

Windham THS - SIP SY2018-19



SCHOOL IMPROVEMENT PLAN

2018-2019

Jeffrey Wihbey, Superintendent of Schools

Our Vision and Mission

Vision

To be the best technical high school in the nation.

CTECS 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 for CTECS Administrators to Guide School Improvement Planning

- 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)

2018-2019

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.

School Improvement Team information

| | |
|---|--|
| Name of School: | Windham Technical High School |
| School Principal Name: | Eric Hilversum |
| School Improvement Leadership Team Members List Name and Assignment | <p>Rolando Navarro - AP Chris Strahowski - Related Ed Department Head Rachel Riendeau - General Education Department Head Laura Jones - Guidance Department Head Jennifer Audette - Special Ed Department Head</p> |
| Professional Development Planning Team Members List Name and Assignment | <p>Eric Hilversum - Principal/Core Smart Coach Rolando Navarro - AP Patti Long - English Teacher/Core Smart Coach Christopher Strahowski- Related Education Department Head/Core Smart Coach Rachel Riendeau - General Education Department Head/Core Smart Coach Robert Hany - Automotive Technology Department Head/Core Smart Coach Mary-Paul Monks- School Psychologist/PD Chair</p> |

Goal: School Climate

SMART Goal

Increase the percentage of individual staff positive ratings in the Professional Leadership category from 26% to 36% by the end of the 2018-19 school year as measured by the CSCI follow-up survey.

| | Strategy 1 | Strategy 2 | Strategy 3 |
|------------------|--|---|---|
| September | Scheduling monthly Round Table meetings to afford staff a friendly forum to share ideas and concerns about school operations, climate and culture. | | |
| January | | Provide enhanced professional performance feedback via classroom learning walks, in addition to Frontline feedback. | |
| March | | | Will continue to publish the "Monday Memo" to maintain staff informed of weekly events. |

- 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.

Goal: Chronic Absenteeism

SMART Goal #2:

- Windham Tech has met the minimal requirement for maintaining proper Chronic Absenteeism results. We will continue to work towards improving or maintaining our Chronic Absenteeism percentages. *Strategies:*

Strategies

- *Parents and guardians will be notified of daily absences and tardiness, each morning, via School Messenger.*
- *District approved form letters will be mailed home, when absence thresholds are met.*
- *The school social worker and dean of students will conduct home visits for students with a history of chronic absenteeism and truancy behaviors.*
- *Attendance meetings and credit denial appeals hearings will be conducted, as needed.*
- *Student counseling will be provided to students in danger of losing credit due to excessive unexcused absences.*

Goal: Academic Learning Objective(s)

Choose Math, Literacy, or CTE:

SMART Goal #3a

Math:

100% of students will be successful in the MBL Model by keeping pace to graduate with at least three credits of Math.

> By June 2019, 100% of Grade 9 Algebra 1 students will achieve goal #1 & #2 as indicated by scores of 70% or better on DSA's or in Pre-Algebra, completion of all assessments tied to Goal 4.2 (70%).

> By June 2019, 100% of Grade 10 Algebra 1 students will successfully earn 1 math credit or for students who are enrolled in Pre-Algebra will complete all assessments tied to Algebra 1 Goal 3 (70%)

> By June 2019, 100% of Grade 11 students will successfully earn 2 math credits.

> By June 2019, all grade 12 students will successfully earn at least 3 credits of Math.

SMART Goal #3b

Literacy:

By June 2019, all students will demonstrate a school-wide average GE growth of 1.0 grade levels or a SS growth of 8% as measured by the fall to spring STAR assessments.

SMART Goal #3c

Career Technology:

All CTE programs across schools will meet the program specific competency skills checklist completion rate of 80% at a proficient (4) rating or higher by the end of the 2018-2019 school year.

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| | Strategy 1 | Strategy 2 | Strategy 3 | Strategy 4 |
|------------------|---|---|---|--|
| September | All PD time will be devoted to collaborative staff work in the area of literacy and numeracy strategies | | | Literacy Lab & grade-level team meetings embedded into schedules |
| January | | Math staff have implemented the ALEKS program, and are collaborating on classroom structures and classroom strategies | | Literacy Lab & grade-level team meetings embedded into schedules |
| March | | | Offer before and after school hours for students to work on ALEKS | Literacy Lab & grade-level team meetings embedded into schedules |

Goal: Parent Participation

SMART Goal 4

Increase the percentage of individual parent positive ratings in the Social Media category from 28% to 38% by the end of the 2018-2019 school year as measured by the CSCI follow-up survey.

| | Strategy 1 | Strategy 2 | Strategy 3 |
|-----------|---|--|------------|
| September | Identify problem areas, platforms, and times for social media safety (what methods students are using most often to target others, when victimization is occurring, etc.) | | |
| January | | Make it easy and safe to report problems. All adults should be prepared to receive reports (written or oral) from students in a sensitive manner and convey them to the appropriate person. It may also help to provide ways for students to report anonymously. | |

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| | | <p>Educate school personnel in dealing effectively with children in trauma and in strategies to help prevent problems from escalating into school-wide crises.</p> <p>Address the issue of bullying (including physical, verbal, and social media bullying.)</p> | |
| March | | | <p>Establish and communicate the school's anti-bullying commitment. Create a common language and establish policies and procedures for addressing bullying incidents when and where they occur.</p> |

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