



CONNECTICUT TECHNICAL  
HIGH SCHOOL SYSTEM

**SCHOOL IMPROVEMENT PLAN**  
*Emmett O'Brien Technical High School*  
**2014-2015**

Dr. Nivea Torres, Superintendent of Schools

## CTHSS Superintendent's Theory of Action

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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.

- 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.

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.

## 2013-14 District Profile

### DISTRICT

#### Enrollment October 1st 2013

<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>
2950	2781	2609	2459	10799	919	290	45.55	406

Black or African American: 1364

Hispanic/ Latino: 3519

White: 5439

Asian: 96

Native Hawaiian or Other Pacific Islander: 9

American Indian or Alaska Native: 47

Two or More Races: 324

9-12 Students % Days Attended: 93

June 2013 Grad Rate: 96.3

Work Based Learning 2013-14: 489

#### Discipline - Counts of sanctions issued to students

<u>EXP</u>	<u>OSS</u>	<u>ISS</u>
88	724	2147

#### Survey Response Rates

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

#### CT Physical Fitness Assessment

Female % Pass (all four tests): 30.80%

Male % Pass (all four tests): 41.90%

#### LAS Links

<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%

#### Science CAPT

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

#### STAR Reading

Percentage of Students who realized 40 SGP Target

School-wide 77.4%

Grade 9: 81.1%

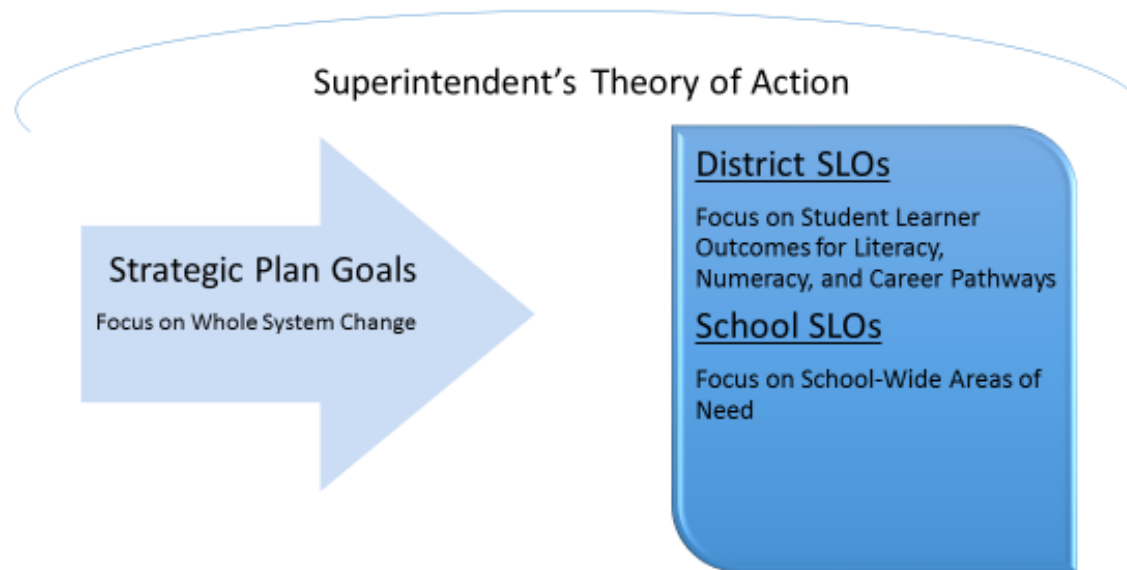
Grade 11: 71%

Grade 10: 85.2%

Grade 12: 72.2%

SGP indicates how much growth students have made related to their academic peers. Academic peers are students at the same grade level with same student scale score.





## 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.



# 2014-15 Data Report

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## 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>
151	144	146	127	568	59	5	35.39	

Black or African American: 53

Hispanic/ Latino: 142

White: 347

Asian: 3

Native Hawaiian or Other Pacific Islander: 1

American Indian or Alaska Native: 2

Two or More Races: 20

9-12 Students % Days Attended: 92.53

June 2013 Grad Rate: 96.6

Work Based Learning  
(School Year): 4

### Discipline - Counts of sanctions issued to students

<u>EXP</u>	<u>OSS</u>	<u>ISS</u>	<u>Arrests</u>
5	13	92	2

### Survey Response Rates

	<u>PARENT SURVEY</u>	<u>STUDENT SURVEY</u>	<u>STAFF SURVEY</u>
Spring 2014	45.30%	96.60%	101.60%

### CT Physical Fitness Assessment

Female % Pass (all four tests): 18.70%

Male % Pass (all four tests): 26.40%

## LAS Links

<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>
1	2				3	66.60%

## Science CAPT

Number of Students Tested	151	Proficient %	85.4	Level 1 %	2
Avg Scale Score	245.3	Goal %	27.2	Level 2 %	12.6
				Level 3 %	58.3
				Level 4 %	18.5
				Level 5 %	8.6

## STAR Reading

The Districtwide SGP Goal is 65% by May 2015

School-wide SGP Average on 2/4/15: 40%

Grade 9: 55%

Grade 11: 26%

Grade 10: 33%

Grade 12: 46%

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:	Emmett O'Brien Technical High School
School Principal Name:	Laurie LeBouthillier
School Improvement Leadership Team Member Names:	Laurie LeBouthillier Jeffrey Levinson Justin Lowe Debra Anderson Jo Silkoff Daniel Nemergut Cecelia Sheppard Kisha Richardson Ted Holly

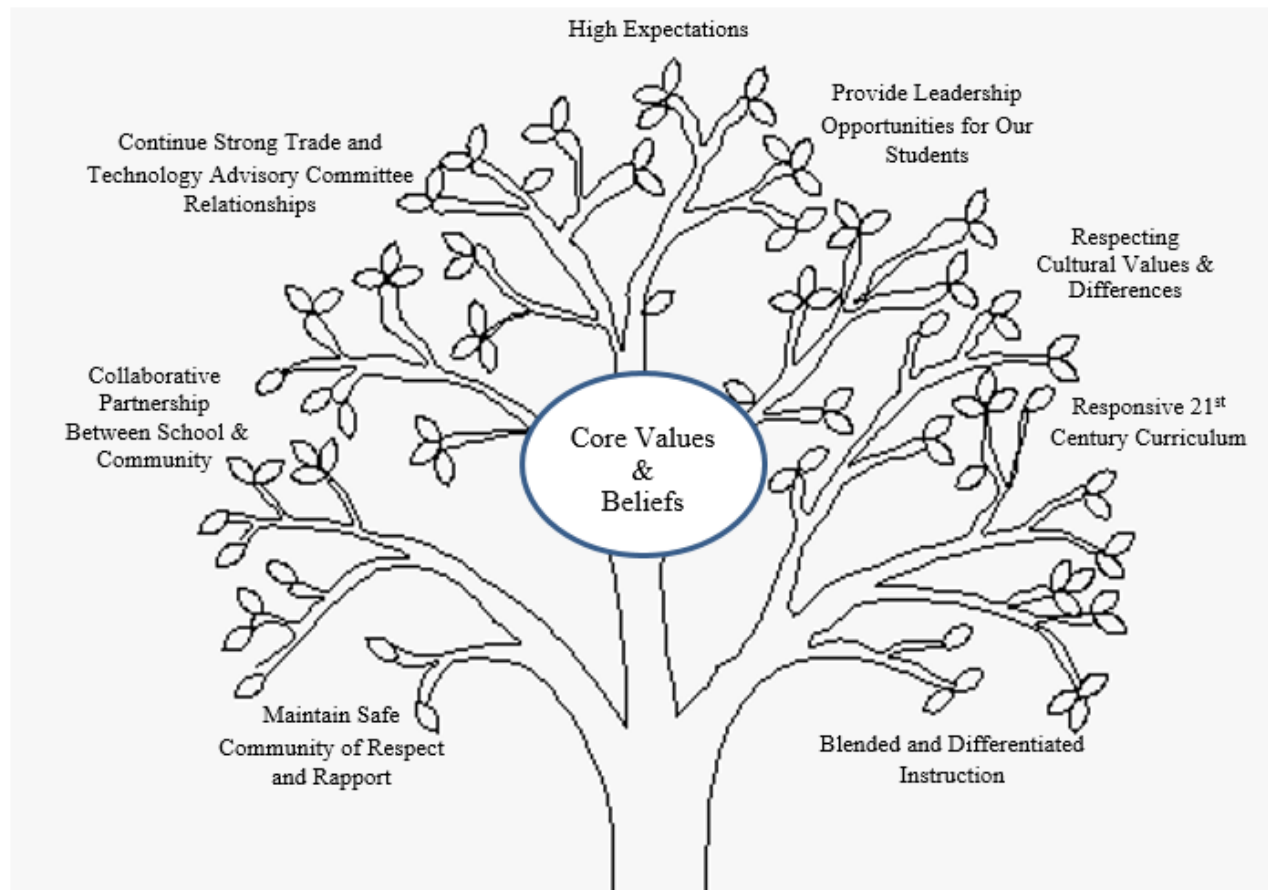
Leadership Standards Focus:	<p>Focus Area 1 Performance Expectation #4 <u>Families and Stakeholders</u> Element A: 3: Communicates with families and community</p> <p>Focus Area 2 Performance Expectation #3:<u>Organizational Systems and Safety</u> Element B :<u>Operational Systems</u></p>
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### Theory of Action

As a school leader, please share your Theory of Action

### Emmett O'Brien Technical High School's Theory of Action

**Emmett O'Brien Technical High Schools'** core values are the driving force behind our commitment to make our vision and philosophy a reality: To become a high performing career technical school in the Connecticut Technical High School System. This will be accomplished by aligning with industry needs, meeting post-secondary requirements, embracing technological innovation, and shared leadership with our staff and stakeholders.



## School's Philosophy and Goals

### **Mission**

Emmett O'Brien will provide our students with a comprehensive educational program that prepares them academically, technically and socially to become responsible, successful, and contributing members to society.

### **Statement of Philosophy**

The faculty and staff of Emmett O'Brien Technical High School are committed to provide an educational environment which will lead to our students' life-long learning opportunities and career experiences. Through our efforts, the school community will foster an atmosphere that will encourage students to achieve success in both technical and academic areas. These efforts will enable students to become productive and contributing members of their community.

### **Statement of Goals**

Emmett O'Brien Technical High School will:

- Promote a safe, orderly, and disciplined environment.
- Create an atmosphere of mutual respect, support, and cooperation among all members of the school community which will build positive connections between students, parents, and staff.
- Provide students with culturally enriching experiences and exposure to diversity that will foster an attitude of tolerance and an appreciation of the differences among people.
- Collaborate with business, industry and community leaders to explore 21st century technology so that our students will exhibit competence in their career and post-secondary educational choices.
- Empower students to be responsible and independent learners and provide students with multiple opportunities to lead and succeed.

**Summarize your school's greatest strengths.**

- Strong communication with all stakeholders.
- Community involvement through Valley United Way, Griffin Hospital, TEAM, American Heart Association, American Red Cross, My Sister's Place, American Cancer Society...etc.
- Professional learning communities between departments and intra-department relations.
- Use of data to drive instruction and develop tiered interventions to assist student growth academically and socially.

**Summarize your school's most significant growth areas.**

- Increased blended classrooms with technology through the use of Google docs, Smart Boards, electronic textbooks and other applications.
- Developed a partnership with UCONN and Common Ground High School in the area of Science.
- Increased staff involvement in planning and presenting professional development to staff.
- Continued renovations and additions to existing campus.

## School Priority Areas and SMART Goals

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**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.

Emmett O'Brien's 9<sup>th</sup> -12<sup>th</sup> grade students will demonstrate a 3% growth on the STAR Reading Assessment scaled score baseline data given in Sept.- Oct. of 2014 compared to the STAR Reading Assessment scaled score given in May of 2015.

Emmett O'Brien's 9<sup>th</sup> and 10<sup>th</sup> grade students will demonstrate a 3% growth on the STAR Math Assessment scaled score baseline data given in Sept.-Oct of 2014 compared to the STAR Math Assessment scaled score given in May of 2015.

Emmett O'Brien's 9<sup>th</sup> -12<sup>th</sup> grade students achieving a meets or above on the argumentative writing rubric smarter balance writing rubric will above by 5% from 57% to 62% as evidenced by the school wide writing prompt given on October 1, 2014 compared to an argumentative school wide writing prompt given in May 2015.

95% of students in grade nine will attain a minimum of 7 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 session.)

### SMART Goals

District Goal #1: Literacy	District strategic alignment:
Students will demonstrate growth against the district SGP benchmark of 65 compared to their SGP based on the STAR assessments (fall to spring).	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.

School Goal # 1: Literacy	Evidence:
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<p>Emmett O'Brien's 9<sup>th</sup> -12<sup>th</sup> grade students will demonstrate a 3% growth on the STAR Reading Assessment scaled score baseline data given in Sept.- Oct. of 2014 compared to the STAR Reading Assessment scaled score given in May of 2015.</p>	<p>Twenty minutes of reading will be done in designated study halls. If students need to take a quiz during this period, if possible, the first option would be on a computer in their classroom. Students will then need to get another book within their ZPD from the library.</p> <p>During double English periods and designated study halls, instructors will chart "status of the class" initialing bookmarks generated from Language Arts Literacy Lab for grades 9 and 10 and from English instructors for grades 11 and 12.</p> <p>When students are in academics grades 9-12, they will read for twenty minutes during their double periods in English and social studies disciplines. Teachers will chart "status of the class" using bookmarks generated from Language Arts Literacy Lab.</p> <p>Students in grades 11 and 12, besides receiving a class participation grade for taking part in their twenty minute reading time, are also required to read and take a quiz on one book per quarter. The grade that students receive on this A.R. quiz will be entered as an actual quiz grade for the quarter. Students in honors level classes are required to read and take quizzes on two books per quarter with, once again, these quiz scores counting towards quarterly grades.</p> <p>Twenty minute reading will take place in every Language Arts Literacy Lab for ninth and tenth graders.</p> <p>Language Arts Literacy Lab Instructors will set tri-annual point goals for all ninth and tenth grade students based on tri-annual STAR testing and share these goals with academic English instructors during department meetings.</p> <p>English instructors will set tri-annual point goals for all 11 and 12 grade students based on tri-annual STAR testing.</p> <p>Language Arts Literacy Lab Instructors will monitor tri-annual STAR testing to determine whether or not students took tests with fidelity - this will be determined by their scores compared to the amount of time it took to take the STAR test. If tests were completed in an amount of time which shows minimal effort on the testers' part (less than 13 minutes), they will re-take STAR test with the further consequence of students having to complete additional reading packets that will be reflected in their grade for Language Arts Literacy Lab.</p> <p>English instructors for grades 11 and 12 will monitor tri-annual STAR testing to determine whether or not students took tests with fidelity - this will be determined by their scores compared to the amount of time it took to take the STAR test. If tests were completed in an amount of time which shows minimal effort on the testers' part (less than 10 minutes), they will re-take test with the further consequence of students having to</p>
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	<p>complete additional reading packets that will be reflected in their grade for English classes.</p> <p>English, social studies and science instructors for grades 9-12 will identify and group students according to SRBI results (using STAR testing results). Seating charts will be adjusted for ease in providing differentiated instruction.</p> <p>Language Arts Literacy Lab Instructors will assign a class participation grade for all students to guarantee that A.R. books and bookmarks are brought to class. English and social studies instructors for grades 9-12 will assign a class participation grade for all students to guarantee that A.R. books and their bookmarks are brought to class during assigned reading periods.</p> <p>Language Arts Literacy Lab Instructors will allow students to take A.R. tests, when needed, during assigned Language Arts Literacy Lab periods utilizing the computers in their classrooms. If there is an overflow, students should be sent to the library to take quizzes. If library is unavailable, please see additional options listed in next section. English and social studies instructors for grades 11 and 12 will allow students to take A.R. tests, when needed, during designated A.R. reading times. Teachers should use the following technology resources in this order:</p> <ul style="list-style-type: none"> <li>• Library Media Center</li> <li>• Language Arts Literacy Lab</li> <li>• Mr. Nemergut's office (214)</li> </ul> <p>Hopefully, in time, a second computer tower and monitor will be provided for each classroom teacher to better facilitate timely STAR testing.</p> <p>Language Arts Literacy Lab Instructors (along with the school librarian) will be responsible to maintain the fidelity of the program for grades 9 and 10 by monitoring that students are reading books within their ZPD.</p> <p>English Instructors (along with the school librarian) will be responsible to maintain the fidelity of the program for grades 11 and 12 by monitoring that students are reading books within their ZPD.</p> <p>On a tri-annual basis, an award ceremony, similar to the present Faculty Merit Award ceremony, will be held to recognize all students who have achieved their established point totals. In grades 9 and 10, this progress will be monitored by their Language Arts Literacy Lab teachers. It is also suggested that Language Arts Literacy Lab teachers create a bulletin board highlighting students who are showing the most diligence in their reading (points, SGP etc.).</p> <p>On a tri-annual basis, an award ceremony, similar to the present Faculty Merit Award</p>
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	<p>ceremony, will be held to recognize all students who have achieved their established point totals. In grades 11 and 12, this progress will be monitored by their English instructors. It is also suggested that English instructors create a bulletin board highlighting students who are showing the most diligence in their reading (points, SGP etc.).</p> <p>A competition will be established among shops in terms of reading. On a monthly basis, points achieved will be totaled for all grade levels. The shop with the highest average of points (points divided by number of students) will be awarded possession of a trophy for that month along with a picture in a display case of entire shop. This will be initially set up in grades 10, 11, 12. When 9<sup>th</sup> graders choose their permanent shop, their points earned will be added into the average.</p> <p>The shop with the highest points earned average (regardless whether or not they earned the monthly trophy), will be given a pizza party during the second week of June. At year end class meetings, students in each grade will be recognized with certificates for the following A.R. accomplishments:</p> <ul style="list-style-type: none"> <li>• One million words read</li> <li>• Achieving one hundred points</li> <li>• Highest gains in SGP</li> </ul> <p>Also, it is hoped, that success in A.R. can be translated into “spirit points” for shop competition.</p>
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<b>District Math SLO #1:</b>	<b>District strategic alignment:</b>
Students can explain and apply mathematical concepts and carry out mathematical procedures with precision and fluency.	
<b>District Math SLO #2:</b>	<b>District strategic alignment:</b>
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:
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<p>Emmett O'Brien's 9<sup>th</sup> and 10<sup>th</sup> grade students will demonstrate a 3% growth on the STAR Math Assessment scaled score baseline data given in Sept.-Oct of 2014 compared to the STAR Math Assessment scaled score given in May of 2015.</p>	<p>As a school numeracy is important to all of our students in their academic classes as well as their trade s. Therefore a numeracy plan has been developed and will be implemented:</p> <p><b><u>Numeracy plan:</u></b></p> <p><b>a.</b> Every member of the math department will spend the first 10-15 minutes of each class on a basic math skill that will enhance the instruction of the day/week or cycle.</p> <p><b>b.</b> We are hoping to soon implement <u>basic skills weekly in the shops</u> and in <u>study halls</u> using worksheets focusing on math proficiency. These skills are organized by the key strands in math that will help students develop a better understanding of math concepts, prepare for exams, and build skills that translate into greater confidence. Logistics are underway, but the math department will review each shop grade roster and isolate the students who do well in these areas. They will be in charge of the “<u>tri-weekly</u>” instruction of the concept in 9<sup>th</sup> and 10<sup>th</sup>, it will be before Math lab and each student will bring their completed sheet for review as a schema activator in math lab. Junior/Senior protocol is yet to be determined.</p> <p>Globe Fear on Math Exercise Warm-ups workbook will be used.</p> <p><b>c.</b> <u>Encouragement of measurement review</u> in any way within each shop will be kicked off by an all-shops meeting with the related department head and math department for a brainstorming session on this topic.</p> <p>The students will be tested three times a year in the STAR math Assessment and the reports will be shared with all stakeholders in order to monitor student progress.</p> <p>The reports are handed out to academic and trade teachers to track the progress of their students. Professional Development on Star Assessment, Math Lab instructor attends the Math Department Meeting to share data and strategies. See numeracy plan listed above.</p>
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District Trade Technology SLO:	District strategic alignment:
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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.	
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<b>School Trade Technology SLO</b>	<b>Evidence:</b>
Emmett O'Brien's 9 <sup>th</sup> -12 <sup>th</sup> grade students achieving a meets or above on the argumentative writing rubric smarter balance writing rubric will above by 5% from 57% to 62% as evidenced by the school wide writing prompt given on October 1, 2014 compared to an argumentative school wide writing prompt given in May 2015.	A school wide writing prompt will be given three times during the year, October 2014, January 2015 and May 2015. The data will be shared with all stakeholders in order to monitor student progress.

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

School Cohort Graduation Rate/Extended Graduation Rate SLO	Evidence:
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95% of students in grade nine will attain a minimum of 7 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 session.)	<p>Students will be monitored through their report card progress on in meeting the minimum requirements in each course. Course failure during any quarter will be the criteria to trigger intervention.</p> <p>The Student Assistance Team/SRBI Team will do an in-depth assessment of our progress at the conclusion of the first quarter and identify students needing intense intervention and support for quarter two.</p>
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## 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.

<b>Goal #1: District Literacy Student Learning Objective</b>
<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"> <li>- 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.</li> </ul> <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>
<b>Summary:</b> Briefly describe the school's comprehensive approach to produce gains in this goal area.
<p>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.</p>
<b>School's Literacy SLO :</b>

Emmett O'Brien's 9<sup>th</sup> -12<sup>th</sup> grade students will demonstrate a 3% growth on the STAR Reading Assessment scaled score baseline data given in Sept.- Oct. of 2014 compared to the STAR Reading Assessment scaled score given in May of 2015.

Emmett O'Brien's 9<sup>th</sup> -12<sup>th</sup> grade students achieving a meets or above on the argumentative writing rubric smarter balance writing rubric will above by 5% from 57% to 62% as evidenced by the school wide writing prompt given on October 1, 2014 compared to an argumentative school wide writing prompt given in May 2015.

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 Use of Accelerated Reading to support the school SLO's which is to raise Star Reading Assessment scores by 3%.	<p>Implement 20 minutes of reading during designed study halls and double English periods.</p> <p>Conduct the STAR Reading Assessment three times a year.</p> <p>English, social studies and science instructors for grades 9-12 will identify and group students according to SRBI results (using STAR testing results). Seating charts will be adjusted for ease in providing differentiated instruction.</p>				

1.2 Use of a school wide writing prompt which will be evaluated using the smarter balance argumentative writing rubric which is to raise the average school-wide percentage by 5% from 57% to 62%.	<p>Three extended faculty meeting will be designated for the staff to review and assess student essays.</p> <p>Feedback from writing prompt essays will be given in social studies classes.</p> <p>Social studies instructors for grades 9-12 will identify and group students according to SRBI results. (writing prompt data). Specialized remediation activities will be provided.</p>				
1.3					

<b>Goal #2: District Mathematics Student Learning Objectives</b>
<ul style="list-style-type: none"> <li>- SLO #1: Students can explain and apply mathematical concepts and carry out mathematical procedures with precision and fluency.</li> <li>- SLO #2: Students can frame and solve a range of complex problems in pure and applied mathematics.</li> <li>- SLO #3: Students can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.</li> </ul>
<b>Summary:</b> Briefly describe the school's comprehensive approach to produce gains in this goal area.
<p><b>Example:</b> 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:					
Emmett O'Brien's 9 <sup>th</sup> and 10 <sup>th</sup> grade students will demonstrate a 3% growth on the STAR Math Assessment scaled score baseline data given in Sept.-Oct of 2014 compared to the STAR Math Assessment scaled score given in May of 2015.					
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
<ul style="list-style-type: none"> <li>2.1 Continued use of Renaissance Math to support the school SLO's which is to raise Star Math test scores by 3%.</li> </ul>	<ul style="list-style-type: none"> <li>Math Literacy Lab instructor will test all 9<sup>th</sup> and 10<sup>th</sup> grade students in order to achieve a baseline score.</li> <li>Lab instructor will report all baseline scores and data to the department head and administration for baseline analysis.</li> </ul>				

<ul style="list-style-type: none"> <li>• 2.2 Baseline scores will be analyzed and interpreted to design and addresses the needs of the student.</li> <li>• An urgent intervention/Tier 2 list will be generated and be compared with the 9<sup>th</sup> grade Foundation Math roster.</li> <li>• One math enrichment study hall will be performed weekly in grades 9 and 10 during the academic study halls</li> </ul>	<ul style="list-style-type: none"> <li>• Current foundations class rosters will be adjusted.</li> <li>• Tier 2 urgent intervention classes scheduled by Assistant Principal will be set up.</li> <li>• Set up and managed by AP and Related. Incorporate “Scholastic Math Magazines” articles and problems into the classroom to help support both the literacy piece along with the Math classes basic skills necessary for smarter balance.</li> </ul>				
<ul style="list-style-type: none"> <li>• 2.3 The part-time math instructor will be hired to conduct strategic tutoring classes to address the weaknesses of foundation students as well as work in math lab part -time.</li> <li>• Continue to use a basic skills “Do Now” review (without calculators) as a schema activator daily to help support the Mathematics curriculum at all 4 grade levels &amp; math lab.</li> </ul>	<ul style="list-style-type: none"> <li>• Assign identified objectives of weakness to foundation students as identified on Star math test.</li> <li>• Students will work on the assigned and identified objectives in Renaissance Math.</li> <li>• Instructors will build 10 -15 min per day-4 days a week for basic skills review, as it pertains to the current curriculum.</li> <li>• All students will work on a Basic Skills example the first 5 minutes of each class</li> </ul>				

<b>Goal #3: District Trade Technology SLO</b>					
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 employment in their chosen Career Pathway.					
<b>Summary:</b> Briefly describe the school's comprehensive approach to produce gains in this goal area.					
Utilizing the smarter balance writing rubric when given writing assignments in trade areas. They are also using vocabulary, comprehensive strategies and textual evidence in their writing to support the argumentative essays.					
<b>School's Trade Technology SLO:</b>					
Emmett O'Brien's 9 <sup>th</sup> -12 <sup>th</sup> grade students achieving a meets or above on the argumentative writing rubric smarter balance writing rubric will above by 5% from 57% to 62% as evidenced by the school wide writing prompt given on October 1, 2014 compared to an argumentative school wide writing prompt given in May 2015.					
<b>Strategies:</b> Identify a core set of strategies to achieve this goal.	<b>Performance Metrics:</b> Identify an indicator for each strategy	<b>2014-2015</b>			
		Q1	Q2	Q3	Q4
3.1 Professional Development	Implementation of new learning in lessons and in instruction.				
3.2 Classroom Indicators of Success: 1. Meet and Greet 2. Daily Posted objectives 3. Schema Activator 4. Two-column notes 5. Exit tickets	Walkthroughs, evaluations, lesson plans, student performance				
3.3					


















<b>Goal #4: District Cohort Graduation Rate/Extended Graduation Rate SLO</b>
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Example: Students' progress toward graduation in the school using strong predictive indicators, including but not limited to 9 <sup>th</sup> and/or 10 <sup>th</sup> grade credit accumulation and/or percentage of the students that pass 9 <sup>th</sup> and/or 10 <sup>th</sup> grade subjects most commonly associated with graduation.					
<b>Summary:</b> Briefly describe the school's comprehensive approach to produce gains in this goal area.					
<b>Regularly monitor student progress and plan interventions accordingly.</b>					
<b>School's District Cohort Graduation Rate/Extended Graduation Rate SLO:</b>					
95% of students in grade nine will attain a minimum of 7 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 session.)					
<b>Strategies:</b> Identify a core set of strategies to achieve this goal.	<b>Performance Metrics:</b> Identify an indicator for each strategy	<b>2014-2015</b>			
		Q1	Q2	Q3	Q4
4.1 Guidance counselors will monitor and meet with each student failing two or more courses in any of the first three quarters.	Intervention action plans will be developed to address the underlying issues resulting in course failure. Such interventions may include action by the school social worker, psychologist, or a referral to the SAT/SRBI team.				

4.2 During the academic cycle, ninth grade cohort teams will review course failures and to offer appropriate support. In addition, monthly grade level meetings will be held to provide all instructors an opportunity to discuss student progress. The administrator overseeing these curricular areas will meet with teachers to review their progress as a unit and to offer support.	Each 9 <sup>th</sup> grade cohort will address intervention and monitoring strategies appropriate to their work with students. Such interventions may include the above actions plus parental contact, student-parent-team meetings, weekly progress monitoring/home communication and positive incentives for students showing improvement.				
4.3 At mid-year, the SAT/SRBI team will review the school's progress and provide alternate strategies if needed.	Continue to monitor student progress.				





<b>Stakeholder Feedback: Parent Survey</b>
Please list below your target goal based on your Parent Feedback Survey Results for the 2013-14 School Year.
<b>Please list Target Survey Question(s):</b>
"I often communicate with my child's teacher, whether in person, by phone, by email, or in some other way= 78%".
<b>State Target Goal:</b>
The percentage of Emmett O'Brien Technical High School parents reporting that they often communicate with my child's teacher, whether in person, by phone, by email, or in some other way, will increase from 78% to 80% based on the 2014-2015 CTHSS Parent Connectedness Survey.

## 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


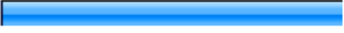


### 13. My child speaks positively about peers and their interactions.

		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.**


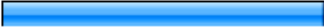


		Response Percent	Response Count
Strongly Agree		28.0%	763
Agree		58.9%	1,607
Disagree		7.0%	191
Strongly Disagree		6.1%	167
answered question			2,728
skipped question			0

**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.


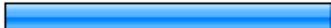


		Response Percent	Response Count
Strongly Agree		39.4%	1,076
Agree		51.6%	1,407
Disagree		4.3%	117
Strongly Disagree		4.7%	128
answered question			2,728
skipped question			0

### 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.**

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