



CONNECTICUT TECHNICAL
HIGH SCHOOL SYSTEM

SCHOOL IMPROVEMENT PLAN
Ella T. Grasso Technical High School
2014-2015

Dr. Nivea Torres, Superintendent of Schools

CTHSS Superintendent's Theory of Action

Richard Elmore (2000) argues that the problem of scaling up school improvement, whether it is in a school or a school system, is one of capacity building and specialization. Building a broad base of capacity is not possible if control is limited to a few individuals. The solution, he argues, is the broader distribution of leadership. This plan attempts to build on those principles of distributed leadership in order to empower other district leaders and to develop capacity within the organization.

Strategic Plan: CTHSS Foundational Imperatives

The following set of foundational imperatives, developed by the CTHSS Board, establishes a common focus that will drive the strategic direction of the CTHSS.

- The core mission of the CTHSS is to provide world-class career technical and academic education in preparation for careers in business and industry.
- The CTHSS provides a healthy, safe and supportive environment in which students pursue their college and career pathways while developing leadership skills essential for their success.
- The CTHSS strives to recruit, retain and advance students and staff of all backgrounds who share a wide range of perspectives and who contribute to the systems' core mission of creating a talented and diverse workforce for the state of Connecticut.
- The CTHSS will focus on attracting students who have an interest, affinity and aptitude for careers in business and industry.
- The CTHSS program offerings will lead to a career in business and industry or post-secondary learning pathways in a high-demand job, which results in a high living wage.
- The CTHSS will work closely with the Board of Regents and establish partnerships that create a clear and integrated pathway for students through post-secondary education, leading to licensure, certifications or degrees.
- CTHSS students will graduate with a strong academic background and the technological, problem-solving, team-building, communication and competitive skills required for success in life and careers.
- The CTHSS will be aligned with and responsive to the needs of employers and the economic development priorities of the state through the development of corporate partnerships.
- CTHSS graduates will be academically prepared, so they have the option to attend college immediately after graduation or at some time in the future.
- The core of the CTHSS education is STEM (Science, Technology, Engineering and Mathematics). All students will receive a relevant integrated education that connects science, technology, engineering and math to every area of learning as it pertains to every curriculum in all career clusters.
- In order to respond to employer needs and to provide adult learning opportunities, the CTHSS will develop additional career technical education programs for committed adult students.
- In order to provide learning opportunities for a wider population of high school students, the CTHSS will develop opportunities,

including alternative part-time **career technical education (CTE)** programs for committed high school students who do not meet the current entrance requirements for traditional CTHSS enrollment.

- The recruitment, retention and professional development of highly talented and skilled administrators, teachers, consultants and staff is the cornerstone of student success and the CTHSS being able to meet its goals. Assuring this requires continuous professional learning options, including coaching, mentoring, modeling and providing adequate resources, materials and equipment.
- The CTHSS will increase its visibility and be recognized nationally and internationally for its high-quality and innovative programs, along with its outstanding graduates. Relationships will be established locally, regionally, nationally, globally with employers, governmental agencies and other partners.
- **If we** devote time and resources to developing the capacity of our teachers to deliver systematic instruction aligned to the *Connecticut Core Standards (CCCS)* and the Common Career Technical Core (CCTC), **then** we will improve the achievement of all of our students and create a pathway for college and career readiness.
- **If** all adult members of the school community support the concept of Professional Capital by practicing individual and collective acts of investment in an inspirational vision and a coherent set of actions, then we will have engaged in collectivity responsibility, teamwork, and collaboration that results in whole system change.

The school improvement planning process provides a framework to measure the level of program implementation, effectiveness of identified strategies and performance monitoring. CTHSS has streamlined the planning process to ensure that it is coherent, comprehensive, actionable, and results-oriented. The new school improvement plan (SIP) template is designed to provide a step-by-step, strategic approach to promote ongoing improvement district-wide. Through the planning process, school teams will:

- Articulate the core values of their school;
- Provide a data profile and needs analysis;
- Identify three SMART goals to address the prioritized areas of need;
- List specific strategies and implementation milestones to achieve each goal.

Vision

To be the best technical high school in the nation.

CTHSS 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.

2014-15 Data Report

DISTRICT



Enrollment October 1st 2014

<u>Grade 9</u>	<u>10</u>	<u>11</u>	<u>12</u>	<u>9 thru 12</u>	<u>SPED</u>	<u>ELL</u>	<u>Free/Reduced Lunch %</u>	<u>Adults</u>
2936	2802	2629	2515	10792	992	360	42.82	452

Black or African American: 1322
Hispanic/ Latino: 3575
White: 5474
Asian: 104

Native Hawaiian or Other Pacific Islander: 8
American Indian or Alaska Native: 42
Two or More Races: 357

9-12 Students % Days Attended: 94.95

June 2013 Grad Rate: 96.3

Work Based Learning (School Year): 384

<u>Discipline - Counts of sanctions issued to students</u>			
<u>EXP</u>	<u>OSS</u>	<u>ISS</u>	<u>Arrests</u>
16	362	836	65

<u>Survey Response Rates</u>			
	<u>PARENT SURVEY</u>	<u>STUDENT SURVEY</u>	<u>STAFF SURVEY</u>
Spring 2014	25.30%	73.60%	66.50%

<u>CT Physical Fitness Assessment</u>	
Female % Pass (all four tests):	30.80%
Male % Pass (all four tests):	41.90%

<u>LAS Links</u>						
<u>Level 1</u>	<u>Level 2</u>	<u>Level 3</u>	<u>Level 4</u>	<u>Level 5</u>	<u>Total Taking Test</u>	<u>% Proficient</u>
5	39	137	101	2	284	36.20%

<u>Science CAPT</u>			
<u>Number of Students Tested</u>	<u>Proficient %</u>	<u>Level 1 %</u>	<u>Level 2 %</u>
2710	78.9	4	17.1
<u>Avg Scale Score</u>	<u>Goal %</u>	<u>Level 3 %</u>	<u>Level 4 %</u>
244.7	27	52	16.9
		<u>Level 5 %</u>	<u>Level 5 %</u>
		10	10

STAR Reading

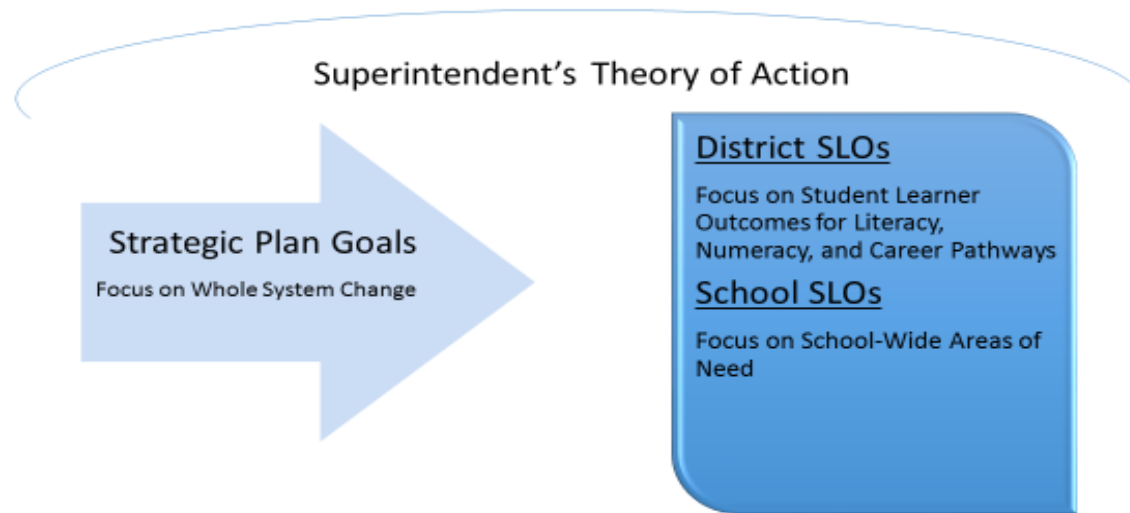
The Districtwide SGP Goal is 65% by May 2015

School-wide SGP Average on 2/4/15: 61%

Grade 9: 63% Grade 11: 56%

Grade 10: 60% Grade 12: 64%

SGP indicates how much growth students made related to their academic peers nationwide. Academic peers are students at the same grade level and reading level at the beginning of the testing period.



CTHSS Student Learning Objectives (SLOs)

2014-15

District Literacy Student Learning Objective

- SLO #1 Students will demonstrate growth against the district SGP benchmark of 65 compared to their SGP based on the STAR assessments (fall to spring).

District Mathematics Student Learning Objectives

- SLO #1 Students can explain and apply mathematical concepts and carry out mathematical procedures with precision and fluency.
- SLO #2 Students can frame and solve a range of complex problems in pure and applied mathematics.
- SLO #3 Students can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.

District Trade Technology Student Learning Objective

- CTHSS learners will demonstrate proficiency in the application of Career Technical Education standards to meet certification, licensure and/or entry-level requirements necessary for employment in their chosen Career Pathway.

Enrollment October 1st 2014

<u>Grade 9</u>	<u>10</u>	<u>11</u>	<u>12</u>	<u>9 thru 12</u>	<u>SPED</u>	<u>ELL</u>	<u>Free/Reduced Lunch%</u>	<u>Adults</u>
120	142	146	104	512	75	29	54.6%	

Black or African American: 52

Native Hawaiian or Other Pacific Islander:

Hispanic / Latino: 191

American Indian or Alaska Native: 4

White: 234

Two or More Races: 27

9 – 23 Students % Days Attended: 92.99

June 2013 Grad Rate: 98

Work Based Learning

(School Year):

<u>LAS Links</u>					<u>Total</u>	<u>%</u>
<u>Level 1</u>	<u>Level 2</u>	<u>Level 3</u>	<u>Level 4</u>	<u>Level 5</u>	<u>Taking Test</u>	<u>Proficient</u>
	2	14	11		27	40.70 %

<u>Science CAPT</u>		Level 1 %	2.5
Number of Students Tested	Proficient %	Level 2 %	19.1
157	78.3	Level 3 %	52.2
Avg. Scale Score	Goal %	Level 4 %	15.9
244.2	26.1	Level 5 %	10.2

<u>Discipline – Counts of sanctions issued to students</u>			
<u>EXP</u>	<u>OSS</u>	<u>ISS</u>	<u>Arrests</u>
	9	30	1

<u>Survey Response Rates</u>			
	<u>Parent Survey</u>	<u>Student Survey</u>	<u>Staff Survey</u>
Spring 2014	26.30%	92.20%	98.60%

<u>CT Physical Fitness Assessment</u>	
Female % Pass (all four tests):	31.10%
Male % Pass (all four tests):	50.00%

<u>STAR Reading</u>	
The Districtwide SGP Goal is 65% by May 2015	
School-aided SGP Average on 2/4/15: 61%	
Grade 9: 62%	Grade 10: 75% Grade 11: 50% Grade 12: 57%
SGP indicates how much growth students made related to their academic peers nationwide. Academic peers are students at the same grade level and reading level at the beginning of the testing period.	

Instructions: Please complete this cover page by entering the requested information below.

Name of School:	Ella T. Grasso Technical High School
School Principal Name:	Patricia M. Feeney
School Improvement Leadership Team Member Names:	Patricia M. Feeney Don Concascia Tim Viens Susan Manning Kevin Mizak Jonathan Grossman Jack Cervera Sheila Vlaun Tony Baker Amy Leigh Leah Simmons
Leadership Standards Focus:	The School Improvement Team will focus on: Connecticut School Leadership Standard 1. Vision, Mission, and Goals Element A, B, C 2. Teaching and Learning Element A, B, C

Theory of Action

As a school leader, please share your Theory of Action

“If we create an environment that is conducive to growth, focus on high expectations, support students so they can learn at higher levels and allow each student to demonstrate learning, then we can improve student achievement.”

“If we guide students into deeper cognitive awareness and increased levels of understanding then we will better prepare our students for success in life and careers.”

“If teachers are encouraged to draw on their expertise and build upon their capacity in order to create meaningful explicit instruction then we will improve student improvement.”

“If teachers share and learn about successes of their colleagues around common challenges then teachers will be able to plan and implement effective instruction.”

Statement of Philosophy

At Ella T. Grasso Technical High School, student success is achieved through the shared commitment to providing a safe and nurturing learning environment that is dedicated to the pursuit of educational excellence. Students are encouraged to work to their full potential to become outstanding citizens and skilled professionals equipped with 21st century skills.

Statement of Goals

- To empower students to be responsible and independent learners by challenging them to: Think, Investigate, and Discover.
- To provide students multiple opportunities to lead and succeed.
- To implement differentiated instructional practices and assessments to support individual needs.
- To create an atmosphere of mutual respect, support, cooperation among all members of the school community and to build positive connections between students and staff.
- To model and promote a safe, orderly, disciplined, and drug-free environment, in which behavioral expectations are clearly defined and consistently enforced.
- To collaborate with business, industry, and community leaders to explore 21st century technology in order to prepare students to compete in careers and post-secondary education.
- To promote extra-curricular and co-curricular activities that support leadership, team-building, and enhance each student's sense of self.
- To provide students with culturally enriching experiences and exposure to diversity; and to foster an attitude of acceptance and an appreciation of the differences among people.
- To implement and encourage professional development programs which support individual, team, school, and system goals.
- To model and support safe work practices and wellness habits for a healthy lifestyle.
- To produce graduates capable of demonstrating entry-level to marketable skills in their chosen trades/technologies.

To prepare students for the rigors of post-secondary education.

Summarize your school's greatest strengths.

Ella T. Grasso's strengths include:

- A positive school climate in which our students promote a friendly and positive atmosphere.
- The faculty, staff and administration is dedicated to improving teaching and learning to ensure student achievement.
- Our school has a strong collaboration with families and the community.
- We are dedicated to respond and contribute to community interests and needs.

Summarize your school's most significant growth areas.

The 9th and 10th graders have made very significant growth in reading scores.

*In the 2014-2014 school year, 9th graders' scaled scores went up an average of 122 points – approximately ½ grade levels, and 10th graders' scaled scores went up 119 points – approximately 1.2 grade levels.

*So far this 2014-2015 school year (from September to January), 9th graders' scaled scores have gone up an average of 58 points - - approximately .5 grade level (71 SGP – 6 points above district year-end goal), and 10th graders' scaled scores have gone up an average of 95 points – approximately .8 grade level (79 SGP) – 14 points above district year-end goal).

The 9th and 10th graders have improved their comprehension levels and engaged reading times.

*In the 2013-2014 school year, the 9th graders had an average reading time of 17 minutes – 3 minutes short of goal, but only 10% of 9th graders were averaging 85% comprehension on AR quizzes.

*THIS 2014-2015 school year, however, the engaged reading time for last year's 9th graders is currently 17 minutes, and **40% of last year's 9th graders are averaging 85% comprehension** this year as 10th graders.

*In the 2015-2015 school year, 59% this year's 9th graders are averaging 85% comprehension and the engaged reading time is 17 minutes.

School Priority Areas and SMART Goals

Instructions: Successful and sustainable school improvement requires a targeted and focused approach on the school's most pressing needs and challenges. Please reflect upon your data to identify a manageable set of priorities to guide your school's improvement efforts.

Based on these identified priorities develop 3 SMART goals that are specific, measurable, attainable, results-oriented, and time-bound. SMART goals should align to the district's student learning objectives.

Priority Areas

Priority Areas: Based upon the analysis conducted, what 3 to 4 priorities emerge for the school? Cite relevant evidence from your analysis to support these priorities.

❖ Literacy

- 11th and 12th grade students have had reduced participation and minimal success in AR scores (due to the structure of the administration of the test).
- Engaged Reading Time: 11th Grade – 7 minutes; 12th Grade – 8 minutes. (based on scores on AR tests)
- STAR scores have dropped since beginning of the year – 4 points on average
- Urgent intervention, intervention more resources/strategies/instruction to improve scores

SMART Goal:

1. 15% of our intervention level students will move to "On Watch" by January 2016
2. Students currently in grades 9 to 11 scoring at the "Urgent Intervention" level on the STAR Reading Assessment will decrease from 16% to 9% by January 2016.

20% of our urgent intervention students will move to intervention by January 2016

- Students struggle with basic writing skills; sentence structure, organization, and paragraph writing is poor.
- Feedback from recent graduates indicate that they do not feel adequately prepared for college, particularly in regards to writing three to five page papers.
- Administration observation indicates that the school focus is mostly on reading with minimal writing opportunities.

SMART Goal:

1. By January 2016, 80% of students in the classes of 2017 through 2018 will demonstrate growth toward mastery in constructing a well-developed, evidence-based, text-dependent paragraph as measured by improvement from the mid-year summative assessment 2014-2015 to the mid-year summative assessment 2015-2016.

❖ Math

- Of the 49 (41%) 11th grade algebra II students in danger of failing Algebra II for the year (at the end of the 2nd quarter), 38 students will earn a passing score of 60% or higher by June 16th.

SMART Goals

District Goal #1: Literacy	District strategic alignment:
<p>Students will demonstrate growth against the district SGP benchmark of 65 compared to their SGP based on the STAR assessments (fall to spring).</p>	<p>Implementation of year-long STAR assessment program in grades 9-12 will provide a teaching and learning structure (aligned to the CCSS and SBAC framework) to increase student achievement. The use of STAR reading assessment three times per year will enable the data teams, teachers, and supervising administrators to target student intervention, enrichment initiatives, and professional development on an ongoing basis. Implementation of the AR program will increase students' reading levels and provide extended time on task reading at an independent level (ZPD) for each student.</p>

School Goal # 1: Literacy	Evidence:
<p>By June 2015 the number of 10th Grade students below benchmark on the STAR Reading Assessment will decrease from 47% to 30%.</p> <p>By January 2016, 80% of students in the classes of 2017 through 2018 will demonstrate growth toward mastery in constructing a well-developed, evidence-based, text-dependent paragraph as measured by improvement from the mid-year summative assessment 2014-2015 to the mid-year summative assessment 2015-2016.</p>	<p><u>August (Fall)</u></p> <ul style="list-style-type: none"> • 47% cover ½ of our students are below benchmark <ul style="list-style-type: none"> ▪ Urgent Intervention – 12 ▪ Intervention – 26 ▪ On Watch – 28 <p>Testing 3 times a year – Below benchmark students will test more often</p> <p><u>Winter</u></p> <ul style="list-style-type: none"> • 37 % of our students are below benchmark <ul style="list-style-type: none"> ▪ Urgent Intervention – 6 ▪ Intervention – 19 ▪ On Watch - 27

District Math SLO #1:	District strategic alignment:
Students can explain and apply mathematical concepts and carry out mathematical procedures with precision and fluency.	

District Math SLO #2:	District strategic alignment:
Students can frame and solve a range of complex problems in pure and applied mathematics.	

District Math SLO #3:	District strategic alignment:
Students can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.	

School Math SLO:	Evidence:
<p>By May 1st of 2015 90% of our Algebra 1 students will have completed goals #1 and #2 in ALEKS.</p> <p>By May 1st of 2015 70% of our Algebra I students will have completed goals #1 - #3 in ALEKS. By May 1st of 2015 50% of our Algebra 1 students will have completed goals #1 - #4 in ALEKS.</p>	<ul style="list-style-type: none"> • Based on what level students started the program-assessment given before the school year began. • Reports indicate how many topics students complete in a week; average time spent on topics project the number of topics to be completed for the future. • Weekly reports indicate completion of goals and allow us to anticipate yearly progress.

District Trade Technology SLO:	District strategic alignment:
CTHSS learners will demonstrate proficiency in the application of Career Technical Education standards to meet <i>certification, licensure</i> and/or <i>entry-level requirements</i> necessary for the employment in their chosen Career Pathway.	

School Trade Technology SLO	Evidence:
97% of our students will demonstrate proficiency in the application of Career Technical Education standards to meet necessary requirements for graduation and for employment in their chosen Career Pathway.	<ul style="list-style-type: none"> • Review of data from previous years in regards to meeting graduation requirements. • Pre and post assessments will be implemented on a yearly basis to determine skill level.

Goal #4: District Cohort Graduation Rate/Extended Graduation Rate SLO	District strategic alignment:
Example: Students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9 th and/or 10 th grade credit accumulation and/or percentage of students that pass 9 th and/or 10 th grade subjects most commonly associated with graduation.	

School Cohort Graduation Rate/Extended	Evidence:
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Graduation Rate SLO	
<p>95% of students in grade nine will attain a minimum of 6.25 credits as required for promotion to grade ten as measured by their status as of August 30, 2015 (Data allows for credit retrieval during the summer program).</p>	<p>Data review for 2012-2013, and 2013-2014 School years indicates the percentage of ninth grade students that are able to attain minimum credits.</p> <ul style="list-style-type: none"> • School counselors will monitor student progress throughout the year through file reviews, review of "failure report, discussions at Team (SRBI) meeting and SAT meetings. • Counselors will meet with struggling students on a regular basis to develop a plan of action. Support personnel will assist with this task. • Parent meetings will be held for all students failing 2 or more courses after the 2nd marking period. • Referrals to our ACE (after-school program) for extra academic support. • STAR Data to be shared with Teachers so they can plan accordingly to meet student's needs.

School Improvement Strategies and Implementation Timeline

Instructions: Identify a comprehensive and coherent set of strategies that are aligned with the school's SMART goals. Select strategies that are actionable and student-centered. Complete the outline below for each of the SMART goals. Provide a performance metric to help measure progress and gauge whether or not the strategy is being implemented effectively and with fidelity. Identify when each strategy will occur by year and semester.

Goal #1: District Literacy Student Learning Objective
<p>Students will demonstrate growth against the district SGP benchmark of 65 compared to their SGP based on the STAR assessments (fall to spring).</p> <ul style="list-style-type: none"> - SGP is a growth model that compares a student's growth (from fall to spring) to that of his or her peers nationwide. SGP is reported on a 1-99 scale, with lower numbers indicating lower relative growth and higher numbers higher growth. Using SGP, rather than one year's growth (as last year), is more encouraging because it measures the growth against students' peers nationwide showing more progress. <p>Example: By 2015, STAR Reading Assessment Data will show a decrease of 20% of students scoring in the intervention and urgent intervention categories in all grade levels as reflected in the baseline data from the beginning of year administration in September, 2014 and comparing it to the EOY administration in May 2016.</p>

Summary: Briefly describe the school’s comprehensive approach to produce gains in this goal area.					
Use of STAR reading assessment three times per year will enable the data team, and teachers to target student intervention initiatives and professional development on an ongoing basis.					
School’s Literacy SLO :					
<p>#1 – 15% or our intervention level students will move to “On Watch” by January 2016. Students currently in grades 9 to 11 scoring at the “Urgent Intervention level on the STAR Reading Assessment will decrease from 16% to 9% by January 2016.</p> <p>#2 – By January 2016, 80% of students in classes of 2017 through 2018 will demonstrate growth toward mastery in constructing a well-developed, evidence-based, text-dependent paragraph as measured by improvement from the mid-year summative assessment 2014-2015 to the mid-year summative assessment 2015-2016.</p>					
Strategies: Identify a core set of strategies to achieve this goal.		Performance Metrics: Identify an indicator for each strategy.		2014-2015	
				Q1	Q2
				Q3	Q4
1.1 - Intervention/Urgent Intervention 20 mins daily of AR Reading Time for all students Expanding Language Lab to five times a week Reading Buddies Utilizing AR quizzes for comprehension in content specific areas Close reading Assigning specific tasks to English Teachers Assigning specific tasks to Social Studies Teachers Focus on basic words – vocabulary Ticket to Quiz Expansion of Ticket to Quiz to junior class Learning Stations to be implemented in Language Lab Increase small group instruction		Scheduling of Language Lab Scheduling of Reading Buddies Teacher created AR quizzes Annotation/work samples/lesson plans that contain close reading strategies Collaboration of content specific teachers including language lab teachers. Creation of basic vocabulary program for all content areas. Students will utilize Ticket to Quiz strategy			

<p>1.2 - Writing</p> <ul style="list-style-type: none"> ○ School wide writing rubrics ○ CFA writing prompts given three times a year in English and Social studies ○ Universal writing program for teaching writing ○ Collaborative scoring of CFAs and summative assessments ○ Student self-reflection journal 	<ul style="list-style-type: none"> ○ Bank of school wide writing rubrics including exemplars (or anchor sets) ○ Schedule of dates for CFA administration; CFAs reflected in lesson plans ○ Planned writing program including common pre-assessments, CFAs, and summative assessments and specific benchmark skills to be taught in certain disciplines. ○ Schedule that reflects meeting times for collaboration; meeting minutes including attendance; and spreadsheet of student scores. ○ Student writing (online) portfolio including reflection journal 				
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<p>Goal #2: District Mathematics Student Learning Objectives</p>
<ul style="list-style-type: none"> - SLO #1: Students can explain and apply mathematical concepts and carry out mathematical procedures with precision and fluency. - SLO #2: Students can frame and solve a range of complex problems in pure and applied mathematics. - SLO #3: Students can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.
<p>Summary: Briefly describe the school’s comprehensive approach to produce gains in this goal area.</p>
<p>Example: Use of STAR math assessment three times per year will enable the data team, teachers, to target student intervention initiatives and professional development on an ongoing basis.</p>

School's Math SLO:					
Of the 49 (41%) 11 th grade algebra 2 students in danger of failing Algebra 2 for the year (at the end of the 2nd quarter), 38 students will earn a passing score of 60% or higher by June 16 th .					
Strategies: Identify a core set of strategies to achieve this goal.	Performance Metrics: Identify an indicator for each strategy	2014-2015			
		Q1	Q2	Q3	Q4
2.1 Math Learning Center class three times a week for all students in danger of failing algebra 2 for the year. <ul style="list-style-type: none"> Letters are being sent home to parents to explain this new program and its benefits to their children. Students will be required to complete 80% of all their homework to stay in the program Must have excellent attendance 	<ul style="list-style-type: none"> homework completion rate for these students in comparison to the students not in the program test scores of this group in comparison to students not in the program trend in test scores as students improve homework completion rate and receive 3 days per week of specialized instruction 				
2.2					
2.3					

Goal #3: District Trade Technology SLO

CTHSS learners will demonstrate proficiency in the application of Career Technical Education standards to meet *certification, licensure* and/or *entry-level requirements* necessary for employment in their chosen Career Pathway.

Summary: Briefly describe the school's comprehensive approach to produce gains in this goal area.

Ella T. Grasso Technical High School recognized that all students should meet proficiency levels in their chosen Trade. They should also be given every opportunity to obtain certifications, license and other credentials available for their chosen field. We need to increase the number of students obtaining credentials.

School's Trade Technology SLO:

97% of our students will demonstrate proficiency in the application of Career Technical Education standards to meet necessary requirements for graduation and for employment in their chosen Career Pathway

Strategies: Identify a core set of strategies to achieve this goal.	Performance Metrics: Identify an indicator for each strategy	2014-2015			
		Q1	Q2	Q3	Q4
3.1 Pre and Post assessments to determine skill level.	Comparing scores from assessments to determine proficiency.				
3.2 Preparing students for employment, certifications, licenses, apprenticeships or other available credentials.	Progress monitoring through checklists of skills required. Identifying strengths and weaknesses within each Trade Technology area.				
3.3 Preparing students to be work force ready in basic skills of the Trade and in “soft skills”	Checklists that indicates the following: <ul style="list-style-type: none"> • Being prepared for class • Being on time • Positive / respectful attitude • Team player 				

Goal #4: District Cohort Graduation Rate/Extended Graduation Rate SLO

Example: Students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9th and/or 10th grade credit accumulation and/or percentage of the students that pass 9th and/or 10th grade subjects most commonly associated with graduation.

Summary: Briefly describe the school's comprehensive approach to produce gains in this goal area.

Ell T. Grasso Tech realizes that freshman year might not be successful for some students because they have difficulties with transitioning to High School. Our responsibility is to support and guide students especially during their freshmen year in order for them to meet success during all their year in High School.


















School's District Cohort Graduation Rate/Extended Graduation Rate SLO:

95% of students in grade nine will attain a minimum of 6.25 credits as required for promotion to grade ten as measured by their status as of August 20, 2015 (Date allows for credit retrieval during the summer programs).

Strategies: Identify a core set of strategies to achieve this goal.	Performance Metrics: Identify an indicator for each strategy	2014-2015			
		Q1	Q2	Q3	Q4
<p>4.1</p> <p>Student achievement will be tracked by counselors on an on-going basis, two or more failures in a marking period will be addressed with the student and their parents. Goals and plans of action will be discussed at that time.</p>	<p>Counselor review of PowerSchool grades, log entries, attendance. Team meeting student reviews.</p>				
<p>4.2</p> <p>Administrators and Team meeting members will meet to review student progress, failures and potential failures. They will collaborate to develop a plan of action.</p> <p>Students and parents will be encouraged to access grade performance via the Parent Portal in PowerSchool.</p>	<p>Team meeting review of student progress.</p>				
<p>4.3</p> <p>Parent meetings will be scheduled to address possible failures.</p> <p>Support personnel will be able to assist with varying needs and will also be part of the monitoring system.</p>	<p>Meeting will be documented with a follow-up of student progress.</p>				

Stakeholder Feedback: Parent Survey
<p>Please list below your target goal based on your Parent Feedback Survey Results for the 2013-14 School Year.</p> <p>30% of our parents will take the Parent Connectedness Survey</p>
Please list Target Survey Question(s):
<ul style="list-style-type: none"> • The number of parents that indicate that they communicate with the school about their child’s schoolwork, challenges, and academic progress will increase on the Parent Connectedness Survey. • Teachers will post homework assignments to Power Teacher by the end of each school day. • Teachers will update grades within seven days on Power Teacher.
State Target Goal:
<ul style="list-style-type: none"> • Grasso Tech’s goal is to increase the frequency and efficiency of parent/teacher communications for the purpose of improving home/school communications and parent engagement.

1. Select the school your child attends:

		Response Percent	Response Count
Abbott Tech		3.6%	99
Bristol TEC		1.5%	42
Bullard-Havens Tech		5.9%	160
Cheney Tech		9.1%	249
Ellis Tech		6.0%	163
Goodwin Tech		5.4%	147
Grasso Tech		5.1%	140
Kaynor Tech		4.6%	126
Norwich Tech		6.4%	175
O'Brien Tech		9.3%	255
Platt Tech		7.9%	215
Prince Tech		7.3%	198
Vinal Tech		5.4%	148
Whitney Tech		5.1%	138
Wilcox Tech		5.3%	144
Windham Tech		6.0%	164
Wolcott Tech		6.0%	165
		answered question	2,728
		skipped question	0

4. This school offers me many ways to be involved in my child's education.

		Response Percent	Response Count
Strongly Agree		35.2%	960
Agree		49.5%	1,350
Disagree		9.9%	269
Strongly Disagree		5.5%	149
		answered question	2,728
		skipped question	0

5. My child is challenged to meet high expectations at this school.

		Response Percent	Response Count
Strongly Agree		33.9%	924
Agree		50.7%	1,383
Disagree		9.8%	267
Strongly Disagree		5.6%	154
		answered question	2,728
		skipped question	0

6. I often communicate with my child's teacher, whether in person, by phone, by email, or in some other way.

		Response Percent	Response Count
Strongly Agree		22.0%	599
Agree		48.1%	1,311
Disagree		21.7%	593
Strongly Disagree		8.2%	225
answered question			2,728
skipped question			0

7. My preferred method of communication is...

		Response Percent	Response Count
Phone Call		33.6%	916
Web-Based Newsletter		1.9%	51
E-mail		60.1%	1,639
Letter		4.5%	122
answered question			2,728
skipped question			0



8. I know how my child is doing in school before I get my child's report card.

		Response Percent	Response Count
Strongly Agree		41.5%	1,133
Agree		45.2%	1,233
Disagree		7.8%	214
Strongly Disagree		5.4%	148
		answered question	2,728
		skipped question	0





9. I am satisfied with the response I get when I contact my child's school with questions or concerns.

		Response Percent	Response Count
Strongly Agree		33.0%	899
Agree		51.2%	1,397
Disagree		8.8%	239
Strongly Disagree		7.1%	193
		answered question	2,728
		skipped question	0





10. I have knowledge of bullying at my child's school.

		Response Percent	Response Count
Yes		37.3%	1,017
No		62.7%	1,711
answered question			2,728
skipped question			0





11. Parents feel comfortable talking to teachers at this school.

		Response Percent	Response Count
Strongly Agree		31.6%	861
Agree		57.1%	1,558
Disagree		6.2%	169
Strongly Disagree		5.1%	140
answered question			2,728
skipped question			0





12. The school environment supports learning.

		Response Percent	Response Count
Strongly Agree		37.0%	1,009
Agree		52.7%	1,437
Disagree		4.7%	129
Strongly Disagree		5.6%	153
answered question			2,728
skipped question			0


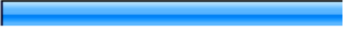


13. My child speaks positively about peers and their interactions.

		Response Percent	Response Count
Strongly Agree		29.1%	793
Agree		55.4%	1,510
Disagree		9.4%	257
Strongly Disagree		6.2%	168
		answered question	2,728
		skipped question	0





14. If my child has a problem, there is someone at school who can help.

		Response Percent	Response Count
Strongly Agree		32.0%	872
Agree		55.8%	1,523
Disagree		6.0%	165
Strongly Disagree		6.2%	168
		answered question	2,728
		skipped question	0





15. My child feels safe at this school.

		Response Percent	Response Count
Strongly Agree		36.1%	985
Agree		54.9%	1,498
Disagree		3.6%	99
Strongly Disagree		5.4%	146
answered question			2,728
skipped question			0





16. I talk with my child's teacher(s) about what I can do to help my child learn.

		Response Percent	Response Count
Strongly Agree		22.0%	600
Agree		55.1%	1,504
Disagree		16.7%	455
Strongly Disagree		6.2%	169
answered question			2,728
skipped question			0





17. My child's school is sensitive to issues regarding race, gender, sexual orientation and disabilities.

		Response Percent	Response Count
Strongly Agree		28.0%	763
Agree		58.9%	1,607
Disagree		7.0%	191
Strongly Disagree		6.1%	167
		answered question	2,728
		skipped question	0





18. The school provides students with helpful information about preparation for college or other career choices.

		Response Percent	Response Count
Strongly Agree		28.1%	767
Agree		57.3%	1,562
Disagree		9.2%	252
Strongly Disagree		5.4%	147
		answered question	2,728
		skipped question	0


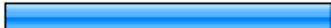


19. My child's teacher(s) treat me with respect.

		Response Percent	Response Count
Strongly Agree		39.4%	1,076
Agree		51.6%	1,407
Disagree		4.3%	117
Strongly Disagree		4.7%	128
answered question			2,728
skipped question			0





20. My child is learning a lot in school this year.

		Response Percent	Response Count
Strongly Agree		33.8%	921
Agree		51.6%	1,409
Disagree		8.5%	232
Strongly Disagree		6.1%	166
answered question			2,728
skipped question			0





21. The school facilities are clean and well-maintained.

		Response Percent	Response Count
Strongly Agree		33.7%	919
Agree		51.7%	1,410
Disagree		8.4%	228
Strongly Disagree		6.3%	171
		answered question	2,728
		skipped question	0





22. My child's school communicates well with me.

		Response Percent	Response Count
Strongly Agree		34.6%	945
Agree		50.2%	1,370
Disagree		9.1%	249
Strongly Disagree		6.0%	164
		answered question	2,728
		skipped question	0

23. If I have questions or concerns about emotional, physical or educational concerns I know whom to contact at this school.

		Response Percent	Response Count
Strongly Agree		31.8%	868
Agree		54.1%	1,476
Disagree		8.0%	218
Strongly Disagree		6.1%	166
answered question			2,728
skipped question			0

24. My child has access to extra academic help outside the classroom.

		Response Percent	Response Count
Strongly Agree		25.7%	700
Agree		56.9%	1,552
Disagree		11.9%	324
Strongly Disagree		5.6%	152
answered question			2,728
skipped question			0





25. I have the opportunity to assume leadership roles in my student's school through committee work.

		Response Percent	Response Count
Strongly Agree		17.9%	489
Agree		63.3%	1,726
Disagree		12.7%	347
Strongly Disagree		6.1%	166
answered question			2,728
skipped question			0





26. In the school there were clear directions for where to find specific offices and classrooms.

		Response Percent	Response Count
Strongly Agree		22.5%	614
Agree		57.4%	1,565
Disagree		14.0%	382
Strongly Disagree		6.1%	167
answered question			2,728
skipped question			0





27. I know where to find information about school and classroom policies, school rules, parent teacher conferences.

		Response Percent	Response Count
Strongly Agree		29.5%	806
Agree		58.1%	1,585
Disagree		7.3%	200
Strongly Disagree		5.0%	137
		answered question	2,728
		skipped question	0

28. My child's school notifies me of upcoming parent information sessions.

		Response Percent	Response Count
Strongly Agree		37.1%	1,011
Agree		49.7%	1,355
Disagree		8.0%	218
Strongly Disagree		5.3%	144
		answered question	2,728
		skipped question	0

29. I have been given information about the school's Family Engagement programming.

		Response Percent	Response Count
Strongly Agree		24.9%	678
Agree		51.1%	1,394
Disagree		17.1%	467
Strongly Disagree		6.9%	189
		answered question	2,728
		skipped question	0