



Tolland High School Annual Report 2011-2012

Introduction

In the 2011-2012 school year, Tolland High School focused heavily on improving school climate and academic achievement.

Academically, a great deal of progress has been made in the area of curriculum development. Much time was spent in developing new curriculum which addresses newly adopted Common Core Standards in English and Mathematics. Specifically, the tenth grade English curriculum is complete sans detailed proofreading which will occur in the summer curriculum hours provided by the district. The team has discussed potential assessments and plans to create them while they finish their proofreading. In addition to the completion of the 10th grade English curriculum, the 11th and 12th English teachers worked this year to unpack the standards that address their levels. This was successfully accomplished in a concrete, systemic, and expeditious manner. In fact, more was able to be done as it relates to this process in that unit decisions were finalized before the end of the year. This should help to jumpstart the process next year as the goal will be to write the 11th grade English curriculum. The Mathematics Department has also forged ahead and has a draft of a revised curriculum for both Algebra 1A and Algebra 1B which addresses the CCSS for Mathematics. In addition, the initial legwork associated with unwrapping Common Core State Standards to revise curriculum in Social Studies, Science, and the technical subjects was also completed with the help of the district level curriculum coordinators.

Many professional learning communities focused on improving our students' literacy skills. Professional learning communities in the Social Studies department, specifically the Modern World History PLC and the Native American/Russian PLC, continued to focus on improving students' literacy skills on the CAPT Reading for Information subtest and the Interdisciplinary Writing subtest.

For the first time, Tolland High School also provided academic support to struggling learners in the areas of both mathematics and English. Approximately 35 ninth and tenth grade students were identified based on a number of criteria, including but not limited to 7th and 8th grade CMT performance level, raw scores, scale scores, grades in English and mathematics, and teacher recommendations. These students' schedules were changed to ensure that they were receiving the Literacy Support class in the same semester that they were enrolled in both their English and mathematics class. The initial analysis of data associated with the students shows that the program helped students find success in their respective English and mathematics courses. Further analysis of the CAPT data for the 10th grade students in the

program will also be completed to determine whether the class is helping students find success on the state-mandated tests.

Many strategies were employed to improve the overall school climate at Tolland High School as well. Students in the *VOICES* program focused their efforts on raising student awareness on two specific issues, bullying,

stereotyping, and name-calling and driving under the influence. In the first semester, *VOICES* students were asked to volunteer to become co-facilitators for the Anti-Defamation League's Names Can Really Hurt Us program. Along with the 35 student volunteers, approximately 25 adults volunteered their time to attend two three-hour trainings sessions in preparation for co-facilitating the program. An all-day school-wide assembly was held in December 2011 for all ninth and tenth grade students. Feedback from the assembly from the adults and students who co-facilitated as well as those students who attended was very positive. In the second semester, students focused on a collaborative project involving the Tolland High School administration, Ms. Nancy Dunn of Tolland Human Services, and local resident state troopers to raise awareness about driving under the influence. Over 450 students and adults signed a pledge for the "One is Too Many Campaign".

An Advisory Design Team was formed to complete the work in preparation for advisories in the 2012-2013 school year. The team met approximately 15-20 times to accomplish several tasks, including but not limited to determining goals for the program, developing a formalized schedule, designing lesson plans, and determining teacher professional development needs. Full roll-out of Tolland High School's advisory program is scheduled for September, 2012.

Finally, the behavioral component of Response to Intervention continues to improve due to the efforts of the Positive Behavior Intervention & Supports initiative as well as the Student Intervention Team (SIT). Six members of the Tolland High School PBIS team participated in Year 2 training for Positive Behavior Intervention and Supports. A larger school-wide team meets on a monthly basis as well. This year the team focused on implementing PBIS in two common areas, the hallways and school cafeteria. In addition, an incentive system was developed to reward students who exhibited our core values of PRIDE (Perseverance, Respect, Integrity, Dependability, and Engagement) both in-school and within the Tolland community. SIT members continue to meet once per week on Wednesdays to discuss students who were having academic and/or behavioral difficulties. Both PBIS and the SIT have been major factors in improving school climate and academics for many Tolland High School students.

Curriculum and Instruction

Language Arts

The Language Arts Department continued last year's efforts to develop and implement new curricula. Ninth and tenth grade English teachers used summer curriculum writing time to fine tune 9th grade alignment and assessments and put their work in the form required by the state. Designated professional learning community (PLC) time during this school year was used to revise this work based on data collected in the classroom; after teachers had put the plan in action, they could more specifically address issues of timing and the wide variety of student needs. This time was also used to construct the framework for the various aspects of the 10th grade curriculum and align it with the standards as well. Most recently, teachers have been working on new assessments for this curriculum. Next year, they will revise this using classroom data as well. Additionally, during PLC time this year, teachers began work on the 11th grade curriculum. "Big Ideas" and "Essential Questions" were formulated and a configuration of units was sketched out. Common assessments were also discussed. With the basic content laid out, the next job will be to align it with the standards and create a range of optional assessments. In classrooms

each day, teachers utilize document readers, clickers, ceiling projectors, and laptop computers to present a variety of material in a variety of forms, thus addressing individual learning styles. Additionally, some teachers have used technology such as blogs and interactive websites to enhance student/teacher communication and feedback as well as student/student communication for peer interaction. In an effort to help students boost their SAT scores, some teachers also make use of the "SAT Question of the Day" available on the College Board website.

Mathematics

In the Mathematics Department, the curriculum liaison attended three workshops on the Common Core State Standards (CCSS) and statewide assessments that are to be implemented in 2014. Information gathered from these, as well as from the CT Department of Education, is being used as they continue to revise their curriculum in the areas addressed by the CCSS. Specifically, the Mathematics Department has been working on revising the Algebra 1 (A and B) and College Prep (CP) Geometry curricula to align to the CCSS. This has been ongoing since the end of school in June 2011. They will continue to work on the curricula for these courses. The goal is to have the curriculum in place and refined for mandated implementation for 2014. In the summer of 2011, the Advanced Placement (AP) Calculus teacher attended a multi-day workshop on AP Calculus. This was a valuable workshop for the teacher to learn about changes to the AP test, focus of assessment and parameters on the test. This information was useful in preparing the students for the AP test given this May.

Mathematics teachers have continued to incorporate the Texas Instrument Smart View Emulators. This software allows the graphing calculator to be connected and projected through the teacher's computer. The projection is an enhanced version of the calculator, allowing simultaneous projection of the keyboard entries, graphs, tables, and outcomes. The projection through the computer and LCD projector provides a clearer picture for the students than the view screen with the overhead projector. This has been a benefit to the students in the use of this technology, allowing the students to get a deeper understanding of the mathematics in process. The department needs to continue to replace outdated and worn out textbooks. Some books have outdated data for problem solving. Some books are falling apart from use or have already been rebound and cannot be rebound again. There are four courses with books that are at least ten years old. As our enrollment in some courses increases, additional books need to be purchased so that there are enough books for each student.

Science

In the Science Department, curriculum and instruction was often the focus of many PLC meetings. Members of the department focused on pre- and post-lab assessments, specifically for CAPT required labs, the revision of Biology benchmark assessments, unit benchmarks given in all science classes, and the use of clicker technology in some classes. A number of teachers attended various science related workshops throughout the year. Curriculum and instruction has been negatively impacted as a result of department budget cuts. Specifically, lab supplies were extremely limited, hands-on labs have been replaced with virtual labs due to a lack of supplies and/or equipment needed in some classes, larger lab group sizes were necessary to accommodate for the diminishing amount of supplies, new labs or activities are not possible, a limited number of ink replacement cartridges for classroom printers were available, and the department was unable to purchase additional digital probe ware needed to update labs. In addition, funds are not adequate to repair or replace necessary equipment. For example, microscopes and digital balances (precision to the thousandths place) can no longer be cleaned and repaired on a yearly basis. If equipment breaks down there is no money available for any repairs. The department only has two digital projector lamp backups available each year. Once those are burned out, there are no replacements available until the next year. Thus, teachers lose the ability to use the digital projector.

Clearly, the ability to purchase any new technology or equipment is very limited at best. Finally, the department has made a conscious decision to cut purchasing books before supplies. Thus, many of the textbooks are worn and old and replacement texts are needed.

Social Studies

The Social Studies Department worked in three different PLC groups, specifically American History, World History, and Electives. The social studies PLC groups worked on the continued expansion of literacy assessments and activities for units of study. The American History PLC group reviewed and altered the pre- and post-test created last year after an assessment of student progress from 2010-2011. The group changed some of the previous charts, graphs, and created new questions. The group did not have enough time to implement the new pre- and post-test due to change in focus of PLC to Common Core State Standards (CCSS). In addition, they implemented new class activities but again were not able to discuss student work in the allotted time. The American History PLC group used Cicero's website and their activities to create the literacy activities. At this time, the subscription was deleted due to budget cuts. This tool is very important to the department. The World History PLC group developed CAPT-like Reading for Information activities for each of their units. The World History PLC did evaluate activities created and student data and will continue next year. This group also had their focus changed to CCSS.

The substitution of Newsweek magazine with the New York Times *Upfront* magazine in Civics is in its third year. Next year the group would like time to discuss methods, activities, assessments each teacher used with the magazine. At this time *Upfront* is the only magazine available to us due to budgetary constraints. The implementation of the American History curriculum is in its fourth year. The curriculum at the high school level begins with the Progressive Era. This change has allowed time to cover modern history (last 25 years) by high school teachers. At this time, review of the actual achievement by the department needs to occur. Mrs. Manning is advancing the Criminology curriculum. Consideration is being given to adding a CP level class in order to become part of the Career Pathways College program with MCC. This idea will have to be developed and approved by the department, administration, and school board before implemented. The interest shown by our students has required five sections of Criminology this school year and next school year. It is a very popular course in our department. Mrs. Manning will request to attend a meeting at Manchester Community College next year to discuss the details of articulating a college level section of Criminology.

In the Social Studies Department, technology use increased for instructional purposes. Department members are utilizing PowerPoint presentations, U-Compass and icivics.org for instructional purpose. Classroom activities and assessments use technology when the computer lab is available. Students listened to a number of speakers in Native American classes and American History classes (Colonel Ahmed - War in Iraq). In addition, American History students attended a number of field trips to Ellis Island and FDR's Library and home in Hyde Park, New York. Native American classes traveled to the Mashantucket Museum and Mohegan Museum and Sweat Lodge. Although the registrar from the town did not attend, voter registration was held in Civics classes as well. In Criminology, students traveled to the Osborn Correctional Facility, Rockville Courthouse and the Connecticut Supreme Court. Additionally, many speakers came to speak to students during class, including our former school resource officer, lawyers, the State Inspector, and State Attorney.

As the year ended, department members worked to unwrap the Common Core State Standards to develop a general understanding of what each standard requires at each grade level. Teachers attended district curriculum meetings to review, discuss, and facilitate changes in the curriculum. Budget constraints have raised concerns about the breakdown of LCD projectors and computer drives, the cost of replacement lamps, and the impact it will have on classroom learning and instruction.

Technology and Business Education

The staff began unpacking and identifying the new Common Core State Standards in Literacy for Technology Education. As a PLC goal, Mr. Gag and Mr. Benini focused on measurement and math skills with specific concentration on understanding fractions. Safety continued to be a major emphasis within each lab. Teachers were also actively involved in PBIS and promoting a safe and positive learning environment. Enrollment continues to remain high in the department. Students were provided a hands-on experience within each of the lab settings. The AutoCad lab received new computers to deliver curriculum and provide students with up to date programs used in industry.

The staff in the Business Department focused on creating pre- and post-test for three different courses for their PLC goal this year. The Vision software they utilize continues to be an effective classroom management tool.

Computer Science

The Computer Science Department continued to develop and implement benchmarks and standards. In particular, the curriculum for Introduction to Computers was modified to greatly expand the hardware unit to include actual work on functional computers. This included disassembling computers to their component pieces, reassembling them and ensuring that they work, diagnosing both hardware and software problems during boot up, and setting up hard drives for use to create drive partitions, create logical drive designations, format each logical drive, and install various operating systems and other software. As part of their professional learning community, the faculty in the Computer Science Department joined with the Library Media Specialist. Together they developed and delivered professional development for staff using NBC Learn and ICONN.

Family & Consumer Science

The Family and Consumer Sciences Department has had a very successful 2011-2012 school year serving Tolland High School students. Students electing to concentrate studies in this department have the opportunity to receive college credit through an articulation agreement with Manchester Community College. These classes include Tech Prep/Foodservice, Advanced Baking and Pastry and Tech Prep/Childhood Education. The department has a strong link with the community through these programs. Tech Prep/Foodservice classes served lunches to community senior citizens on Fridays throughout the school year. Tech Prep/Childhood Education and Child Development Classes provided a Creative Nursery School on Monday, Wednesday and Thursdays for the children of the community. The Family and Consumer Sciences Department has enhanced the curriculum with Culinary and Child Development students.

The Culinary I students took a field trip to Manchester Community College to visit their Culinary Arts kitchens and have lunch prepared by the college culinary students. They also went to the Sakura Restaurant in Glastonbury to see a Japanese-style Hibachi being cooked in front of them. Students also learned how to make cheese from a guest chef from Lincoln Technical Institute. The Child Development classes had several guest speakers. Children's author, Dorothy Voyer, read stories to our preschoolers. Sharon Lavigne, a genetic counselor, spoke to the Child Development class about birth defects. The Tolland Fire Department spoke to students about fire safety. Also, Fireman Heald of the Manchester Fire Department taught preschool students to Stop, Drop and Roll. The preschoolers and high school students attended two field trips. The first was to Johnny Appleseed's, apple picking and the second to Belding

State Park to view animals in their natural habitats. The Clothing & Fashion Class Spoke to Fashion Designer, Timothy Z.

Fine Arts

The Fine Arts Department had a wonderful year! The department serviced approximately 665 students for the 2011-12 school year. These students elected to take a wide variety of courses in the areas of both art and music. Students are highly literate (in both visual and auditory ways) after their creative experiences and often move on to take multiple courses in art and music both here at THS and at the college level. Curriculum binders have been completed for all courses in the fine arts department. Sculpture is a work in progress due to the fact that it has not run in many years. Revisions are continuing to align curriculum with the district format as well as state and national standards. The Fine Arts Department is working on PLC goals. The art department has made significant strides in incorporating blogs into the curriculum. Visual and auditory literacy are still priorities in the Fine Arts Department. Work to achieve high levels of proficiency in the areas of both performance and critique is on-going to meet graduation requirements.

Special Education

This year, the only Special Education classes taught were the Life Skills class and Content Support. All other services were provided through inclusion classes. The Life Skills students focused on English, Math, and Daily Living skills every day. The class utilizes materials from the EDMARK Functional Word Series and J. Weston Walch. The students also used several resources from LinqiSystems, Attainment Co. Inc, American Education Publishing, Soleil Publishing, Educational Insights, Saddleback, and Critical Thinking Books. In Content Support classes, students were exposed to multiple study skills activities. Several topics covered were time management, study strategies, note taking skills, test taking strategies, listening strategies, memorizing techniques, etc... Mrs. LoVoi's students were able to strengthen their self-advocacy skills by utilizing a handbook created by the State Department of Education for high school students with disabilities. It was an instructional tool for the development of self-advocacy skills and transition planning. Topics covered were disability awareness, learning to advocate, career planning and community connections, participation in PPT meetings and resources. Students in Mrs. LoVoi's Content Support also improved their writing skills through the use of journal writing via student/class Edmodo accounts (edmodo.com). Many students also utilized iXL, an on-line math program, to practice and strengthen their math skills.

Special Education students benefit from a variety of instructional methods. Methods that were used, but were not limited to, included direct teaching, cooperative learning, group discussions, individualized seatwork based on skill level, word recognition with flash cards, instruction through power point, computer aided instruction, and website contribution through ucompass.com. During the 50-minute block of Media Skills instruction that is built into the Content Support class, students practiced how to effectively use the dictionary, thesaurus, glossary, and other word reference materials. They also learned how to locate information and utilize the library and reference materials such as newspapers, periodicals, consumer guides, maps, charts, and graphs. The focus was first with print sources and then the class moved onto internet sources. The class also learned how to tap into the services of Mrs. Stevens, our Library Media Specialist. Other students used the library as a setting for independent reading skill building during Content Support.

World Language

The World Language (WL) Department purchased *Avancemos* textbooks and related media and materials for Spanish 1 and more *Discovering French Bleu* textbooks so that each classroom has a set of textbooks.

One new faculty member, Susan Ventura, attended a World Language Multiple Intelligence workshop (outside THS) and technology training (in-house) sessions to support her TEAM modules. Susan Ventura passed Modules 2 and 5 for TEAM. Sue Ventura and Kim Hoyt were trained to use TPRS (Total Physical Response Storytelling) methodology; they viewed the TPRS DVD and discussed it with Nancy McGrath. Curriculum Liaison, Nancy McGrath, communicated and attended COFLIC meetings (CT World Language Curriculum Coordinators) to discuss curriculum, assessment and standards. Nancy McGrath attended technology training seminar sponsored by NERALLT: "21st Century Skills Map for World Languages: Technologies in Support of 21st Century Learning". World Language PLC groups targeted writing assessments for French 1, Spanish 1 and Spanish 3. In the first year assessments, we integrated the best features of our present first year curriculum, TPRS, into the new curriculum. We also reevaluated and rewrote the assessments after giving them first semester as a "pretest". Our end-of-year PLC reflections were based on these observations. We are 75% complete with this process. In the spring, the department was asked to write, "unwrap" Connecticut WL standards for the above courses instead of finishing writing our course assessments. Since the new Common Core does not directly address WL standards (this appears to be a work in process at the state level), we decided to use the CT 2005 standards. For three or four sessions we worked on standards, slowing our assessment writing process. Unfortunately, we were not able to finish writing a number of assessments. World Language teachers continue to employ technology in their curriculum with the state of the art World Language Lab which in addition to the audio component, supports multi-media projects using internet and computer software. World language skills of speaking, listening, reading, and writing can be addressed in the lab, providing more diverse instruction to students. Language specific websites are used by all language teachers to reinforce grammar and investigate culture. Given continued training and acquisition of software in the future, the media lab will continue to be a valuable resource.

Counseling Department

The Counseling Department offers all students a comprehensive, planned program of experiences to assist with academic, personal/social and career needs. Counselors worked with students in individual planning sessions that included achieving academic success, educational planning and goals, transition to high school (grade 9), and meeting graduation credit and performance standard requirements. Group lessons were presented on transition and orientation (grade 9), career inventories (grade 10), PSAT (grade 11), college planning (grade 11 and grade 12), and academic planning (grades 9, 10, 11). This year saw a dramatic increase in the number of students who self-reported or were reported as experiencing suicidal ideations. These incidences require a great deal of time to process, consult with other staff and outside resources, meet with parents and follow-up. All such reports are dealt with by a team of staff, including the school social worker, school psychologist and school nurse. Our younger students (grades 9 and 10) continue to present concerns include unwillingness to do homework, weak study skills, and numerous marginal or failing grades which impact their academic achievement. Many of the students displaying these concerns are regular education students, and thus do not have the formal supports of those students identified as either special education or 504. School counselors are the main source of support for these students. Senior exit surveys continue to indicate that college counseling is the area that students see as of most importance. Therefore, assisting students with the college search and application process continues to be a major focus of the department. We hosted representatives from 52 colleges and vocational schools, as well as representatives of the armed services throughout the school year. As of May 15, 2012, the Counseling Department had processed 706 college applications to 213 colleges and universities in 27 states and the District of Columbia, as well as three foreign countries.

Physical Education

White boards have been incorporated into many of the Physical Education classes to assist with instruction. The PE 11/12 classes utilize the white boards so that the classes have structure as well as explicit guidelines to the activity they are participating in. The PE 9 and 10 classes use the boards to assist in instruction as well as setting up guidelines and tournaments for the classes. The PE department has found that the students react positively to the visual aspect that the portable white boards display. The fitness curriculum that was written for the PE 10 fitness unit/graduation requirement during the 2010-11 school year was implemented. The PE department focused on striving for consistency when assessing the self-evaluation that the students hand in at the end of the quarter. The updated curriculum also added skeletal and muscular charts for a more rigorous outlook on the impact of fitness to the human body. After the first semester, the charts were revised to ensure that the knowledge the student learned was appropriate to their level.

Health classes continued to integrate more articles with writing assignments into the lessons taught. The articles supplement the topics covered in the curriculum. Articles on bullying, binge drinking, drugs, stress, and internet safety have been included as well as other current topics that are health related. The PE department has added new drug education videos for the PE 10 and 11/12 classes. A variety of writing assessments have also been developed to accompany these videos. The department recognizes that the need for new materials is still a necessity for next year. Various articles have also been incorporated into the drug education.

The nutrition project was updated once again. The students received a more comprehensive guideline to what is expected for this project. The oral presentation guidelines will be updated for next year. The Health classes incorporated PRIDE into the classroom setting. The instruction was centered on the school's core values. Students developed classroom expectations that revolved around the five core values. There was discussion on how the core values looked in the gym area. Focus on the gym and fitness areas is a departmental goal for next year.

The Booster Club financed the purchase of new TV's as well as Wii's for the department. The new equipment was used for Health classes as well as PE classes. The Health classes benefitted from the new equipment because the computers in rooms 45 and 47 are not working properly. Health related videos were shown on the new TV's. The PE classes used the Wii's for those students who were excused from classes. The PE classes also used the Wii's for a change of pace on Fridays. The classes were allowed to use the equipment with the various sports/dance related software purchased. The PE department will continue to incorporate the use of this equipment into their classes as needed.

The Fitness elective continued with the video project this year. This project has the student design a workout that includes a warm-up, stretch and program that is designed for a specific purpose (i.e. basketball, dance, injury rehab, etc.). The students demonstrate the workout in a 5-10 minute video. This project has been a very successful tool in determining the level of student learning and will now be an integral part of the program. Changes were again made to the assignment this year through instructor review of student work. Team teaching concepts continued to be used in the Physical Education classes as the schedule permitted. Student response to this type of teaching remains positive. This type of instruction will continue due to its success.

Student Assessment

Teachers in the Language Arts Department continued to analyze the results of a series of CAPT practice exercises which they administer with an eye toward adjusting instruction to improving outcomes.

Additionally, the counseling department provided an item analysis of SAT results which one teacher used to find widespread gaps in student understanding of the topics addressed. This information will be used to inform future instruction. As a whole, the Language Arts Department continues to create common assessments for all grade levels.

In the Mathematics Department, the number of students at or above the proficiency level for the CAPT administered in the spring of 2011 was 93.4%, up from 92.2% the previous year. Teachers continue to incorporate CAPT strategies and CAPT-type questions in all courses that a student may take before taking the test. Additional CAPT practice is offered in Algebra 1 and Geometry with the use of a mid-unit Common Formative Assessment similar to CAPT problems and inclusion in the unit test of CAPT problems. These questions were administered as timed assessments and scored as they would be on the CAPT. The average math score on the SAT for the class of 2011 was 560, compared to 552 for the class of 2010. Eleven students took the AP Calculus exam given in spring of 2011; nine of these students scored a five and two scored a four.

Manchester Community College (MCC) has articulated our College Prep Algebra 2 for their equivalent Math 138. College to Careers students taking this course and meeting the requirements as set by MCC can earn credit from MCC for this course. Eight of the sixteen students who took the test in June 2011 attained a score high enough to earn credit from MCC. According to the director of Cooperative Education at MCC, this was considerably higher than any of the other participating schools. The Booster Club funded the American Mathematics Competition for us again this year. We had sixty students participate. One student for each level test (AMC 12 for grades 11 and 12 and AMC 10 for grades 9 and 10) was recognized for earning the highest score in the school.

Student assessment in the Science Department includes various assessment tools such as traditional tests and quizzes, benchmark exams, benchmark labs, formal and informal lab reports, projects, websites, oral and written presentations, and writing assignments.

Social Studies Department benchmarks continue to be an area that needs reviewing. Discussion and reassessment of the existing benchmarks is a must. To complete this work, time is needed for curriculum work during and after the school year.

In the Computer Science Department's Introduction to Computers class, a variety of assessments were utilized, including objective tests and hands-on lab projects for each unit as well as written evaluations for each lab project. In the Computer Programming class PowerPoint projects, hands-on lab projects, unit tests which included objective questions that cover all key concepts and processes, short answer/essay questions based on real-life programming simulations, and programming labs were utilized for student assessment purposes. Students also participated in the annual NOCTI testing in the Spring of 2012.

In the Family and Consumer Sciences Department a variety of assessment tools are used in all classes: tests, projects, high school student made lesson plans for preschool program, Head Chef for the day in the restaurant, presentations, and NOCTI Testing for the Advanced Foods and Childhood Education courses.

In the Fine Arts Department, rubrics are used in all classes. Performance-based and portfolio-based assessments continue to be used. Self-assessment and peer assessment tools are utilized to offer feedback to student artists and their work. Tests and quizzes are used in both art and music classes to evaluate and assess student learning.

The 2011-2012 Physical Education professional learning community discussed fitness test results and how reviewing those results could help with their curriculum and instruction. A variety of workouts were discussed. Military workouts and their components were researched due to the students entering the

military. The primary assessment method in this area is the State of Connecticut Physical Fitness Tests. The PE department attempts to strive for consistency when assessing the fitness paper. The department had discussed the requirement, what they looked for in the paper and how they grade the paper to make sure they are all on the same page. Many of the department members feel that having this discussion helped when it came to assessing the papers in the 2011-2012 school year. The PE department continues to review and revise quizzes and rubrics given to the students at the end of each semester. Revisions are made at that time for use in the next semester. Common writing assignments/assessments were developed this year for the drug education units in PE 10 and 11/12.

Formal and informal assessment is an integral part of the Special Education Department's daily responsibilities. Case managers were responsible for formal triennial testing on individual students on their caseloads as well as 504 student re-evaluations. The primary assessment tool for this formal testing was the Woodcock Johnson III Tests of Achievement. Several informal assessments were used daily in Special Education classes as well. Traditional multiple choice, short answer and open ended questions were also used in regular education classes. Many of the concepts taught were assessed by using a project/rubric form or by having students complete specific activities and charting their performance. Other student assessments were based on assignments from regular education classes. This real life assessment identifies specific strengths/weaknesses individual students have in the areas of study and comprehension skills. Students addressing their self-advocacy skills kept a personal development journal. Students were able to reflect on their participation in activities as well as new things learned about them. By using a self-assessment approach, students were able to document important outcomes of their educational journey from self-awareness to advocacy.

A variety of summative and formative assessments were used throughout the year in the Technical Education Department including but not limited to objective tests, short answer, written evaluations, projects, portfolios, peer evaluations, NOCTI testing for Drafting II, Power Point presentations, on-line examinations for Project Lead the Way, hand on lab activities, and teacher observation.

In the Business Department, a variety of assessment tools are used, including but not limited to, tests, projects, simulations, presentations, group activities, class participation, homework, UCompass quizzes and activities, and student run companies. Additionally, the use of portfolios has been implemented in both Accounting and Personal Finance. Other forms of assessment include the NOCTI Testing that occurs for the Accounting II students and the MCC exams in Accounting II and Keyboard/Word Processing classes for the College Career Pathways program.

Staff in the Counseling Department continue to consult with other school staff, administration and parents in regards to a wide variety of issues involving students. All counselors attend the weekly Student Intervention Team meetings. Counselors attend PPTs for students on their caseloads. At the end of the school year, counselors must also attend all PPTs and 504s for grade 8 students. The counseling staff is responsible for the CAPT make-up testing. AP and PSAT testing are also coordinated by the Counseling Department. Counselors are members of the selection committee for the Tolland Community Scholarship program. Counselors stay current on best practices in the profession by attending a number of workshops and conferences throughout the year. These include College Board workshops and Connecticut School Counselor Association conferences. All counselors as well as the school psychologist attended a suicide prevention/intervention workshop. Reduced funding for professional development continues to limit the number of professional development activities counselors are able to attend.

The World Language Department PLC focused on writing and rewriting assessments for French 1, Spanish 1 and Spanish 3. The new textbooks and reworked curriculum for these courses were the driving force for the focus. Donna Newman and George Plaumann reflected that they were very successful with

the improvements for the Spanish 3 *Avancemos* reading, writing, speaking and listening as well as for the *Destinos* portion of that curriculum. Sue Ventura and Kim Hoyt report that 75% of their work has been accomplished. Nancy McGrath wrote initial and edited benchmarks for four of six French 1 units. World Language continues to use common unit assessments at all levels in all courses. Teachers of same level courses routinely discuss the benchmarks and the results of the benchmarks to inform instruction. Common unit assessments in the department are comprised of speaking, listening, writing and reading sections with optional cultural benchmarks. A combination of textbook and teacher-created assessments is also used. Results of student work including assessments are posted in a timely fashion on the portal. The current “unwrapping” of standards focuses on aligning new and existing curriculum and assessments with CT State WL standards (2005) and the Common Core State Standards. The relationship between these standards is still being defined by Connecticut World Language Curriculum Coordinators.

Staffing

The Language Arts Department consists of nine full-time teachers and one half-time teacher. The teacher acquired with the help of the Education Jobs Fund grant in January 2011 continues to teach two intervention classes. Although the federal funding is exhausted, the department has retained this position and its current level of staffing to provide Tier II and Tier III interventions to struggling learners.

The Mathematics Department has 10.5 math teachers with 64 math sections. The federal education funds allowed us to add a teaching position for this year. With this position in place, we were able to incorporate a remediation section in each semester and decrease some class sizes. The remediation/intervention is to provide math support for 9th and 10th grade students in need of academic assistance. Over 1,150 students took math courses (some taking one in each semester). Class size in Algebra I, Geometry, and Algebra II averaged between 21 and 26. Being able to keep some of the class sizes in these core courses smaller allows teachers to provide more assistance to individual students with practice and working with technology. Maintaining this level of staffing is a key to meeting the needs of all students.

Staffing levels in the Science Department continue to be inadequate. The department has been down from nine to eight instructors since that year, yet enrollment has significantly increased. This continues to have a major impact on the courses, and the number of sections offered within the department. Although there is a minimum graduation requirement of three science courses, many students opt to take more. This is the second year that the Science Department has turned students away from science electives. CP Chemistry, CP Integrated Science and CP biology classes are very close to capacity if not full. If students transfer to THS, they may be unable to take CP Chemistry, simply because there is no room. Smaller class sizes in this level would lead to a higher student success rate.

Social Studies Department members, Shelley Manning and Mike Meyers, participated in the American History Project conducted by EASTCONN (three year program). Don Fay attended Social Studies National Conference in Washington D.C. and provided the department members with new materials and information gathered at the conference. The department continues to experience an increase in the number of students in required courses to facilitate more elective sections without any increase in teachers. As class size continues to increase in the Social Studies Department elective courses, an additional teacher will be necessary to accommodate course requests.

The Fine Arts Department consists of five full-time teachers (two in music and three in fine arts). Most courses in the fine arts department are enrolled to capacity. There is an opportunity to add a half-time teacher in both areas. This additional teaching position will allow the department to expand course offerings as well as to increase opportunities for students to take Fine Arts elective courses and to give

students an opportunity to explore their interests in more depth. The Visual Communications course (formerly commercial art) will not run next year thus leaving the animation lab vacant for much of the year as will Music Tech. Students do not have the opportunity to explore commercial applications of visual art, a key skill for any student studying art at the college level.

The Business Education Department consists of three full-time teachers. As a result of increased enrollment in Economics and Introduction to Business courses, it was again necessary to eliminate other elective offerings.

Counselors in the Counseling Department are the case managers for all students with 504 plans except those with medical concerns. Many of these plans are complex, and demand the same monitoring of the student and consultation with staff that is present in IEPs. As case managers, the counselors are being asked to provide similar services to those of special education teachers. The increased demands due to management of 504 plans on counselor time have had a negative impact on the amount of counselor time spent with other students. The counseling staff continues to consult with staff, administration, and parents in regards to a wide variety of issues involving students. Counselors attend PPTs for students on their caseloads.

The Family and Consumer Science Department consists of two full-time teachers. Not all students requesting the Culinary 1 and 2 classes for the year 2011-2012 school year could be accommodated. Adding another part-time teacher would allow us to accommodate these requests. Certainly, this is a staffing issue that needs to be considered in the future.

As stated in previous reports, the Athletic Director's job needs to be separated from the Physical Education (PE) Department job. The Athletic Director's job has too many aspects for the person to do an adequate job in the split position. At the last Board of Education meeting of the 2011-2012, it was decided that the Athletic Director position would become full-time and the current part-time teacher (0.6) would move to full-time position. The only drawback of this is that the department will lose two sections in the 2012-2013 school year. As stated in the last three end of year reports, it is difficult to supervise due to the set up of the gym and locker rooms, particularly because of the large number of entrances/exits. This year the PE department locked the outside hallway doors forcing the students to enter the locker room through the main gym which helped somewhat with the supervision issue. Tardiness is another major issue that needs to be addressed each year. Over the past five years, the department and previous administration set up a policy for the PE area. This policy was reviewed and revised by the department and the current administration to curb tardiness to PE. The funneling of students into the gym and using one entrance instead of two has helped. Most department members also have made a concerted effort to keep a tally of those students who are tardy.

The Special Education Department staffing at the high school is widely disparate from the others schools in the district. At THS, we only have three full-time teachers and two part-time teachers to service almost 70 students. This year, we graduated almost ten less students than we are receiving in September. Next year, we will be close to 75 Special Education students receiving special education services. At Tolland High School, our department shares the responsibility and programming to the best of our ability.

The Technology Education Department consists of three full time teachers. Mrs. Brocius will have completed her Master's in Education in June. She concentrated her studies in English and Literacy for Secondary Education. The department worked well together with open communication and dialogue.

The World Language Department consists of five full-time teachers, three Spanish certified and two French/Spanish certified teachers. One teacher from the TMS middle school language program, Susan Ventura, was transferred to THS. Donna Newman and George Plaumann have been co-advisors for NHS;

in that role, they run two successful blood drives, organize other community service projects, and organize all NHS inductions and meetings. Donna Newman heads up the evening TALC program and participates on the scheduling committee. Nancy McGrath is a co-advisor for the Class of 2013 and co-produced Mr. THS and the Junior/Senior Prom. She and Megan Kirwin chaperoned this year's trip to France in April. Nancy is also on the NHS selection board and officiates outdoor track and attended TEAM training at EastConn to train as a mentor. She mentored a THS intern, Stephanie Makowski, until December and is currently mentoring Susan Ventura for her TEAM modules. Nancy McGrath and Susan Ventura co-advised the growing World Language Club. Susan Ventura officiated outdoor track, assisted with Tolland Idol, completed two modules of TEAM and is currently working on two more. She also attended a classroom management seminar and in-house technology training sessions. Department members participated in both 8th grade orientation night and the annual Evening of Excellence.

Facilities

Each teacher in the Language Arts Department has his/her own classroom, with three computers, a printer, and a projector. The department's mini lab has 14 laptop computers to complement its 12 stationary student computers and one teacher computer. In addition, the mini lab has been outfitted with five cameras and three editing computers and software to assist with the Journalism/Broadcasting course. The department has four document readers, which department members share. Teachers continue to take advantage of the technology and the facilities available to them. The journalism class met regularly in the English Department computer lab where students used both the regular computers and the laptops. Other English classes of various grades and levels periodically used this room as well. The library's computer lab, tables, and reading chairs were also frequented by English classes. Additionally, several English classes used the auditorium to perform plays as they read them.

In the Mathematics Department, the computer lab was used approximately 70 times first semester and 100 times second semester. In addition to being an integral part of the curriculum of some courses, the lab has been used for individualized instruction, practice and review for students in the remediation/math support sections. The existence of the lab has greatly enhanced the curricula in all courses. The opportunity to utilize the computer lab for remediation and enrichment for our courses has benefited the students. The ability to have all students on a computer station at the same time is a benefit when using some of the math and graphing software available. Geometry classes have increased the time that they use Geometer's Sketchpad for exploration of concepts. The Consumer Math class has utilized the computer lab more to take advantage of the technology available. Funding for additional software, and time and money for staff to be trained in using the software, would increase our capabilities of using this technology further in student learning.

In the Science Department, the facilities are no longer a concern since the move to the high school. Classroom size and storage, both concerns in the past, are more than adequate.

The need for a Social Studies computer lab to facilitate curriculum and instruction is a must. Too often, teachers are unable to complete activities within the curriculum or enhance student learning because of the restrictions and availability of computers in the library.

Fine Arts Department studio spaces are generally adequate for instruction and safety. Concerns with regards to specific maintenance issues will be addressed at the close of the year on maintenance request forms. These specific issues include: repairs of stools, re-alignment of sink faucets, darkroom silver recovery system etc. Another major concern of the department is the maintenance and budgetary implications and responsibilities for maintenance. The art computer lab is licensed with old versions of word and Adobe Creative Suite with limited access to digital images and file storage.

In the Family and Consumer Sciences Department, there are several advantages in terms of the facilities. There is adequate space and storage for class work and projects, including beautiful large classrooms and kitchens. Unfortunately, an attempt to beautify the entrance to the restaurant was unsuccessful this year.

The Physical Education Department continues to have a problem with equipment or being left out even though the locks on the equipment closet doors were changed four years ago. Department members arriving at school in the morning come in and find equipment left out in the gym areas knowing that all equipment was put away the previous school day. A large problem, which continued again this year, occurs in the winter when there are home basketball games and recreational games over the weekend and especially vacations. The department would prefer the locker rooms be cleaned after the teams leave, not before they arrive. The fitness rooms and Health classrooms also lack cleaning, especially the floors.

The Special Education Department currently has our confidential files housed in a workroom with the Special Education Secretary in the adjacent office. This has proven to be a very effective arrangement. The department uses this room as a space to complete work in student files, to administer testing, as well as to meet with small groups of students/teachers. The Speech and Language Pathologist uses a different resource room on the days that she is at THS. The School Psychologist and School Social Worker each have their own office.

Staff in the Technology Education Department still have concerns regarding the environment. They include: classroom floors are not cleaned on a regular basis, climate control issues, and equipment and technology becoming obsolete. The level of noise inherent with equipment use was also an issue in regards to announcements over the PA system. The labs have been updated with Windows 7. It is anticipated that the Graphics Lab will receive an update in its software as well. The department had relatively few repairs to equipment. No new equipment was purchased.

The World Language Department occupies five of seven rooms originally dedicated to the department. The World Language routinely uses the new state of the art Language Lab fitted with 28 student workstations and one teacher control center. All World Language teachers utilize the lab in a variety of ways. At this time, they do not yet have fully integrated media with all of their courses which limits the use of the language lab. Since the language lab is now five years old, the budget does not consider the need for ongoing replacement costs of that equipment (30 computers including teacher work stations). New faculty, Susan Ventura and Kim Hoyt, received language lab training from Markon, our language lab vendor. The art museum in our World Language hallway is used by a number of World Language and other classes for various class projects. This project funded in 2008 by the Tolland Booster Club has yet to be completed. A quote of \$1,800 to mount the remaining 40+ pictures cannot be accomplished due to a lack of funds. Overhead projectors are routinely used in all classes as well as televisions, VCRs, CDs and DVD players. Stand-alone overhead projectors are required by all five teachers.

Support Services

The Language Arts teachers work closely with the Special Education Department to provide instruction for the school's inclusion students. The department members also worked with the Counseling Department regarding procedures for the placement of students in leveled classes. Two intervention classes were also provided for ninth and tenth grade students identified as needing assistance with core English classes. All teachers in the department made an effort to be accessible to students after school for extra help. Many students used email to contact teachers during non-school hours.

Teachers in the Mathematics Department are available to give extra help to students almost every day. Exceptions are mandatory meetings, parent conferences and PLC meetings.

In the Science Department, student support services are adequate.

Team teaching in the Social Studies Department with Special Education teachers has been a very rewarding and beneficial experience for both teachers and students.

One member of the Fine Arts department worked with the Counseling Department in the second half of the year to collaboratively develop the advisory program at the high school. All teachers in the department are accessible to students after school for extra help. Students may use email to contact teachers during non-school hours.

The Business Education departments work closely with various support staff in order to best meet the needs of our students. The Counseling Department, Special Education Department, the Speech/Language Pathologist, classroom paraprofessionals as well as the District Assistive Technology Specialist worked with our staff to provide personalized and meaningful instruction for students.

The Computer Science Department works closely with both the Counseling Department and the Special Education Department to ensure that all students can learn the desired skills successfully. The computer science teacher was available for extra help or accelerated work requiring extra time before and after school.

The Counseling Department works closely with the members of the Special Education Department, our school social worker, the school psychologist, our two school nurses, and many paraprofessionals to ensure that their students' needs are being met.

The Family and Consumer Sciences Department works closely with the following support staff in order to best meet the needs of the students they service including with the Counseling Department, Special Education Department/Classroom Paraprofessionals, and Hearing and Speech Consultants.

Due to the large numbers of special education students taking classes in the Physical Education Department, the paraprofessionals have not had a large impact in PE this year. The paraprofessionals have been assigned elsewhere or have double duty. Plans are in the works to have all paraprofessionals "trained" to be able to use the nutrition software as well as learn how to use PowerPoint. This will enable a larger number of paraprofessionals to be available to the PE Department. The Counseling Department adhered to our wishes and stuck by the prerequisite for PE 11/12. The PE Department chair is checking on those students who are ineligible to take PE 11/12 for the first time or who failed to make the prerequisite to repeat the class.

Despite a growing and challenging population, the Special Education Department continues to provide high quality instruction for the special education students at Tolland High School. Teachers and paraprofessionals give 110% on a daily basis for the betterment of our students. We are very fortunate to have a full-time school psychologist who is very effective with our student population. She is also an excellent diagnostician. In conjunction with the special education teachers, Mrs. Tozier completes functional behavioral assessments and develops behavioral intervention plans based on the results. We continue to benefit tremendously from the addition of Michael Tyskiewicz, the School Social Worker. His efforts have been invaluable. He has been able to work with families and individuals, complete assessments, and formulate small groups for students who require specialized support. We would continue to benefit from having a Transition/Vocational Coordinator. Many of our students will graduate from high school and go directly to the world of work. We are not fully able to provide meaningful

transition services to many of our students. We need a position that can work on developing, monitoring and maintaining job placements in the community for our special education students.

The Technology Education Department works closely with the Counseling Department and Special Education Department to support our students. Accommodations and modifications for students are made on an individual basis. Teachers have differentiated instruction in each classroom to support all student learning and achievement.

All teachers in the World Language Department are accessible to students after school or during their lunch for extra help. In addition, students may use the school's email or access our teacher websites during non-school hours. As needed, World Language teachers have been trained to use FM systems as required for hearing impaired students and provide materials as needed for Braille transcription. Teachers with 504 and special education students routinely followed up and attended meetings as needed. One paraprofessional serviced a student in French 1 this year for a month until the student was released from special education.

Parents and Community

Teachers kept parents informed in many ways. Each member of the Language Arts Department has a web page on which he/she may post deadlines, links, and contact information. Each teacher also has email and voicemail that parents can access. Teachers regularly updated their PowerSchool grade books so that student and parents can be well-informed about a student's progress in a course of study. Teachers attended the two Open Houses to share curriculum information with parents. Representative teachers also presented information to and answered questions from the parents of incoming students at the Eighth Grade Orientation Night. With the Parent Portal fully open now, many teachers were able to eliminate some of the paper usage for sending home progress reports.

In the Mathematics, Science, and Social Studies Departments, teachers are very conscientious about maintaining contact with parents. With the Parent Portal open, they too were able to eliminate some of the paper usage for sending home progress reports.

Visual art students participated in *Arts of Tolland* youth art show held at the Tolland Arts Center on Tolland Green. Art exhibits occur at the Board of Education meetings twice during the calendar year. Visual art students participated in the National Scholastic Art & Writing Awards. Students involved included: Seniors, Christi MacDonald, Meghan Williams, and Maddie Weed. Underclassmen include: Chiara Elwood, Brianna Ricciardone, Melissa Caron, Madison Florence, Chris Bernier, Bailey Fontaine, and Genevieve Hoyt. Visual art students participated in the Connecticut Art Education Association's *Art Slam* at the legislative office building at the State Capitol in Hartford. Visual art students participated in *Celebrate the Arts* in Storrs, CT. Photography students participated in a community art show *Fresh Faces/Fresh Images* at Photosynthesis Gallery for the third year with students from six area high schools. This year the recipients of the 2012 Connecticut Association of Schools (CAS) awards for their contributions and diligence in music and visual arts are Denny May and Madeline Weed respectively. The jazz band sponsored a coffee night, and performed at the Barnes and Noble fundraiser night. In addition, they traveled to New York City to attend the Radio City Christmas Spectacular at Radio City Music Hall. Student jazz band members from 5-12 grade participated in an evening of jazz. The following Band students auditioned and participated in the Eastern Region Music Festival: Marissa Bedard, Erin Connelly, Ian Cook, Emily Elsner, Julia Gottier, Nicole Green, Denny May, Leonard Chiang, Meera Dave, Jake Gorsky, Nicole Connelly and Matthew Della Camera. In addition, two Band students, Meera Dave and Emily Elsner, were represented at the All-State Music Festival. Madrigal Singers performed at Peter's Retreat (an AIDS hospice in Hartford) and the December Board of

Education meeting. They also performed at an assembly at Tolland Middle School with the THS Women's Chorus. Madrigal Singers performed their annual Madrigal Dinner. The script was written by one of the students, Kelsey Kaplan, who wrote the masque (short play) performed at the end of the evening. The Women's Chorus participated in the 2nd Annual Wyvern Women's Chorus Festival held at the Kingswood Oxford School in West Hartford. Nationally known composer and Connecticut resident Amy Bernon was the guest artist for the event. Ms. Bernon was very taken with the THS Women's Chorus and wants to come to Tolland next year as a guest clinician for the group. Ten of our choral students participated in the CMEA Eastern Region Music Festival. They are: Ryan Boutot, Kerrie Clancy, Anna Giangregorio, Gabby Hurlbut, Sierra Jesanis, Kelsey Kaplan, Kristen Machuga, Alex Noonan, Kayla Singleton, and Kari Trice. Three of those students, Anna Giangregorio, Gabby Hurlbut and Kristen Machuga, were selected for participation in the All-State Chorus. The Madrigal Singers and Women's Chorus participated in the NAMES closing assembly. The Concert Band participated in the Memorial Day parade. Guest artist Andrew Plourd, a graduate of Berklee College of Music, spent four weeks during the first semester working with the jazz band. In addition, he worked with the Music Theory class for a week in April. The THS Band, Jazz Band, Chorus and Madrigal Singers participated in the PAC/Six Flags Adjudication Festival in East Windsor.

In the Business Department, business community members are invited to speak to classes on a regular basis. For example, the following community members spoke this year: Financial Advisor James Ferris met with business students in the auditorium both semesters addressing the importance of and strategies for investing, and Kevin Bouley and Michael Smita from NEARC and Star Hill met with Personal Finance students for resume evaluation and mock interviews.

The Computer Science Department communicates with parents through the PowerSchool parent portal, parent/teacher conferences, Open House, 8th Grade Orientation, progress reports, e-mail, and telephone. In addition, Mr. Horan presented at our annual Evening of Excellence and attended graduation.

The Counseling Department presents a number of programs for parents throughout the school year. A program for ninth grade parents was held in September. This program focused on transition to high school, specifically on how to help ninth grade students in areas such as homework and studying, self-advocacy and independence. The program was held on two different mornings, with eighty families attending in September, 2011. In addition, the counseling staff also presented parent programs on college planning for juniors and their parents (November), understanding the PSAT (December), financial aid (December) and early college planning session for sophomore parents (April). The counseling staff also presented at the orientation and course fair for incoming ninth graders in January.

In the Family and Consumer Sciences Department, staff members communicate with parents through the use of quarterly progress reports, email, parent/teacher conferences, telephone, PPT's, and the Power School parent portal.

The Physical Education Department would like to thank the Booster Club for their annual support of the PE department. The Cider Mill Road Race funds are coming in handy, especially this year. Monies were donated yet again for the t-shirts for the sophomores passing the CT State Physical Fitness Tests. Also, the Cider Mill Road Race funds have purchased updated nutrition software for the freshman Health classes. The department is grateful for this parent run group and their support of Tolland High School PE programs. Contact with parents by department members continues to be one of our priorities. Even with the parent portal open, the department contacts those parents of students who are failing or have behavioral issues.

As always, the Special Education Department is appreciative of our parents, whose teamwork and open communication contribute to each student's academic success and emotional well-being. Teachers make every effort to maintain positive and helpful relationships with the parents of the students they case manage.

Members of the Technology Education Department communicate with parents through a variety of means such as PowerSchool, email, telephone, conferences, Eighth Grade Orientation and our annual Evening of Excellence. The department had members of the community involved in presentations and discussions with students. For the second year, Tolland High School is involved in the Hovercraft Competition in Hartford. The Graphic department continues to design and produce print media for a variety of organizations in town including: the Tolland Library Foundation, The Tolland Education Foundation, The Tolland Fire Department, Boy Scout Troop 2, TEPTO, Rockville General Hospital Auxiliary and Unified Sports. The graphic students also print a variety of print jobs for the school and the Town of Tolland. Teachers keep parents informed in many ways. Each department member communicates with a first-day course description and parent sign-off, and on an ongoing basis via email and voicemail.

Teachers in the World Language Department keep parents informed in many ways. Each department member communicates with a first-day course description and parent sign-off, and on an ongoing basis via email and voice mail. Teachers call home when students are failing. Teachers attend 504 meetings as requested. World Language teachers attended two "Open Houses" to share the class expectations and curriculum information with parents. Kim Hoyt and Nancy McGrath provided information to the parents of incoming students at 8th grade orientation night. Kim Hoyt, Susan Ventura and Nancy McGrath gave academic awards at the Evening of Excellence. France trip parents, students and teachers met three times prior to departure including a pot-luck dinner. Twelve French students spent nine days in Paris, Provence and Nice with French teacher Nancy McGrath and co-chaperone Megan Kirwin in April of 2012. Their adventure included visits to the Eiffel Tower, the Musée d'Orsay, Versailles, the Roman ruins at Glanum, a bike trip through the olive vineyards near St Remy De Provence, a visit to the Fragonard perfume factory and a scavenger hunt at an open air market. Kim Hoyt's French friend visited all French classrooms in December to share cultural observations in the target language. A local field trip to the Hillstead museum and "La Petit France" patisserie provided a real cultural context for our language students. George Plaumann took his Spanish 5 students to the restaurant "Cinco de Mayo" in Willimantic after studying the difference between authentic Mexican and American Mexican food and the history of the Mexican holiday. The restaurant is owned and operated by a Mexican family from Puebla Mexico, the birthplace of the holiday. The owners spoke to the students in Spanish about the holiday and let them visit the kitchen. A delicious Mexican meal followed. Students in the World Language Club taught five 2nd grade classes at Birch Grove for three sessions of 25 minutes in the Spring of 2012.

Tolland High School Goals for the 2012-2013 School Year

Language Arts Department Goals/Vision:

- During the 2012-2013 school year, teachers will focus their instruction to meet the school's academic goal(s). The department will continue to meet to discuss how and if the department's core works and assessments align with the state standards.
- As an ongoing project, teachers within the department will work on reviewing the 9th and 10th grade curricula and share successful strategies.
- Also ongoing, teachers will continue work on aligning the 11th and 12th grade curricula with state standards.
- Teachers will continue to focus on reading comprehension and responsive writing, helping students demonstrate a clear and well-supported connection to a work of literature.

- Teachers in the Language Arts Department hope to develop common assessments that show the correlation between the Connecticut State Standards for Language Arts and the school's Language Arts curriculum.
- Members of the department hope to continue to replace outdated or out-of-print textbooks, allowing students to experience new material and relevant real-life examples through newer literature texts; expand its staffing to its previous level of ten full-time teachers; and restore Communication Media and Modern Novel to its list of electives.

Mathematics Department Goals/Vision:

- Finish aligning the curriculum for Algebra 1, Geometry and Algebra 2 to meet the standards as set forth in the Common Core State Standards.
- Continue to find ways to improve student literacy in mathematics.
- Continue to evaluate student learning and explore ways to meet the needs of the students.

Science Department Goals/Vision:

- Continue PLC work in all science areas
- Increase use of probe ware in more labs
- Increase use of clicker technology department-wide

Social Studies Department Goals/Vision:

- Implementation of Common Core State Standards will be a priority provided time is given to the department to execute the changes required.
- Continue to evaluate existing activities and assessments and develop materials needed in our PLC groups. We will be able to evaluate student data on activities created this year by PLC and determine how to improve student learning if time is provided.
- Continue to evaluate and review benchmarks. Department members will use statistical data to review teaching practices and activities used in the classroom if time is provided.
- Continue to implement the new curriculum in American History and evaluate the changes and its impact on student learning if time is provided.
- Continue to implement the benchmarks for our required courses and use the data to improve student learning if time is provided.
- Revise the five-year textbook adoption system to update much needed materials. This is not in place due to funding. The department will continue to try to implement the textbook adoption plan. The department would like to increase supplemental required books in many of our courses if funding is available.
- Map sets will become part of the five-year adoption plan to complete the purchase for all social studies classroom. We will follow the plan when the department budget has the funds.
- Members of the department will continue to be part of the district-wide Social Studies Curriculum Development group under the direction of the Social Studies Curriculum Coordinator.
- Continue to work with the Social Studies Curriculum Coordinator to enhance our teaching to improve student learning.

Fine Arts Department Goals/Vision:

- Continue integrating technology into the curriculum.
- Continue using time designated to PLC's to review and revise curriculum and integrate technology.

Computer Science Department Goals/Vision:

- Increase initial student registration in Computer Science Department courses.

- Further update the Introduction to Computers curriculum to include a short Video and Graphics unit with the goal of integrating a joint project with the Business Department's marketing classes.
- Incorporate 21st century skills into curriculum and instruction

Counseling Department Goals/Vision:

- Implement the full use of electronic transcript and college application forms for all college applications.
- Assist in the implementation of Student Success Plans through the use of the resources available on Family Connection.
- Assist with the implementation of the Advisory Program by providing activities as requested by the Advisory Design Team.

Physical Education Department Goals/Vision:

- Incorporate PRIDE into the gym and fitness areas. Focus will be on the core values and how they can be incorporated into these areas. The Health classes will continue to focus on PRIDE also.
- Continue to incorporate current drug education materials into the Physical Education classes. An existing video library still needs to be updated. Current information/articles will continue to be updated. New activities/lessons will be added to what was developed this year.

Special Education Department Goals/Vision:

- Within our current service delivery models, the Tolland High School Special Education Department hopes to provide high quality subject specific support to our students. Our goal is to continue to develop modified curriculum materials and alternative assessments for a variety of regular education courses. The department plans on increasing the level of pre/post data collected to demonstrate student growth.
- Identify, create, and implement a wide array of transition services to assist our students in meeting success after graduation, whether they attend post-graduate school, work in sheltered workshops or take employment. It is critical that we connect with local businesses where our students can gain valuable work experiences.
- Re-structure the Content Support classes. We hope to design a course that will allow us to deliver more specialized instruction to each student's specific area of weakness.

Technology Education Department Goals/Vision:

- The goals of the Technology Education Department for the upcoming school year will be curriculum development based on the Common Core State Standards.

World Language Department Goals/Vision:

- Increase WL budget to reflect our true basic needs: maintenance cost of language lab, replacement cost for two language lab computers, textbook or textbook access for all students at home, software to differentiate instruction and ancillary supplies and materials. Working with a \$3900 WL annual budget this year left only \$850 for all other WL expenses. This year our department enrolled approximately 645 students for a per pupil expenditure of \$6.05. This upcoming year we will have about \$700 to spend for all WL expenses after we pay our language lab contract. Purchase additional textbooks or procure on line codes for textbooks to ensure that all students have access to a textbook as needed.
- Budget more significant paid curriculum time to update and write current World Language curriculum. Budget and encourage teacher professional development that is pertinent to World Language content and instruction.

- Develop a plan to offer French 5H/ECE/AP in the future regardless of the number of students enrolled.
- Maximize the use of current world language methodologies and the target language in the classroom.
- Examine relative rigor of honors versus CP courses.
- Encourage differentiation within the same classroom to challenge all students, including honors upgrading as appropriate (ex. French 4 CP and French 4 Honors)
- Continue to work with PLC initiatives, especially unwrapping standards from WL and Common Core as they apply to World Language courses. Study of the Revised Bloom's taxonomy and Webb's DOK levels as well as other new tools would be valuable.
- Continue to dialogue and meet with COFLIC (CT World Language Curriculum Coordinators) on the topics of standards, curriculum, instruction and assessment.
- In PLCs, emphasize our own academic needs for developing more speaking and listening opportunities and integrating culture into curriculum via technology.
- Attend TPRS, Language Lab/Technology and Professional Development workshops to continue professional development and specifically, to stay connected with state World Language initiatives.
- When writing new curriculum, contextualize the curriculum to incorporate culture and be more relevant to students' lives.
- Utilize online key codes for *Avancemos* and *Discovering French* textbooks so students can access textbook at home.
- Create a bound grammar and vocabulary workbook for French and Spanish 2 students.
- Discuss and plan for 2018 state mandated two years of one language at the high school level. How will we accommodate this? How should we address this?
- Integrate world language more actively into THS graduation requirements. Our current requirements and rubrics do not adequately address the role world language already plays here at THS (a very high percentage take language here) nor the requirement for language study to get into college.
- Investigate integrating an AP French into our French program and either AP Spanish or UConn ECE into the Spanish program at THS.
- Decide if World Language is a core or elective at Tolland High School. Discuss rigor and sequencing so that all students are challenged and provided world language opportunities through the fifth level of both French and Spanish.
- Apply to Booster Club to finish art museum.
- Continue to fundraise and offer Valerie Dieter Memorial Scholarship for up to two students interested in world culture and language study in college.
- Develop a better WL website to connect to parents.
- Articulate the Middle School/High School Programs by hiring a trained WL curriculum specialist or curriculum liaison.
- Increase the enrollment of French students in the Tolland program beginning at the middle school through increased marketing to the elementary school students, reinstatement of the elementary school French club, involvement of the THS World Language club with younger students, language night/fair and provision for increased staffing (currently 0.5); at the THS level by growing the THS World Language club and promoting taking a second language to Spanish students.
- Hire an additional dually certified Spanish/French teacher for 6.0 language teachers. using a thorough and professional process that takes into account a longer term look at staffing.
- Reinstatement a World Language celebration day or week with workshops and guest speaker/musicians/artists.
- Initiate French virtual exchange with a Toulouse area school through the CT Yale consortium (possible class or language club project).
- Continue to plan and take cultural trips abroad including Quebec, Costa Rica, and France.
- Inform and encourage students to participate in travel and study abroad programs.

- Continue to build relationships with nearby universities to obtain student teachers and interns to enhance the future development of our world language program.

CLOSING

In closing, Tolland High School staff and administration have worked diligently in the 2011-2012 school year to improve academic achievement and school climate. Moving ahead, curriculum work associated with the Common Core State Standards will continue among many other new initiatives. Much work has already been done in preparation for the upcoming New England Association of School & Colleges (NEASC) Self-Study in 2012-2013. Co-chairs, Margot Martello and Shelley Manning, along with Steering Committee members Evangeline Abbott, Dominique Fox, Ruth Leary, Ivy Morrison, Kim Simon, Jeffrey Susla, and Linda Yankowski will lead the entire school in the self-examination process of the newly adopted NEASC Standards in preparation for the upcoming accreditation visit in Spring 2014.