



Tolland High School Annual Report 2012-2013

Introduction

In the 2012-2013 school year, Tolland High School focused extensively on improving academic achievement and school climate.

Curriculum development continues to be an area of focus as many teachers in many departments spent a great deal of time developing new and revising old curriculum based on the Common Core State Standards (CCSS). The tenth grade English curriculum was implemented and common assessments have been created and administered at both the 9th and 10th grade levels. The 11th grade curriculum has been written and will be implemented for the first time during the fall of 2013. The Mathematics Department continues to forge ahead and will implement their newly developed Algebra 1A curriculum in the fall of 2013 and Algebra 1B curriculum in the spring of 2014. Teachers in the Social Studies Department, specifically those that teach Modern World History and Native American/Russian History, continue to focus much of the energy towards improving students' literacy skills, specifically reading and writing in the content areas. Civics teachers revised their curriculum and are developing common unit assessments as a means to horizontally align their teaching. Curriculum for a new course, Advanced Placement Psychology, was also written and the course syllabus was approved by the College Board. Additional curriculum revision occurred for courses in the Business Education Department, Family and Consumer Science Department, Physical Education Department, and the World Language Department.

Tolland High School continued to provide academic support to struggling learners in the areas of both English and mathematics. Thirty-three 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. The principal and Director of Counseling worked together to hand-schedule each identified student to ensure that they received the Literacy Support class in the same semester they were enrolled in both English and mathematics. Once the CAPT scores are published for this past school year sometime in July, a thorough analysis will be completed of student's performance in their respective English and mathematics courses as well as the state testing results for 10th grade intervention students.

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 drug and alcohol awareness. In the second semester, *Drugs, Alcohol, Teens, and Truth* was presented to both students and

their parents to raise awareness on the dangers of drug and alcohol use. **VOICES** students hosted an assembly in early May where former professional basketball player Chris Herren spoke to our students about his ten-year battle with drug addiction. Members of the school's Advisory Design Team met frequently to design 20 lessons which were implemented by advisors during the course of the 2012-2013 school year. This alone was a monumental task as much of the work was completed outside the scope of professional learning community time. Five members of the Tolland High School PBIS team participated in Year 3 training for Positive Behavior Intervention and Supports. Our Student Intervention Team met over 30 times to discuss strategies to be implemented with specific students who experience academic and/or behavioral difficulties.

Finally, a great deal of time and energy has been spent preparing for the upcoming New England Association of Schools and Colleges accreditation visit in the spring of 2014. Each of the Standards committees has worked diligently gathering information and writing reports about the various indicators within each Standard. A new set of learning expectations were created and adopted by the school staff. In addition, school-wide analytic rubrics were created and will be piloted next fall. Although the work has been challenging at times, it has been a rewarding experience.

The following department reports have been submitted: Language Arts, Mathematics, Science, Social Studies, Counseling, Family and Consumer Science, Fine Arts (Arts/Music), Physical Education, Special Education, Technology and Business Education, and World Language.

Curriculum and Instruction

Language Arts

The Language Arts Department maintained ongoing efforts to develop and implement new curricula. Some designated Professional Learning Community (PLC) time during this school year was used to revise 9th and 10th grade curricula based on data collected in classrooms. Teachers are still working to specifically address issues of timing and the wide variety of student needs, as well as to create common assessments for all levels in 9th and 10th grade. Additionally during PLC time this year, teachers continued work on the 11th grade curriculum. Specific content, common assessments, and optional assessments were finalized in three units, and these were aligned with the standards using the designated format. Remaining PLC time this year and summer curriculum time will be used to complete the 11th grade curriculum. Revisions will be made to this next year, based on results of the initial implementation. Additionally, summer curriculum time will be used to sketch out the 12th grade curriculum, to be completed next year. In the classrooms each day, teachers use available technology to present a variety of materials in a variety of forms, thus addressing individual learning styles. Further service to individual students continued to be provided by the literacy support class. Beyond routine classroom activities, actor Brian Dennehy came in to address the Film Studies classes and the Language Arts Department again supported the Tolland Public Library's Poetry Slam by publicizing it and providing a teacher emcee and logistical help.

Mathematics

The Mathematics Department has been working on revising the College Prep (CP) Algebra 1 (A and B), CP Geometry, and CP Algebra 2 curricula to align to the Common Core State Standards (CCSS). This has been ongoing since June 2011. Teachers are continuing to work

on this for all four courses. The hope is to have the curriculum in place and refined for mandated implementation in 2014. As the state moves us towards a new assessment, Smarter Balanced Assessment Consortium (SBAC), performance tasks are being worked on for each of these courses to emulate the types of problems more like those anticipated on the SBAC assessments. In the Mathematics Department, the curriculum liaison attended three workshops on the CCSS and statewide assessments that are to be implemented in 2014. Information gathered from these, as well as from the Connecticut Department of Education, is being used as they continue to adjust their curriculum in the areas addressed by the CCSS. The district math coordinator has also been working with the department on aligning the curriculum to the CCSS. Mathematics teachers have thoroughly integrated the Texas Instrument Smart View Emulators into instruction. The graphing calculator is an integral part of instruction and student learning in many mathematics classes. Teachers also use PowerPoint presentations, either self-created, from supplemental materials to the textbook, or web-based, to present instruction. In addition, web-based animations and diagrams, and sometimes videos, are used in some lessons. The mathematics 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 presently five courses with books that are at least ten years old.

Science

The Science Department focused its PLC time on incorporating the common core literacy standards into the science curriculum. This included the development and modifications of activities and rubrics used to assess student literacy based on the literacy Common Core State Standards. Their focus was on enhancing students' ability to write informative/explanatory texts, including scientific experiments, STS activities, persuasive essays, and other writing activities. The Next Generation Science Standards were, for the most part, completed at the end of April. At this point in time, the State of Connecticut has yet to approve these as new Common Core State Standards. Next year, the department will spend its PLC time modifying the curriculum to meet the new, hopefully, approved State science standards. Last year, science teachers began the implementation of "clicker technology" into some of their science classes. They continued working in that area, again this year. Teachers attended workshops to enhance and improve their classroom teaching. Due to the upgrade to Windows 7.0, computers in the department are now considerably slower. Programs that ran in the past on the Windows XP platform do not operate in Windows 7.0. Even though Pasco programs work to some extent in Windows 7.0, the extremely slow speed of the computers inhibits the everyday use of the technology. It is not unusual for a student computer to take up to twenty minutes to open. New computers have been budgeted for the 2013-14 school year. With the purchase of faster running computers, it is expected that Pasco technology will again be used extensively. New programs will have to be purchased to replace those that do operate in Windows 7.0. As was the case last year, the budget does not allow for replacement of damaged equipment and supplies are limited. For this reason, virtual labs have replaced some of the hands-on lab activities. Lab group size has increased due to a lack of supplies and/or equipment needed to run smaller groups.

Social Studies

The Social Studies Department's most significant efforts in curriculum were to write a new Advanced Placement (AP) Psychology curriculum to be taught in the fall of 2013 and to create common lessons and assignments, while working towards common summative assessments in Tolland High School's only required heterogeneous class, 12th grade Civics. The Psychology

teacher worked diligently to establish an exemplary AP Psychology program which has been approved and accepted by the College Board. Work on AP Psychology assessments will be completed this summer. The Civics teachers worked together to create a more aligned Civics curriculum and will also use curriculum writing time this summer to complete the writing of common summative assessments and employ new Common Core State Standards (CCSS). Teachers updated units, aligned them to the new CCSS, and planned selected common assessments in the Civics classrooms. Work in this area will be ongoing this summer and the Civics teachers will be using future PLC time as well. This has been invaluable in aiding our Civics classes to be further aligned with another, working towards more common unit assessments, exercising 21st century skills, and acquiring shared readings for every unit which are reflective of literacy standards. World History teachers continued their work on creating common assessments in order to align with the new CCSS. The honors 9th grade World History program has been transformed to implement more rigorous reading and writing lessons and has been re-designed to complement the honors 11th grade United States History program. Social Studies teachers continue to incorporate CAPT-style lessons and assignments into 9th grade World History and courses open to 10th graders. The past three years have seen an emphasis on "Reading for Information" within our World History, Russian History and Native American Studies programs.

Four teachers attended CCSS workshops, two in the area of "Implementing CCSS Instructional Shifts in the Rigorous Social Studies Classroom" and two in "Implementing Complex Reading of Complex Text and Developing Text Dependent Questioning in the Social Studies Classroom." These teachers will be reporting back to the department with information and materials to create future lessons for our students that will better prepare them for new state testing. These workshops were very valuable for the teachers to learn about changes to state testing, to focus on new assessments, and to prepare for the future.

Social Studies teachers use technology in the classroom to enhance instruction and promote student engagement. Department members are using GoogleDocs, a new emerging multi-visual and multimedia technology that encourages students to work both independently and collaboratively in content-based activities. Teachers can differentiate instruction with this while enhancing reading and writing skills. Power point presentations, U-Compass, and student-owned technology have all been used in social studies classrooms. Regrettably, due to current issues with technology, teachers have not utilized the media lab or computers in their classrooms as much as they need to (for example, it can take up to 20 minutes for students to simply log on) due to these issues. Availability of the computer lab and problems with technology has impacted instruction in an adverse manner.

Fine Arts

The Fine Arts Department had a wonderful year! The department serviced approximately 665 students for the 2012-13 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 Tolland High School and at the college level. Curriculum binders for the Fine Arts Department have been completed for all courses. Revisions are continuing to align curriculum with the district format as well as state and national standards.

The department is working on a variety of PLC goals. Todd Blais and Evangeline Abbott were members of the Advisory Design Team, Helen Malchow worked on implementing Prezi presentations into her classes, Linda Tracy worked with members of the middle school music

department to align curriculum, and Megan Kirwin worked with other colleagues on our Positive Behavioral Intervention and Supports program. 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.

Business Education

The staff in the Business Education Department maintained ongoing efforts to revise and develop new curricula this year. In addition to time devoted during the summer of 2012, some designated PLC time during this school year was used to finalize curricula for the following courses: Personal Finance, Marketing, and Introduction to Business. In addition, similar revisions have begun for Business and Personal Law and will be completed by the fall of 2013. All three department members will be creating/developing curriculum for additional courses this summer. Specific content, as well as common and optional assessments for all units in designated courses will be aligned with the standards using the designated format. Curriculum time has been approved for a new course, Sport and Entertainment Marketing, as well as for revising an existing course in Economics.

The students in the Introduction to Business classes have begun using an interactive online personal finance curriculum developed and made available free of charge by The American Financial Services Association Education Foundation (AFSAEF). This online software, MoneySKILL™, is aimed at the millions of high school students who graduate each year without a basic understanding of money management fundamentals. Students complete a 34-module curriculum which includes the content areas of income, expenses, assets, liabilities, and risk management. A life simulation module asks students to project their own life expectancies regarding jobs, neighborhoods, cars, education plans, marriage plans, and the number of children they plan to have. The program shows students where they will achieve their hopes and where their plans will fail unless their plans are modified. In addition, they have also begun using an interactive computer-based economics curriculum called Thinking Economics as a way to incorporate economic thinking into their everyday lives and to use as a tool for making better decisions. This software can be accessed both at home and at school and is an effective tool for providing reinforcement videos, activities, and assignments to concepts learned in class.

Lynne Bridge organized Tolland High School's first DECA chapter with more than 20 students enrolled as full-time members. In the first year of competition, our students had profound success as THS proudly recognized ten state finalists and six national qualifiers competing in New Haven and Anaheim, CA respectively.

Counseling

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), PSAT (grade 11), college planning (grade 11 and grade 12), and academic planning (grades 9, 10, 11). This year, the Advisory Design Team added career inventories as an advisory activity, asking students to complete the inventory from home through the Family Connection program. The completion rate for this activity was quite low, and there was no follow-through of the results in advisory. The counselors would like to see this activity as a counseling activity in 2013-1014 as it has been in the past.

As in 2011-2012, counselors are seeing more students with personal/social/behavioral concerns on a regular basis. 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. The Counseling Department hosted representatives from 36 colleges and vocational schools, as well as representatives of the armed services throughout the school year. As of May 31, 2013, the Counseling Department has processed 865 college applications to 241 colleges and universities in 32 states and the District of Columbia.

Family and Consumer Sciences

The Family and Consumer Sciences (FCS) Department had a very successful 2012-2013 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 Culinary II, Advanced Baking and Pastry, and Childhood Education. The department has a strong link with the community through these programs. Culinary II classes served lunches to community senior citizens on Fridays throughout the school year. Childhood Education and Child Development Classes provided a Creative Nursery School on Mondays, Wednesdays, and Thursdays for the children of the community.

The FCS Department continued last year's efforts to enhance the curriculum with Culinary and Child Development and Childhood Education students this year through three initiatives. The first was to update the Culinary I and II curriculum incorporating new "Big Ideas", "Essential Questions", and Common Core State Standards (CCSS) into the curriculum. More work on the curriculum will be completed at the end of the school year with respect to Advanced Baking and Pastry, Child Development, and Childhood Education. The goal is to have the curriculum in place and updated for the 2013-2014 school year. The next goal was addressed during PLC time. New Common Core State Writing Standards for Literacy in the Technical Subjects were incorporated into the FCS curriculum. Students wrote informative text including domain specific vocabulary and techniques to manage the complexity of the topic. The intent was for students to show their understanding and application of new vocabulary words. The anticipated impact on students was to build their knowledge base of FCS terms and writing informative text during the semester. Approximately 86-95% of students improved their writing skills this past school year.

The last goal was to incorporate the use of iPads in the classroom to enhance student learning. Ten iPads were purchased with grant money. Although students have to double up using the devices, the use has had a positive impact on student learning. Having the iPads in the classroom allows student to stay in the class without moving to another destination and waiting for computers to start up to use technology. This maximized instructional time and allowed for more student-centered learning in the form of workshops. Students' unit grades increased when iPads were used rather than the traditional PowerPoint presentations. It was apparent that students enjoyed using the devices during the year.

In conjunction with the Graphics Department, the Tolland High School Culinary students created their first cookbook. The money they raised allowed them to take a trip to Sakura Restaurant in Glastonbury to experience a Japanese-style hibachi restaurant. In addition, the FCS department is working with the Technology Department's Rockville Bank Vocational Award winner, Michael Candles, to create a raised bed for students to grow fresh herbs for their cooking experiences. The herb garden was completed in June 2013.

As part of the curriculum for the Child Development and Early Childhood classes, students and their teacher coordinated and successfully managed the Tolland High School Creative Nursery School. Instructional methods during class time were varied, and individual differences were recognized in order to modify instruction so that each student received an optimum learning experience. Each student was required to plan and carry out preschool lesson plans throughout each semester. In order to prepare them for this task, a variety of teaching strategies were used; teacher-centered, student-centered, collaborative and performance-based. Students had the opportunity to work in small groups and individually. Class discussions were the norm and students were encouraged to participate in group question and answer sessions and periodically reflect on their preschool lab experiences. Various teaching tools aided in instruction when introducing new material, whether it be a DVD, YouTube clip, Power Point presentation, group and individual-based activity worksheets, learning packets, etc. Students were assigned various research projects throughout the year. These projects linked classroom learning to real world experiences requiring them to use critical thinking skills as they worked individually and as teams to research and investigate the topic. Computer labs were used throughout the year as aids in research and students were often required to present their findings to the class utilizing Power Point or Publisher.

Clothing and Fashion classes worked diligently on developing and enhancing their clothing construction skills using sewing and embroidery machines, sergers, and many other hands-on tools required to successfully complete their sewing projects. In addition to tactile learning experiences, students were introduced to the world of fashion and clothing design through teacher- and student-based learning models. They investigated how fashion affects them in their everyday lives and how fashion and clothing is affected by our ever growing "global" economy. Students chose specific time periods of fashion to research and present to the class enabling them to discover different cultures and how clothing of yesterday is linked to clothing today. Students had the opportunity to design clothes for the future by sketching a families' wardrobe in the year 2050. Their designs had to be linked to classroom learning and how our current global environment could affect how we dress in the future. Again, the teaching tools used for the Child Development courses were also incorporated into the lessons for Clothing and Fashion; PowerPoint, DVD's, computer labs, etc. were utilized to assist when research was required for various assignments that students often presented to the class, such as our recycle and reuse jeans projects, careers in fashion, fashion history, and clothing customs and cultures throughout the world.

Physical Education

The Physical Education (PE) Department continued its use of the white boards for PE classes. The visual aid has been found to be very helpful in assisting with instruction as well as tournament play. The white boards help with game transition during those tournaments. The students like the structure that the boards provide for game play, rules definition, and tournament play. The department also upgraded the archery equipment. The students are very excited to use the new bows that were purchased. Once again, the fitness curriculum has been

reviewed and revised at the end of each semester. With the introduction of stations in the freshman classes, the students are more familiar with the weight room equipment and its proper use. The retention of knowledge from one year to the next has increased as seen through the increase in correct responses on a fitness survey we conduct each year. With this knowledge, it is easier for the students to create their own programs during the sophomore level fitness unit.

The Health classes continue to add more reading and writing assignments into the lessons taught. New information on cyber bullying, texting, and social media topics have been added to lessons that were previously taught on online stalking. Each Health class also incorporated a lesson on the school's core values. The core values were looked at from a classroom perspective as well as what they look like in the gymnasium setting.

The Physical Education Department revised some of the drug education unit to include a technology component into a lesson/presentation. The PE 11/12 classes are researching a drug topic and then presenting their topic to the class using PowerPoint. The new videos helped vary the drug education lessons for PE 10. However, the unit still needs to be revised and updated.

The Fitness elective is ever evolving. The students are exposed to traditional workouts as well as cross-fit workouts. The video project is now part of a culminating activity for the semester. The Physical Education Department has successfully implemented team teaching again this year. We will continue this instructional approach due to the increase in participation of the students.

Special Education Department

This year, the Special Education Department taught the following classes: Life Skills and English/Math (for cognitively impaired students), Content Support, and Vocational Work Experience. All other services were provided through inclusion classes. The Life Skills and English/Math students focused on functional English, math, and daily living skills. The classes utilized 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 addition, materials such as Spell That Right and Survival Signs from PCI Education were also utilized. Units such as Calendar, Money, Time, Survival Signs, Shapes, Numeracy, and Calculator Skills were covered in math during the course of the year. Short stories, newspaper articles, and a variety of other forms of literature were used daily in English. Students also practiced their editing skills with daily oral language.

In Content Support, 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 Building Your Future, a unit of study to improve and strengthen their ideas for post-secondary experiences.

The students enrolled in Vocational Work Experience were able to explore a wide variety of vocational placements. Some students were able to find and maintain their own competitive employment, while others volunteered within the school and community. Some of the students' placements included cleaning detail, sorting and delivering mail, copying assignments for teachers, and assisting teachers with course materials. Students in the community were placed at Big Y, Birch Grove, TMS, and Tri-County Greenhouse as part of their career exploration.

Special Education students benefit from a variety of instructional methods. Methods that were used include but were not limited to: 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.

Technology Department

The teachers of the Technology Department worked diligently incorporating new standards and approaches to support literacy into the curriculum. As a PLC goal, Mr. Gag and Mr. Benini focused on instructional strategies for summarization. Mrs. Brocius remained a coach for the Positive Behavior Intervention & Strategies (PBIS) team. 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. Students were provided hands-on experience within each of the lab settings. The department also joined the rest of the professional staff in preparation of the NEASC evaluation.

World Language Department

The World Language Department has continued last year's work to update and implement curricula in French and Spanish, levels 1, 2 and 3. Last summer, three teachers wrote curriculum for French 1 and Spanish 1. In the process, these teachers aligned the ACTFL and Common Core State Standards and created a document that can be used in the future. This academic year, PLC time was used to continue writing curriculum. This summer and next year, the plan is to continue to revise and rewrite curriculum as well as revise instructional strategies and benchmarks based on this year's data and new curricular mandates. For example, Spanish 3 teachers would like to use their PLC time to work on reading strategies to improve their students' benchmark reading scores. French and Spanish 1 and 2 teachers have been discussing needed changes to benchmarks. World Language teachers will continue to rewrite current curriculum with the newly adopted THS rubrics and CCSS in mind.

This year, some World Language teachers attended technology, differentiation, and instructional workshops to support their instruction. The curriculum liaison attends Connecticut state COFLIC meetings to stay current with curriculum, assessment, and standards for World Language. World Language teachers continue to employ technology in their curriculum inside their own classrooms and in the World Language Lab. Teachers use an array of technology in their instruction, including Edmodo, digital clickers, YouTube, the language lab software, and other internet-based services. Language specific websites are used by all language teachers to reinforce grammar and investigate culture.

Student Assessment

Teachers in the Language Arts Department continue to analyze the results of a series of CAPT practice exercises which they administer with an eye toward adjusting instruction to improving outcomes. Additionally, teachers have been investigating the format of the SBAC in order to prepare for its upcoming administration.

In the Mathematics Department, the percentage of students at or above the proficiency level for the CAPT administered in the spring of 2012 was 93.7%, up from 93.4% 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. They have continued with CAPT practice in Algebra 1 and Geometry and have administered 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 2012 was 549, compared to 560 for the class of 2011. Eleven students took the AP Calculus exam given in spring of 2012; eight of these students scored a 5 and three scored a 4. 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. Eighty-five percent of the students who took the Accuplacer test in June 2012 attained a score high enough to earn credit from MCC. According to the director of Cooperative Education at MCC, THS students tend to score higher than students from the other participating schools.

In the Science Department, the number of students at or above the proficiency level for the Science CAPT rose to 93.8%, a 0.5% increase over the 2011 results. The state average is 80.2%. The number of students reaching goal increased from 60.9% in 2011 to 65.5% in 2012. The state average is 47.3%. The Science Department continues to incorporate CAPT strategies and CAPT practice type questions in 9th and 10th grade courses. Unit benchmarks are given in all science classes. Various assessment tools are used throughout the department, including traditional tests and quizzes, benchmark labs, units benchmark exams, formal and informal lab reports, projects, websites, presentations (oral and written), and writing assignments.

Social Studies teachers are committed to incorporating reading and writing into their instruction. CAPT strategies and CAPT-like assessments are part of all 9th and 10th grade classes. Common formative and summative assessments that integrate content are used in these classes. Additionally, as a department, common summative assessments are used in all required classes, and teachers continue to create these for all grade levels. Furthermore, differentiation strategies have improved in many social studies classrooms.

The Fine Arts Department uses rubrics in all classes. Performance-based and portfolio-based assessments continue to be used to evaluate the progress of students. In addition, teacher-centered assessments as well as self-assessments and peer assessment tools are utilized to offer feedback to student artists/musicians regarding their work. Tests and quizzes are used in some art and music classes to evaluate and assess student learning.

In the Business Education Department, a variety of assessment tools are used, including but not limited to, tests, projects, simulations, presentations, group activities, debates, class participation, homework, UCompass quizzes and activities, and student run companies. Additionally, the use of portfolios has been implemented in the Accounting 1 and 2 courses as well as the Personal Finance course. 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.

In addition, pre- and post-test assessments which allow students to receive immediate feedback and provide teachers with a means to gauge instructional effectiveness, have been created and used this year in a number of courses including Marketing and Accounting 1 and 2. Twenty-four Introduction to Business students took the National Financial Literacy Exam this April. The Challenge is a voluntary online test of personal finance knowledge sponsored by the U.S. Department of Treasury. It is intended to gauge how much American high-school students know about managing money. Six THS students received a score of 90% or better. Over 140 business students participated in the Connecticut Stock Market Game sponsored by the Hartford Courant's NIE program and SIFMA. This year, we had nine students earn honors in the "Top 20" rankings with more than 1,200 teams competing per semester. Three of our students placed in the elite "Top 3" student rankings this year! On June 18, 2013, six Accounting 2 students took the Manchester Community College Accounting 2 test and may earn up to three college credits with a passing score of 80% or better.

The Counseling Department is responsible for the CAPT make-up testing. AP and PSAT testing are also coordinated by the counseling office.

In the Family and Consumer Science Department, a variety of assessment tools are used in all Family and Consumer Science classes to create formative and summative assessments: tests, projects, student-created lesson plans for the preschool program, planning a week running a restaurant, presentations, videos, and photo stories. Additionally, all Culinary II and Child Education students took the NOCTI tests. Manchester Community College (MCC) has articulated Child Education and Culinary Arts classes for students with a 75 or above average in these classes. Forty-eight THS students are eligible for three college credits which can be transferred to other colleges.

The PLC for the Physical Education (PE) Department focused on the Common Core State Standards (CCSS) in regards to Health and PE. The department attended a workshop that the State Department of Education sponsored at EASTCONN on the CCSS. The state has had Common Core State Standards in Physical Education since 2006. The workshop focused on those standards and how they relate to the literacy and math standards. The workshop recommended that teachers keep focusing and using the Physical Education standards while trying to incorporate the literacy and math standards into their practice. The department hopes to be able to get the curriculum written so that the literacy and math standards can be incorporated. In addition, they desire to develop common assessments within the department.

The nutrition project in Health and the fitness paper in PE 10 were consistently assessed within the department. Both rubrics have been reviewed and revised to where all members of the department are comfortable with the content of the rubric, what is to be assessed, and the actual assessment of the student work. The common assessments for the drug education units will be reviewed at the end of the year. The revisions to these assessments will be put into place for the 2013-2014 school year.

Formal and informal assessment is an integral part of the **Special Education Department's** daily responsibility. Case managers were responsible for formal triennial testing on individual students on their caseloads as well as new Referral to Special Education evaluations and 504 student new and re-evaluations. The primary assessment tool for this formal testing was the Woodcock Johnson III Tests of Achievement. This year, 13 Special Education students were due for their triennial evaluation. There were 15 referrals to Special Education (only three qualified) and 12 new and/or re-evaluations for 504 students. All evaluations together equal 40 evaluations. Several informal assessments were used daily in special education classes as well. Beginning, middle, and end-of-unit assessments were used in the English/Math class. 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 the 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 also able to reflect on their participation in activities as well as new things learned about themselves. 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, hands-on lab activities, and teacher observation.

In the World Language Department, teachers use common unit assessments that include speaking, listening, writing, and reading sections with optional cultural benchmarks. Our current "unwrapping" of standards focuses on aligning our new and existing assessments with ACTFL (American Council of Teachers of Foreign Language), World Language Standards, and the Common Core State Standards (CCSS). The department uses a combination of textbook and teacher-created assessments. Teachers continue to collaboratively evaluate and edit common unit benchmarks as well as discuss all assessments and projects used at each level. This year, we have paid particular attention to the Spanish 1, French 1, Spanish 3 and Spanish 5/5H benchmarks. George Plaumann examined and reworked Spanish 5 Honors, adding increased rigor to the course by including a final DVD and writing project on Destinos. Nancy McGrath contracted with one student enrolled in French 4 CP to earn French 4 Honors credit within the same classroom by adding increased content, more culture, and in-depth assessments. Teachers post results of student work including assessments in a timely fashion on the portal.

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 continued to teach two intervention classes; the department retained this position and its current level of staffing to provide Tier II and Tier III interventions to struggling learners. Budget cuts continue to endanger the department's ability to meet every student's needs, most notably due to the elimination of several electives. Communication Media and Modern Novel will not be offered,

and a section of Creative Writing was cut. The outlook for next year is troubling, as one full-time teacher has been cut, thus increasing class sizes and further jeopardizing electives.

The Mathematics Department has ten math teachers with 64 math sections, a drop in staff members by 0.5 from last year. However, they have been able to maintain a remediation section in each semester. The remediation/intervention is scheduled to provide math support for 9th and 10th grade students in need of academic assistance. Over 1,100 students took math courses (some taking one in each semester). Class size in Algebra I, Geometry, and Algebra II averaged between 18 and 23 students. Some sections were as high as 28 students. Being able to keep class sizes in these core courses lower allows teachers to provide more assistance to individual students in practice and working with technology. The mathematics teachers hope to be able to maintain this level of staffing to meet the needs of all students.

The Science Department consists of eight full-time members. Due to budget restrictions, they continue to realize the effects of not replacing the science teacher who resigned in 2006. Enrollment has increased since 2006. This has impacted the number of courses and sections offered within the department. Although there is a minimum graduation requirement of three science courses, many students choose to take more than the required three. Student enrollment in College Prep (CP) chemistry, CP biology, Anatomy and CP Integrated Science are very close, if not full, to full capacity for next year. Students enrolled in standard level classes are generally those students in need of the most individual attention. Smaller class sizes for these students would potentially lead to a higher rate of success for these students.

The Social Studies Department consists of 8 full-time teachers. Two new teachers were hired this past year due to retirements and have enhanced an already exceptionally strong department. The department continues to serve a large numbers of students, thus maintaining current staffing levels is vital. The Social Studies Department continues to contribute to THS outside of the classroom as coaches, club advisors, NEASC Co-Chair, and ATS advisor (Auditorium Technical Support). Social Studies teachers also participate in numerous school activities such as Tolland Idol, judges for school competitions, and are participants in school-wide programs such as "Names Can Really Hurt Us". The Social Studies Department contributes in multi-faceted ways to the greater THS community.

The Fine Arts Department consists of five full-time teachers, two in music and three in fine arts. The integration of technology is a department goal that is withering. The visual communications course (formerly commercial art) will not run again next year, thus leaving the animation lab vacant for much of the year. The music technology class will also not be running again leaving the Midi lab vacant for a large portion of the day. This is disheartening and a detriment to our department goal of integrating technology into the curriculum. 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 as most practical careers in the arts are commercial. Additionally, students planning to major in music or music education lack the background in composition and notation. It is the hope of the department that the art computer lab will become a MAC lab which will allow us to run a platform and software that can enable students to experience state of the art applications of specific programs using real life scenarios. The goal with a new lab will be to integrate technology into all classes in the department fulfilling our long term goal. The same challenges hold true in the music area. The Midi lab will also be empty for most of the day due to the lack of the music theory and music technology classes not running.

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

The Family and Consumer Science Department consists of two full-time teachers. We are not currently enrolled in any associations due to budget cuts. We could not accommodate all the students requesting the Child Development students. Adding another part-time teacher would enable accommodating these requests. Although we know this is not possible at this time, perhaps in the future it could be a consideration. Budget cuts continue to endanger the department's ability to meet every student's needs.

The Physical Education Department has four members that are certified to teach PE and Health as required by the State. The department lost two sections due to a much needed job reassignment for the athletic director. The department has adjusted to the loss by eliminating elective sections. The department displays cohesiveness by the willingness of the instructors to teach to their strengths and through a team-teaching approach. Further loss of PE staff will have a dire effect on the scheduling of electives within the department. The loss of another position, whether full or half time, will also create very large sections of both PE 9 and PE 10.

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. One full-time special education teacher fell ill on April 1st and was not able to return to work for the remainder of the school year. The remaining four teachers were required to complete additional evaluations, IEP paperwork, and PPTs to cover for the absent teacher. While there was a substitute for the teacher, it was inconsistent. The substitute was not certified in Special Education, making it difficult to service the students at the same level. This year, 18 students graduated while THS will receive 20 incoming 9th grade special education students in August. In addition, there are six students claiming to attend a different school. However, they may end up at Tolland High School, making the new student number 26. Next year, we will be close to 70 Special Education students again. In addition, Tolland High School has eight Special Education paraprofessionals that deliver specialized instruction in the general education environment. One paraprofessional completes brailing for a blind student and another serves as a 1:1 paraprofessional to a cognitively disabled student. Special education paraprofessionals were placed in a total of 75 sections, while 13 sections were co-taught by Special/Regular Education teachers. In addition, the Special Education Department has a half-time secretary to assist with the secretarial duties within the department. The secretary only works Monday-Thursday from 8:30-12:00. 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 completed her Master's Degree in Education in August. 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 5 full-time teachers, three Spanish certified and two French/Spanish certified teachers. This year the World Language department teachers taught thirty total sections, six French and 24 Spanish, levels 1 through 5 Honors to over 600 students in all grades. World Language teachers are involved outside of the classroom at Tolland High School. Donna Newman and George Plaumann have been co-advisors for that National Honor Society (NHS). In that role, they run two successful blood drives, organize other

community service projects, and organize all NHS inductions and meetings. Donna and George also run the Friday Jeans Dress-Down donation box, selecting charities and collecting/depositing monetary donations.

Donna Newman heads up Tolland's Alternative Learning Center (TALC) and participates on the scheduling committee. Nancy McGrath is a co-advisor for the Class of 2013. In that role, she co-produced Mr. THS, Senior Day, and Senior Night. Nancy participates on the NHS selection board and officiates outdoor track. She is currently mentoring Susan Ventura for her TEAM modules. She also participates on the scheduling committee. Kim Hoyt and Susan Ventura co-advised the growing World Language Club. They are currently planning a fall 2013 Language Fair. Susan Ventura attended an out-of-district Classroom Differentiation seminar and an Edmodo technology training session in-house. Kim Hoyt and Nancy McGrath provided information to the parents of incoming students at 8th grade orientation night. They also presented the awards at Academic Awards Night.

School 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 80 times each semester. In addition to being a fundamental part of the curriculum of Probability and Statistics, the lab has been used for particular units and projects in math courses. The lab is also used for individualized instruction, practice and review for students in the math courses, and 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 continued to use Geometer's Sketchpad for exploration of concepts. The Consumer Math class has utilized the computer lab to take advantage of the technology available.

The computer lab needs to be updated to assure readiness for 21st century learning expectations. It is difficult to expose students to varied technologies when the slowness of the computers keeps the class from progressing. Glitches occurred at various times throughout the year when needed software was not installed or did not operate in the lab. The department has purchased a new site license to statistical software, Minitab, which will hopefully run properly when installed for next year. Funding for additional software, and time and money for staff to be trained in using the software, would increase teachers' capabilities of using this technology further in student learning.

Each teacher in the Science Department has his/her own classroom with one teacher computer station, twelve student computer stations, one printer, and one digital projector. There are four document readers which are shared between department members. Classroom size with respect to floor space and storage areas is more than adequate.

Social Studies teachers each have their own classrooms located together as a department, which promotes camaraderie and facilitates informal collaboration. Each classroom is equipped with three computers (two students and one teacher), a printer, and projector. Additionally, seven of the eight teachers have document readers. Teachers utilize the media center computer lab when available and take advantage of the main area of the center for the round tables used for cooperative activities for students when available. Unfortunately, availability and issues with computer speeds and running programs has hindered teachers in full utilization of this lab. Increasing the number of computer labs and/or updating current computers would increase the use of these facilities.

Art studio spaces in the Fine Arts Department are generally adequate for instruction and safety. Concerns exist 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. Custodial upkeep of art studios and both art and music labs, studios and classrooms is poor to adequate at best. Floors are not washed regularly and general custodial maintenance is sporadic. Soap and paper towels are often not refilled. Another major concern of the department is the maintenance and budgetary implications and responsibilities for maintenance of OSHA systems. For instance, the silver recovery system in the photo lab needs to be tested and maintained as well as monies set aside for water filtration systems and filters for spray booth ventilation systems.

The consistency of temperature in Business Education Department classrooms continues to be a problem. The computer wires hanging under the workstations still need to be addressed as they continue to be a safety hazard for the students. MS Office, Keyboarding, and Accounting software and related textbooks are obsolete but remain as budgeted items in the 2013/2014 budget. Limited access to Wi-Fi reduces the effectiveness of the eight iPads that were recently purchased for our department. Finally, the Vision software utilized in our department continues to be an effective classroom management tool, although proposed budget cuts limit the likelihood that we will be able to update that software when mandated computer updates go into effect in our classrooms.

Each teacher in the Family and Consumer Science Department has her own classroom, with at least one computer, a printer, and a projector. The department also has several lap tops for students to work on in the classroom as well as ten iPads. Teachers continue to take advantage of the technology and the facilities available to them. The department has a state of the art culinary kitchen, five domestic kitchens, an observation room for students to anonymously observe nursery school students, and a small play park for the nursery school. A continuing safety hazard with the gas range was addressed and resolved this year. Maintenance will be performed on all professional equipment annually during summer hours. There have been substantially less overnight cleaning issues in the later part of the school year.

The Physical Education Department continues to have a problem with equipment going missing. The department has requested that coaches do not have access to our equipment closet but that request has not been fulfilled. As stated in the last few reports, this is an ongoing problem

that seems to have no solution. During the spring season, the baseball team leaves equipment out in the main gymnasium which could be put away in the athletic department closet.

Maintenance requests are still slow to be handled as stated last year. The department wonders if the chain of command with the requests could be streamlined for faster processing. Janitorial services are still lacking. The area should be cleaned after athletic events not before. The paper and soap supplies should be restocked as needed not when everything is empty. This should be done on a daily basis.

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 & 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.

Faculty in the Technology Education Department have the following concerns with respect to their classroom environments: 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, especially during a lock-in or lock-down. The labs were wired to shut down equipment when the lock-in and lock-down codes are entered into the phone system. The labs have been updated with Windows 7. It is anticipated that the graphics lab will receive an update in its software. 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 our department. Mrs. Eileen Benton uses one and the other is empty and used for the World Language club, group activities, and other school needs. The department also uses the Library Media Center for research projects. Overhead projectors are routinely used in all classes as well as televisions, VCRs, CD players, and DVD players. Standalone overhead projectors are required by all five teachers. The World Language Department routinely uses the new state of the art language lab fitted with 28 student workstations and one teacher control center. Other departments and the school administration occasionally book the use of this room for testing or meetings. All World Language teachers utilize the lab in a variety of ways. All world language skills: speaking, listening, reading, and writing, can be addressed in the lab, providing more diverse instruction to students. Given continued technology training, a required software upgrade to Windows 7, and hopefully acquisition of software in the future, this media lab will continue to be a valuable resource to the department. The art museum in our World Language hallway continues to be used by a number of World Language classes and others for various class projects. The department is planning to write a grant in the coming year to hang the remaining 40 prints.

Student Support Services

The Language Arts teachers worked 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 here to give extra help to students almost every day after school. Exceptions are mandatory meetings, parent conferences, NEASC, and PLC meetings. In addition, during many classes, there is time available in the regular class block for students to get individual or small group assistance from their teacher. Teachers also suggest web-based resources for struggling students to use as a means to enhance the learning that takes place in the classroom.

The Science Department works with the Special Education department to provide instruction for the school's inclusion students. The department also makes leveling recommendations to the Counseling Department for placement of students in our leveled classes. All teachers are accessible for after school help as needed.

Extra-help, enrichment, and instruction are regularly available after school (with very few exceptions) from teachers in the Social Studies Department. This is on-going during the school year and has improved student achievement and understanding. Additionally, the inclusion of special needs students has not only enriched social studies classrooms, but has resulted in special education teachers assisting social studies teachers. In particular, special education teachers have modified assignments, tests, and instruction, which has been extremely beneficial to all. This was specifically noticeable in World History, United States History, Native American Studies, and Criminology.

The Business Education Department works 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. Teachers and various support staff worked collaboratively to provide appropriate modifications for students with special needs who took a variety of business classes including Introduction to Business, Economics, Business and Personal Law, Business and Personal Record Keeping, Keyboarding/Word Processing, Personal Finance, and Marketing.

The Family and Consumer Science Department works closely with support staff in the Counseling Department, Special Education Department, classroom paraprofessionals, and Speech/Language Pathologist in order to best meet the needs of the students we service. All teachers in the department are accessible to students after school for extra help. Teachers use differentiated instruction in each classroom to support all student learning and achievement.

The paraprofessionals were "trained" to use the new nutrition software at the end of last year. However, due to the large number of special education students, the Physical Education Department did not have the support of the paraprofessionals as they have had in the past. Certain classes lacked a paraprofessional due to the fact that they were double-booked elsewhere. This is an ongoing problem for all areas not just Physical Education.

Despite a growing and challenging population, the Special Education Department continues to provide high quality instruction for special education students at Tolland High School. Teachers and paraprofessionals give 110% on a daily basis for the betterment of our students. Tolland

High School is very fortunate to have a full-time school psychologist, Mrs. Tozier, 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 also 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. Our Speech and Language clinician is at THS on Mondays and Wednesdays. She currently services 15 students, but will have almost 30 students to service next year. Mrs. Black works with students individually as well as within small groups. She also completes any required Speech Language evaluations.

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. At this time, there is a concern about the transition services we are providing to many of our students. We specifically need an individual to 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 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.

In the World Language Department teachers 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. World Language teachers with 504 and Special Education students routinely follow up and attend meetings as needed. One paraprofessional serviced a student in Spanish 1 this year.

Student Activities

As for the Fine Arts Department, art exhibits occur at the Board of Education twice during the calendar year and throughout THS on a continuous basis. Visual art students participated in the National Scholastic Art & Writing Awards earning distinct honors at the gold, silver and honorable mention levels. For the first time in THS history, a student was recognized for a national American Visions Award (one of nine in the country in the sculpture category). This year, the recipients of the 2012 Connecticut Association of Schools (CAS) awards for their contributions and diligence in music and visual arts are Marissa Bedard and Bailey Fontaine respectively. The jazz band sponsored a coffee night, and performed at the Barnes and Noble fundraiser night. Student jazz band members in grades 5-12 participated in an Evening of Jazz. Band and choral students auditioned and participated in the CMEA Eastern Region Music Festival. Band students were represented at the All-State Music Festival. Madrigal Singers performed at Peter's Retreat (an AIDS hospice in Hartford), Rockville Hospital, 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 Women's Chorus participated in the 3rd Annual Wyvern Women's Chorus Festival held at the Kingswood-Oxford School in West Hartford with guest clinician, Dr. Mary Ellen Junda from the UConn Music Department. In October, the Women's Chorus hosted a workshop led by Connecticut composer Amy Bernon and provided a luncheon in honor of our guest. Ms. Bernon had such an enjoyable time working with the girls that she will be writing a song for

them, free of charge, to be debuted next year. Ms. Bernon has also asked to come back and work with the Women's Chorus next year. In December, the Women's Chorus again worked with the Theta Chapter of Delta Kappa Gamma, a teacher sorority, to create Christmas stockings filled with gifts for the girls at Journey House, a residential program for adolescent girls at Natchaug Hospital. 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. The THS Band, Jazz Band, Chorus, and Madrigal Singers participated in *The Festivals of Music* adjudication festival in Virginia Beach.

In the Business Education 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.
- Kevin Bouley and Michael Smita from NERAC and Star Hill met with Personal Finance students for resume evaluation and mock interviews. Travelers, Rockville Bank, UCONN, and Town of Tolland representatives also participated in the networking luncheon, which was a joint partnership with Lauren DeBlois' Culinary II class!
- Lisa Irwin and Steve Manghan, Personal Financial Associate and CFP, LPL Financial Advisor/Vice President respectively, from First Niagara came in to talk to Introduction to Business students about the importance of starting to save early in life as well as different types of savings and investment vehicles that are available.
- Michael Kopsick enlisted the Marketing Class to develop and implement a marketing strategy for the Adams Adventure Buy a Brick program.
- Students in the Personal Finance course worked collaboratively with local banks in a Bank Scavenger hunt activity to better understand the products and services offered by these local banks.
- The DECA club invited THS alumni enrolled as business students back to an informal meet and greet with current DECA students in an inaugural Alumni Day program.

Parents and Community

The Counseling Department presented 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. This program was held on two different mornings, with approximately eighty families attending. 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. Counselors are in regular contact with parents, especially those of students who are experiencing academic difficulty.

In the Family and Consumer Science Department staff members communicate with parents in a variety of ways, such as emails to parents, progress reports, parent/teacher conferences, personal telephone calls home, PPT's, and keeping records updated for the Power School Parent Portal. Teachers attend two Open Houses to share curriculum information with parents. Representative teachers also present information to parents and answer questions of incoming students and parents at the Eight Grade Orientation Night. Teachers present awards to student with parents attending at An Evening of Excellence night in June.

The Physical Education Department would like to thank the Booster Club for their annual support. The Cider Mill Road Race funds were once again used for the fitness t-shirts for the sophomores and purchasing new equipment for the weight room. This equipment has allowed us to introduce cross-fit training into the Fitness curriculum. The Physical Education Department continues to contact parents on an as needed basis. This contact helps in dealing with behavior and/or academic issues. Teachers invite members of the Marines to come in to workout with the PE classes. The Marines do a variety of exercises to show the students that they do not necessarily need equipment to get a good fitness workout in each day. The students develop a good rapport with the Marines as they come in multiple times each year.

As always, the Special Education Department is appreciative of our parents, whose teamwork and open communication help us in contributing to each student's academic success and emotional well-being. We all make every effort to maintain positive and helpful relationships with the parents of the students we case manage. Together, we can make a difference in every student's high school career.

Faculty in the Technology Education Department communicate with parents through a variety of means such as PowerSchool, email, telephone, conferences, Eighth Grade Orientation, and An 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 which was held in Mansfield. The Graphics 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 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.

In the World Language Department, 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, voice mail, and their website. Teachers call home when students are failing. Teachers attend 504 meetings as requested. Language teachers attended two "Open Houses" to share the class expectations and curriculum information with parents. Two teachers, Kim Hoyt and Nancy McGrath, provided information to the parents of incoming students at the 8th Grade Orientation. The World Language Department is organizing a trip to Spain in 2014. Thus far, eight junior/senior students have committed to traveling to Barcelona, Madrid, Seville, and Granada during April break next year. In February 2013, a student in French 2 invited her French/Canadian cousin to speak to students about the cultural differences in Quebec. The annual French 3 field trip provided a real cultural context for our language students. French 3 students went to the Hillstead Museum and "La Petite France" patisserie culminating units on the same. Spanish 5 students ate lunch at 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. Kim Hoyt and Nancy McGrath presented academic awards in World Language at the school's academic awards night. Finally, in-school and community donations to the Valerie Dieter Memorial Scholarship Fund exceeded \$1500 this year.

Tolland High School Goals for 2013-2014

Language Arts Department Goals/Vision:

- During the 2013-2014 school year, teachers will focus their instruction to meet the school's academic goal(s).
- 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 will develop more common assessments that show the correlation between the Connecticut State Standards for Language Arts and the school's language arts curriculum.
- Teachers will work to create curriculum for the new, cross-department course, Video Production, Broadcasting, and Journalism.
- 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 new literature texts, and also to restore its staffing to the previous level.

Mathematics Department Goals/Vision:

- To finish aligning the curriculum for Algebra 1, Geometry, and Algebra 2 to meet the standards as set forth in the Common Core State Standards.
- To implement a non-leveled Algebra 1A and Algebra 1B to provide the opportunity for all students to successfully complete Algebra 1.
- To continue to find ways to improve student literacy in mathematics.
- To continue to evaluate student learning and explore ways to meet the needs of the students.
- To prepare students for the SBAC assessment as we move from CAPT to SBAC.
- In the next three to five years, the mathematics department hopes to continue to offer students the variety of courses and levels that we currently have in place. The Mathematics Department will continue to evaluate and make changes to assure that our courses meet the mathematical needs of all students. This may include additional courses in the future, as the budget will allow. We would like to see our textbooks brought up to date and have the ability to utilize available technology.

Science Department Goals/Vision:

- PLC time will be used to modify the current curriculum to meet the new, hopefully approved, common core standards in science.
- Increase use of Pasco probe ware (dependent upon the replacement of outdated computers)
- Increase use of clicker technology

Social Studies Department Goals/Vision:

- Implementation of Common Core State Standards into all social studies classes
- Improve communication and collaboration with Tolland Middle School social studies teachers

- Complete common unit assessments in 12th Grade Civics
- Continue PLC work on common assessments to align with CCSS and anticipated SBAC (Smarter Balanced Assessment Consortium) tests

Fine Arts Department Goals/Vision:

- Begin integrating school-wide rubrics in two areas; the first assesses interpersonal skills that actively contribute to the school and community and the second assesses skills for personal growth and global awareness into the curriculum
- Continue to focus on integrating pieces of technology into the curriculum
- During the 2013-2014 school year, teachers will focus their instruction on meeting the school's academic goals in the fine arts.

Business Department Goals/Vision:

- Continue to identify appropriate content standards for all Business Education classes
- Continue aligning curriculum to all appropriate standards
- Continue to update and unpack curriculum
- Change the course title and related curriculum for the Personal and Business Record Keeping course to an "entry level" Money Management course that is more relevant and current to the skills and knowledge required in the 21st century.
- Incorporate proposed school wide rubrics into as many courses as is relevant
- \$40,000 E-Commerce grant has been submitted and is pending approval!

Counseling Department Goals/Vision:

- Assist in the continued implementation of Student Success Plans through the use of the resources available on Family Connection
- Update the developmental counseling curriculum to include components related to Student Success Plans as well as the use of more components of Family Connection
- Use the survey component of Family Connection to develop and administer end-of-year surveys regarding counseling programs to all students and parents

Family Consumer Science Department Goals/Vision:

- Develop an independent study or internship for Culinary Arts students
- Establish a second textile class for advanced students
- Learn how to use software in the embroidery machines to best utilize them in the classroom
- Incorporate more technology and literacy strategies into the classroom to assist students
- Continue to update the curriculum in Culinary 1, Child Education, Child Development, and Clothing and Fashion
- Purchase new updated textbooks
- Align the Culinary II curriculum more effectively with Manchester Community College

Physical Education Department Goals/Vision:

- Revise PE and Health curriculum which last occurred in 2007 after the Physical Education CCSS were issued
- Review and revise the Health graduation requirement and Fitness graduation requirement to fit the new school wide rubrics

Special Education Department Goals/Vision:

- Within our current service delivery models, provide high quality subject specific support to our students
- Continue to develop modified curriculum materials and alternative assessments for a variety of regular education courses
- Increase the level of pre/post data collected to demonstrate student growth
- Restructure the service delivery model to better serve the Special Education population by dividing caseloads by grade level so that each case manager can work specifically with curriculum and instruction as well as teachers for one grade level
- Monitor the students on their caseload more effectively and develop stronger partnerships between teachers in order to better serve the students
- To deliver specialized instruction, align Content Support courses by grade level which will allow for more specific academic instruction with study skills and strategies that can be implemented directly into the 9th grade curriculum
- Continue to 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.
- Connect with local businesses where our students can gain valuable work experiences

Technology Education Department Goals/Vision:

- Curriculum development based on the Common Core State Standards
- Completing NEASC
- Implementation of the new teacher evaluation plan

World Language Department Goals/Vision:

- Prepare for the spring 2014 NEASC visit by providing evidence to all committees and finishing committee reports
- Teachers will familiarize themselves with the new Connecticut State Evaluation system
- Devise common rubrics specific to World Language to monitor student achievement in the areas of writing, speaking, active listening, and cultural and global awareness and incorporate expectations into new curriculum, instruction, and assessment
- Continue to work with PLC initiatives, especially unwrapping World Language standards and CCSS as they apply to World Language courses, aligning our curriculum to the new format including planning for differentiated instruction
- Continue to dialogue and meet with COFLIC (CT World Language Curriculum Coordinators) on the topics of standards, curriculum, instruction, and assessment
- Discuss and plan for 2020 state mandate for two years of one language at the high school level
- Plan to attend Language Lab/Technology and Professional Development workshops to continue professional development and specifically, to stay connected with state World Language initiatives
- Maximize the use of current world language methodologies, technology, and the target language in the classroom
- Continue to encourage differentiation within the same classroom to challenge all students, including honors upgrading as appropriate (ex. French 4 CP and French 4 honors)

- Develop a two-year advanced French 4/5 curriculum and have it approved by UCONN ECE program for college credit or, alternatively, offer French AP after French 4 CP/Honors
- Reestablish a World Language celebration day with workshops
- Research and initiate a French virtual exchange with a Toulouse area school through the CT Yale consortium with the long-term possibility of student exchange.

CLOSING

In closing, Tolland High School staff and administration have worked diligently in the 2012-2013 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. A lot of work has been completed for the upcoming New England Association of School & Colleges (NEASC) accreditation visit in spring 2014. However, there is still a lot of work to be accomplished.