

EAGLE PRIDE

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Important Dates:

- August:**
28th - Freshmen Orientation - 9:30 - 12:15 p.m.
29th - First Day of School
- September:**
3rd - Labor Day - No School
4th - Student & Staff IDs - 7:15 a.m. - 3:30 p.m.
10th - Booster Club Meeting - 7:00 - 8:00 p.m.
10th - 12th - Senior Portraits - 2:00 - 8:00 p.m. - Auditorium
13th - 12th Grade Parent Program - 5:45 - 6:15 p.m. - Auditorium
13th - 9th Grade Parent Program - 5:45 - 6:15 p.m. - LMC
13th - Open House - 6:30 - 8:00 p.m.
14th - Welcome Back Dance - 7:00 - 10:00 p.m.
18th - 9th Grade Parent Program - 7:30 - 8:30 a.m. - LMC
22nd - Project Graduation Bottle Drive
28th - Progress Reports via Parent Portal

Please check the THS website for additional dates at www.ths.tolland.k12.ct.us

PRINCIPAL'S MESSAGE

Dear Parents and Students,

Throughout the 2017-2018 school year, Tolland High School (THS) faculty spent professional development time working towards a mastery-based approach to learning. As part of the district implementation of Mastery Learning the school will be employing innovative assessment and reporting practices starting this (2018-2019) school year. While each school in the Tolland Public School system practices Mastery Learning, the approach is tailored to the developmental level of the students and is designed to best prepare them in content and skill acquisition for the next step. At the high school, this next step is college and career readiness.

The sixth of the ten principles of Mastery Learning adopted in the district focuses on delineating compliance behaviors separately from acquisition of content, knowledge, and skills. The principle reads as follows:

“Academic progress and achievement are monitored and reported separately from work habits, character traits, and behaviors such as attendance and class participation, which are also monitored and reported.”
 (The Great Schools Partnership)

An example that is counter to the principle noted above is when a teacher assigns homework on the first day of the semester which requires a parent/guardian to sign a syllabus. The homework assignment does not measure a student's acquisition of curricular knowledge, skills, or content. Rather, it simply indicates compliance to a teacher's direction. The assigning of an effort grade as part of a collaborative group project is also not a true reflection of the student's attainment of knowledge, skills, or content. While compliance is an important habit to learn and will still be addressed as indicated below, practices of providing points or credit that increase a grade average due to compliance behaviors result in inaccurate academic grades that dilute an understanding of a student's knowledge and skill acquisition. It is important for students to have accurate academic indicators with which they can self-assess their own progress on skills and knowledge and create goals to improve their ability and understandings.

The principle also states compliance behaviors should be monitored and reported to provide students information and hold them accountable for demonstrating beneficial actions such as engaging in nightly practice as well as others that prepare them to be college and career ready. Through a consensus building process the faculty developed a Behavioral Expectations Matrix which contains three indicators associated with preparedness, classroom etiquette, and engagement. Much like the other school-wide analytic rubrics which have been in place

PRINCIPAL'S MESSAGE (CONTINUED)

since 2014, the faculty created definitions for the various levels of performance using a 4-point scale. During the 2018-2019 school year, teachers will utilize our Behavioral Expectation Matrix at least twice per quarter to monitor progress on these beneficial student behavioral expectations. At the end of each quarter and semester, the average for each of the indicators will be reported for each class on the report card. The scores will also appear as standards-based grades in PowerSchool. In addition, the averages across all courses will appear on a student's transcript for not only the Behavioral Expectations Matrix, but for all school-wide analytic rubrics (Reading, Writing, Speaking, Problem Solving & Critical Thinking, Application & Use of Technology, and Personal Growth). The Behavioral Expectations Matrix is included for your review at the end of this document.

The THS faculty also focused on two other Mastery Learning district principles:

“Formative assessments measure learning progress during the instructional process, and formative assessment results are used to inform instructional adjustments, teaching practices, and academic support.” (Great Schools Partnership)

“Summative assessments evaluate learning achievement, and summative assessment results record a student's level of mastery at a specific point in time.” (Great Schools Partnership)

Numerous professional development sessions were dedicated to helping teachers develop a deeper understanding of formative and summative assessments. It is important to note the distinction between the two given this language will be used more frequently moving forward with both students and parents. Formative assessment seeks to determine how students are progressing academically. Considered an “assessment for learning,” formative assessment is intended to provide both the student and the teacher with information about the student's academic progress. Warm-ups, exit cards, academic practice, think-pair-share activities, discussion diamonds, etc. are some possible examples of formative assessment. According to *Education Week* article (Heitin, 2018), researchers and instructional experts almost inevitably offer a resounding, “No,” when asked whether assignments that are meant to inform instruction should receive a grade. This is because assignments that inform instruction are tools through which students and teachers can gauge their understandings and progress in the process of learning, not as an end in and of themselves. Formative assessments are used to strengthen skills and understandings so that students have a better opportunity for higher levels of skill and content acquisition and higher performance on summative assessments. Thus, formative assessments at THS will be assessed and used as learning tools by the teacher and the student, but they will not be reflected in a student's final grade. Instead, students will be provided opportunities to understand what they know and are able to do, and will be encouraged to form goals and strategies to exercise habits of self-understanding, diagnosis, and improvement.

A summative assessment is an “assessment of learning.” The purpose of a summative assessment is to measure the student's understanding on the material covered after teaching, formative assessment, feedback, and re-teaching have occurred. Possible examples include unit tests, benchmarks, essays, projects, presentations, and lab reports. Summative assessments measure a student's mastery of a topic and count as part of a student's final grade. Although the school and district will be employing quality formative assessment practices, this will not translate into fewer assessment opportunities that apply toward a student's final academic grade. Instead, the formative practices are designed to improve a student's understanding, skill acquisition, self-awareness, reliance, and resilience in improving their understanding and performance in preparation for the summative assessments.

THS faculty has chosen to utilize a strong, formative assessment model with opportunities to reteach and strengthen learning. The THS Behavioral Expectations Matrix can be found on the next page.

THS BEHAVIORAL EXPECTATIONS MATRIX

	4	3	2	1
Preparedness	Consistently brings needed materials to class and is always ready to learn.	Usually brings materials to class and is usually ready to learn.	Sometimes brings materials to class and is sometimes ready to learn.	Rarely brings materials to class and is un-prepared to learn.
Classroom Etiquette	Always shows strong self-control and respect for others, their property, and school equipment by following classroom rules and/or safety guidelines.	Consistently shows strong self-control and respect for others, their property, and school equipment by following classroom rules and/or safety guidelines.	Sometimes requires reminders to show self-control and respect for others, their property, and school equipment and only sometimes follows classroom rules and/or safety guidelines.	Requires teacher/administrative intervention to respond to disrespect for others, their property, and school equipment and rarely follows classroom rules and/or safety guidelines.
Engagement	Shows excellent effort by completing and improving all assignments. Consistently participates appropriately in course activities (i.e. listening, contributing, supporting, collaborating).	Shows good effort by completing and improving most assignments. Usually participates appropriately in course activities (i.e. listening, contributing, supporting, collaborating).	Shows inconsistent effort by completing and improving some assignments. Sometimes participates appropriately in course activities (i.e. listening, contributing, supporting, collaborating).	Shows unsatisfactory effort by rarely participating appropriately in class activities and completing minimal work. May refuse to participate in course activities.

For an overall understanding of Mastery Learning at all of the schools, see the District Mastery Learning document at <http://www.tolland.k12.ct.us>.

Great Schools Partnership. (n.d.). Ten Principles of Mastery Based Learning. Retrieved July 26, 2018, from https://www.greatschoolspartnership.org/wp-content/uploads/2016/11/CT-GSP_Ten_Principles_of_Mastery-Based-Learning-1.pdf

Heitin, L. (2018, June 20). Should Formative Assessments Be Graded? Retrieved July 26, 2018, from <https://www.edweek.org/ew/articles/2015/11/11/should-formative-assessments-be-graded.html>

I look forward to working with your children, and to a successful year for our THS community.

Sincerely,
Dominique Fox

Dominique Fox

QUOTES ON PRIDE

“You may encounter many defeats, but you must not be defeated. In fact, it may be necessary to encounter the defeats, so you can know who you are, what you can rise from, how you can still come out of it.”

— [Maya Angelou](#)

“Many of life’s failures are people who did not realize how close they were to success, when they gave up.”

— [Thomas A. Edison](#)

“Every strike brings me closer to the next home run.”

— [Babe Ruth](#)

“When you get to the end of your rope, tie a knot and hang on.”

— [Franklin D. Roosevelt](#)

“The difference between a successful person and others is not a lack of strength, not a lack of knowledge, but rather a lack of will.”

— [Vince Lombardi, Jr.](#)

THS BOOSTER CLUB

The Tolland High School Booster Club is the parent-teacher organization which supports both academics and athletics at the high school. The Booster Club organizes and supports many activities and fundraising events including the Cider Mill Road Race, Scholarship Fund, Graduation Banners, and Teacher and Bus Driver Appreciation.

We are currently looking for new members and new ideas. Please feel free to join us at our first meeting of the year on Monday, September 10th at 7:00 p.m. in the THS Main Office Conference Room and look for us at the Tolland High School Fall Open House on Thursday, September 13th at 6:30 p.m.

Whether you choose to chair a committee or help on occasion, we appreciate any help you can provide us. If you have any questions, please contact Co-Presidents Diane Clokey at dbclokey@gmail.com or Jenn Dineen at jneccidineen@yahoo.com.

PARENT ADVISORY COUNCIL

Tolland High School is fortunate to have a dedicated and enthusiastic group of parents and local community members who support our school and many of our programs. In light of that, we are committed to increasing parent and community engagement in our school. Several years ago, a Parent Advisory Council was established as a means to encourage parents and community members to become active partners in educating our children. Through this council, both groups of stakeholders are able to maintain an organized voice at Tolland High School, become involved in the decision-making process where appropriate, voice their concerns, communicate their needs, and ask questions. To date, it has provided a forum for parents to discuss school-related issues such as class rank, leveling, grade weighting, teen drug and alcohol use, community and business partnerships. Meetings are held on the first Monday of most months in the THS Main Office Conference Room. During the 2018-2019 school year, the start time will alternate from a morning meeting at 7:30 a.m. to an evening meeting at 6:00 p.m. This year, the Council will meet six times on the following dates:

Monday, October 1, 2018 — 7:30 a.m.
 Monday, November 5, 2018 — 6:00 p.m.
 Monday, December 3, 2018 — 7:30 a.m.
 Monday, February 5, 2019 — 6:00 p.m.
 Monday, March 4, 2019 — 7:30 a.m.
 Monday, May 6, 2019 — 6:00 p.m.

Please email Mrs. Dominique Fox at dfox@tolland.k12.ct.us if you are interested in learning more about the Parent Advisory Council or if you plan on attending one of our meetings.

ELECTRONIC DEVICES

Tolland High School’s electronic device policy aligns with societal expectations. In the classroom, students are not permitted to use their electronic devices unless it is for instructional purposes and with the permission of the teacher. Any use of electronic devices in the classrooms outside of this provision will result in disciplinary action. The use of electronic devices will be permitted only during lunch in the cafeteria and during passing time in the hallways and courtyard. Electronic devices will **not be permitted in areas where there is an expectation of privacy (i.e., locker rooms and bathrooms)**. Any use of an electronic device that causes a disruption to the educational environment will result in disciplinary action. In the classroom, a teacher may confiscate an electronic device that is being used inappropriately or without permission and hold it until the end of the class block. Teacher detentions and calls home may be made. Repeated violations of the policy in the classroom will result in the phone being turned into the Main Office where a parent will need to pick it up. The student’s parent/guardian may pick up the device from 7:00 a.m. to 2:30 p.m. in the Main Office.

GRADUATION REQUIREMENTS & SCHOOL-WIDE ANALYTIC RUBRICS

The Tolland Board of Education adopted new graduation standards for students. Students must reach proficiency or higher in the areas of reading, writing, speaking, critical thinking and problem solving, technology, and personal growth and cultural awareness. For each of these requirements, school-wide analytic rubrics have been developed to maintain standards across the curriculum and are posted on our school's website (Go to: Parents tab -> Core Values, Beliefs, and Learning Expectations -> School-Wide Analytic Rubrics).

The table below outlines the average student score for each of our current classes across grade levels. To get credit for community service hours, students must obtain and complete a verification sheet which can be found on our school counseling website. Once they are signed, they should be turned in to the student's School Counselor.

THS School-Wide Analytic Rubric Data—Average Score												
Rubrics	Class of 2019				Class of 2020				Class of 2021			
	9	10	11	12	9	10	11	12	9	10	11	12
Reading	2.79	3.10	3.30		2.80	3.10			2.90			
Writing	2.70	3.00	3.20		2.80	2.90			2.80			
Problem Solving & Critical Thinking	2.93	3.10	3.30		2.80	3.20			2.90			
Speaking	3.11	3.20	3.20		3.00	3.20			3.00			
Technology	3.08	3.40	3.40		3.10	3.40			3.20			
Personal Growth	3.34	3.10	3.00		3.20	3.10			3.10			

Our school community sets goals based on the expected progress of our students in each of the required areas. Parents and guardians should monitor the progress of their student's achievement levels on each of these rubrics. Quarterly data will be collected, averaged by rubric, and communicated with parents.

Each returning student's progress was shared with them as part of this year's initial mailing sent home last week. On the back side of a letter dated August 23, 2018, students can see their average rubric score for the 2017-2018 school year. A table which describes the criteria that needs to be met in order for students to have successfully mastered the standards approved by the Tolland Board of Education was also included. Should you have any questions about your child's progress on the school-wide analytic rubrics, please feel free to contact your child's school counselor, Mrs. Martello, or Mrs. Fox.

Spring All-Conference Athletes (continued)

Softball

Lily Contreras
Kacie Shea

Boys Tennis

Nick Machuga
Brennan Nick
Adam Schadt

Girls Tennis

Jordan Bonadies
Abbey Chumra
Marlee Takes

Boys Track

Nolan Alexander
Jackson Cayward
Jacob Gerow
David Hatch
Aaron Johnston
Killian McNamee
Nathan Paolangel
Gavin Rublewski
Stephen Sutton

Girls Track

Kaitlyn Bedard
Samantha Cerra
Sierra Dutton
Phoenix Grover
Olivia McCarthy
Bryanna McNamee
Marissa Paolangel
Alix Perry
Anna Roberts
Tiana St. Louis
Peighton Stirt

Tolland High School

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We're on the Web! Check out our website at www.ths.tolland.k12.ct.us

*2017-2018
 Interscholastic Athletic
 Spring Season*

CCC East Champions
 Boys Outdoor Track & Field

*Spring All-Conference
 Athletes
 Baseball*
 Robert Gagnon

Golf
 Max Bos

Boys Lacrosse
 Trevor Boutot
 Aiden D'Amato
 Dillon D'Amato
 Brady McNulty

Girls Lacrosse
 Kaleigh Hoffman
 Corynne Mahlstedt
 Emma Prattson
 Mara Tellers

SCHOOL COUNSELING NEWS

As we begin the 2018 - 2019 school year, the school counseling staff welcomes all returning students as well as our incoming ninth grade and transfer students. During the fall months, counselors will be working with students both individually and in groups on a number of counseling activities. Specifically, they will be working with freshmen on transitioning to high school. In addition, counselors will assist freshmen, sophomores and juniors in preparing for the October 10 administration of the PSAT. For seniors, the focus will be on the college application process. Please note the following important dates:

- Thursday, September 13 – Ninth Grade Parent Program - 5:45 p.m. – Library Media Center
- Thursday, September 13 - 12th Grade Parent Program - 5:45 p.m. - Auditorium
- Thursday, September 13 – Open House – 6:30 - 8:00 p.m. – Auditorium
- Tuesday, September 18 – Ninth Grade Parent Program – 7:30 a.m. – Library Media Center
- Wednesday, October 10 – Administration of PSAT (Freshmen, Sophomores, & Juniors)
- Thursday, October 18 - Financial Aid Seminar – 7:00 p.m. - Auditorium
- Wednesday, November 14 – College Planning Program for Juniors & Parents – 7:00 p.m. - Auditorium
- Thursday, April 25 – Sophomore Early College Planning Program - 7:30 a.m.– Auditorium

The best way for parents and students to stay abreast of counseling news and programs is to consult the THS website on a regular basis. All programs, deadlines, and other relevant information are updated weekly. As always, parents are encouraged to contact their child's counselor at any time. The counseling staff looks forward to working with all students and parents throughout the school year to help them meet their academic, post-high school, and personal goals.

2018-2019 Counselor Assignments				
	Grade 9	Grade 10	Grade 11	Grade 12
Caitlin Foran	A - Fe	A - Dr	A - D	A - C
Jim Shea	Fl - Mc	Du - L	E - Mar	D - J
Michelle Grady	Mi - Re	M - Pe	Mat - Pa	K - Rie
Lanham Miller	Rh - Z	Pi - Z	Pe - Z	Rig - Z