

# Connecticut Technical Education and Career System

## 2021 – 2022

### District Improvement Plan

#### CTECS Performance at a Glance

The District Improvement Plan (DIP) should include goals in each of the categories if the 2030 State goal has not been met and/or CTECS is not on track to meet the 2030 State goal.

Indicator	Index or Rate	2030 Target	Meeting ESSA Milestones?
District Performance Index	67.7	85	No
ELA Performance	46.5	75	No
Math Performance	42.9	75	No
Science Performance	50.1	75	Yes*
EL Literacy	41.9%	100%	No
EL Oral	55.7%	100%	No
Chronic Absenteeism	9.9%	< 5%	Yes
CCR Courses	Exceeds 2030 Goals		
CCR Passing Exams	11.9%	75%	No
Graduation Rate	Exceeds 2030 Goals		
Postsecondary Entrance	44.6%	75%	No
Physical Fitness Test**	44.4%	75%	N/A
Arts Access	59.6%	60%	Yes

\*By virtue of only having initial benchmark data, all schools are currently “on track.”

\*\*PE test is not included in the ESSA (Every Student Succeeds Act) Milestones.

#### CTECS Goals and Strategies for 2021 - 2022

##### **Climate**

**Goal 1:** CTECS will improve the ranking by students in the category of Social and Civic Learning from a 10 to an 8 as measured by the Spring 2022 National School Climate Survey.

**Goal 2:** CTECS will increase parent participation Spring 2022 National School Climate Survey by 5% in comparison to the Spring 2021 administration.

**Goal 3:** CTECS Chronic Absenteeism for 2021 – 2022 will decrease 2% in comparison to 2020 – 2021.

**Goal 4:** In 2021 – 2022, CTECS will achieve recognition as High Reliability Schools (HRS) Level 1 Certified District by having all schools reach HRS Level 1 status.

### Key Strategies:

1. Utilize district-wide SEL Tier I strategies with resources.
2. Implement SEL Curriculum Pilot – Grade 9.
3. Formation of SEL committee to develop and evaluate district-wide resources Tiers I, I, and regional resources.
4. Development of district-wide Tier II strategies and interventions.
5. Equity training for staff.
6. Student equity leader training.
7. Marzano – building relationships strategies.
8. Formation of CTECS District Attendance Committee.
9. Utilization of COVID Recovery funding to provide engaging programming and necessary support.
10. Share best practices from Bullard-Havens, Ellis, Norwich, Cheney, Prince, O'Brien, and Abbott in order to support achievement of HRS Level 1 Certification for all CTECS schools.

### English Language Arts/Literacy

Goal: By Spring 2022, the percentage of CTECS students meeting or exceeding the Evidence-Based Reading and Writing (ERW) Benchmark will increase from 40% (Fall 2020 PSAT/NMSQT11, Benchmark 460) to 50% (Spring 2022 CT School Day SAT, Benchmark 480).

### Key Strategies:

1. Intentional Planning – 18 Day Challenge supported by Marzano.
2. Implementing research-based instructional delivery model of gradual release of responsibility (segmenting the instructional block).
3. Planning for and engaging students with higher-level cognitive questioning.
4. Developing and implementing clear task parameters.
5. Implementing an MTSS system and structure for Tier II and III interventions.

### Growth in English Proficiency

Goal 1: By Spring 2022, CTECS English Learners' average percent target achieved for Literacy (Reading and Writing) will be 55% or higher as measured by the LAS Links Assessment.

Goal 2: By Spring 2022, CTECS English Learners' average percent target achieved for Oral (Speaking and Listening) will be 60% or higher as measured by the LAS Links Assessment.

Goal 3: By Spring 2022, 75% of CTECS English Learners will show growth on the Literacy (Reading and Writing) and Oral (Speaking and Listening) target areas of the LAS links Assessment as measured by scale scores.

### Key Strategies:

1. ELD course offered 5X weekly to identified students in all grades.
2. Progress monitoring will take place using ELLevation.

3. Professional development for Title I schools on 8/25 and 8/27 (other schools to follow) to include CLEP Standards, lesson preparation, writing language objectives.
4. Professional Development for EL teachers on a variety of topics linked to language acquisition.
5. Collaboration with Legal on a variety of topics aimed at standardizing practices and communication.

## **Mathematics**

Goal 1: 90% of grade 9 students (class of 2025) will earn at least on credit in mathematics prior to entering grade 10.

Goal 2: By Spring 2022, 50% of grade 11 students who earned credit in a higher-level algebra course (Advanced Algebra or Honors Algebra II) will meet or exceed the math benchmark on the 2022 SAT School Day assessment administration.

Goal 3: The average SAT score for the Spring 2022 SAT School Day assessment administration to grade 11 will be 5% higher than the average 2020 PSAT score for the same cohort.

### **Key Strategies:**

1. Implementing a new math plan for incoming grade that includes:
  - a. Use of the Reveal Math materials from McGraw-Hill.
  - b. Enrolling grade 9 students directly into Pre-Algebra, Algebra I, or Honors Algebra I based on assessment scores.
  - c. Utilizing math coaching and math trade support teachers in Title I schools.
2. Ensuring that higher level algebra courses are made available to a broader population of students.

## **Science**

Goal 1: 100% of grade 11 CTECS students (class of 2023) will participate in the NGSS assessment of 2022; an increase of 16.4% based on a 83.6% participation rate for the class of 2022.

Goal 2: 11<sup>th</sup> grade students (class of 2023) reaching Goal (level 3) and Advanced (level 4) will increase 20% overall based on the findings of the assessment administered to the class of 2022.

Goal 3: FOCUS schools (A. I. Prince and Eli Whitney Technical High School) will increase percentage of grade 11 students scoring Goal or higher on the 2022 NGSS to meet or exceed the percentage of students scoring Goal or higher in each predominate sending district; Hartford and New Haven respectively. In addition, participation will increase at Eli Whitney from 50.9% to 100% and at A. I. Prince from 82.1% to 100%.

### Key Strategies:

1. Monitor teaching practices and laboratory development which align with NGSS methodology.
2. Continue to use the on-line simulator GIZMO as a teaching tool which aligns to the actual NGSS assessment.
3. Continue to use CSDE Interim NGSS Assessments as a tool for practice and discourse in the classroom.

### Physical Fitness

Goal 1: 40% of grade 10 CTECS students will score at or above the Health Standard on the Connecticut Physical Fitness Assessment (CPFA) as measured by FitnessGram® Assessment by the end of the 2021 – 2022 school year.

Goal 2: 70% of grade 10 CTECS students will score at or above the Health Standard for the 90° push-up on the Connecticut Physical Fitness Assessment (CPFA) as measured by FitnessGram® Assessment by the end of the 2021 – 2022 school year.

Goal 3: 45% of grade 10 CTECS students will score at or above the Health Standard on the Progressive Aerobic Cardiovascular Endurance run (PACER) on the Connecticut Physical Fitness Assessment (CPFA) as measured by FitnessGram® Assessment by the end of the 2021 – 2022 school year.

### Key Strategies:

1. Utilize Fitness Center with formal, structured lessons.
2. Circuit training and co-teaching to increase interaction and activity.
3. Practice the CPFA regularly, especially the PACER.
4. Ensure all students, beginning in grade 9, are familiar with the assessment process and standards.
5. Include lessons that incorporate activities that build aerobic fitness and sportsmanship.
6. Practice safety in all activities.

### Career Technologies

Goal 1: During the 2021 – 2022 school year, all CTECS students in grades 10 – 12 will earn at least one industry credential as evidenced by PowerSchool Records.

Goal 2: By Spring 2022, all CTECS schools will increase overall participation in Work Based Learning, Job Shadowing, and internships by 10%.

### Key Strategies:

1. Trade consultants will actively seek additional industry recognized credentials that are supported by CTECS curriculum.
2. Expand Student Workforce to include Work Based Learning (WBL).
3. Bring more visibility to Student Workforce and WBL by:

- a. Giving the Student Workforce and WBL a bigger presence on our website, including a tally page for WBL employers.
  - b. Creating “swag” for the Student Workforce (including WBL) and WBL employers.
  - c. Creating additional advertising and recruiting materials.
4. Continue to explore driver’s education feasibility.
5. Collecting data on student hours worked and dollars earned.