



SCHOOL IMPROVEMENT PLAN

2018-2019

<E.C. Goodwin Technical High School>

Jeffrey Wihbey, Superintendent of Schools

Dr. Nikitoula Menounos, Assistant Superintendent of Schools



Vision

To be the best technical high school system in the nation.

Mission

The mission of the Connecticut Technical High School System is to provide a unique and rigorous high school learning environment that:

- ensures both student academic success, and trade/technology mastery and instills a zest for lifelong learning;
- prepares students for post-secondary education, including apprenticeships, and immediate productive employment; and
- responds to employers' and industries' current and emerging and changing global workforce needs and expectations through business/school partnerships.



Leadership Practices

(Adapted from the CT Leader Evaluation and Support Rubric 2017)

- Performance Expectation Domain 1: Instructional Leadership
 - Indicator 1.1. Shared Vision, Mission and Goals
 - Indicator 1.2: Curriculum, Instruction and Assessment
 - Indicator 1.3: Continuous Improvement

- Performance Expectation Domain 2: Talent Management
 - Indicator 2.1. Recruitment, Selection and Retention
 - Indicator 2.2: Professional Learning
 - Indicator 2.3: Observation and Performance Evaluation

- Performance Expectation Domain 3: Organizational Systems
 - Indicator 3.1. Operational Management
 - Indicator 3.2: Resource Management

- Performance Expectation Domain 4: Culture and Climate
 - Indicator 4.1. Family, Community and Stakeholder Engagement
 - Indicator 4.2: School Culture and Climate
 - Equitable and Ethical Practice



CTECS District

Student Learning Objectives (SLOs)

Goal 1: Social and Emotional Safety Improvement

- ✓ The percentage of students feeling as if there is an adult from whom they can get help will increase from 68% to 85% by the end of the 2018-2019 school year as measured by the 2019 Comprehensive School Climate follow-up survey .

Goal 2: Chronic Absenteeism

- ✓ The percentage of students reported as Chronically Absent will decrease from 12.96% to 11.96% by the 2018-19 school year as measured by the Next Generation Accountability Report.

Goal 3: Academic Goals

- ✓ SLO Goal 3A: District Academic Literacy SLO
 - By Spring of 2019 the district's low growth schools (Bullard-Havens, A.I. Prince, Eli Whitney) will maintain or increase their Fall SGP by 2 percentage points.
 - By Spring of 2019 the district's moderate schools (Abbott, Cheney, Ellis, E.C. Goodwin, Grasso, Kaynor, Norwich, O'Brien, Platt, Vinal, Wilcox, Windham, Oliver Wolcott and J.M. Wright) will maintain or increase their Fall SGP percent by 3 percentage points.
- ✓ SLO Goal 3B: District Academic Math SLO
100% of the students will be successful in the MBL Model by keeping pace to graduate with at least 3 credits of math
- ✓ Goal 3C: District Academic Career Technology
All CTE programs will meet the program specific competency skills checklist completion rate of 80% at a proficient (3) rating or higher by the end of the 2018-2019 school year

Goal 4: Parent Participation

Parent Participation rate at the district level in completing the Parent School Connectedness Survey will increase by 10% from Spring 2018 to Spring 2019.

Name of School	E.C. Goodwin Technical High School
School Principal Name	Sheila M. Williams
School Improvement Leadership Team Members List Name(s) and Program Assignment(s)	<ol style="list-style-type: none"> 1. Administrative Team 2. Dori Kowar- General DH 3. Justin Combs- Related DH 4. Ericka Torres-Guidance Coordinator 5. Stacey LeVasseur- SPED Coordinator 6. Michael Parrott- School Psychologist 7. Cristina Stisser-MDET Instructor 8. Elizabeth Feldman- Dean of Students; PD Chair
Professional Development Planning Team Members List Name(s) and Program Assignment(s)	<ol style="list-style-type: none"> 1. Administrative Team 2. Elizabeth Feldman-Dean of Students; PD Chair 3. Dori Kowar-General DH 3. Gary Costa-Culinary Instructor 5. Lance Rothstein- Math Instructor 6. Karen Yoga- Social Studies Instructor 7. Loren Rozanski-Social Studies Instructor

Writing Goals:

Each goal must be written as SMART goal

- ✓ Specific
- ✓ Measurable
- ✓ Achievable
- ✓ Relevant
- ✓ Time-bound

School Climate Goal

Domain (Dimension) #7(CSCI): Interpersonal Relationships: Social Support Adults

Indicator(s): Pattern of supportive and caring adult relationships for students, including high expectations for students' success, willingness to listen to students and to get to know them as individuals, and personal concerns for students' problems.

SMART Goal #1: By May 2019 all students will have identified at least one adult with whom they have a trusting relationship.

	Strategy 1	Strategy 2	Strategy 3
September	Aug. and Sept. PD Marzano element # 38 focusing on building positive relationships with students- using verbal and non-verbal communication to show affection for students.	Staff takes an active and supporting role in our daily 20 minute reading and overall literacy focus.	Student support services initiate small group sessions for the year, and deliver lessons on strategies to support students' social and emotional needs. Schedule HR activity for all students to identify at least one adult they trust (Dec. after Exploratory)
January	Re-evaluate; collect data review (progress monitoring use of strategies to support element # 38.	Monitor progress on teachers' use of student check-in charts on how much they are reading re: making their AR goals. (specific PD provided in Nov.)	Review progress via student surveys (also evidenced in SLOs of student support staff).
March	Assess and Introduce Marzano elements # 39,40 elements: understanding students' background and needs; displaying objectivity and control.	Check students' progress to date on percentage who have met their goals.	Collect data to date on number of students in need of additional support for social and emotional needs.

✓
✓

- ✓ At a minimum, at least one of your strategies should include specific professional development activities.
- ✓ Remember, you will need to select Scientifically Research-Based strategies.
- ✓ Strategies can be found at [NSCC](#) website or recommended in your CCSI school report.

Chronic Absenteeism

SMART Goal #2: By June 2019 we will reduce our Chronic Absenteeism from 11.53% to 9.9 % or less.

<i>SEE ATTACHED ACTION PLAN</i>	Strategy 1	Strategy 2	Strategy 3
September	Create school-wide action plan (August); Incentives Kick-Off; informational newsletter to parents	Meet with individual students identified in 2017-2018 SY. Review monthly data report from CO.	Morning phone call reminders for chronic absentees
January	Review data and finalize students for intervention homerooms.	Parent meetings; attendance contracts.	Data review from multiple data points; update/revise attendance action plan; parent conferences.
March	Student assemblies/presentation for each grade to remind them of the importance of attendance and being to school on time.	Assess for improved student attendance after the parent meetings.	Review morning phone call reminder's list of students to assess effectiveness of this practice.

✓
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- ✓ At a minimum, at least one of your strategies should include specific professional development activities
- ✓ Use strategies outlined in the tiered intervention model

Smart Goal # 3 Academic Learning Objective(s)

Choose Math, Literacy, or CTE: By June 2019 all students will improve their reading as evidenced by their STAR test results.

	Strategy 1	Strategy 2	Strategy 3
September	Review AR program and STAR data with students. Ongoing-daily-20 min. AR in HR	PD for all staff re: accessing their students' reading data (STAR reports)	PD with staff re: consistent student check-ins with AR progress; provide staff with monitoring chart.
January	Meet with literacy council and lab teachers to review student progress, lab model, make adjustments as needed.	Star testing and review of data.	Review literacy goal progress to with staff (after STAR testing).
March	Author visit to motivate readers.	Initiation of student incentives to motivate them through June.	Review/assess school-wide use of student check-in forms provided to teachers in March.

Sub Goal # 3 a: By May 30, 2019, 80% of UI and I 9th and 10th graders will increase by 1 grade level (GE) as measured by the STAR test. The remaining 20% of UI and I 9th and 10th graders will increase by .5 GE as measured by the STAR test

Sub Goal #3b: By May 30, 2019, 80% of students in 11th and 12th grade will meet a minimum of 70% of their AR points.

Sub Goal #3c: By May 30, 2019, 80% of our ELD students will increase their language skills by 100 points as measured by the EDGE assessment. The remaining 20% of ELD students will increase their language skills by at least 50 points as measured by the EDGE assessment.

Smart Goal # 4

Parent Participation

School SLO...By June 2019 we will increase our parent participation rate on the Comprehensive School Climate survey by 10% (4% 2017-2018).

	Strategy 1	Strategy 2	Strategy 3
September	Initiate weekly emails to parents via School Messenger with weekly school calendar.	Monthly/quarterly reminder emails to parents about student progress, events, important dates.	Monthly meetings with the PFO parents.
January	Parent/teacher conference night after second quarter ends.	Collaboration with New Britain soup kitchen and CCSU for Empty Bowls fundraiser.	Informational meeting for all interested parents about the use of social media.
March	Parent evening event with speaker (TBD)	Parent collaboration with New Britain Roots for creation of gardens in the courtyard area.	College Night for all interested parents. College Fair



- ✓ At a minimum, at least one of your strategies should include specific professional development
Utilize resources from NSCC website or your CCSI school report.

School Audit Results

Using the results from your school audit review and performance rating(s) please determine specific growth areas you plan to address in Year 1, Year 2 and Year 3.

	Year 1 Strategies	Year 2 Strategies	Year 3 Strategies
<u>Growth Area (s)</u> Domain: Academics Indicator:2.2 “Engagement”	PD-Incorporating the Marzano Elements # 23, # 24- Noticing when students are not engaged; increasing response rates	Domain: Academics Indicator:2.3 “<u>Differentiation and Check for Understanding.</u>”	
<u>Growth Area (s)</u> Domain:Culture and Climate Indicator:3.4 “Interpersonal interactions”	PD- Incorporating Marzano Element # 38-Using Verbal and Non-Verbal Behaviors that Indicate affection for students.	Domain:Culture and Climate Indicator:3.5 “<u>Family Engagement</u>”	
<u>Growth Area (s)</u> Domain:Operations Indicator:4.2 “Use of instructional time”	Improve communication via emails, dept. meetings, individual meetings with teachers, lesson plan review, informal observations re: maximizing instructional time.	<u>Growth Area (s)</u> Domain:Operations Indicator:4.2 “<u>Use of instructional time</u>” Review of and possible revision to scheduling matrix. Investigate possibility of removing AA for courses; or More flexible use of AA/studyhall concepts.	
<u>Growth Area (s)</u> Domain:Talent Indicator:1.1 “Instructional Practice”	Provide more opportunities (PD.; mtgs.etc) for sharing best practices; promoting more effective teaching; educating instructors about the importance of meeting ALL students’ needs.	<u>Growth Area (s)</u> Domain:Talent Indicator:1.2 “<u>Evaluation and Professional Practice.</u>”	

Appendix A: School Audit Tool- EC Goodwin (June 2018)

Directions: Using the rubrics that follow, evaluate school systems and performance in each of the following domain areas: (1) talent; (2) academics; (3) culture and climate; and (4) operations. Use longitudinal quantitative and qualitative data to inform evaluations in each category. Diagnostic findings should inform the school improvement planning process, helping school and district leaders to prioritize specific growth areas and design aligned interventions.

1. Talent: Employ systems and strategies to recruit, hire, develop, evaluate, and retain excellent school leaders, teachers, and support staff.				
<i>Sub-Indicators:</i>	1	2	3	4
1.1. Instructional practice		X		
1.2. Evaluation and professional culture		X		
1.3. Recruitment and retention strategies				
1.4. Professional development		X		
1.5. Leadership effectiveness		X		
1.6. Instructional leadership		X		
2. Academics: Design and implement a rigorous, aligned, and engaging academic program that allows all students to achieve at high levels.				
2.1. Academic rigor		X		
2.2. Student engagement		X		
2.3. Differentiation		X		
2.4. Curriculum and instruction aligned to CCSS		X		
2.5. Supports for special populations			X	
2.6. Assessment system and data culture		X		
3. Culture and Climate: Foster a positive learning environment that supports high-quality teaching and learning, and engages families and the community as partners in the educational process.				
3.1. School environment			X	
3.2. Student attendance			X	
3.3. Student behavior		X		
3.4. Interpersonal interactions			X	
3.5. Family engagement		X		
3.6. Community partners and wraparound strategy			X	
4. Operations: Create systems and processes that promote organizational efficiency and effectiveness, including through the use of time and financial resources.				
4.1. Adequate instructional time			X	
4.2. Use of instructional time		X		
4.3. Use of staff time		X		
4.4. Routines and transitions			X	
4.5. Financial management			X	

1	Below Standard
2	Developing
3	Proficient
4	Exemplary

