



School Improvement Plan 2018-2019

H.H. Ellis 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, emerging, and changing workforce needs and expectations through business/school partnerships.



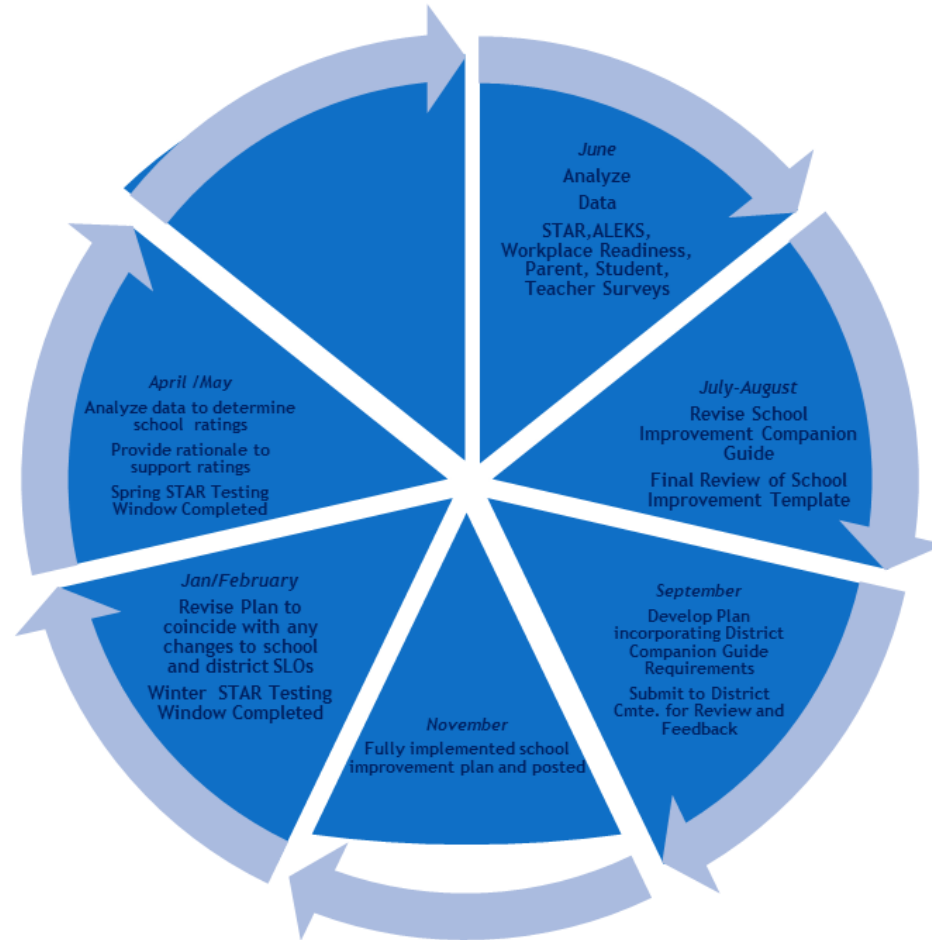
The CTECS School Improvement Plan is a multifaceted document which encompasses school-wide improvement efforts and target goals aligned with the district’s SLOs and the identified priorities outlined by the Superintendent of Schools. The School Improvement Plan is one of the artifacts which provides evidence to support Leadership Performance Expectation Domain One: Indicator 1.3 Continuous Improvement. Leaders use assessments, data systems and accountability strategies to monitor and evaluate progress and close achievement gaps.

Leadership Practices

(adapted from the CT Leadership Evaluation and Support Rubric 2017)


<p>Performance Expectation Domain One Instructional Leadership</p> <p>Indicator 1.1 Shared Vision, Mission, and Goals Indicator 1.2 Curriculum, Instruction, and Assessment Indicator 1.3 Continuous Improvement</p>	<p>Performance Expectation Domain Three Organizational Systems</p> <p>Indicator 3.1 Operational Management Indicator 3.2 Resource Management</p>
<p>Performance Expectation Domain Two Talent Management</p> <p>Indicator 2.1 Recruitment, Selection and Retention Indicator 2.2 Professional Learning Indicator 2.3 Observation and Performance Evaluation</p>	<p>Performance Expectation Domain Four Culture and Climate</p> <p>Indicator 4.1 Family, Community, and Stakeholder Engagement Indicator 4.2 School Culture and Climate Indicator Ethical and Equitable Practice</p>

School Improvement Model for Continuous Improvement





H.H. Ellis Technical High School Professional Membership

<p>H.H. Ellis Technical High School 613 Upper Maple Street Danielson, Connecticut 06239</p>	
<p>Administration</p>	<p>Principal: Brian K. Mignault Sr., Ph.D. Assistant Principal: Rafael Calixto Assistant Principal: Jennifer Geragotelis</p>
<p>School Improvement Leadership Team Members</p>	<p>Principal: Brian K. Mignault Sr., Ph.D. Assistant Principal: Rafael Calixto Assistant Principal: Jennifer Geragotelis General Education Department Head: Vincent Palladino Electronics Department Head: Fred DePietro Special Education Department Head: Debra Berube School Social Worker: Jessica Bibeau Guidance Counselor: Ellen Hallam Instructor: Brian Charron Instructor: Kristy Coporale Instructor: Jay Hardell Instructor: Drew Mizak Instructor: Jennifer L. Norman</p>
<p>Professional Development Planning Team Members</p>	<p>Chair: General Education Department Head -Vincent Palladino Department Heads: Deb Berube and James Gallow Social Worker: Jessica Bibeau, Instructors: Beverly Andracchi, Kristy Coporale, Jennifer Norman, Cynthia Wright</p>



The School Improvement Plan

Requirements

- School-wide Goal(s) resulting from the School Audit results. (See Appendix)
- School-wide Goal(s) resulting from the identification of three Marzano Elements outlined in *The New Art and Science of Teaching*.
- For evaluation purposes, four School Student Learning Objectives aligned with the district's SLOs for Chronic Absenteeism, School Climate, Academics (literacy, numeracy, and career technology), and Parent Participation.



CTECS District

Students Learning Objectives (SLOs)

Goal One: 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 Two: Chronic Absenteeism

The percentage of students reported as Chronically Absent will decrease from 12.96% to 11.96% by the 2018-2019 school year as measured by the Next Generation Accountability Report.

Goal Three 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 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 three credits of math

Goal 3B: 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 Four: Parent Participation

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



The School Improvement Audit

The School Improvement Audit is organized into four areas of improvement: Talent, Academics, Culture and Climate, and Operations with identified sub-indicators. Complete the audit using longitudinal quantitative and qualitative data to inform your decisions. These findings will help your school prioritize specific growth areas and determine interventions.

Results

Element	Source of Data	Evidenced By	Rating:
<i>Talent</i>			
Instructional Practice	Teaching Staff; Assistant Principals	Evaluation Practices and Data	3
Evaluation and Professional Culture	Administration & Cabinet	Evaluatory Information	3+
Recruitment and Retention Practice	Administration & Cabinet	TEAM success & Low Turnover	3
Professional Development	PD Chair	Front Line Data	2+
Leadership Effectiveness	Administrative Team	Cabinet Meetings, Faculty Meetings, Department meetings, Committee Meetings, Mission Statement, SIP, Branding of the School,	3
Instructional Leadership	Teaching Staff; Department Heads, Assistant Principals	Evaluation Practices and Data	3

<i>Academics</i>			
Academic Rigor	Administration	Observations, Walkthroughs, Achievement Data	3
Student Engagement	Guidance	SkillsUSA, GSA, Simulation Club, Jam Band, Student Council, Art Club, and NHS	3
Differentiation	Faculty	Achievement Data	3
Curriculum and Instruction Aligned to CCSS	Central Office	Curriculum Maps for Core Subjects	2
Supports for Special Populations	Special Education, SAT, Support Services	SAT Action Plans, Achievement Data, 504 Plans, and IEPs	2+
Assessment System and Data Culture	District Summative Assessment	Content Area Meetings & Department Meetings	2+
<i>Culture and Climate</i>			
School Environment	Branding	Signs/Staff	3
Student Attendance	Administration, Attendance Committee, SAT, Faculty, SAIL	Attendance Data/Attendance Plan	3
Student Behavior	Administration, Department Heads, Faculty, SAIL	Discipline Data	3
Interpersonal Interactions	Conferences/Open House	Parent Survey	3+
Family Engagement	Social Worker	List of Events/Dates of Meetings	3
Community Partners and Wraparound Strategy	Administration, Cabinet, Support Services, Student Services	Partnerships, List of Events/Dates of Meetings/Plans	3
<i>Operations</i>			
Adequate Instructional Time	Administration	Scheduling Analysis	2
Use of Instructional Time	Administration	Scheduling Analysis	3

Use of Staff Time	Administration	Scheduling Analysis	3
Routines Transitions	Administration	Scheduling Analysis	3
Financial Management	Business Office	Financials	2



The School Improvement Audit is organized into four areas of improvement: Talent, Academics, Culture and Climate, and Operations with identified sub-indicators. Complete the audit using longitudinal quantitative and qualitative data to inform your decisions. These findings will help your school prioritize specific growth areas and determine interventions.

Domain	Sub-Indicator	Improvement Strategies	Completion Date
Academics	<p>2.6 The school has some consistent assessments; however, there are major gaps in certain grades and content areas. There are some efforts to collect and use data. SRBI systems and processes are somewhat present.</p>	<p>Common Assessments designed using proficiency scales; assessments involving selected response or short constructed response items; student generated assessments; response pattern; observation of students.</p>	<p>June 2019</p>
Culture and Climate	<p>3.3 A school-wide behavior management plan is in place, and there are some signs of implementation. Student</p>	<p>Identifying expectation levels for all students; identifying differential treatment of reluctant learners; using nonverbal and verbal indicators of respect.</p>	<p>June 2019</p>

	<p>misbehavior is a challenge and creates frequent disruptions. There may be confusion among students and staff regarding behavioral expectations. Discipline is primarily punitive, and there is inconsistent reinforcement of desired behaviors. The rate of suspensions/expulsions as a proportion of student enrollment is between 15% and 20%.</p>		
<p>Operations</p>	<p>4.1 Students would benefit from increased instructional and/or intervention time. The school calendar and daily schedule could be improved to increase time on task. The schedule includes > 5 and ≤ 5.5 hours of instruction per day, and > 60 and ≤ 90 minutes of ELA time.</p>	<p>Using a small set of rules and procedures; explaining rules and procedures to students; posting rules around the room.</p>	<p>June 2019</p>



School-Wide Goal

Identify two or three elements outlined in *The New Art and Science of Teaching*

Design Area	Element	Improvement Strategies	Completion Date
Assessment System	#1 Providing Scales and Rubrics #2 Tracking Student Progress #5 Using Formal Assessments of the Whole Class	Common Assessments designed using proficiency scales; assessments involving selected response or short constructed response items; student generated assessments; response pattern; observation of students.	June 2019
Student Behavior	#38 Using verbal and nonverbal behaviors that indicates affection for students	Greeting students at the door; attending after school functions; creating a photo bulletin board; using humor	June 2019
Adequate Instructional Time	#33 Establishing Rules and Procedures	Using a small set of rules and procedures; explaining rules and procedures to students; posting rules around the room.	June 2019



CTECS District Student Learning Objectives (SLOs)

Goal One: 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 measure by the 2019 Comprehensive School Climate follow-up survey.

Goal Two: Chronic Absenteeism

- The percentage of students reported as Chronically Absent will decrease from 12.96 to 11.96% by the 2018-2019 school year as measured by the Next Generation Accountability Report.

Goal Three: Academic Goals

- SLO Goal 3A: District Academic Literacy SLO (TBD)
- SLO Goal 3B: District Academic Math SLO
100% of the students will be successful in the Mastery Based Learning Model by keeping pace to graduate with at least three credits of Math.
- SLO Goal 3C: District Academic Career Technology
All CTE programs will meet the program specific competency skills checklist completion rate of 80% at a proficient three (3) rating or higher by the end of the 2018-2019 school year.



CTECS District Continued...

Goal Four: 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.



CTECS District Continued...

Domain: Goal One: Social and Emotional Safety Improvement

Indicator:

SMART Goal One: 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 measure by the 2019 Comprehensive School Climate follow-up survey.

Month	Strategy One	Strategy Two	Strategy Three
September			
January			
March			



CTECS District Continued...

Domain: Goal Two: Chronic Absenteeism

Indicator:

SMART Goal Two: The percentage of students reported as Chronically Absent will decrease from 12.96 to 11.96% by the 2018-2019 school year as measured by the Next Generation Accountability Report.

Month	Strategy One	Strategy Two	Strategy Three
September			
January			
March			



CTECS District Continued...

Domain: Goal Three: Goal Three: Academic Goals

Indicator:

SMART Goal Three:

- SLO Goal 3A: District Academic Literacy SLO (TBD)

- SLO Goal 3B: District Academic Math SLO
 100% of the students will be successful in the Mastery Based Learning Model by keeping pace to graduate with at least three credits of Math.

- SLO Goal 3C: District Academic Career Technology
 All CTE programs will meet the program specific competency skills checklist completion rate of 80% at a proficient three (3) rating or higher by the end of the 2018-2019 school year.

Month	Strategy One	Strategy Two	Strategy Three
September			
January			
March			



CTECS District Continued...

Domain: Goal Four: Parent Participation

Indicator:

SMART Goal Four: Parent participation rate at the district level in completing the Parent School Connectedness Survey will increase by 10% from Spring 2018 to Spring 2019.

Month	Strategy One	Strategy Two	Strategy Three
September			
January			
March			



H.H. Ellis Technical High School Goals

Domain: Goal One: School Climate

Indicator: Comprehensive School Climate Survey

SMART Goal One: By June 2019, the percentage of students feeling socially and emotionally safe in school will increase from 10%, as evidenced by the June 2018 Comprehensive School Climate Survey, to 20% as evidenced by the same survey.

Month	Strategy One	Strategy Two	Strategy Three
September	Building effective communication within the school	Ongoing professional development focusing on student diversity and their social/emotional needs	Creating and promoting a healthy school environment where students acknowledge and understand the need for tolerance
January	Developing a democratic process that involves students in the leadership of the school building	Promoting the health and safety of students by providing education on pertinent health issues including vaping and drug abuse	Fostering a respect for diversity and build tolerance in the building
March	Working on developing student self-esteem by sponsoring workshop opportunities	Inviting motivational speaker(s) to inspire and focus student and faculty work throughout the year	Working to meet individualized identified student needs; utilizing the peer/teacher mentorship model



H.H. Ellis Technical High School Goals Continued...

Domain: Goal Two: Chronic Absenteeism

Indicator: PowerSchool Daily Attendance

SMART Goal Two: By June 2019, chronic absences will go down to 8% as demonstrated by weekly and monthly chronic absence reports from PowerSchool and SAT Meetings.

Month	Strategy One	Strategy Two	Strategy Three
September	Attendance Committee that meets on a regular basis to discuss how to reduce chronic absences	Develop attendance plans (SAT Meetings) for students with chronic absences	Attendance Homerooms; Principal letter sent to all families; Attendance postcards sent
January	Meetings with parents and students to discuss chronic absences	Automated calls sent during change of cycle, Mondays and Fridays	Teacher/Student connection with 42 chronically absent students from previous school year
March	Continue with the Attendance Committee that meets on a regular basis to discuss how to reduce chronic absences; Ongoing meetings with parents and students to discuss chronic absences	Continue to send automated calls during change of cycle, Mondays and Fridays; Current chronically absent students self-assess and create goals	Continue to Monitor Attendance Homerooms; Principal letter sent to all families; Attendance postcards sent



H.H. Ellis Technical High School Goals Continued...

Domain: Goal Three: Academic Learning Objectives

Indicator: ALEKS Math Program

SMART Goal Seven:

- A) By June of 2019, 100% of the 42 seniors who are not on pace to meet graduation requirements will meet requirements for graduation.
- B) By June 2019, 100% of grade nine students will be on pace to earn three math credits.
- C) By June 2019, 100% of grade ten students will be on pace to earn three math credits.

Month	Strategy One	Strategy Two	Strategy Three
September	Teach independent learning skills to students such as note taking, web queries, question development, reasoning, and persistence	Opportunities for family engagement activities <ul style="list-style-type: none"> ● Tech Works Night ● Freshmen Orientation ● Summer Meet & Greet 	Demonstrate- students are able to learn by observing other students and their instructors use logic, precision, and mathematical reasoning to contextualize a problem. Then, create an opinion that supports the reasoning of others
January	Students are stakeholders in the process, using Google forms, teachers assign an exit ticket to assess current mastery	Assign struggling students to math teachers during study halls. This provides the student access to someone that can assist them	Celebrate success, when a student finishes an MBL course they receive two certificates.

<p>March</p>	<p>Small group instruction, students working on similar activities may be grouped together for mini lessons or a project</p>	<p>Continuing independent learning skills to students such as note taking, web queries, question development, reasoning, and persistence</p>	<p>Demonstrate- students are able to learn by observing other students and their instructors use logic, precision, and mathematical reasoning to contextualize a problem. Then, create an option that supports the reasoning of others or critiques it</p>
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H.H. Ellis Technical High School Goals Continued...

Domain: Goal Four: Trade Proficiency

Indicator: Trade Specific Competency Testing

SMART Goal Four: By June of 2019, all trades will have 90% of their students at a proficient rating or higher with respect to the trade specific competency testing.

Month	Strategy One	Strategy Two	Strategy Three
September	Safety Training will be used to assess competency for all students to ensure understanding and safety	Use specific assessments designed to demonstrate proficiencies in each trade	Analyze formative and summative assessments to ascertain student proficiencies and areas of needed growth
January	Independently practice safe procedures and trade related proficiencies	Shop specific assessments to monitor and adjust curriculum to demonstrate student need	Analyze formative and summative assessments to ascertain student proficiencies and areas of needed growth
March	Practical application of trade related skills and self management skills	Shop specific assessments to monitor and adjust curriculum to demonstrated student need	Analyze formative and summative assessments to ascertain student proficiencies and areas of needed growth



H.H. Ellis Technical High School Goals Continued...

Domain: Goal Five: Parent Participation

Indicator: Parent-Connectedness Survey

SMART Goal Five: By June 2019, the H.H. Ellis Technical High School parent participation rate will increase 10% from the spring Parent Connectedness Survey of 2018 as evidenced by the same survey.

Month	Strategy One	Strategy Two	Strategy Three
September	Building Relationships by: Using school messenger to target initiatives and events Using communication protocols - Good News Cards, Contact Logs, Communication if 70 or below <ul style="list-style-type: none"> Mail and monitor attendance letters 	Create and utilize postcards to target initiatives, after-school programs, and evening events	Use the Jumbotron studio to disseminate information to students, staff, parents, and community
January	Continue to use communication protocols - Good News Cards, Contact Logs, Communication if 70 or below <ul style="list-style-type: none"> Mail and monitor attendance letters 	Create and utilize postcards to target initiatives, after-school programs, and evening events	Use the Jumbotron studio to disseminate information to students, staff, parents, and community

<p>March</p>	<p>Continue to use communication protocols - Good News Cards, Contact Logs, Communication if 70 or below</p> <ul style="list-style-type: none"> ● Mail and monitor attendance letters 	<p>Create and utilize postcards to target initiatives, after-school programs, and evening events</p>	<p>Use the Jumbotron studio to disseminate information to students, staff, parents, and community</p>
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H.H. Ellis Technical High School Goals Continued...

Domain: Goal Six: Academics: Assessment System and Data Culture

Indicator: Marzano Element #1 Providing Scales and Rubrics

Marzano Element #2 Tracking Student Progress

SMART Goal Six: By June of 2019, 100% of teachers will implement strategies identified within Elements 1 and 2 in the *New Art and Science of Teaching* by Marzano.

Month	Strategy One	Strategy Two	Strategy Three
September	Training in the new Frontline Professional Development program to create understanding around the individual education model for teaching staff	Professional development opportunities designed by teacher leaders throughout the district that address subject specific strategies	Monitor understanding and implementation of the Frontline Professional Development program; analyze data provided by Frontline to drive further opportunities in the district
January	Utilize building level resources to assess and analyze departmental professional development driven by student assessment data	Professional development opportunities designed by teacher leaders throughout the district that address subject specific strategies	Monitor understanding and implementation of the Frontline Professional Development program; analyze data provided by Frontline to drive further opportunities in the district

March	Utilize building level resources to assess and analyze departmental professional development driven by student assessment data	Professional development opportunities designed by teacher leaders throughout the district that address subject specific strategies	Monitor understanding and implementation of the Frontline Professional Development program; analyze data provided by Frontline to drive further opportunities in the district
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H.H. Ellis Technical High School Goals Continued...

Domain: Goal Seven: Student Behavior

Indicator: Marzano Element #38 Using Verbal and Nonverbal Behaviors that Indicate Affection for Students

SMART Goal Seven: By June of 2019, 100% of teachers will implement at least one new strategy outlined in the *New Art and Science of Teaching* and defined under Element #41.

Month	Strategy One	Strategy Two	Strategy Three
September	Greeting students at the classroom door; using physical behaviors and gestures to signal affection and encouragement to students	Holding informal conferences between student and teacher; scheduling interaction time between student and teacher	Attending after-school functions
January	Continuing to greet students at the classroom door	Creating a photo bulletin board that displays students' photos, goals, hobbies, interests, and other fun facts	Using humor strategically in the manner of playful banter, light-hearted jokes, or self-directed humor
March	Continuing to greet students at the classroom door	Greeting students outside of school by name	Giving students special responsibilities in the classroom



Domain: Goal Eight: Adequate Instructional Time

Indicator: Marzano Element #33 Establishing Rules and Procedures

SMART Goal Seven: By June of 2019, 100% of teachers will implement at least one new strategy outlined in the *New Art and Science of Teaching* and defined under Element #33.

Month	Strategy One	Strategy Two	Strategy Three
September	Using a small set of rules and procedures	Explaining rules and procedures to students	Generating rules and procedures with students
January	Modifying rules and procedures with students	Reviewing rules and procedures with students	Using the language of responsibility and statement of school beliefs
March	Holding classroom meetings	Implementing student self-assessment	Holding classroom meetings