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### SCHOOL IMPROVEMENT PLAN

2018-2019

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# 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:	H. C. Wilcox Technical High School
School Principal Name:	Joyce Mowrey
School Improvement Leadership Team Members List Name and Assignment	<p>Joyce Mowrey, principal  Ben Palladino, assistant principal  Luz Manson, assistant principal  Peg Sonntag, general department head  Trevor Jones, related department head  Dan Thibault, trade department head  Mike Terribile, trade department head  Michelle DellaVecchia, guidance department head  Rita Halkias, special education department head  Zayra Rivera, English Second Language educator</p>
Professional Development Planning Team Members List Name and Assignment	<p>Joyce Mowrey, principal  Ben Palladino, assistant principal  Luz Manson, assistant principal  Peg Sonntag, general department head (PD Co-Chair)  Trevor Jones, related department head  Dan Thibault, trade department head (PD Co-Chair)  Mike Terribile, trade department head  Michelle DellaVecchia, guidance department head  Rita Halkias, special education department head  Zayra Rivera, English Second Language educator</p>

## Goal: School Climate

### School Climate Goal

**Dimension:** Sense of Social-Emotional Security

**Indicator:** Sense that students feel safe from verbal abuse, teasing and exclusion.

**SMART Goal #1:** By June 2019, Wilcox Tech will increase the positive range responses on the CSCI for student, parent and staff for the dimension of Sense of Social-Emotional Security to 3.6 or better by implementing the School Climate Plan.

	Strategy 1	Strategy 2	Strategy 3
<b>September</b>	<p><b>Students:</b> Speaker Mykee Fowlin presented to school (2 sessions) on bias/recognizing strengths first week of school. Provided common language/experience for all staff and students. Advisory Program for all students (all teachers are advisors/co-advisors) twice monthly. Use of Senior Mentors and Peer Leaders (10/11) to implement advisory program, provide feedback, design activities to reinforce The Wilcox Way: Be Respectful, Be Responsible and Be Safe. Wilcox Way Cards issued to students who exemplify Wilcox Way are displayed and tallied with Attendance, Honor Roll, Spirit Points to determine quarterly Class Cup Winner. Students are surveyed and work in focus groups (Student Voices) to give input on the program/activities.</p>	<p><b>Faculty:</b> Monthly Extended Faculty meetings to practice advisory activities that address respect, responsibility and safety; as well as reinforcing learning from past three years in Restorative Practices. (See Attached Plan)</p> <p>Climate Team of faculty members design advisory lessons, teach them to all faculty, and design/implement professional development related to Marzano #38. Third branch of Team plans for school Community events and facilitates them.</p> <p>Faculty Book Club: <i>Uncensored</i> by Zachary Woods: Discussed</p>	<p><b>School Community</b> events implemented to build positive relationships and community involvement. - October Tech or Treat: Saturday morning program for PreK-6th graders and their families. Involved 150 students and 40+ staff members. - PFO nights for student, department, trade and student organization presentations (Key Club, Athletics, SkillsUSA).</p>

		Woods life as an African-American Male in modern America.	
<b>January</b>	<b>Students:</b> Continue Advisory Sessions. Surveyed all students on Advisory. Used suggestions for students to design PSA ideas on what Responsibility looks like at Wilcox for New Media Production course to create for school viewing.	<b>Faculty:</b> Extended Faculty Meetings monthly focusing on facilitating discussions on respect, judgment, responsibility.  Continue Book Club on <i>Uncensored</i> .	<b>School Community events:</b>  PFO Math Night for parents to work with math teachers learning the process of Mastery Based Learning and how to navigate the ALEKS website to gain information on their student's work. PFO meeting with all Trade Teachers to plan for parent involvement in supporting Trade education/special events/field trips.
<b>March</b>			

- 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:** By June 2019, Wilcox Tech will decrease the chronically absent student rate by .2% by implementing the school's Chronically Absenteeism Plan (attached).

	2016-2017	2017-2018	2018-2019
<b>% Chronically Absent Students (Total Students)</b>	<b>8.27% (730)</b>	<b>8.36% (730)</b>	<b>[8.16%] (765)</b>

	Strategy 1	Strategy 2	Strategy 3
<b>September</b>	Educate Parents & Students: Parent/New Student Orientation, PFO Meeting, Developmental Guidance Lesson for all 9th Graders	SAT Mtg Monthly review Chronic Absences and create Action Plan for each.	Recognize Perfect Attendance starting Q2 at Class Meetings.
<b>January</b>	Chronically Absent students in Attendance Homeroom. Review attendance. Improvement recognitions.	Parent/Guardian Meetings/Home Visits Chronic Absent Students. SAT Attendance Meetings review Action Plans for each.	Recognize Perfect Attendance starting Q2 at Class Meetings. Publish Class Attendance % Quarterly in main hallway and use as part of Class Cup Award.
<b>March</b>	Chronically Absent students in Attendance Homeroom. Review attendance. Monitor monthly at SAT Attendance Meetings. Recognize improvement monthly. ent recognitions.	Parent/Guardian Meetings/Home Visits Chronic Absent Students. SAT Attendance Meetings review Action Plans for each	Recognize Perfect Attendance starting Q2 at Class Meetings. Publish Class Attendance % Quarterly in main hallway and use as part of Class Cup Award.

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







## H.C. Wilcox Technical High School

### Chronic Absenteeism Plan – 2018-19

To promote good attendance and address chronic absenteeism

#### 1. Education

- a. At orientation partner teachers present school policy, with emphasis on Attendance Matters, to small groups of parents/guardians
- b. Junior Peer Leaders review the importance of attendance with 8<sup>th</sup> grader acceptances during orientation night
- c. Student Summer Letter reviews the attendance policy and the need to provide documentation when absent after 9<sup>th</sup> absence as well as high school graduation credit requirement dependent upon attendance.
- d. Handbook review in Advisories Day One includes attendance policy
- e. First days of school All Class meetings review Attendance Matters.
- f. First PFO meeting in September, reviews attendance policy and importance of students attending each day, all day and on time.

#### 2. Intervention

- a. Once a month Students Assistance Team devotes agenda to absence review and planning for any chronic absenteeism.
- b. Dean of Students uses PowerSchool Auto-Dialer and sends letters, per CTECS attendance policy, to inform parents/guardians of absences.
- c. If SAT determines there may be a familial or home issue the School Social Worker will conduct a home visit to gather more information on how the school can assist
- d. Students identified as having chronic absenteeism are enrolled in Attendance Homeroom with a teacher on SAT who uses targeted attendance activities (<http://www.attendanceworks.org>)
- e. A Parent/Guardian meeting is held with the school counselor, Dean and Assistant Principal to determine what can be done to address/change absence behaviors
  - i. Offer counseling/onsite medical support via SBHC
  - ii. Identify a teacher/counselor student is comfortable with for morning checkin
  - iii. Attendance Homeroom
  - iv. School Nurse input
  - v. Outside counseling release signed to share strategies
- f. All students identified as having chronic absenteeism are reviewed monthly with data, however they are followed by someone on SAT weekly.

#### 3. Recognition

- a. Perfect Attendance Awards are given at Class Meetings Quarterly, End of Year and at Senior Awards Night
- b. Attendance is a part of the Wilcox Class Cup (along with least detentions, school spirit, Wilcox Way Cards and percentage of honors/grading quarter which determines class with highest points at end of year for class reward and recognition)

## Goal: Academic Learning Objective(s)

### Math

**SMART Goal:** By June 1, 2019, 50% of all grade 10 and 11 students currently enrolled in Algebra 2 will successfully complete their course. (Total Number of Students: 165, Target: 83)

	Strategy 1	Strategy 2	Strategy 3
<b>September</b>	Group students in cohorts based on where they are in the course, ie: Goal 1, Goal 2, etc. Realign the cohorts regularly as students move through the course and into a new course	Create an individualized math plan [IMP] for each student with the target goal being they complete the course in 1 year.	Create and intergrate mini lessons for the different cohorts based on their learning content . Train the math Department in the use of GIZMO [virtual math applications] to introduce, re-enforce, extend and review content learning in the different content areas
<b>January</b>	Identify students who are behind pace. Alert parents through email, letters, phone calls. Looking at student course pathway and adjust if necessary to benefit the student to meet graduation requirement.	Place students who are behind pace in Tier 2 intervention math classes instead of study hall to create more contact time to work on math	Schedule parent meeting with all appropriate personnel, math instructor, DH's, administrators and guidance personnel for students who have not responded to 1 & 2
<b>March</b>	Identify students who are behind pace. Alert parents through email, letters, phone calls.	Increase contact time with students through Tier 2 intervention math classes and having students stay after school	Mandate attending summer learning in July and August in order to complete the course. Schedule parent meeting with all appropriate personnel, math instructor, DH's, administrators and guidance personnel for students who have not responded to 1 & 2

### Sub Goal #3b:

By June 1, 2019, 75% of all grade 10 and 11 students currently enrolled in Algebra 2 will successfully complete Goals 1-3.

### Sub Goal #3c:

By June 1, 2019, 90% of all grade 10 and 11 students currently enrolled in Algebra 2 will successfully complete Goals 1-2.

## Goal: Parent Participation

### Parent Participation

**SMART Goal 4:** By June 2019, Wilcox Tech will increase the number of parents/guardians submitting the CSCI survey to 304 responses or 40% by implementing our School Climate Plan.

	Strategy 1	Strategy 2	Strategy 3
<b>September</b>	Administration and faculty will attend PFO meetings, encourage attendance at Meet the Teacher Night, Trade Selection Night and Tech or Treat to increase positive connections between families and staff.	All Faculty will take part in a review of the Wilcox 2018 CSCI to identify ways to improve participation and positive responses.	Results of Wilcox 2018 CSCI will be shared with Student Leaders and Parents to illustrate importance of the survey and their input in order to encourage participation in 2019.
<b>January</b>	Administration will continue to work with PFO officers to designate monthly meetings that incorporate teachers/staff members/students presentations. January: Math Teacher presentation. February: Trade Teacher meeting to discuss ways Trade teachers can work with PFO for fundraising for field trips and exposure at Craft Fair.	January PFO meeting designated as CSCI review meeting. Parents go through process of analyzing 2018 CSCI report. Peer Leaders review CSCI 2018 analysis to increase understanding of their role as survey takers.	Committee begins planning for survey buy-in for all and increase parent participation.
<b>March</b>	March: UCONN ECE Teachers present to parents about courses available at Wilcox for students. April: Guidance presents Career Cruising at PFO. May:	-PFO/Admin/Faculty drive to encourage all parents to participate in CSCI 2019. -ELL Afterschool Tea to support parents taking the CSCI.	Plan to roll out via Big History Project day for 9th grade parents (PFO support) and then 10-12 graders will get Trade assignment to have parent take survey and submit Selfie of submission. Linking participation with Advisory points and school spirit Class Cups for interest.

- 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

	Year 1 Strategies	Year 2 Strategies	Year 3 Strategies
<b>Growth Area (s)</b> <b>Domain: Talent</b> <b>Indicator:</b> Recruitment & Retention	School TEAM Advisory Committee: All Mentors and Beginning Teachers under directions of School TEAM Facilitator meet monthly to share strategies, review exemplary Self-Reflection Papers, and encourage communication/support. Establish Mentors and Support Teachers for all non-tenured teachers.	Continue with TEAM Advisory evolving to a Teacher run program.	Mentor run program for all Beginning Teachers.
<b>Growth Area (s)</b> <b>Domain: Talent</b> <b>Indicator:</b> Professional Development	Survey all Faculty to determine Professional Development that will be relevant. Provide Content specific opportunities.	Continue surveying faculty to note any changes/gains. Provide variety and choice when possible. Bring in outside speakers to inspire exemplary teaching.	Continue to provide quality opportunities for all faculty to meet their diverse learning needs.
<b>Growth Area (s)</b> <b>Domain: Culture &amp; Climate</b> <b>Indicator:</b> Family Engagement	Implement the Advisory Program and The Wilcox Way to recognize students. Have at least two community events to bring families to the school to build positive experiences together.	Increase the number of for School Community events to bring families to the school to build positive experiences together. Continue to implement the Wilcox Way increasing student input/involvement.	Increase number of community events and invite participation of academic and trade teachers in PFO meetings to increase communication/knowledge of what we do.
<b>Growth Area (s)</b> <b>Domain:</b> <b>Indicator:</b> Student Behavior	Improve communication from administration/support staff to faculty regarding consequences/restorative practices for referred students. Encourage all staff to	Continue to improve communication from administration/support staff to faculty regarding consequences/restorative practices for referred students. Encourage all staff to	Continue to improve communication from administration/support staff to faculty regarding consequences/restorative practices for referred students. Encourage all staff to

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.

- ## Appendix A: School Audit Tool

1	Below Standard
2	Developing
3	Proficient
4	Exemplary

<https://sites.google.com/a/cthss.org/wilcox-tech-hs-2018-19-sip/school-audit-results?tmpl=%2Fsystem%2Fapp%2Ftemplates%2Fprint%2F&showPrint...> 2/9

6. Assessment system and data culture			X	
<b>3. Culture and Climate:</b> Foster a positive learning environment that supports high-quality teaching and learning, and engages families and the community as partners in the educational process.				
1. School environment			X	
2. Student attendance			X	
3. Student behavior			X	
4. Interpersonal interactions			X	
5. Family engagement		X		
6. Community partners and wraparound strategy			X	
<b>4. Operations:</b> Create systems and processes that promote organizational efficiency and effectiveness, including through the use of time and financial resources.				
1. Adequate instructional time			X	
2. Use of instructional time			X	
3. Use of staff time			X	
4. Routines and transitions			X	
5. Financial management			X	

### School Audit Rubric

TALENT				
Indicator	Below Standard	Developing	Proficient	Exemplary
<b>1. Instructional Practice</b>	Teacher effectiveness is inconsistent and highly variable from classroom to classroom. There are significant concerns about instruction. Staffing decisions do not reflect teacher effectiveness and student needs.	Instructional quality is moderate; however, teacher effectiveness is variable from classroom to classroom. Staffing decisions do not always reflect teacher effectiveness and student needs.	<b>Most classes are led by effective educators, and instructional quality is strong. There are some systems in place to promote and develop teacher effectiveness and make appropriate staffing decisions.</b>	100% of classes are led by deeply passionate and highly effective educators. There are strong systems in place to promote staff efficacy and make staffing decisions driven exclusively by student needs.
<b>2. Evaluation and Professional Culture</b>	There are significant concerns about staff professionalism. Staff come to school unprepared, and there is little sense of personal responsibility. There is a culture of low expectations; individuals are not accountable for their work. Evaluations are infrequent, and few non-tenured staff were formally evaluated 3 or more times in 2018-19. Instructional leaders do not provide regular feedback to staff.	There are some concerns about professionalism. Some staff come to school unprepared. Some teachers feel responsible for their work. Non-tenured teachers were formally evaluated at least 3 times in 2018-19, but most were not. Leaders communicate some expectations for and feedback on performance, but do not consistently follow-up to see whether or not the feedback is acted upon.	<b>The school is a professional work environment. Most staff are prepared to start the school day on time with appropriate instructional materials ready to go. Most individuals feel responsible for their work. Most non-tenured teachers were formally evaluated at least 3 times in 2018-19 in alignment with CTECS expectations. Leaders provide feedback and hold individuals accountable for effort and results.</b>	100% of staff are prepared to start the school day on time with appropriate instructional materials ready to go. The vast majority of staff feel deep personal responsibility to do their best work. All non-tenured teachers were formally evaluated at least 3 times in 2018-19. Leaders conduct frequent informal evaluations and provide meaningful feedback. Individuals are held accountable for their performance.
<b>3. Recruitment and</b>	The school and/or district lack systems to recruit and attract	<b>The school and/or district have components of a plan</b>	The school and/or district have systems for strategic	The school and/or district effectively implement a long-



ACADEMICS				
Indicator	Below Standard	Developing	Proficient	Exemplary

<b>1. Academic Rigor*</b>	Most observed lessons are teacher- led and whole group. Teachers rarely engage students in higher-order thinking. Most students demonstrate a surface-level understanding of concepts. Observed lessons are indicative of low expectations and little sense of urgency.	Some observed lessons are somewhat student-centered, challenging and engaging. Teachers engage students in some higher-order thinking. Many students demonstrate only a surface-level understanding of concepts. Teachers demonstrate moderate expectations and some urgency.	Observed lessons are appropriately accessible and challenging for most students. Teachers engage students in higher-order thinking, and students are pushed toward content mastery. Lessons begin to engage students as self-directed learners. Teachers communicate solid expectations.	All observed lessons are appropriately accessible and challenging. Teachers push students, promoting academic risk-taking. Students are developing the capacity to engage in complex content and pose higher-level questions to the teacher and peers. Teachers promote high expectations.
<b>2. Student Engagement*</b>	Few students are actively engaged and excited about their work. The majority of students are engaged in off-task behaviors and some are disruptive to their classmates. Observed lessons primarily appeal to one learning style. Few students are truly involved in the lessons.	Some students exhibit moderate engagement, but many are engaged in off-task behaviors. Some observed lessons appeal to multiple learning styles. Students are involved in the lessons, but participation is more passive than active. Students are easily distracted from assigned tasks.	Most students are engaged and exhibit on-task behaviors. The observed lessons appeal to multiple learning styles. Students are involved in the lesson, but participation is, at times, more passive than active. A handful of students are easily distracted from the task at hand.	All students are visibly engaged, ready to learn, and on task. Students are clearly focused on learning in all classrooms. The lessons appeal to and seem to support all learning styles. Students are actively engaged in the lessons and excited to participate in classroom dialogue and instruction.
<b>3. Differentiation and Checking for Understanding*</b>	Most teachers take a one-size-fits-all approach and struggle to differentiate their instruction to meet individual learning needs. There is no evidence around the use of data to inform instruction and minimal efforts to check for student understanding.	Some teachers are differentiating at least part of the observed lessons; however, the practice is not consistent or widespread. There is some evidence of the use of student data to adapt the learning process. Some teachers use strategies to monitor understanding.	Most teachers employ strategies to tier or differentiate instruction at various points in the lesson. Most teachers use data or checks for understanding to differentiate the learning process on the fly. Teachers take time to support students struggling to engage with the content.	Teachers consistently and seamlessly differentiate instruction. Teachers use data and formal/informal strategies to gauge understanding, and differentiate the learning process accordingly. Tight feedback loop between monitoring efforts and instruction.
<b>4. Curriculum and Instruction Aligned to Common Core State Standards</b>	The school lacks a rigorous, standards-based curriculum that is aligned to the Common Core State Standards (CCSS) and/or the curriculum is not being implemented with fidelity. As a result, pacing is inconsistent. The percentage of students at or above goal on state assessments is > 10 points below the state average.	The school has curricula for some grades and content areas, some of which are rigorous, standards-based. Curricula are implemented with some fidelity. Teachers struggle with consistent pacing. The percentage of students at or above goal on state assessments is 6-10 points below the state average.	Rigorous, standards-based curricula exist for almost all grade levels and content areas, and are being implemented consistently across classrooms. Teachers demonstrate consistent pacing. The percentage of students at or above goal on state assessments is within 5 percentage points of the state average.	Rigorous, standards-based curricula exist for all grade levels and content areas. Curricula are aligned with the CCSS and are being implemented with a high degree of fidelity throughout the school. The percentage of students at or above goal on state assessments meets or exceeds the state average.
<b>5. Support for Special</b>	The school is inadequately meeting the needs of its high-	The school typically meets the needs of its high-needs students.	The school consistently meets the needs of its high-	The school is successfully closing the achievement gap for

<b>Populations</b>	needs students. IEP goals are not regularly met. Least Restrictive Environment (LRE) is not fully considered when making placements. The school lacks appropriate interventions and supports for ELLs. There are significant achievement gaps between subgroups and non-identified students as measured by state assessments, and no evidence of progress.	Most special education students meet their IEP goals, but LRE is not always considered when making placement determinations. The school typically meets the needs of its ELLs, and attempts to track progress and set content and language mastery goals. There are significant gaps between subgroups and non-identified students as measured by state assessments and marginal progress over time.	needs students. Special education students regularly meet their IEP goals and LRE is a critical factor in placement determinations. The school meets the needs, tracks progress, and sets content and language mastery goals for all ELLs. There are small gaps between subgroups and non-identified students as measured by state assessments, and some signs of progress toward closing the gaps.	its high-needs students. General and special education teachers work collaboratively to support students. The school tracks the effectiveness of language acquisition instructional strategies and adjusts programming accordingly. There is no achievement gap between subgroups and non-identified students as measured by state assessments.
<b>6. Assessment Systems and Data Culture</b>	The school lacks a comprehensive assessment system (including summative and benchmark assessments). Teachers rarely collect, analyze, and/or discuss data. The school lacks or fails to implement SRBI protocols linking data to interventions.	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.	The school implements a clear system of benchmark assessments. Some teachers are developing familiarity with regularly using formative assessments to differentiate instruction. The school has emerging processes in place to use the data to inform interventions.	Teachers consistently administer assessments throughout the year. Assessments are standards-based and provide real-time data. Teachers embed formative assessments in their daily lessons. The school has strong processes to collect, analyze, and use data to inform interventions.

<b>CULTURE AND CLIMATE</b>				
<b>Indicator</b>	<b>Below Standard</b>	<b>Developing</b>	<b>Proficient</b>	<b>Exemplary</b>
<b>1. School Environment</b>	The school fails to create a welcoming and stimulating learning environment. Communal spaces and classrooms may be unkempt, rundown, unsafe, or sterile. Many classrooms are neither warm nor inviting and lack intellectual stimulation. Little to no student work or data is displayed to help convey a sense of pride and high expectations.	The school struggles to provide a welcoming environment conducive to high-quality teaching and learning. Large sections of the school are not clean, bright, welcoming, or reflective of student work. Though the school has some data and student work displayed, efforts to brand the school and convey high expectations are very minimal. Sections of the school need significant attention.	The school generally provides a welcoming learning environment. Most of the facility is in good repair and conducive to teaching and learning. Most classrooms and common spaces are bright and clean, displaying data and student work; however, some sections lack visual stimulation. The school has made an effort to foster school identity through branding and consistent messaging in classrooms and communal spaces.	The school provides a welcoming and stimulating learning environment. Common spaces and classrooms are bright, clean, welcoming, and conducive to high-quality teaching and learning. Data and student work are visible and present throughout the school, inspiring students and teachers to do their best work. There is clear branding and consistent messaging throughout the school, promoting school identity and pride.
<b>2. Student Attendance</b>	The school has few, if any, strategies to	The school has some strategies to increase	The school has multiple, effective	The school implements effective

	increase attendance. Average daily attendance is $\leq 88\%$ and/or chronic absenteeism is $> 20\%$ .	attendance. Average daily attendance is between $89\%$ and $93\%$ and/or chronic absenteeism is between $16\%$ and $20\%$ .	strategies to increase attendance. Average daily attendance is between $94\%$ and $97\%$ and/or chronic absenteeism is between $11\%$ and $15\%$ .	strategies to increase attendance and on-time arrival. Average daily attendance is $> 97\%$ and chronic absenteeism is $\leq 10\%$ .
<b>3. Student Behavior</b>	A school-wide behavior management plan may exist, but there is little evidence of implementation. Student misbehavior is a significant challenge and creates regular distractions. Disciplinary approaches appear to be inconsistent; students and staff do not have a common understanding of behavioral expectations. Discipline is mostly punitive. The rate of suspensions/expulsions as a proportion of student enrollment is greater than $20\%$ (total # 2018-19 incidents/total enrollment).	A school-wide behavior management plan is in place, and there are some signs of implementation. Student 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 $20\%$ .	A school-wide behavior management plan is in place and effectively implemented most of the time. Student behavior is under control. Misbehavior is infrequent, with periodic distractions to instruction. Most students behave in a calm and respectful manner. Students and staff have a common understanding of the behavior policy. There is positive reinforcement of desired behaviors. The suspension/expulsion rate is between $10\%$ and $14\%$ .	A school-wide behavior management plan is consistently and effectively implemented. All students behave in a calm, orderly, and respectful manner throughout the school day. Classroom distractions are minimal, and immediately and appropriately addressed. Rewards and consequences are clear and appropriate, and are consistently applied across the school. The suspension/expulsion rate is $< 10\%$ .
<b>4. Interpersonal Interactions</b>	There is a weak sense of community. The quality and types of student, adult, and student/adult interactions raise concerns. There are signs of divisiveness or hostility among students and with staff. There are minimal signs of connections between students and staff; interactions are largely transactional or triggered when students are off task.	There is a moderate sense of community. Students are somewhat respectful toward one another and adults. There is some teasing and divisiveness; however, it does not define school culture. Communication between students and staff is somewhat positive. There are some connections between students and staff.	There is a good overall sense of community. Students are generally respectful toward one another and adults. Interactions are mostly positive. There is minimal teasing and divisiveness. Communication between students and staff is generally positive and respectful. There are signs of connections between students and staff. Most staff seem invested in their students.	There is a strong sense of community. Students are respectful and courteous of one another and adults. Student interactions are overwhelmingly positive and polite. The school has an inclusive and welcoming environment. Student/adult interactions are positive and respectful, demonstrating strong relationships. Staff seems invested in the well-being and development of students.
<b>5. Family and Community Engagement</b>	The school offers infrequent opportunities to involve parents in the school community. Family involvement is minimal. Teachers rarely reach out to	The school offers several family events throughout the year. Roughly half of families participate in school activities. More than half of all teachers reach out to	The school offers periodic, meaningful opportunities for parents/families to engage in student's education. Most families participate in school activities.	The school frequently engages parents/family as partners in student's education. Almost all families participate in school activities. Nearly all educators

	families regarding their child's academic progress.	families regarding their child's academic progress.	Most educators communicate regularly with families.	communicate with families on a regular basis.
<b>6. Community Partners and Wraparound Strategy</b>	The school offers inadequate supports to address students' nonacademic needs. There are limited wraparound services. The school makes little or no effort to engage community partners to expand services offered through the school.	The school offers some support to address students' nonacademic needs through wraparound services. Community and partner engagement is spotty and event-specific.	The school offers a range of wraparound services to address students' nonacademic needs. The school has several sustained community partnerships.	The school has a clear process for evaluating students' needs and connecting students to appropriate wraparound services. The school has sustained community partnerships to help address student needs.

<b>OPERATIONS</b>				
<b>Indicator</b>	<b>Below Standard</b>	<b>Developing</b>	<b>Proficient</b>	<b>Exemplary</b>
<b>1. Adequate Instructional Time</b>	There is not enough time in the school schedule to appropriately meet students' academic needs. There is a significant amount of wasted time in the school calendar and daily schedule. The schedule includes $\leq 5$ hours of instruction per day, and $\leq 60$ minutes of ELA time.	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 $\leq 5.5$ hours of instruction per day, and $> 60$ and $\leq 90$ minutes of ELA time.	The school has taken steps to increase instructional time on task through extended learning opportunities. The school calendar and daily schedule are well constructed. The schedule includes $> 5.5$ and $\leq 6$ hours of instruction per day, and $> 90$ and $\leq 120$ minutes of ELA time.	The school has multiple extended learning opportunities available to students. The school implements a thoughtful and strategic school calendar and daily schedule. The schedule includes $> 6$ hours of instruction per day, and $> 120$ minutes of ELA time.
<b>2. Use of Instructional Time*</b>	Staff and students use time ineffectively. Misused instructional time results from misbehavior, poor scheduling, and inefficient transitions. There are missed opportunities to maximize time on task. Observed teachers struggle with pacing and fail to use class time in a constructive manner.	Staff and student use of time is somewhat effective. Some students are off task and there are missed opportunities to maximize instructional time. Lesson schedules are moderately well planned, paced, and executed. Teachers could be more skilled and/or methodical in the use of class time.	Most staff and students use time well. A handful of students require redirection; however, the majority of students transition quickly to academic work when prompted by the teacher. There is minimal downtime. Lessons are well planned, paced, and executed. Teachers are adept at managing and using class time.	Staff and students maximize their use of time. There is no downtime. Transitions are smooth and efficient. Students transition promptly to academic work with minimal cues and reminders from teachers. Teachers meticulously use every moment of class time to prioritize instructional time on task.
<b>3. Use of Staff Time</b>	Educators lack adequate and/or recurring professional development and/or common planning time. Common planning time is currently disorganized and the time is not used effectively. As a result, staff members are unable to develop	Most academic teams have common planning periods (less than 1 hour/week); however, the school has failed to secure vertical and horizontal planning. Collaborative planning time is used at a basic level (e.g., organization of	All academic teams have common planning periods (1-2 hours/week) and they are seldom interrupted by non-instructional tasks. Staff members use this time to discuss instructional strategies, discuss student work, develop curricular resources,	All educators have weekly common planning time for vertical and horizontal planning (more than 2 hours/week). Common planning periods are tightly protected and only interrupted by emergencies. The school has established tight protocols to ensure that common

	and/or share practices on a regular basis.	resources or topics not directly related to classroom instruction).	and use data to adjust instruction.	planning time is used effectively.
<b>4. Routines and Transitions</b>	The school is chaotic and disorderly. The safety of students and staff is a concern. The school lacks critical systems and routines. Movement of students is chaotic and noisy with little adult intervention. Adults are not present during transitions; therefore, there is very little re-direction.	The school is somewhat chaotic and/or disorderly, particularly in certain locations and during certain times of day. Some staff make an effort to maintain procedures and routines; however, staff presence is minimal and redirection of misbehavior is lacking.	The school environment is calm and orderly in most locations and during most of the day. Rules and procedures are fairly clear, consistent, and evident. Routines seem somewhat apparent and institutionalized. Adults are present to reinforce norms.	The school environment is calm and orderly. Rules and procedures are clear, specific, consistent, and evident. Routines are largely unspoken and institutionalized. Adults are consistently present to reinforce norms.
<b>5. Financial Management</b>	The school and/or district do not make sound budgetary decisions based on student need and projected impact. Budget decisions are largely governed by past practice and do not account for sustainability. There is little to no evidence around school and/or district leaders successfully advocating for school resource needs.	Budget decisions are sometimes focused on factors unrelated to student needs and school goals. A number of expenditures and initiatives lack a plan for sustainability beyond the current school year. School and/or district leaders do not effectively advocate for school needs or pursue additional resources.	The school and/or district have emerging strategic budgeting practices. The school and/or district have begun to repurpose funds to align expenditures more closely with school goals and student needs. Sustainability may pose a concern. School/district leaders effectively advocate for school needs and pursue additional resources.	The school and district engage in strategic budgeting. The school and district invest in high-yield, research-based initiatives aligned to student needs and school goals. There is a clear sustainability plan for all major expenditures. School/district leaders effectively advocate for school needs, and build strategic relationships to pursue needed resources.

Killing my sister why would you do that?  
I know it's your body but it's like a part of me is broken  
You were being selfish and took away my precious token  
This game I could never win but I have to stay woken  
I asked you why and there were no words spoken  
You received this gift from a stranger  
A stranger I did not know  
I had heard his name before

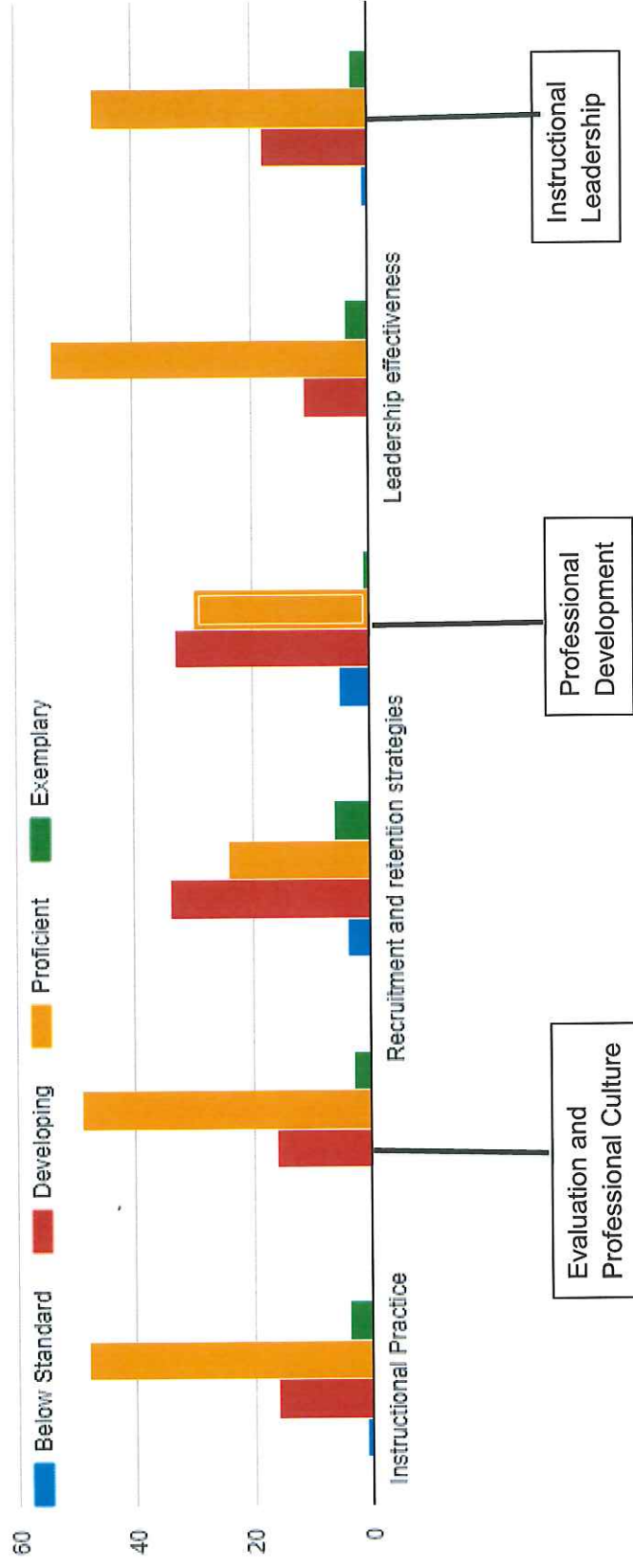
I was so young and you took something away from me I could never get back  
Too young to understand  
Wanted my first to be great  
Now I look at myself in the mirror with disgusts  
The reflection is an unknown creature that has been hurt over and over  
I wear baggy clothes so I'm not considered a hoe  
Everywhere I go there's thousands of eyes just staring at me  
It wasn't my fault don't blame me  
Everyone thinks I'm crazy I don't speak unless spoken to  
Nobody deserves to know who I really am  
They never did and never will  
My heart is so big that you can do me so dirty and I'd still manage to forgive and love you  
It's not in my heart to hold on to you I keep it real no matter what  
Never had to lie about my age either

They don't know how it feels waking up every morning wishing you didn't

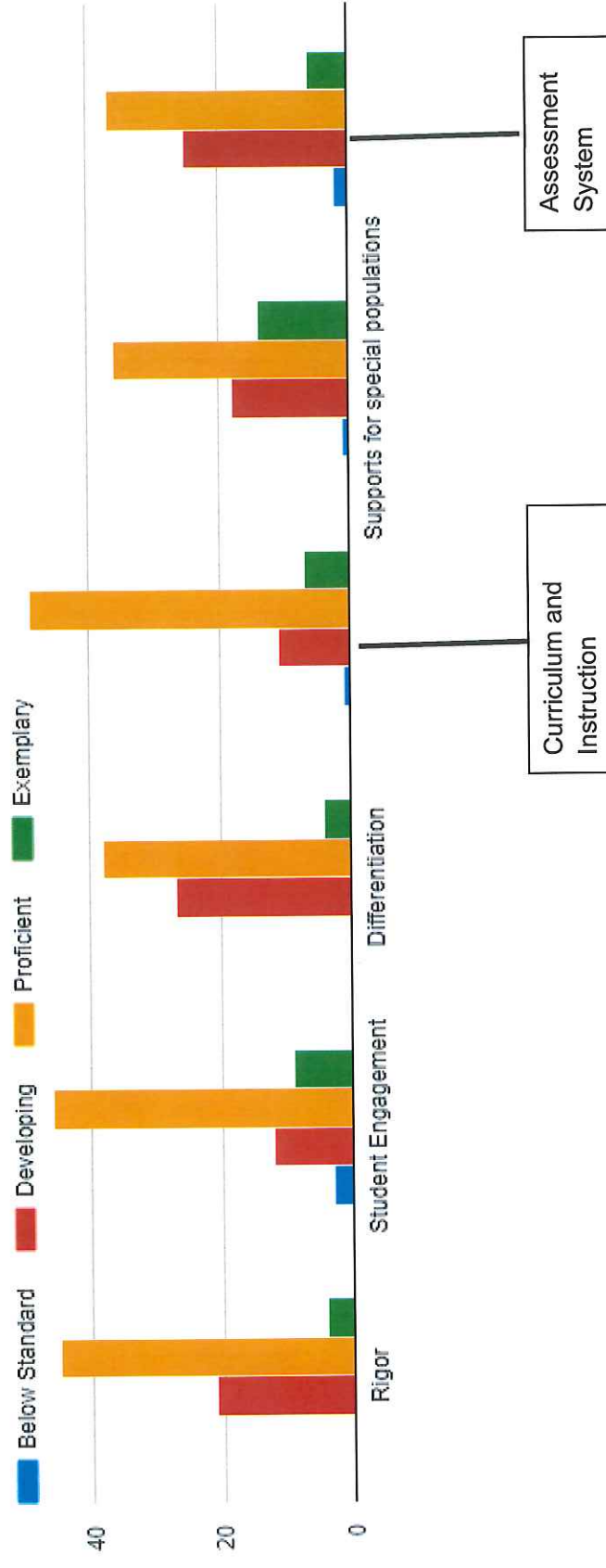
When they ask me what am i afraid of, i lie  
It takes full control of my body and there's nothing I can do about it  
I drank to drown my pain but my pain learned how to swim  
I'm exhausted from trying to be stronger than I feel  
Sleep just isn't sleep anymore it's an escape  
I act like everything is fine, but deep down I'm dying inside  
I say sorry all the time because I feel like everything is my fault  
I'm tired of living, but scared of dying  
There's so many words to say but no way to say them  
I wanted to talk about it  
I wanted to scream  
I wanted to yell  
I wanted to shout about it  
But all I could do is whisper "I'm fine"  
I don't feel like a bad person for the ways I have been trying to kill my sadness  
My life feels like its falling apart  
My heart feels like its leaking and no one will be able to fix it  
I act like im fine throughout the day, but at night time I shut down  
I have sleepless nights you can see the loose dark circles underneath my eyes  
Can't really explain how I'm feeling, I don't know how to feel  
My feelings are on mute  
I want to disappear for a little until I feel okay again  
I create monsters in my head and I can't get them out  
I wish I could turn my brain off whenever I felt like it  
I feel different from the others why did god create me like this  
I want to get high to take my pain away  
I act like I'm happy while my heart sits and rots, no one has to know my thoughts they never  
cared anyways  
If i broke down and lost all control, would you know how to handle me?  
Do you really love me enough to stand by me with all my troubles?  
Or am I just too broken for you?  
My pain and tears always find their way back to me



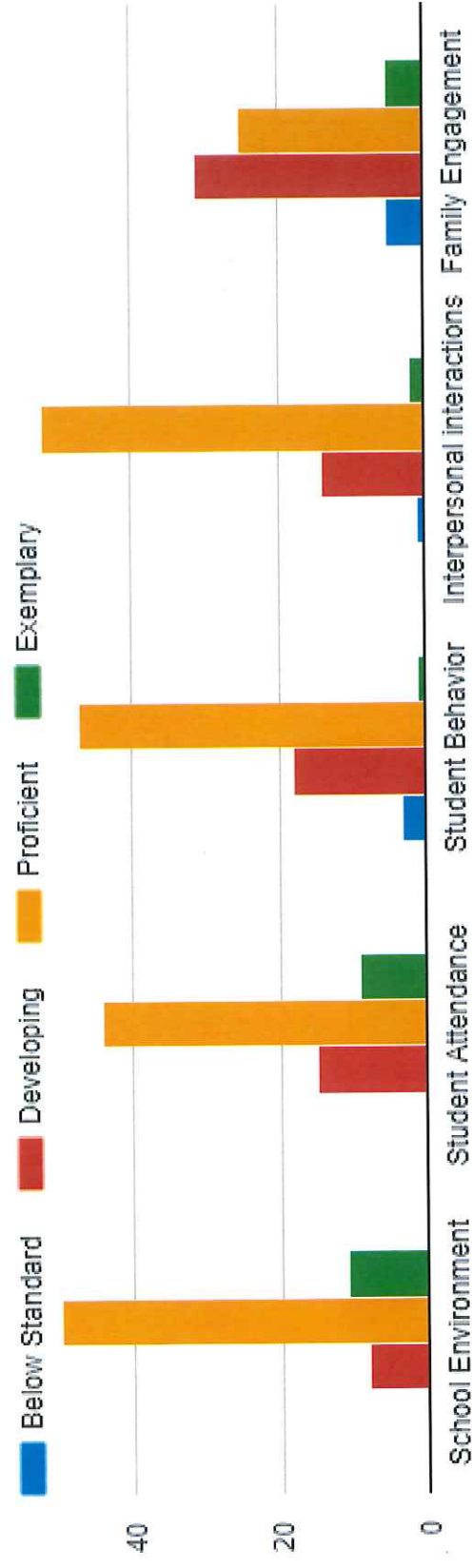
# Talent



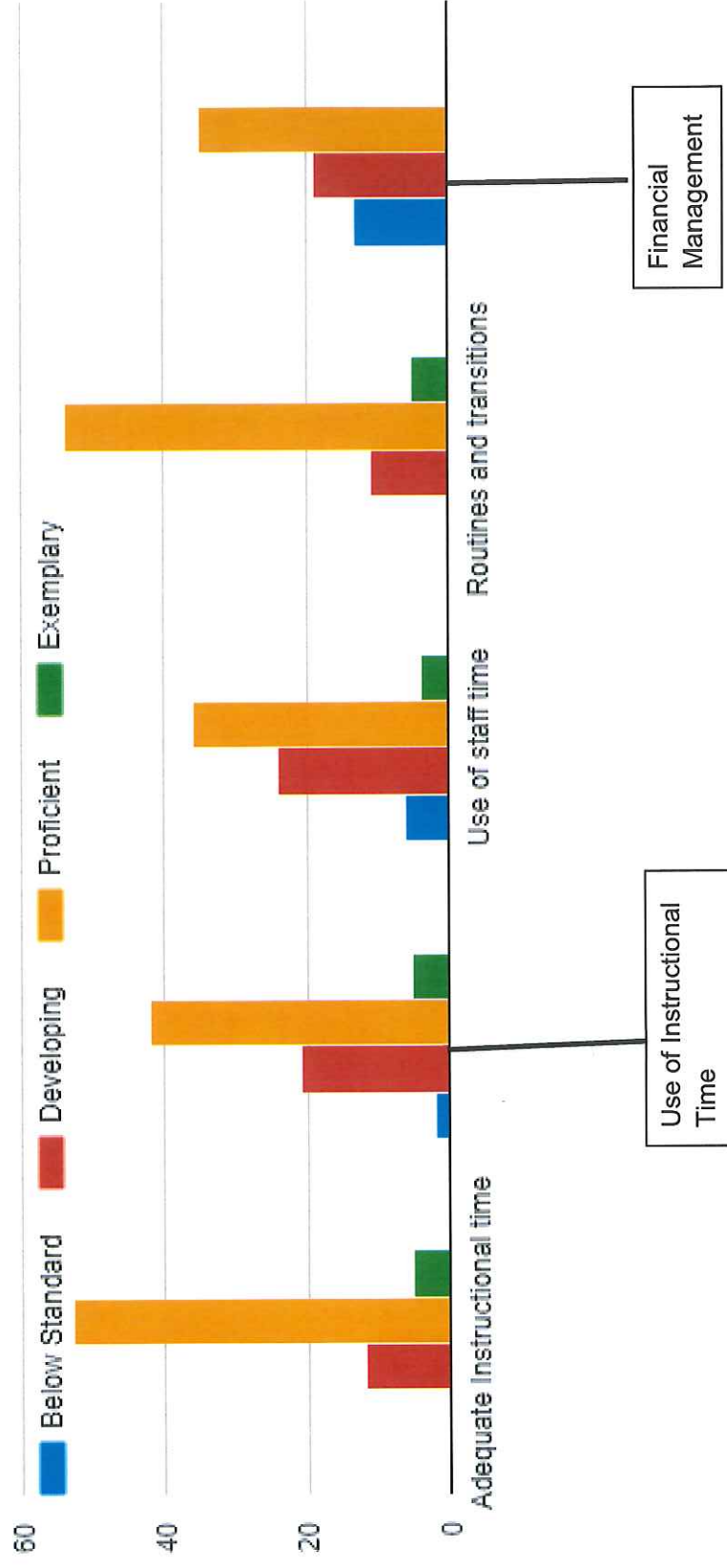
# Academics/Trade Programs



## Culture and Climate:



# Operations





## Talent



Trade /  
Academics



**Culture & Climate**





**H. C. Wilcox Technical High School  
Professional Development  
Group Responses - 10/4/2018**

Category	Indicator	Blue A	Blue B	Green A	Green B	No Name A	No Name B	No Name C	Orange	Purple	Red	Yellow A	Yellow B
Operations	Adequate Instructional Time												
	Use of Instructional Time							1) Student Centered Activities; 2) Sharing Best Practices.					
	Use of Staff Time	1) Spread Out Meetings/PD So They Are Not All Scheduled in the Same Week; 2) Equity in Scheduling; 3) Club/Organization Time - Possibility of Bringing Back Wednesday Per. 7 Activity Period.							1) Common Planning Time; 2) Less Repetitive PD; 3) Better Coordination to Support Students in the Trade and Support Services.		1) Align Technology Instructors Prep Times; 2) Collaboration Time for Academic Teachers (Not Dept. Meetings).	1) More Common Prep Times for Departments; 2) Monthly Meetings with Grade Areas (Tracks); Less Repetitive PD (Same Topics Over and Over).	
	Routines & Transitions		1) Routines Should Start at Beginning of Day; 2) Continue to Improve Communication in School (Sports Info, Morning Announcements); Better Job Getting Kids to the Next Class.										
	Financial Management							1) Follow Ups - OF95's; 2) Progress Report; 3) More Money.					1) Make Budget Process Public; 2) Discretionary Funding - Staff Vote to Fund Activity; 3) Training for Interested Staff in Getting Bids/Submitting OF95's.