Goodwin University Magnet School System
Connecticut River Academy: School Development Plan
2025-2028

Plan Focus Area: Teaching and Learning

Goal 1: GUMSS will provide rigorous and high-quality instructional opportunities for all scholars and staff while supporting their social and emotional well being.

Objective 1: Staff will utilize rigorous evidence-based instruction that meets individual learner needs and improve learning outcomes.

Level	Process Goal (How)	Student Learning Goal (Why and What)	Person(s) Responsible	Resources Needed	Progress Update #1 (What)	Progress Update #2 (What)
CTRA High School	CTRA Edcuators will use IXL Diagnostic Tool to assess scholars' Math and ELA skills and plan targeted intervention.	9th and 10th grade scholars performing below grade level will move on average a grade and a half (150 points) towards grade level in Math and ELA by May of each year.	Math and ELA teachers, admin, intervention staff	IXL license, training	9th and 10th grade scholars were given IXL test in the fall for baseline data. In Dec, test was given. 9th Grade Math improved on average by 54.5%, 10th grade Math improved 95.07%, 9th Grade ELA improved	IXL testing is being completed the last weeks of May to see growth towards goal. That data has yet to be calculated as of 5/28. We have established a schedule that scholars will be tested in the 2nd and thurd day of classes, then again in October, and finally the third time at the end of May.We have established that scores between 300 to mid 400's would qualifify scholars for the Academic Strategies class which works in 6-8 weeks cycles of small group instruction. Scores of 500- 700 would qualify scholars for the Transitions class, which is a second math class in their schedule, and this will be for foundational skills. Additionally, we found by pulling all scholars together before the test, and informing them of the pupose and how it determines which classes they will be enrlled in, has helped scholars to understand it better, and thus give it the attention it requires.

CTRA High School	Educators will be trained in implementing Kagan Cooperative Learning Structures.	100% of certified teachers will be trained in Kagan Cooperative Learning in order to increase scholar cognitive engagement and improve learning outcomes. A Kagan coach will be avilable to support educators with implementation of Kagan structures. Evidence of Kagan structures will be seen in walkthroughs conducted after training has occurred. English language arts proficiency will grow from 22% in 2024 to 40% by 2029, math proficiency will grow from 10% in 2024 to 20% by 2029, and science proficiency will grow from 18% to 30% by 2029.	Assistant Superintendent for Curriculum and Instruction, Administrators, Instructional Coaches, Kagan Coach	Kagan training funded through operating budget, training time in the professional development plan, Kagan coach working with departments	43 of 52 educators recieved day 1 of Kagan profesional development 8/22. Kagan coach complete round of of coaching with all educators who had Day 1, and has started round 2. Educators who did not get Day 1 in August will have it in February. Instructional facilators conducted walkthroughs 9/25 and 10/25 with lookfors for Kagan Cooperative Structures being implemented in their departments.	By May 2026, all high school educators have recieved training in kagan cooperative learning, and coaching sessions. The 43 educators who had their instruction in August have had 4 coaching sessions and reflect on them in their end of the year. The remianing educators recieved their PD in February, and have had two coaching sessions. The Math department combined Building Thinking Classrooms with Kagan structures that offer the individual accountabilty, and saw increased engagement throughout. The Spanish department piloted a new curriculum this year, and found that Kagan structures helped increase engagement and thereby growth towards mastery of their skills.

Objective 2: The System will provide high-quality and relevant professional learning experiences to improve teaching and learning.

Level	Process Goal (How)	Student Learning Goal (Why and What)	Person(s) Responsible	Resources Needed	Progress Update #1 (What)	Progress Update #2 (What)
CTRA High School	Educators will receive ongoing professional development on Universal Design for Learning.	100% of all educators will recieve training in Universal Design for Learning, which will help meet the needs of individual learners and improve learning outcomes for all scholars.	Assistant Superintendent for Curriculum and Instruction, Administrators, Instructional Coaches	Training time in the professional development plan, curriculum time to implement in the lesson plans	Moved to next year	Moved to later
CTRA High School	Educators will receive professional development in new curriculum for Math (Illustrative Math) and Science (Open SciEd).	100% of all math and science teachers will have time to work with the new curriculum, getting support when necessary, and improving student outcomes.	Assistant Superintendent for Curriculum and Instruction, Administrators, Instructional Leaders	Time in the professional development calendar.	Math and Science recieved instructional time 9/12 and 10/3.	Both the Math, Spanish and Science Department had professional development time dedicated to work with the new curriculums. 2/27, 3/27, 4/24, 5/8, 6/4. 3/31, 4/7
CTRA High School	Educators will continue to receive professional development to improve instruction and develop culturally and linguistically sustainable strategies with our multlingual learners.	100% of all educators will recieve professional development in culturally linguistically sustainable strategies, improving learning outcomes. Evidence of strategies being used will be found in walkthroughs.	Assistant Superintendent for Curriculum and Instruction, Admininistrators, Multilingual Learning Lead	Time in the professional development calendar, guest speaker paid for from operating budget	Staff recieved professional learning 10/7, Instructional Leaders conducting walkthroughs in their department took inventory of structures being used.	Educators recieved additional training on 3/18 and 5/19
CTRA High School	Student Support Services will continue to assess scholars using the Devereux Student Strengths Assessment (DESSA).	100% of educators will be trained in DESSA and be provided time in staff meetings to complete the rating scales. If we can determine scholars' needs, we can develop a system of supports that will improve social emotional well being and student learning.	Student Support Services	Time in the professional development calendar	Staff conducted the DESSA survey on 9/30 and 1/7	The final DESSA will be administred 6/2
CTRA High School	Instructional Leaders will continue to receive training in instructional rounds and coaching.	100% of Instructional Leaders will recieve traning in instructional rounds and coaching. If we can grow the skill set of our Instructional Leaders, we can increase coaching feedback provided to educators and improve instructional outcomes.	Administrators, Instructional Leaders	Time set aside in MAST (class period), and district level meetings.	Instructional Leaders recieved training and feedback 9/24 and 10/8, conducted walkthroughs and shared on on 10/8. Second round of walkthroughs by ILs due in December's MAST meeting.	ILs conducted 3 walkthroughs this year, focusing on key areas of interest and providing feedback

CTRA High School	Administration, working with Student Support Services, will deliver professional development on executive functioning skills.	100% of staff will recieve professional development in strategies to imporve executive functioning skills. Executive functioning skills will improve academic learning and result in improved learning outcomes.	Administrators, Student Support Services	Time in the professional development calendar	Tentatively scheduled for the Spring.	Moved to next year
CTRA High School	Administration will deliver professional development on creating and implementing data teams.	100% of educators will recieve professional development on data teams and be provided time to meet. Establishing data teams to regularly review attendance, behavior, and test scores will help inform interventions.	Administrators, Instructional Leaders	Time in the professional development calendar	Edcuators were provided time to review data on 9/23 using Atlas Protocol. Educators provided dicipline data on 11/18, with time to review and reflect. Math and ELA uaing IXL data to determine intervention. 2nd round of IXL data scheduled for school wide testing in 9th and 10th grade 12/8 and 12/9. Data used to determine supports for second semester.	The final data is still be processed and will be used to determine classes and interventions for next year.

Objective 3: Staff will apply their professional learning to ensure the development of scholars' future success in school and life.

Level	Process Goal (How)	Student Learning Goal (Why and What)	Person(s) Responsible	Resources Needed	Progress Update #1 (What)	Progress Update #2 (What)
CTRA High School	CTRA will continue to provide professional development dedicated to the planning and implementation of educators' new learning.	Evidence of implementation of new professional learning will be found during bi-weekly walkthroughs of all classes following dedicated professional development time.	Administrators, Instructional Leaders	Time in professional development calendar	New Educators are provided support from their departments, and TEAM Mentors	

Goal 2: GUMSS will continue to foster innovation and creativity in its schools, families, and staff.

Objective 1: Schools will develop clear and cohesive support systems to accelerate social-emotional behaviors and academic learning.

Level	Process Goal (How)	Student Learning Goal (Why and What)	Person(s) Responsible	Resources Needed	Progress Update #1 (What)	Progress Update #2 (What)
CTRA High School	Administration will develop a system of cohesive supports for scholars chronically absent due to various challenges.	Targeted attendance supports will lead to equitable access to learning and improved learning outcomes, decreasing the chronic absenteeism rate from 30% to 27% between October 2024 and June 2025.	Administrators, Support Staff, Content Teachers	Time to plan individualized interventions	Attendance Cooridnator tracking absences, meeting with scholars and families of those chronically absent, creating incentives for scholars in their sphere of influence.	
CTRA High School	The school counseling department, working with Student Support Services, will continue to provide professional development on social-emotional learning and lessons for the grade-level advisory program.	At least once per quarter, all educators will be provided time in professional development to plan for advisory. Social-emotional learning will enable scholars to develop healthy relationships, develop an understanding of who they are, their interests, and pathways to explore in high school and the years that follow.	School Counseling Lead	Advisory lead paid for out of operating budget, time in the professional development calendar	CTRA's School counseling department delivers SEL curriculum to grade level advisory teachers for their weekly advisory classes.	
CTRA High School	Administration working with Student Support Services will continue to deliver trauma-based training for staff.	100% of educators will recieve trauma-based training. Educators who understand the impact of trauma and how to respond to it will accelerate social-emotional learning and improve learning outcomes.	Administrators, Student Support Services	Time in the professional development calendar	Scheduled for Spring dates	

CTRA High School	CTRA will broaden and streamline their Multi-Tiered Systems of Support (MTSS) process to include related services (speech and language, social work).	If the Multi-Tiered Systems of Support (MTSS) process is streamlined, scholars can easily access support in the area of social emotional/behavior and communication.	Administrators, Student Support Services	Time for Student Support Services and Administrators to provide feedback and continue the cycle of continious improvement.	CTRA Admin is working to streamline their supports.	

Objective 2: Scholars will have multiple opportunities to explore personal interests for future success in school and life.

Level	Process Goal (How)	Student Learning Goal (Why and What)	Person(s) Responsible	Resources Needed	Progress Update #1 (What)	Progress Update #2 (What)
CTRA High School	Administration will continue to work with staff and scholars to provide high-interest after-school clubs and programs.	If scholars have a voice and choice to explore areas of interest for clubs, they will build a skill set that can lead to a career pathway or a lifelong passion.	A Clubs Coordinator	Funds from a mixture of grants and operating budget to pay for staffing, transportation, and supplies	Scholars were surveyed, and clubs started at the end of -October.	CTRA had clubs three nights a week for all scholars interested
CTRA High School	CTRA will work to increase and improve our sports programming in an effort to meet the interest and needs of our scholars.	If scholars have opportunities to explore their interest in sports, they will develop key skills which will serve them well in school and life beyond.	Athletic Coach	Funds from a mixture of grants and operating budget to pay for staffing, transportation, and supplies	CTRA scholars are now be able to play sports with East Hartford High School. CTRA/GUMSS will provide transportation to the high school for scholars who make the teams.	CTRA scholars also had clubs running from Oct to May.
CTRA High School	Administration and the Assistant Superintendent for Curriculum and Instruction will create elective courses to explore non-pathway fields of interest.	CTRA will add one non-pathway elective course to the 2025-26 offerings. If scholars have the opportunity to explore non-pathways interests, they may find a passion or build a skill that will serve them well after graduation	Administrators, School Counseling, Assistant Superintendent for Curriculum and Instruction	Staffing to teach those classes	Created Web design, and other classes are being created for the 2026-27 school year	We developed an associates degree program for General Studies and CNC