



Plymouth Public Schools
Terryville High School Annual Report - 2018-2019
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Executive Summary

Summarize what you have been working on over the past 2-3 years

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 the available resources.

The academic commitment at Terryville High School is to prepare our students for the next phases of their lives by building their capacity to communicate through a variety of methods, think critically when analyzing and synthesizing information, and work productively in independent and collaborative settings. One of the measures we use to assess our progress in these academic areas is the State administered SAT. During the 2017-2018 school year, teachers in core departments supported and prepared students by embedding the assessed skills and variety of question formats into the district curriculum. The 2017-2018 school year marked the second year in a row that the district supported efforts in student prep for the SAT by providing the funding to administer the PSAT 8/9 and PSAT 10/11 to all 9th, 10th, and 11th grade students. Administering these tests to all three grade levels exposes students to the test (data shows student performance increases as exposure is increased) and provides our staff with detailed data to better serve our students. This past year was also the second year of our test prep program that was expanded to eight sessions of specific SAT

test taking strategies. The efforts from 2017-2018 will continue into the 2018-2019 school year along with numerous other strategies outlined in the THS Action Steps. The Science Department will continue its implementation of curriculum aligned to the Next Generation Science Standards (NGSS) adopted by the State of Connecticut. This year the department will utilize the “Claim, Evidence, Reasoning” (CER) framework to focus on the science practice of “engaging in argument from evidence.”

The Plymouth School District deemed Social Emotional Learning as a priority for the 2017-2018 school year. 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 rolled out Troop, a bi-monthly opportunity for students and staff members to focus solely on relationship building and school connectedness. Additionally, this was the second year a formal attendance team was in place at Terryville High School. The focus of this team was to review student attendance and concerns keeping students from attending school. The team continually reached out and worked with chronically absent students and their families to provide support in school attendance. The attendance team will continue their work in 2018-2019 with additional emphasis on strategies to improve school climate and student comfort in attending school.

Summarize the major foci for 2018-2019 that will lead to improved student outcomes

For the 2018-2019 school year, the staff at Terryville High School will be engaging in a comprehensive self-study in preparation for our NEASC accreditation visit scheduled for the fall of 2019. The self-study will include a review of Core Values, Beliefs, and Learning Expectations; Curriculum; Instruction; Assessment of and for Student Learning; School Culture and Leadership; School Resources for Learning; and Community Resources for Learning. The self-study process will provide numerous opportunities for the staff to reflect on and continue to develop our educational practices including a focus on curriculum, instruction, and assessment.

The 2018-2019 school year will be an implementation year for our Leverage Points (to drive effective instructional practices) that were developed through our School Improvement Team during the 2017-2018 school year. The Leverage Points focus on where students will learn, what students will learn, how students will learn, and how we know that students learned. The Leverage Points will be the basis for numerous non-evaluative observations, internal instructional rounds, and future professional development opportunities.

Student Enrollment:

Race/Ethnicity	October 1, 2016		October 1, 2017		October 1, 2018	
	Number	Percent	Number	Percent	Number	Percent
Native American	3	.6%	3	.7%	1	.2%
Asian	3	.6%	4	.9%	6	1.4%
African American	9	1.8%	12	2.7%	11	2.7%
Hispanic	30	6.1%	27	6%	22	5.3%
White	447	90.8%	402	89.1%	375	90.4%
Total	492		451		415	

	Oct 1, 2016	Oct 1, 2017	Oct 1, 2018
% of Students Eligible for Free/Reduced Price Meals	30%	28.8%	40.2%
% of 9-12 Students with Disabilities Requiring Special Services	15.2%	14.9%	14.3%

Action Steps

District Primary Goals:

Safety:

The principal will meet with the school's safety team and identify possible opportunities for school security improvements by October 15. Share the findings with the THS assistant principal and SRO prior to their visit. Debrief after the visit and identify priority and secondary security items by November 15.

THS safety team will meet three times through the 2018-2019 school year to review feedback regarding safety drills.

Social Emotional Learning:

The THS Faculty will develop a staff based Charter by September 12, 2018. The Charter will be the basis for adults to become more familiar and comfortable with the Self-Awareness component of SEL.

Continued implementation of Troop to continue school connectedness and relationship building.

Developing Instructional Expertise

THS will implement the SIT developed Leverage Points which will be the basis for non-evaluative based observations, data collection based on those observations, and 2 sets of internal instructional rounds. The purpose of the Leverage Points is to build common language and understanding around effective instruction in order to systemically improve our practice. Professional development needs and work will be determined based on the data from the Leverage Point Observations and the internal instructional rounds.

THS is in the Self-Study year, in prep for our NEASC visit in October of 2019. The Self-Study process includes a review and reflection of seven different standards, three of them focusing on Curriculum, Instruction, and Assessment. The Self-Study naturally works as a year long professional development opportunity for staff.

Updating and Enhancing Curriculum:

With the District bringing Atlas forward, all of our departments are working to convert our curriculum documents onto the online platform. Our Science department is continuing to work with the NGSS standards and bundles. We are in our first year of AP Government and will adjust the course’s curriculum as needed. Additionally, THS is looking to offer an AP Computers course and a Firefighter course for the 19-20 school year. The curriculum for both of those courses will be looked at this school year.

Grade 11 SAT & NGSS

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 10th PSAT	Admin and Counselors	October 10, 2018
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	December and January CPTs
A	Administration of 4 timed, released SAT/PSAT sections. Results will be reviewed and practiced with students.	Student performance on SAT/PSAT sections. (Target performance of 50% on sections, equates to	ELA & Math Dept., reviewed with respective DC and	Prior to Thanksgiving, end of January,

		approximately a 500)	Admin	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. (Target of 50% of junior class attending 50% of the available sessions)	Math & ELA Depts.	February & March 2019
I	Analysis of passages through close reading techniques.	Summative unit assessments in English classes (70% of students meeting proficiency)	ELA teachers to assess and share with DC, DC to share with AP	Monthly CPT planning meetings after each quarter; SDT 12/5 and 4/3 meetings
I	Utilize IXL for personalized skill development and mastery of concepts.	Math IA's original and redo performance (per goal set through department sheet)	Math teachers to assess and share with DC, DC to share with P	Monthly CPT planning meetings after each quarter; SDT 12/5 and 4/3 meetings
I	Argumentative writing practices utilizing evidence from primary and secondary sources to support a claim	Summative unit assessments in Social Studies classes (70% of students meeting proficiency)	SS teachers assess and share with DC, DC to share with P	Monthly CPT planning meetings after each quarter; SDT 12/5 and 4/3 meetings

I	NGSS: Utilize CER framework to build student capacity to engage in argument from evidence.	Summative assessments scored using the CER rubric (baseline year)	Science teachers assess and share with DC, DC to share with AP	Monthly CPT planning meetings after each quarter; SDT 12/5 and 4/3 meetings
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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 9 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	2018-3/2019 (may extend based on State changes)

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). (Maintain 25% or great enrollment)	Chris Perkins and STC staff	2018-2019
I	Plan and instruct per C3/CCSS based curriculum.	Percent of students earning an 80% or higher in Civics (80% or higher in AP Govt). (75% of student in Civics and AP Govt)	Social Studies staff	End of semester 1 for Civics, June 2019 for AP Govt

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 (90% of students not receiving a suspension)	Teachers, Counselors, Admin	1/16 and 5/22 SRBI meeting; 2/6 SDT meeting

Self-Regulation Skills

Strategy	Strategies	Result Indicator	Person(s)	Timeline
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Type (I, A, PD)	(what adults will do)	(measurement and accountability tool)	Responsible	
I	Meet with at risk students every 2-3 weeks, make individual plans/arrangements based on needs. (Identify new students based on review of quarterly grade review)	Percent of students promoted to grade 10 after 1 year and reduction of students demoted. (95% of first year 9th graders earning 5.5+ credits)	SRBI Team	Reviews held at the end of each marking quarter
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. (2018-2019 target of 13.5%)	SRBI Team	Reviewed every 2 weeks in SRBI

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 (30% of THS students)	Counselors and Teachers	January 2019 (course selection process begins)

School-Wide Instructional Goal

Analysis of Practice:

Based on discussions, data analysis (quantitative and qualitative), and student work identify a school-wide instructional practice that should increase student learning across the school (e.g. focused instruction, guided instruction, collaborative learning, etc.). This will need to be discussed at the faculty or school data team level.

Based on the work of our SIT and the “questions for further consideration” from the DDT (17-18 Instructional Rounds), THS will focus on improving action based feedback from peers and teachers to strengthen student learning.

Practice Goal:

Decide on a SMART goal that quantifies what success on this practice would look like. Remember the SMART goal should be Specific, Measurable, Achievable, Relevant and Time-bound. Consider how you will measure this goal while you are writing the goal. There should be a hand to glove match.

By May 31, 2019, the percent of “Leverage Point Observations” that have “students receive formal actionable feedback” will be 10 points higher than the percent from the baseline month of September 2018.

Interim Data Collection on Practice Goal:

Identify the interim data that is valuable to the team in determining progress towards the goal.

Leverage Point Observation data will be reviewed monthly as an Admin Team and shared with the SIT and Faculty periodically throughout the year. There will be two internal instructional rounds scheduled for December 13, 2018 and March 28, 2019 that will focus on the Leverage Points.

Action Plan to Achieve Practice Goal:

Identify the specific steps and strategies that your team will use to help all teachers achieve the goal.

Strategy Type (I, A,	Strategies	Result Indicator	Person(s)	Timeline
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PD)	(what adults will do)	(measurement and accountability tool)	Responsible	
PD	Admin to conduct and collect data through non-evaluative observations using the SIT Leverage Points	LPO data; goal of 400 observations	Admin	Weekly throughout 18-19 (data reviews monthly)
PD	Review and analyze Leverage Point Observation data with SIT and SDT	LPO data	SIT and SDT	January 2019; May 2019
PD	Two days of internal instructional rounds to focus on SIT leverage points (involve approximately 20 different teachers getting into classrooms)	Feedback following the instructional rounds	SIT	Dec 13, 2018; Mar 28, 2019