

Plymouth Public Schools
Terryville High School Annual Report - 2017-2018
Mr. Michael Hults, Principal
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Executive Summary

Teaching and learning are ongoing and evolving processes by all stakeholders at Terryville High School. We are a close knit community where students participate and prosper in an environment that is safe and comfortable. Students are encouraged and supported to maximize their full potential utilizing available resources.

During the 2016-2017 school year a focus at Terryville High School was the continued work of preparing our students for the State administered SAT. This included the instruction and utilization of skills and formats demanded from the test within our English and Math classes. Teachers used released items from the College Board as well as department created assessments that mix the SAT format with the curriculum being used within the class. Social Studies and Science teachers also supported student performance by embedding SAT sections into their class content. This past year was the first year the district funded the fall testing of the PSAT 8/9 and PSAT 10/11 to all 9th, 10th, and 11th grade students. Administering these tests to all three grade levels helps expose students to the test (data shows student performance increases as exposure is increased) and provides our staff with detailed data to better serve students in the class and on an individual level. Additionally, members of our Math and ELA departments and our Literacy Coordinator developed an intense test prep program that consisted of 3 days of specific SAT test taking strategies. The test sessions were highly attended and deemed extremely valuable by the student comments and their performance from PSAT to SAT. The efforts from 2016-2017 will continue into the 2017-2018 school year along with numerous other strategies outlined in the THS Action Steps.

The 2016-2017 school year was the first year of having an formal Attendance Team in place at Terryville High School. This team met together on a weekly basis to review student attendance and concerns keeping students from attending school. From these meetings, chronically absent students and their families were in continual communication with our guidance and administrative staff in efforts to support the student and improve their attendance. The Attendance

Team will continue their work during the 2017-2018 school year with additional emphasis on strategies to improve school climate and student comfort in attending school.

One of Terryville High School's Core Values is "Community". We recognize the strength of the community and encourage the support of our students from the community. To continue building and promoting the relationships with parents, THS moved from a biweekly newsletter to a weekly newsletter. In addition to our weekly newsletters, THS has set a goal to capture more of our students in action in the classroom, on the stage, and in the athletic arena for our social media accounts such as Facebook.

The Plymouth School District has deemed Social Emotional Learning as a priority for 2017-2018. We believe that students and teachers are most successful in a comfortable, collegial, safe and inviting environment. In alignment with the district goals and our own beliefs, Terryville High School is rolling out Troops and developing a student group titled POUCH Patrol. Troop is intended to be an opportunity that takes place every other Tuesday during flex, for students and staff members, to focus solely on relationship building and school connectedness. Similarly, POUCH Patrol will be working on student relationships and student body climate.

Student Enrollment:

Race/Ethnicity	October 1, 2016		October 1, 2017		October 1, 2018	
	Number	Percent	Number	Percent		
Native American	3	.6%	3	.7%		
Asian	3	.6%	4	.9%		
African American	9	1.8%	12	2.7%		
Hispanic	30	6.1%	27	6%		
White	447	90.8%	402	89.1%		
Total	492		451			

	Oct 1, 2016	Oct 1, 2017	Oct 1, 2018
% of Students Eligible for Free/Reduced Price Meals	34%	27%	
% of 9-12 Students with Disabilities Requiring Special Services		26%	

THS Action Steps

Grade 11 SAT

Strategy Type (I, A, PD)	Strategies (what adults will do)	Result Indicator (measurement and accountability tool)	Person(s) Responsible	Timeline
A	Administer PSAT 8/9 to 9th graders, and PSAT 10 to 10th and 11th graders.	Student performance on the October 11th PSAT.	Admin and Counselors	October 11, 2017
I	Utilize College Board's assessment tools for SAT specific instruction, including reinforcement and support around low frequency correct responses on the PSAT 8/9 & 10.	Student performance on released SAT/PSAT sections.	ELA and Math teachers	Once per month
A	Administration of 4 timed, released SAT/PSAT sections. Results will be reviewed and practiced with students.	Student performance on SAT/PSAT sections.	ELA & Math Dept., reviewed with respective DC and Admin	Prior to Thanksgiving, end of January, first week of March, and middle of May (for 9th and 10th graders)
I	SAT test prep sessions for 11th graders.	Attendance to test prep sessions and growth performance on the State administration of the SAT, compared to fall PSAT.	Math & ELA Depts.	March 2018
I	Weekly practice of close reading and annotating skills to strengthen reading comprehension efficiency.	"Cornell Notes", 80% of students reaching proficiency.	ELA teachers to assess and share with DC, DC to	Beginning of each month

			share with AP	
I	Timed writing pieces to improve student stamina and time management.	Student performance FRQs and CFAs, 80% reaching proficiency.	ELA teachers to assess and share with DC, DC to share with AP	End of each month
I	Utilize IXL for personalized skill development and mastery of concepts assessed on the department IAs.	Student performance tracked in IXL, needing to meet proficiency.	Math teachers to assess and share with DC, DC to share with P	Quarterly reviews
I	Social Studies: Each grade level will be exposed to Social Studies based pieces of text (primary documents) from the SAT with a focus on the questions deemed "command of evidence".	Student performance	Social Studies Dept.	2017-2018

Healthy Life Choices

Strategy Type (I, A, PD)	Strategies (what adults will do)	Result Indicator (measurement and accountability tool)	Person(s) Responsible	Timeline
A	Pre-test to assess the components of health-related physical fitness (muscle strength, muscle endurance, flexibility and aerobic capacity).	Pre-test aligned to Physical Fitness test administered to 10th grade students per State expectations	PE teachers	Beginning of each semester

I	Warm-up activities include PF related to the 4 testing components: muscle strength, muscle endurance, flexibility and aerobic capacity.	Physical Fitness test administered to 10th grade students per State expectations.	PE teachers	2017-3/2018
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Social Responsibility

Strategy Type (I, A, PD)	Strategies (what adults will do)	Result Indicator (measurement and accountability tool)	Person(s) Responsible	Timeline
I	Continue with school and community events and services that encourage potentially new members to join and add to the club.	LEO's enrollment (percent of total THS population).	Chris Perkins and STC staff	2017-2018
I	Plan and instruct per C3/CCSS based curriculum.	Percent of students earning an 80% or higher in US History 1 first semester (Civics curriculum).	Social Studies staff	2017-2018 semester 1

Balancing Diverse Beliefs/Reaching Solutions

Strategy Type (I, A, PD)	Strategies (what adults will do)	Result Indicator (measurement and accountability tool)	Person(s) Responsible	Timeline
I	Work with students to reach solutions with an SEL lense.	Suspension Data	Teachers, Counselors, Admin	2017-2018 (semester review of

				incidents)
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Self-Regulation Skills

Strategy Type (I, A, PD)	Strategies (what adults will do)	Result Indicator (measurement and accountability tool)	Person(s) Responsible	Timeline
I	Meet with at risk students every 2-3 weeks, make individual plans/arrangements based on needs.	Percent of students promoted to grade 10 after 1 year and reduction of students demoted.	SRBI team	Quarterly reviews through the SRBI team, monitoring student class failures
I	Work through the THS Attendance Team to identify, meet with, and support students and families with attendance concerns.	Monthly attendance reviews with data tracked in the DDT chronically absent tracker.	Report run by Principal; reviewed with Attendance Team	End of each month

College and Career Ready

Strategy Type (I, A, PD)	Strategies (what adults will do)	Result Indicator (measurement and accountability tool)	Person(s) Responsible	Timeline
I	Promoting of AP courses through pre-req classes, course selection meetings, and the use of AP Potential.	AP class enrollment	Counselors and Teachers	January 2018 (course selection process begins)

