/8/10; 12/15/10; 12/22/10; 1/5/11; 1/12/11)	
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.	
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.	

H.1.

TO: Members of the Board of Education

FROM: William D. Guzman

DATE: February 16, 2011

SUBJECT: Board Policies

- Policy 4110, Employee Use of the District's Computer System
- Policy 1040, Pesticide Application on School Property
- Policy 4090, Report of Suspected Abuse or Neglect of Children

The subject Policies were presented to the Board at its February 9, 2011 meeting.

All Policies are revised. The language to be deleted is in brackets and new language is in caps and is bolded.

.WDG:ca

TO: Members of the Board of Education
FROM: William D. Guzman
DATE: February 16, 2011
SUBJECT: 2010/2011 School Calendar – Proposed Revisions to Shorten the School Year

In preparation for the February 16, 2011, Board Meeting scheduled for 7:30 p.m. in the Council Chambers of the Hicks Municipal Building, I am providing you with the following information:

Number of school cancellations to date:

1. Monday, November 8, 2010
2. Wednesday, January 12, 2011
3. Thursday, January 13, 2011
4. Tuesday, January 18, 2011
5. Friday, January 21, 2011
6. Thursday, January 27, 2011
7. Friday, January 28, 2011
8. Tuesday, February 1, 2011
9. Wednesday, February 2, 2011
10. Friday, February 4, 2011
11. Monday, February 7, 2011

The Board's action on February 3, 2011 reduced the February vacation by three days. Therefore, at this time the total number of days lost to school cancellations stands at 8 days.

The Administration recommends that the total number of days in the 2010/2011 school calendar be shortened by three (3) days to 180 days. The approximate minutes of instruction on a school year basis would be reduced as follows:




	<u>From</u>	<u>To</u>
Elementary Schools	- 975	956
Tolland Middle School	- 1,064	1,045
Tolland High School	- 1,031	1,012

Should the Board adopt this recommendation, the total number of days lost due to cancellation would be 5 days.

I. INFORMATIONAL

MARCH 2011

PERSEVERANCE IS THE THEME OF THE MONTH

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1 <i>FRC-Registration for Camp 2011 begins</i> <i>Read at home Program begins</i>	2	3	4	5
6	7 <i>PTO Meeting at TIS</i> <i>7:00 pm</i>	8	9 <i>BOE Meeting Council Chambers</i> <i>7:30 pm</i> Half day-Parent Teacher Conferences	10	11	12
13 <i>Daylight Saving Time</i> 	14 <i>First Grade Concerts 6:15 pm-Vallone, Young</i>	15 <i>First Grade Concerts 6:15 pm-McDonald, J. Moynihan</i> <i>7:15 pm-Gonzalez, Beaulieu</i>	16 <i>First Grade Concerts 6:15 pm-Bretz, S. Moynihan, Madigan</i> <i>BOE Meeting Council Chambers -7:30 pm</i>	17 <i>Kindergarten Parents Meeting</i> <i>7:00 pm at Birch Grove</i>	18	19
20 <i>First Day of Spring</i> 	21 <i>2011-2012 Kindergarten Registration</i> <i>10:00 am -2:30 pm</i> <i>Book Fair</i>	22 <i>2011-2012 Kindergarten Registration</i> <i>10:00 am -2:30 pm</i> <i>Book Fair</i>	23 <i>2011-2012 Kindergarten Registration</i> <i>10:00 am -2:30 pm</i> <i>Book Fair</i>	24 <i>2011-2012 Kindergarten Registration</i> <i>10:00 am -2:30 pm</i> <i>4:00 pm-6:00 pm Pre-School Parent Information Night</i> <i>6:30 pm -7:30pm Book Fair</i>	25 <i>2011-2012 Kindergarten Registration</i> <i>10:00 am -2:30 pm</i> <i>FRC Musical Pajamboree</i> <i>6:30 pm-7:30 pm</i> <i>Book Fair</i>	26 
27	28 <i>Late Start-Teacher In-Service</i> <i>School Starts at 10:00 am</i>	29	30	31 <i>Last day to pick up Preschool applications</i>		

March 2011 – Tolland Intermediate School

<i>Sun</i>	<i>Mon</i>	<i>Tue</i>	<i>Wed</i>	<i>Thu</i>	<i>Fri</i>	<i>Sat</i>
		1	2 CMTs Begin	3 CMTs	4 CMTs	5
6	7 CMTs	8 CMTs	9 ½ Day (Conferences) CMTs	10 CMTs	11 CMTs	12
13	14 CMTs	15 CMTs	16 Conferences SnowDate CMTs	17 Grades Close CMTs	18 CMTs	19
20 CMT Makeups	21 CMT Makeups	22 Report Cards Go Home CMT Makeups	23 CMT Makeups	24 CMT Makeups	25 CMT Makeups	26
27	28 Late Start Day	29	30	31		

T.I.S.

March 2011

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i> <i>Hoops Challenge</i> <i>6:-9:30pm</i>	<i>5</i> <i>Snow Date</i> <i>Hoops Challenge</i>
<i>6</i>	<i>7</i> <i>CMT</i> <i>TESTING</i> <i>8:10-9:30</i>	<i>8</i> <i>TMS PTO</i> <i>MTG</i> <i>CMT</i> <i>TESTING</i> <i>8:10-9:30</i>	<i>9</i> <i>1/2</i> <i>Day—</i> <i>PTC</i>	<i>10</i> <i>CMT</i> <i>TESTING</i> <i>8:10-9:30</i>	<i>11</i> <i>CMT</i> <i>TESTING</i> <i>8:10-9:30</i>	<i>12</i>
<i>13</i>	<i>14</i> <i>CMT</i> <i>TESTING</i> <i>8:10-9:30</i>	<i>15</i> <i>CMT</i> <i>TESTING</i> <i>8:10-9:30</i>	<i>16</i> <i>CMT</i> <i>TESTING</i> <i>8:10-9:30</i>	<i>17</i> <i>CMT</i> <i>TESTING</i> <i>8:10-9:30</i>	<i>18</i>	<i>19</i>
<i>20</i>	<i>21</i>	<i>22</i>	<i>23</i>	<i>24</i>	<i>25</i> <i>Fantastic</i> <i>Friday</i> <i>Night-7-</i> <i>9pm</i>	<i>26</i>
<i>27</i>	<i>28</i>	<i>29</i>	<i>30</i>	<i>31</i>		

March 2011

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2 C.L. Mtg. 2:00 p.m.	3	4	5
6	7 CAPT Testing All Week PLC 2:00-3:00	8	9 Half-Day Session PLC/Faculty Mtg.	10	11 Progress Reports (Tentative)	12 SAT Test
		Scholarship Phon-A-Thon				
13	14 Baseball Conditioning PLC 2:00-3:00	15	16	17	18 School Musical 7:00 p.m. – Auditorium Dodge Ball Tournament 6:00 p.m. - Gym	19 School Musical 7:00 p.m. – Auditorium
20	21 All other Spring Sports Booster Club 7:00	22	23	24 Deadline May SAT	25 Mr. THS – 7:00 p.m. Auditorium	26 Project Graduation Bottle Drive
27	28 90 Minute Delayed Opening	29	30	31		