**Improvement Plan - Program Year 2013 -2014** **March, 2013**

**Hartford Career & Tech. Ctr.**

**1s1** **Concentrators who met NECAP Reading Standard** **Target: 60%**

PY 11-12 Population: Economically Number of concentrators who were tested in 11th Number of those students who reached Population

Disadvantaged grade Reading in Fall 2010 and left secondary: 24 standard: 12 Performance: 50%

PY 11-12 Population: IEP Number of concentrators who were tested in 11th Number of those students who reached Population

grade Reading in Fall 2010 and left secondary: 13 standard: 1 Performance: 8%

PY 11-12 Population: Males Number of concentrators who were tested in 11th Number of those students who reached Population

grade Reading in Fall 2010 and left secondary: 36 standard: 16 Performance: 44%

PY 11-12 Population: All Students Number of concentrators who were tested in 11th Number of those students who reached Population

grade Reading in Fall 2010 and left secondary: 69 standard: 37 Performance: 54%

PY 11-12 Population: White Number of concentrators who were tested in 11th Number of those students who reached Population

grade Reading in Fall 2010 and left secondary: 66 standard: 35 Performance: 53%

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| **ACTION STEPS** | | **IMPLEMENTATION PLAN** | | | | |
| **SECTION A**: **Descriptively list the actions you plan to take to ensure you will be able to progress toward your goal.** *Action steps are strategies and interventions which should be data-based and measurable and include professional development, collaborative activities, use of technology and parent/community engagement initiatives. These steps should only involve actions that are within your control.* | | **SECTION B – For each of the Action Steps you list, provide a timeline, person(s) responsible, projected cost(s), funding sources, evaluative strategies and performance results/outcomes.** *Action Steps must be implemented during this current school year. Evaluation Strategies define how you will evaluate the level of success of the action step.* | | | | |
| Timeline | Person(s) Responsible | Projected Costs & Funding Sources | Evaluation Strategy | Performance Results / Outcomes |
| Action Step | **The HACTC will use its English Advisory Committee to make stronger curricular connections between the sending schools' English curriculums and the HACTC program curriculums, particularly in the area of reading. Part of this connection provides HACTC teachers with the NECAP reading scores of their incoming students, allowing them to address areas of deficiency.** | **2013-2014 School Year** | **Havah Walther, HACTC Outreach Coordinator**  **Hannah Leland, Foundation Skills Coordinator** | **$32,500 - salaries and benefits for Outreach Coordinator** | **Monitor the reading performance of the identified students through the evidence collected in their portfolios.** | **HACTC students will have better reading strategies and will perform better on standardized assessments like the NECAP or future SBAC.** |
| Action Step |  |  |  |  |  |  |
| Action Step |  |  |  |  |  |  |

**1s2** **Concentrators who met NECAP Math Standard** **Target: 30%**

PY 11-12 Population: Economically Number of concentrators who were tested in 11th Number of those students who reached Population

Disadvantaged grade Math in Fall 2010 and left secondary: 23 standard: 5 Performance: 22%

PY 11-12 Population: IEP Number of concentrators who were tested in 11th Number of those students who reached Population

grade Math in Fall 2010 and left secondary: 13 standard: 1 Performance: 8%

PY 11-12 Population: White Number of concentrators who were tested in 11th Number of those students who reached Population

grade Math in Fall 2010 and left secondary: 65 standard: 9 Performance: 14%

PY 11-12 Population: Females Number of concentrators who were tested in 11th Number of those students who reached Population

grade Math in Fall 2010 and left secondary: 32 standard: 5 Performance: 16%

PY 11-12 Population: Males Number of concentrators who were tested in 11th Number of those students who reached Population

grade Math in Fall 2010 and left secondary: 36 standard: 5 Performance: 14%

PY 11-12 Population: All Students Number of concentrators who were tested in 11th Number of those students who reached Population

grade Math in Fall 2010 and left secondary: 68 standard: 10 Performance: 15%

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| **ACTION STEPS** | | **IMPLEMENTATION PLAN** | | | | |
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| Timeline | Person(s) Responsible | Projected Costs & Funding Sources | Evaluation Strategy | Performance Results / Outcomes |
| Action Step | **The HACTC will use its Math Advisory Committee to make stronger curricular connections between the sending schools' Math curriculums and the HACTC program curriculums, particularly in the area of high-order mathematical skills (as opposed to just occupational mathematical skills). Part of this connection provides HACTC teachers with the NECAP Math scores of their incoming students, allowing them to address areas of deficiency.** | **2013-2014 School Year** | **Havah Walther, Outreach Coordinator**  **Hannah Leland, HACTC Foundation Skills Coordinator** | **$32,500 salaries and benefits for Outreach Coordinator** | **Monitor the mathematical performance of the identified students through the evidence collected in their portfolios.** | **HACTC students will have stronger mathematical skills and will perform better on standardized assessments like the NECAP or future SBAC.** |
| Action Step |  |  |  |  |  |  |
| Action Step |  |  |  |  |  |  |

**2s1** **Technical Skill Assessment** **Target: 74%**

PY 11-12 Population: Males Concentrators who took the state recognized Concentrators who passed the state Population

technical assessment for their program: 32 recognized technical assessment for their Performance: 56%

program: 18

PY 11-12 Population: All Students Concentrators who took the state recognized Concentrators who passed the state Population

technical assessment for their program: 42 recognized technical assessment for their Performance: 62%

program: 26

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| **ACTION STEPS** | | **IMPLEMENTATION PLAN** | | | | |
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| Timeline | Person(s) Responsible | Projected Costs & Funding Sources | Evaluation Strategy | Performance Results / Outcomes |
| Action Step | **HACTC instructors will use data from the Assessment Analysis Report, specifically the Topic Area Scores, to identify where adjustments need to be made in their delivery and assessment of their program curriculum.** | **2013-2014 School Year** | **Director**  **Program Instructors** | **No Cost.** | **The percentage of students passing the end-of-program assessments will increase.** | **Students will learn more of the intended program curriculum and therefore be more prepared for successful employment or post-secondary education.** |
| Action Step |  |  |  |  |  |  |
| Action Step |  |  |  |  |  |  |

**6s1** **2012 Non-Trad Participation** **Target: 16.85%**

PY 11-12 Population: All Students Number of enrollments in programs that lead to non- Number of non-traditional enrollments : 20 Population

trad occupations : 157 Performance: 13%

PY 11-12 Population: Males Number of enrollments in programs that lead to non- Number of non-traditional enrollments : 4 Population

trad occupations : 97 Performance: 4%

PY 11-12 Population: White Number of enrollments in programs that lead to non- Number of non-traditional enrollments : 18 Population

trad occupations : 150 Performance: 12%

PY 11-12 Population: IEP Number of enrollments in programs that lead to non- Number of non-traditional enrollments : 1 Population

trad occupations : 33 Performance: 3%

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| Timeline | Person(s) Responsible | Projected Costs & Funding Sources | Evaluation Strategy | Performance Results / Outcomes |
| Action Step | **The following new and existing strategies are aimed at improving non-traditional student participation: gender-balanced photos displayed throughout the HACTC; gender-balanced digital and social media presence; non-traditional classroom presenters; non-traditional role models; lead sponsor of the Women Can Do conference.** | **2013-2014 School Year** | **All Staff** | **Funds to support these strategies come from both local and Perkins funds. All three projects in our Perkins Plan support non-traditional participation.**  **However, both the Outreach Coordinator and the Career Planner will address this indicator and their combined salaries and benefits are $41,300** | **On a quarterly basis, the Leadership Team assesses the progress of recruiting, supporting, and retaining non-traditional student participation in HACTC programs.** | **Despite seemingly never doing so, we are still focused on making progress towards the state benchmark. We continually evaluate our existing strategies and are always looking for new strategies as we believe deeply in the content importance of this target.** |
| Action Step |  |  |  |  |  |  |
| Action Step |  |  |  |  |  |  |

**6s2** **2012 Non-Trad Program Completion** **Target: 16.85%**

PY 11-12 Population: Males Number of completers of programs that lead to non- Number of non-traditional completers : 2 Population

traditional occupations : 32 Performance: 6%

PY 11-12 Population: All Students Number of completers of programs that lead to non- Number of non-traditional completers : 8 Population

traditional occupations : 53 Performance: 15%

PY 11-12 Population: White Number of completers of programs that lead to non- Number of non-traditional completers : 6 Population

traditional occupations : 51 Performance: 12%

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| **ACTION STEPS** | | **IMPLEMENTATION PLAN** | | | | |
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| Timeline | Person(s) Responsible | Projected Costs & Funding Sources | Evaluation Strategy | Performance Results / Outcomes |
| Action Step | **The HACTC will continue its support of students in non-traditional programs by providing non-traditional role models, both student and staff, non-traditional presenters, and also by providing work-based learning opportunities with non-tradtional mentors.** | **2013-2014** | **Staff**  **Cooperative Education Coordinator** | **The costs for this action step, like those of 6s1, are embedded in all three projects of the HACTC 's Perkins Plan.**  **Again, though, both the Outreach Coordinator and the Career Planner will target this indicator and their salaries and benefits combined are $41,300** | **The Leadership Team reviews quarterely our progress on improving non-traditional completion rates.** | **If we can improve our non-traditional participation rates, we then will increase our percentage of non-traditional completors. Again, this target is very important to us and regardless of whether we meet or exceed the target, we will always be looking to improve.** |
| Action Step |  |  |  |  |  |  |
| Action Step |  |  |  |  |  |  |

**Program Improvement Plan**

**Hartford Career & Tech. Ctr.** **March, 2013**

Denominators and numerators are not displayed when they may be less than 11 students

**2s1** **Technical Skill Assessment** **Target: 74%**

PY 11-12 Program: Building Trades Concentrators who took the state recognized Concentrators who passed the state Population

technical assessment for their program: not displayed recognized technical assessment for their Performance: 43%

program: not displayed

PY 11-12 Program: Auto Technology Concentrators who took the state recognized Concentrators who passed the state Population

technical assessment for their program: not displayed recognized technical assessment for their Performance: 22%

program: not displayed

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| Timeline | Person(s) Responsible | Projected Costs & Funding Sources | Evaluation Strategy | Performance Results / Outcomes |
| Action Step | **The Building Trades and Automotive Technology instructors will use data from the Assessment Analysis Report, specifically the Topic Area Scores, to identify where adjustments need to be made in their delivery and assessment of their program curriculum. instructors will work with our new math initiative to maximize academic rigor.** | **2013-2014 School Year** | **Director**  **Bob Clavelle, Building Trades Instructor**  **Steve Bingham, Automotive Technology Instructor** | **In the Program Improvement Subgrant of our Perkins LP, there is an $21,000 allocation for equipment. Some of the allocation will be used to address this indicator- roughly $5000-$7000.** | **The percentage of Building Trades and Automotive Technology students passing the end-of-program assessments will increase.** | **When the percentage of students passing the end-of-program assessment increases, so does the likelihood that the program curriculum prepares students for employment or post-secondary education.**  **The percentage of students passing the TSA will increase to meet performance indicator.** |
| Action Step |  |  |  |  |  |  |
| Action Step |  |  |  |  |  |  |