



**Plymouth Public Schools**  
**Terryville High School Annual Report - 2019-2020**  
**Mr. Michael Hults, Principal**  
**Mr. Darron Vigliotti, Assistant Principal**

**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. Over the past couple of school years, teachers in core departments supported and prepared students by embedding the assessed skills and variety of question formats into the district curriculum. The 2018-2019 school year marked the third 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 third year that we offered our juniors an opportunity to participate in our test prep program

(SAT Bootcamp), work on specific SAT test taking strategies. The efforts from 2018-2019 will continue into the 2019-2020 school year along with numerous other strategies outlined in the THS Action Steps. The Science Department continued in their efforts to implement curriculum aligned to the Next Generation Science Standards (NGSS) adopted by the State of Connecticut.

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. Through this commitment, the district spent the 2018-2019 year developing staff understanding of the concepts found in the RULER philosophy, with emphasis on the “Charter” and “Mood Meter”. The work around SEL in the 2018-2019 school year led to revisions to our Advisory program and Health education curriculum that will roll out in 2019-2020.

This past school year was the first year of implementing 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 were the basis for numerous non-evaluative observations, internal instructional rounds, and future professional development opportunities.

The 2018-2019 school year marked the conclusion of the Terryville High School Self-Study for our NEASC accreditation visit taking place in October of 2019. The results of the Self-Study and feedback we receive from the NEASC visiting committee will help direct our efforts over the next several years.

**Summarize the major foci for 2019-2020 that will lead to improved student outcomes**

For the 2019-2020 school year, Terryville High School will utilize the work of the District Team, the Terryville High School SIT, and the Leverage Point data collected during the 2018-2019 school year, to focus on developing and posting daily learning targets that clearly align the day’s instruction and performance of understanding for all learners. This work will require continual review of State Standards and District curriculum and the review and analysis of student performance data.

In our continued efforts to provide our students with the greatest opportunity to perform well on the SAT, we will be implementing more frequent and varied practice of the SAT/PSAT. This will include SAT/PSAT released section assessments monthly and the implementation of Khan Academy, following the return of the PSAT results. To better prepare our students for the SAT and the NGSS test, our four core departments will be focusing on engaging our students

in argument from evidence, using a common language of “claim, evidence, and reasoning”. Each department will have quarterly common assessments to guide our student performance data analysis and discussions around effective strategies to better support our students in this skill.

The work around SEL during the 2018-2019 school year will continue to scaffold into the 2019-2020 school year. The RULER Charter and Mood Meter that was implemented with the staff will be rolled out to the students. Additionally, the staff will continue working through RULER to gain an understanding of the Meta Moment and the Blueprint. The 2019-2020 school year will also see the revised Advisory curriculum that embeds lessons from RULER to better help students with self-awareness, self-management, responsible decision making, relationship skills, and social awareness.

**Student Enrollment:**

Race/Ethnicity	October 1, 2017		October 1, 2018		October 1, 2019	
	Number	Percent	Number	Percent	Number	Percent
Native American	3	.7%	1	.2%	1	.2%
Asian	4	.9%	6	1.4%	12	3.2%
African American	12	2.7%	11	2.7%	11	2.9%
Hispanic	27	6%	22	5.3%	11	2.9%
White	402	89.1%	375	90.4%	337	90.1%
<b>Total</b>	451		415		<b>374</b>	

	Oct 1, 2017	Oct 1, 2018	Oct 1, 2019
% of Students Eligible for Free/Reduced Price Meals	28.8%	40.2%	38.5%

% of 9-12 Students with Disabilities Requiring Special Services	14.9%	14.3%	16%
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## Action Steps

### District Primary Goals:

#### *Safety:*

#### **Goal #1 - School Safety (BOE Goals 3,4,6)**

Increase the safety of students, staff and community members physically, emotionally and electronically by layering additional best practices into our current system. We will continue with a number of initiatives that have improved safety including: district safety meetings; internal and external cameras; availability of schools for police training; and building safety reviews. For 2019-2020 we will focus on the following:

- THS safety team will meet three times through the 2019-2020 school year to review feedback regarding safety drills.
- Purchase and place protective bollards at identified locations at THS.
- Utilize the district “tabletop” exercise to identify strengths and areas of focus for the THS safety team.

#### *Social Emotional Learning:*

#### **Goal #2 - Social Emotional Learning (SEL) (BOE Goals 2, 3, 5, 6, 7)**

In 2018-2019 we focused on staff awareness and fluency around social emotional learning constructs and techniques. In 2019-2020 we will continue to develop staff knowledge and skill in this area, but will now turn our attention to students as well. The ultimate goal is to graduate students having mastered skills in emotional intelligence. The THS faculty will review/revise the THS Staff Charter.

- Implementation and assessment of revised Advisory program that includes RULER lessons.
- Implementation of the “Charter” and “Mood Meter” with students.
- Teachers will learn about the RULER tools “Meta-Moment” and “Blue Print”.
- Review and update the SRBI plan and practices around student behavior.

*Developing Instructional Expertise*

**Goal #3 - Developing Instructional Expertise (BOE Goals 1, 2, 3, 6, 7)**

Instructional capacity is a critical element of the teaching and learning process. Certified staff shall constantly strive to improve on their instructional practices through individual and group strategies. Research consistently shows that the quality of the teacher has the greatest impact on student learning, therefore, as we increase instructional capacity our students will benefit most.

- Utilize the district common instructional framework with the THS Leverage Points to drive the work around daily learning targets and performance of understanding assessments.
- THS SIT to facilitate two days of internal classroom rounds for THS teachers.
- THS SDT to focus on formalizing and aligning instruction around CER.
- Review and update the SRBI plan and practices around student academic performance.

*Updating and Enhancing Curriculum:*

**Goal #4 - Updating and Enhancing Curriculum (BOE Goals 1, 2, 3, 4, 5, 6, 7)**

Curriculum is the “what” we teach our students. Curriculum needs constant updating given changes in the “real-world”, revised standards from the State Department of Education, and making sure that our curriculum makes sense and is aligned. Given the small number of staff available to work on curriculum we must prioritize our work each year.

- Continue work of developing a “Portrait of the Graduate”.
- Form a committee that will explore structures and products to meet the Capstone expectation for the Class of 2023.

**Grade 11 SAT & NGSS**

Strategy Type (I,	<b>Strategies (what adults will do)</b>	<b>Result Indicator (measurement and accountability)</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>
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A, PD)		<b>tool)</b>		
A	Administer PSAT 8/9 to 9th graders, and PSAT 10 to 10th and 11th graders.	Student performance on the October 16th PSAT	Admin and Counselors	October 16, 2019
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	CPT meeting on 12/17/19 and 12/19/19
A	Monthly SAT/PSAT release section assessments for grades 10 and 11 as outlined in THS CFA calendar.	Student performance on SAT/PSAT sections. (Target performance of 50% on sections, equates to approximately a 500)	ELA & Math Dept., reviewed with respective DC and Admin	Monthly reviews
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 2020
PD	Explore Khan Academy as an instructional tool in the classroom and a resource for students and families at home (as shared in a family SAT evening presentation).	Implementation of Khan Academy in classrooms. Presentation to families.	Math Coach & Literacy Specialist	Fall 2019
I	Engage students in argument from evidence by making a "claim" that answers a question/prompt.	Quarterly, department CFA's tracked in Educlimber (as outlined in THS CFA calendar). (70% of students meeting proficiency)	Math, ELA, Science, and Social Studies Depts.	Quarterly reviews in CPT; SDT reviews on 9/18/19, 11/20/19,

				1/22/20, 3/18/20, 5/20/20
I	Engage students in argument from evidence by evaluating and analyzing “evidence”.	Quarterly, department CFA’s tracked in Educlimber (as outlined in THS CFA calendar). (70% of students meeting proficiency)	Math, ELA, Science, and Social Studies Depts.	Quarterly reviews in CPT; SDT reviews on 9/18/19, 11/20/19, 1/22/20, 3/18/20, 5/20/20
I	Engage students in argument from evidence by “reasoning” why their evidence supports their claim.	Quarterly, department CFA’s tracked in Educlimber (as outlined in THS CFA calendar). (70% of students meeting proficiency)	Math, ELA, Science, and Social Studies Depts.	Quarterly reviews in CPT; SDT reviews on 9/18/19, 11/20/19, 1/22/20, 3/18/20, 5/20/20

## 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	End of semester 1 and May 2020 for semester 2 classes
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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). (Maintain 25% or greater enrollment)	Chris Perkins and STC staff	2019-2020
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 2020 for AP Govt

## Balancing Diverse Beliefs/Reaching Solutions

Strategy Type (I,	Strategies (what adults will do)	Result Indicator (measurement and accountability	Person(s) Responsible	Timeline
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<b>A, PD)</b>		<b>tool)</b>		
I	Work with students to reach solutions with an SEL lense.	Suspension Data (90% of students not receiving a suspension)	Teachers, Counselors, Admin	1/22/20 and 5/20/20 SRBI meeting; 2/19/20 SDT meeting

### Self-Regulation Skills

<b>Strategy Type (I, A, PD)</b>	<b>Strategies (what adults will do)</b>	<b>Result Indicator (measurement and accountability tool)</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>
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 in SRBI on 11/13/19, 1/29/20, 4/8/20
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. (2019-2020 target of 10.5%)	SRBI Team	Reviewed in SRBI on 10/2/19, 11/6/19, 12/4/19, 1/8/20, 2/5/20, 3/4/20, 4/1/20, 5/6/20, 6/3/20

### 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 2020 (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 the District Team, the THS SIT, and the Leverage Point data collected during the 2018-2019 school year, THS will focus on developing and posting daily learning targets that clearly align the day's instruction and performance of understanding for all learners.

**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, 2020, the percent of “Leverage Point Observations” that have “lesson has a learning target (posted)” will be at least 75% of recorded lessons (up from approximately 40% during the 2018-2019 school year).

**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 bi-monthly with the SDT and shared with the SIT and Faculty periodically throughout the year. There will be two internal instructional rounds scheduled for December 3, 2019 and March 19, 2020 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, PD)	Strategies (what adults will do)	Result Indicator (measurement and accountability tool)	Person(s) Responsible	Timeline
PD	Admin to conduct and collect data through non-evaluative observations using the SIT Leverage Points	LPO data; goal of 250 observations	Admin	Weekly throughout 19-20 (data reviews monthly)
PD	Review and analyze Leverage Point Observation data with SIT and SDT	LPO data	SIT and SDT	SDT: 12/18/19, 2/19/20, 4/22/20 SIT: following internal rounds
PD	Two days of internal instructional rounds to focus on SIT leverage	Feedback following the instructional	SIT	12/3/19, 3/19/20

	points (approximately 20 different teachers getting into classrooms)	rounds		
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