**Hartford Area Career and Technology Center**

**Action Plan/School Improvement Plan**

**2013-2016**

**Goal Area: Communication**

**Critical Need:**

1. HSD Ends Policy 1.0: “Students will perform at a high level in these crucial areas of academic expertise: reading skills for information and interpretation ...written and verbal communication skills.”

2. HACTC Mission Statement: “Learners communicate effectively.”

**Data Sources:** NECAP Reading and Writing Assessments, Student Portfolios

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| **Goal** | **Strategies** | **Evidence** |
| Students will effectively communicate in the written and verbal form. | 1. In every HACTC program curriculum, focus, form, voice, depth, and audience will be used to teach, assess, and discuss written and verbal communications.  2. The HACTC will strengthen its connections to the sending schools English curriculums. | 1. Students’ portfolio writing will show a better understanding of the identified audience.  2. Students will speak at or in the following events: awards assemblies, open house, recruiting visits, marketing and social media promotions, CTSO competitions, Town Meeting, and classroom presentations.  3. Students NECAP and SBAC Reading and Writing Assessment scores will make progress towards the State benchmarks as outlined in the School Improvement Plan as 1s1. |

**Goal Area: Assessment/Student Performance**

**Critical Need:**

1. HSD Ends Policy 1.0: “Students will perform at a high level in these crucial areas of academic expertise: ...problem-solving skills based on mathematical, scientific, and social-scientific knowledge demonstrated through application.

2. HACTC Mission Statement: “Learners solve problems and think critically”

“Evidence of learning results from applied occupational, academic, and technological practice.”

“Reflection complements learning.”

**Data Source:** NECAP Math Assessments, State End-of-Program Technical Assessments, Portfolios

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| **Goal** | **Strategies** | **Evidence** |
| Students will connect their learning to the program Competency and Task Lists, Common Core State Standards, and Foundation Skills. | 1. Teachers will align their lesson plans with program Competency and Task Lists, Common Core State Standards, and Foundation Skills.  2. Portfolios will become the main assessment tool for teachers and students.  3. Using the English and Math Advisory Committees, the HACTC will create stronger curriculum connections to the sending schools. | 1. Students’ portfolios will evidence their learning in regards to progress and achievement.  2. Students’ NECAP and SBAC Math Assessment results will make progress towards the State benchmarks of 30% as outlined in the School Improvement plan as 1s2.  3. Students’ End-of-Program State Technical Assessment results will make progress towards the State benchmark of 74% achievement as outlined in the School Improvement Plan as 2s1. |



**Goal Area: Technology**

**Critical Need:**

1. HSD Ends Policy 1.1: “Students will be proficient in a variety of ways that are responsible, are respectful, and enhance both academic and life skills.”

2. HACTC Mission Statement: “Evidence of learning results from applied occupational, academic, and technological practice.”

**Data Source:** Advisory Committees



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| **Goal** | **Strategies** | **Evidence** |
| Students will use technology to enhance and evidence their learning. | 1. Through consistent professional development, teachers will increase their digital fluency so as to best instruct and assess their students’ learning.  2. Teachers and students will use Google Apps For Education to plan, organize, deliver, assess, and communicate learning. | 1. Students will create digital portfolios evidencing program Competency and Task Lists, Common Core State Standards, and Foundation Skills. |

**Goal Area: Climate**

**Critical Need:**

1. HSD Ends Policy 2.0: “ Students will demonstrate the qualities essential for succeeding within and outside of the school setting, including integrity, tolerance, self-motivation, and work ethic, intellectual curiosity, and respect for themselves and others.”

HSD Ends Policy 3.0: “Students will demonstrate and understanding and appreciation of how their actions integrate with broader society, and participate actively and positively within their school and community.”

2. HSD Mission Statement: “Learning occurs in a respectful, safe, positive, and equitable community.”

“Purposeful relationships between students and educator enhance learning.”

**Data Source:**

1. Non-traditional Participation and Completion rate

2. HACTC Student Climate Survey

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| **Goal** | **Strategies** | **Evidence** |
| Students will feel safe and respected at the HACTC. | 1. HACTC Staff will receive professional development on how to teach behaviorally-challenging students.  2. Students will take the HACTC Climate Survey and the data will be examined by the Staff.  3. A student Leadership Team will be created to provide the Director with input on the school climate.  4. The HACTC will continue to explore strategies to recruit and retain non-traditional students. For example, utilizing non-traditional speakers and role models as well as ensuring promotional materials are gender balanced. | 1. Non-traditional Participation rate will make progress towards the State benchmark of 16.85% as outlined in the School Improvement Plan as 6s1.  2. Non-traditional Completion rate will make progress towards the State benchmark of 16.85% as outlined in the School Improvement Plan as 6s2.  3. Data on the HACTC Climate Survey will continue to show |







**Goal Area: Curriculum**

**Critical Need:**

1. HSD Ends Policy 2.0: “ Students will demonstrate the qualities essential for succeeding within and outside of the school setting, including integrity, tolerance, self-motivation, and work ethic, intellectual curiosity, and respect for themselves and others.”

2. HACTC Mission Statement: “Learning creates and sustains strong, caring individuals.”

“Learning and service strengthen the greater community.”

**Data Source:**



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| **Goal** | **Strategies** | **Evidence** |
| Students will learn the importance of using their skills and talents to strengthen their communities. | 1. Community service projects will be made available to students.  2. Community service by students will be celebrated and promoted. | 1. Students will evidence in their portfolios the learning that occurred through participation in community service. |