



School Improvement Plan

Career Preparation Center

Warren Consolidated Schools

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Introduction

The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

 The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

CPC is located in the southwestern corner of Macomb County in southeast Michigan. Communities surrounding the school consist of a largely middle-class population in which more than 169 different languages are spoken.

Career Preparation Center's student population is comprised of approximately 1,350 students (broken up into 2-hour blocks of approximately 450 students per block) from many different cultural and ethnic backgrounds. The student population originates from the district's 3 home high schools (Sterling Heights High, Cousino High, and Mott High), from a consortium of neighboring school districts (including Fraser and Clintondale), and from neighboring private schools (Faith Lutheran) and homeschooling organizations.

Career Preparation Center's instructional staff is comprised of 19 teachers of 15 different programs. All but four instructors at CPC are highly-qualified, certified teachers (the remaining four are currently annually authorized while working toward their IOC's in their perspective fields) and 60% of the instructional staff is female.

CPC is unique in that it is one of two center-based CTE programs in Macomb County. Changes occurring at CPC over the past 3 years include administrative changes (there has been 3 different principal/CTE directors in 3 of the past 4 years), the addition of a Medical Machining program, and incredible growth in the student population since the school went from 3-hour blocks (with approximately 600 students) to the current 2-hour block schedule (with approximately 1,350 students) which was adopted in the 2011-2012 school year.

The challenges faced by CPC include: continuing to add academic credit to all CTE programs; continuing to add more students from consortium districts who are hesitant to release their students to CPC programs due to the loss of FTE monies associated with their students spending 2 hours of their day at CPC; continuing to search for opportunities for students to have program certifications upon completion of the 2-year programs; and continuing to add more programs to the course catalog.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Purpose Statement: To provide technical skills and knowledge in order for students to be successful in both their continuing education and their careers and the workplace.

Mission Statement: Tools and knowledge for today, skills for a lifetime.

Vision Statement: To ensure that all students have the academic background and technical skills essential to lead productive and successful lives as they enter the workforce, continue their education, and assume the civic responsibilities of adulthood.

CPC's embodies its purpose statement in many ways including: the availability of 12 different career pathway opportunities for student enrollment; the incorporation of academic credit throughout its programs (math-related credit in all 2nd-year programs, dual-enrollment opportunities in many programs, Anatomy and Physiology science credit in Health Science I courses); the many different work-based learning opportunities available for students (cooperative learning, job shadows, internships, externships, college/university visits/tours, industry field trips); and the implementation of the school-wide College and Career Readiness unit of study (resumes, interviews, job applications, career-interest surveys, educational development planning, financial aid workshops, professional guest speakers, etc...).

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

CPC's areas of achievement in the past three years include a significant increase in the student population and the success students in all programs have had in program-specific competitions. CPC would like to continue to see improvement in the increasing number of students from consortium (neighboring) schools enrolling in CPC programs, in the addition of programs available for student enrollment (i.e. dental assisting, 1-year EMT program), and in the number of industry certifications available for students upon graduation.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

N/A

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

The School Improvement Team (SIP Team) and its chairpersons at the Career Preparation Center are selected by faculty vote in the Spring (as mandated by contract) for the following school year. Warren Consolidated Schools provides allotted time out of the classroom throughout the school year (along with providing substitute teachers) for building-based SIP time and the chairpersons are given time out of the classroom to attend the Facilitators of School Improvement meetings at the Macomb Intermediate School District.

Describe the representations from stakeholder groups that participated in the development of the improvement plan and their responsibilities in this process.

Each goal in the SIP plan had a team that was responsible for its development and its implementation. The Career-Focused Math group was chaired by Michelle Nunez (Visual Print Technology Instructor) and included Jim Mandl (CAD Instructor), Paul Freitag (Electronics Instructor), and Nancy Polcyn (Health Sciences Instructor). The Writing Improvement group was chaired by Michelle Nunez and included Dawn Worde (CIS Instructor), Kaleen Jubenville (Anatomy and Physiology Instructor), and Mary Kaurich (Health Sciences Instructor). The College and Career Readiness group was chaired by John Saba (Marketing Instructor) and included Dennis Klaas (Network Administration Instructor), Rich Jimines (Health Sciences Instructor), Richard Sword (Medical Machining Instructor), Mark Prentiss (Culinary Arts Instructor), and James Battaglia (Collision Technology Instructor).

Explain how the final improvement plan was communicated to all stakeholders, and the method and frequency in which stakeholders receive information on its progress.

SIP meeting were conducted PLC Mondays from 7-7:55 am. Information regarding plans and progress was shared in each team's meeting and all groups met once Monday a month to be updated on each team's progress.

School Data Analysis

Introduction

The School Data Analysis (SDA) is a diagnostic tool intended to facilitate rich and deep collaborative discussions among staff members about school data. The SDA can serve as a guide to determine a school's strengths, challenges, and directions for improvement based on an analysis of data and responses to a series of data related questions. This data collection and analysis process includes the identification of content area achievement gaps and reflections on causation. Please note that questions related to gaps and causes for a gap are marked with an asterisk (*). This diagnostic represents the various types of student data that should be continuously collected, reviewed, and analyzed in conjunction with other local school data. Completion of the SDA is required.

Student Enrollment Data

How do student enrollment trends affect staffing?

At CPC, a class must have at least 22 students in order to continue to be offered (there are a few instances where this rule is not followed). When those numbers start to rise, new sections of the class are often opened or staff is paid an overage from the district for having class sizes above the contracted amount.

How do student enrollment trends affect staff recruitment?

Staff are recruited when we know the numbers are rising above that 22 and a new section will have to be opened.

How do student enrollment trends affect budget?

CPC is funded through pure pupil funding--increased enrollment equals increased funding equals increased budgets.

How do student enrollment trends affect resource allocations?

There are several ways money is allocated at CPC. 1) Teachers have their own classroom budget and 2) the school has its own budget. The needs of each program dictates the monies that are spent. Once again, increased enrollment equals increased funding equals increased budgets.

How do student enrollment trends affect facility planning and maintenance?

Increased enrollment equals increased allocations to the facility for maintenance. Increased student enrollment dictates room allocation and resources for that program.

How do student enrollment trends affect parent/guardian involvement?

Increased enrollment causes increased numbers of parents involved in their students CPC experience.

How do student enrollment trends affect professional learning and/or public relations?

Increased enrollment causes the increase in possible competition winners and this allows the CPC staff the ability to showcase more students to the public.

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What are the challenges you noticed based on the student enrollment data?

Increased enrollment causes the increased need for space in the building. Increased enrollment does not provide enough money to keep up with goods and services needed.

What action(s) will be taken to address these challenges?

Work with the district's central administration office to communicate needs. Investigate the possibility of moving some CTE programs to home highschools in order to use the space in those facilities.

What are the challenges you noticed based on student attendance?

Prioritizing program spending is always a challenge when so many programs are growing so quickly. Even though 90% of student attendance at CPC is by the students' choice, increased numbers of tardies are a challenge.

What action(s) will be taken to address these challenges?

Creation of an incentive system is one way to combat tardies.

Student Achievement Data for All Students

This area includes data questions.

Which content area(s) indicate the highest levels of student achievement?

CPC supports the district goals and its homeschool academics.

Which content area(s) show a positive trend in performance?

Writing improvement at CPC is showing a positive trend.

In which content area(s) is student achievement above the state targets of performance?

A majority of programs at CPC are achieving above the state's targets of performance (Pre engineering, CIS, Health Sciences, Culinary Arts, Marketing, etc...)

What trends do you notice among the top 30% percent of students in each content area?

Decreased math and writing skills are a problem throughout the district.

What factors or causes contributed to improved student achievement?

Supporting the goals of the District and the homeschools and working toward the common core have help to improve student achievement.

How do you know the factors made a positive impact on student achievement?

Comparing data from pre and post tests have noted student improvement.

Which content area(s) indicate the lowest levels of student achievement?

Mathematics.

Which content area(s) show a negative trend in achievement?

The application of math concepts.

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In which content area(s) is student achievement below the state targets of performance?

Mathematics

What trends do you notice among the bottom 30% of students in each content area?

Mathematics

What factors or causes contributed to the decline in student achievement?

Large percentage of the population of students are transient and do not get the experience of being in one district k-12. Language barriers are also a contributing factor

How do you know the factors made a negative impact on student achievement?

Decreased numbers in parental involvement in transient student population and the testing scores of the ELL student population show decreased achievement levels.

What action(s) could be taken to address achievement challenges?

Reinforcement to parents that their involvement is important and tutoring help for students who are struggling.

Subgroup Student Achievement

Statement or Question: Which subgroup(s) show a trend toward increasing overall performance?

Response:

- None

Statement or Question: For which subgroup(s) is the achievement gap closing?*

Response:

- American Indian or Alaskan Native
- African American or Black
- Native Hawaiian or Other Pacific Islander
- White
- Hispanic or Latino
- Multiracial
- Male
- Female
- Economically Disadvantaged
- English Language Learners (ELLs)
- Homeless
- Migrant
- Students with Disabilities

In what content areas is the achievement gap closing for these subgroups?*

CPC is a unique school in the fact that students choose to attend and are more vested in academic achievement.

How do you know the achievement gap is closing?*

Pre and post assessment in each program and by the diverse population of students achieving success on program assessments.

What other data support the findings?

Pre and post assessment results and state certifications for content-specific area.

What factors or causes contributed to the gap closing? (Internal and External)*

Work-based learning experiences has shown to assist students in preparation for state certification tests.

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How do you know the factors made a positive impact on student achievement?

CPC is striving to have each student obtain a certification upon program completion.

What actions could be taken to continue this positive trend?

The creation of more entry level job programs for students upon program completion.

Statement or Question: Which subgroup(s) show a trend toward decreasing overall performance?

Response:

- None

Statement or Question: For which subgroup(s) is the achievement gap becoming greater?*

Response:

- None

In what content areas is the achievement gap greater for these subgroups?*

N/A

How do you know the achievement gap is becoming greater?*

N/A

What other data support the findings?*

N/A

What factors or causes contributed to the gap increasing? (Internal and External)*

N/A

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How do you know the factors lead to the gap increasing?*

N/A

What actions could be taken to close the achievement gap for these students?*

N/A

How is each of the English Language Learners (ELLs) demographics achieving in comparison to the school aggregate?

ELL students are competing very well with the other populations of CPC students.

How do you ensure that students with disabilities have access to the full array of intervention programs (Title 1, Title III, Section 31a, credit recovery programs, after-school programs, etc.)?

A special education teaching consultant is staffed at CPC and is responsible for coordinating these students' needs with classroom teachers.

How are students designated 'at risk of failing' identified for support services?

Perkins grant is used to utilize teaching and counseling staff members to identify students at risk and provide individual tutoring support.

What Extended Learning Opportunities are available for students (all grade configurations respond)?

In-school and after-school tutoring, program-specific extracurricular activities (BPA, DECA, HOSA, NTHS, etc...)

Label	Question	Value
	What percentages of students participate in Extended Learning Opportunities, either for additional support or increased challenge?	60.0

What is the school doing to inform students and parents of Extended Learning Opportunities?

Newsletters, course syllabi, emails, phone calls, PowerSchool.

Label	Question	Value
	What is the total FTE count of teachers in your school?	22.0

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Label	Question	Value
	How many teachers have been teaching 0-3 years?	5.0

Label	Question	Value
	How many teachers have been teaching 4-8 years?	6.0

Label	Question	Value
	How many teachers have been teaching 9-15 years?	9.0

Label	Question	Value
	How many teachers have been teaching >15 years?	2.0

What impact might this data have on student achievement?

A large percentage of teachers are in the 9-15 years and these teachers are adapted to their curriculum. These teachers might be less likely to incorporate into their curriculum changes made in the state CTE requirements and subsequent changes in assessments measuring student achievement.

Label	Question	Value
	Indicate the total number of days for teacher absences due to professional learning or professional meetings.	100.0

Label	Question	Value
	Indicate the total number of days for teacher absences due to illness.	100.0

What impact might this data have on student achievement?

Decreased time in front of students definitely can affect student achievement, especially when guest teachers who are familiar with CTE curriculum are difficult to employ.

Perception Data - Students

Which area(s) indicate the highest overall level of satisfaction among students?

They have state certification in their content area.

Which area(s) show a positive trend toward increasing student satisfaction?

Yearly completer survey phone calls made to CPC program completers

What area(s) indicate the lowest overall level of satisfaction among students?

Due to the state's economy, the decrease in available entry level jobs creates dissatisfaction in students.

Which area(s) show a trend toward decreasing student satisfaction?

Due to the state's economy, the decrease in available entry level jobs creates dissatisfaction in students.

What are possible causes for the patterns you have identified in student perception data?

Due to the state's economy, the decrease in available entry level jobs creates dissatisfaction in students.

What actions will be taken to improve student satisfaction in the lowest areas?

Increase in entry level job availability for program completers at the end of the 2012-2013 school year.

Perception Data – Parents/Guardians

Which area(s) indicate the overall highest level of satisfaction among parents/guardians?

Parents have the greatest amount of satisfaction when their students leave CPC job ready with a skill and/or certification that allows them to gain employment.

Which area(s) show a trend toward increasing parents/guardian satisfaction?

Parents and students are satisfied that students are job skill ready upon completion of CTE programs

Which area(s) indicate the overall lowest level of satisfaction among parents/guardians?

No area at CPC shows this trend.

Which area(s) show a trend toward decreasing parents/guardian satisfaction?

Not enough time in their student's schedule to explore more training opportunities at CPC.

What are possible causes for the patterns you have identified in parent/guardian perception data?

Parents would like more work-based experiences for their students in their chosen field of study.

What actions will be taken to increase parent/guardian satisfaction in the lowest areas?

More job placement opportunities upon program completion.

Perception Data – Teachers/Staff

Which area(s) indicate the overall highest level of satisfaction among teachers/staff?

The growth in the student enrollment numbers and the increase in new technology available to the teaching staff.

Which area(s) show a trend toward increasing teacher/staff satisfaction?

Higher enrollment in individual programs. Student population chose to attend these courses and this creates higher class participation.

Which area(s) indicate the lowest overall level of satisfaction among teachers/staff?

The need to recruit students for their classes.

Which area(s) show a trend toward decreasing teacher/staff satisfaction?

There is not enough time in the day to get what needs to be done in order to effectively teach let alone to recruit, to complete CIP binder requirements for funding, or to complete SIP requirements.

What are possible causes for the patterns you have identified in staff perception data?

Lack of knowledge in public relations (recruitment issues) and not trained as administrators (CIP and SIP issues).

Other

How does your school use the MiPHY online survey health risk behavior results to improve student learning? (Enter N/A if you have not completed the MiPHY survey.)

N/A

Describe how decisions about curriculum, instruction and assessment are made at this school and which stakeholders are involved in the process.

The staff and administration along with each program's advisory boards and the district's school board make recommendations in instructional/curriculum changes.

What evidence do you have to indicate the extent to which the standards are being implemented?

Support the local high schools in their attempt to implement the common core into their curriculum

School Additional Requirements Diagnostic

Introduction

This diagnostic contains certification requirements for Michigan schools. This diagnostic must be completed by all schools.

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School Additional Requirements Diagnostic

Label	Assurance	Response	Comment	Attachment
	Literacy and math are tested annually in grades 1-5.	Yes	CPC is the vocational school in the district and all testing takes places in the local schools	

Label	Assurance	Response	Comment	Attachment
	Our school published a fully compliant annual report. (The Annual Education Report (AER) satisfies this). If yes, please provide a link to the report in the box below.	Yes		

Label	Assurance	Response	Comment	Attachment
	Our school has the 8th grade parent approved Educational Development Plans (EDPs) on file.	Yes		

Label	Assurance	Response	Comment	Attachment
	Our school reviews and annually updates the EDPs to ensure academic course work alignment.	Yes		

Label	Assurance	Response	Comment	Attachment
	The institution complies with all federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of this institution that no person on the basis of race, color, religion, national origin or ancestry, age, gender, height, weight, marital status or disability shall be subjected to discrimination in any program, service or activity for which the institution is responsible, or for which it receives financial assistance from the U.S. Department of Education. References: Title VI of the Civil Rights Act of 1964, Section 504 of the Rehabilitation Act of 1973, The Age Discrimination Act of 1975, The Americans with Disabilities Act of 1990, Elliott-Larsen prohibits discrimination against religion.	Yes		

Label	Assurance	Response	Comment	Attachment
	The institution has designated an employee to coordinate efforts to comply with and carry out non-discrimination responsibilities. If yes, list the name, position, address and telephone number of the employee in the comment field.	Yes		

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Label	Assurance	Response	Comment	Attachment
	The institution has a School-Parent Involvement Plan (that addresses Section 1118 activities) that is aligned to the District's Board Policy. If yes, please attach the School-Parent Involvement Plan below.	Yes		

Label	Assurance	Response	Comment	Attachment
	The institution has a School-Parent Compact. If yes, please attach the School-Parent Compact below.	Yes	Not at the Career Prep Center	

Label	Assurance	Response	Comment	Attachment
	The School has additional information necessary to support your improvement plan (optional).	Yes	The following year all students are contacted to find out what their current employment status is.	

2014 - 2015 Career Prep Center Plan for School Improvement

Overview

Plan Name

2014 - 2015 Career Prep Center Plan for School Improvement

Plan Description

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students enrolled in a Math-Related Credit program will improve Math proficiency	Objectives: 1 Strategies: 1 Activities: 2	Academic	\$0
2	All students will demonstrate Career and College readiness proficiency.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
3	All students will demonstrate improvement in writing proficiency.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0

Goal 1: All students enrolled in a Math-Related Credit program will improve Math proficiency

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

A 3% increase of All Students will demonstrate a proficiency improvement (those students enrolled in Math-Related Credit programs) in Mathematics by 06/13/2014 as measured by Pre and Post-test, program-specific Applied Math Common Assessment based on a 70% cut score.

Strategy 1:

Weekly Math Instruction - All teachers in programs that award senior Math-Related Credit will provide weekly math instruction through KeyTrain and/or classroom contextual math lessons and activities.

Research Cited: Research supporting the need for students' use of math in real-world problems as well we continued tutoring for remediation can be found in the following:

"Best Practices in Teaching Mathematics" taken from Best Practices, New Standards for Teaching and Learning in American Schools by Steven Zemelman, Harvey Daniels, and Arthur Hyde. (1998)

The article emphasizes the importance of allowing the students to explore mathematics beyond rote learning, to interpret the meaning of the problems in real-world situations with enough time on task to learn the process of problem-solving.

"Does Tutoring Work?", Cuesta College - San Luis Obispo Community College District (2008)

This article cites tutoring success statistics as based upon the amount of tutoring sessions a student attends. "A strong correlation exists between success and number of tutoring sessions; students who were tutored more than 10 times had very high success rates."

"Results from a National Study of Mathematics in Career and Technical Education," Forum, January 26, 2007, www.nccte.org.

This study describes the 7-step process used in the Math-in-CTE research study in which CTE students demonstrated improved mathematical performance when CTE teachers enhanced the contextual math that was embedded in their CTE program curricula.

Tier:

Activity - Weekly Instruction	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The teacher will explain to students the chosen Math concept. The students will apply the knowledge to a guided-practice activity prepared for them by the teacher. The students will synthesize knowledge gained through instruction and practice in order to complete independent assignment on chosen Math concept.	Direct Instruction			09/13/2013	06/13/2014	\$0	No Funding Required	Classroom teachers.

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Activity - Math Pre and Post Tests	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
At the beginning of the year, students will take a Math Pre Test. At the end of the year, students will take a Math Post Test.	Evaluation			09/03/2013	06/13/2014	\$0	No Funding Required	Classroom teachers.

Goal 2: All students will demonstrate Career and College readiness proficiency.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

demonstrate a proficiency on College and Career Readiness skills by 06/13/2014 as measured by 80% completion of the Career Prep Center College and Career Readiness Unit..

Strategy 1:

Career and Employability Skills Workbook - Staff will create an Employability Skills Workbook to aid students in acquiring a broad based foundational knowledge as required by business partners along with upward trends expected for Michigan employment opportunities as reported by Department of Labor Statistics information.

The Employability Workbook is designed to act as an introduction to the recruitment process. Namely, the workbook is broken into subsections including: Career Interest Surveys, Creating a Resume, Filling out a Job Application, Conducting Mock Interviews, and Filling out Financial Aid forms. Each of these components will be described in greater detail as the specific strategy and activity arise

Research Cited: Based on advisory board minutes, Business partners have cited the need for potential recruits to enhance their employability skills as mentioned earlier. Also based on Department of Labor statistics, the state of Michigan is currently trending upward with regards to employment opportunities as compared to the recent fiscal crunch of 2007-2010.

Tier:

Activity - Career and Employability Activities	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The unit consists of the following components/activities: 1. Successful navigation of the Career Cruising Interest Inventories including: Matchmaker, Aptitude, and Learning Styles indicator 2. Preparation of professional resume 3. Completion of a professional job application 4. Successful completion of mock interview scenarios 5. Participation in foundational workshop on Financial aid paperwork for college 6. Creation of a portfolio or an electronic portfolio 7. Presentation of portfolio to peers 8. Participation in a college visit 9. Participation in an industry visit (job shadow or field trip) 10. Participation in guest speaker assemblies	Other			09/03/2013	06/13/2014	\$0	No Funding Required	Classroom teachers.
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Goal 3: All students will demonstrate improvement in writing proficiency.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

A 3% increase of All Students will demonstrate a proficiency by showing an increase in the number of words written in a 5-minute time frame (150 words per 5 minutes is adequate fluency for high school students) during the 2013-2014 school year in English Language Arts by 06/13/2014 as measured by the growth noted on the graph chart records kept by each student..

Strategy 1:

Improve writing fluency - All CPC teachers will participate in weekly 5-minute write activity. The assigned weekly word bank will consist of 100% of MME/ACT vocabulary and teachers will post the 5 assigned words per week for students to choose for writing topic. Students will be given 3 minutes to choose a word from the assigned list and, by utilizing a thinking map, compile prior knowledge/information in order to write about that word. Students are then given 5 minutes to compile their writing. Upon completion of the allotted time and writing, students will then calculate the number of words written and place that number on the weekly bar graph provided in their 5-minute write folder.

Research Cited: Reeves, Douglas (2010). The Write Way. American School Board Journal, November, 46-47. www.asbj.com

Tier:

Activity - 5-Minute Write	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be given 3 minutes to choose a word from the assigned list and, by utilizing a thinking map, compile prior knowledge and other information in order to write about that word. Students are then given 5 minutes to compile their writing. Upon completion of the allotted time and writing, students will then calculate the number of words written and place that number on the weekly bar graph provided in their 5-minute write folder.	Direct Instruction			09/03/2013	06/13/2014	\$0	No Funding Required	Classroom teachers.

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Tier	Phase	Begin Date	End Date	Resource Assigned	Staff Responsible
Weekly Instruction	The teacher will explain to students the chosen Math concept. The students will apply the knowledge to a guided-practice activity prepared for them by the teacher. The students will synthesize knowledge gained through instruction and practice in order to complete independent assignment on chosen Math concept.	Direct Instruction			09/13/2013	06/13/2014	\$0	Classroom teachers.
Math Pre and Post Tests	At the beginning of the year, students will take a Math Pre Test. At the end of the year, students will take a Math Post Test.	Evaluation			09/03/2013	06/13/2014	\$0	Classroom teachers.
5-Minute Write	Students will be given 3 minutes to choose a word from the assigned list and, by utilizing a thinking map, compile prior knowledge and other information in order to write about that word. Students are then given 5 minutes to compile their writing. Upon completion of the allotted time and writing, students will then calculate the number of words written and place that number on the weekly bar graph provided in their 5-minute write folder.	Direct Instruction			09/03/2013	06/13/2014	\$0	Classroom teachers.

School Improvement Plan

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Career and Employability Activities	<p>The unit consists of the following components/activities:</p> <ol style="list-style-type: none">1. Successful navigation of the Career Cruising Interest Inventories including: Matchmaker, Aptitude, and Learning Styles indicator2. Preparation of professional resume3. Completion of a professional job application4. Successful completion of mock interview scenarios5. Participation in foundational workshop on Financial aid paperwork for college6. Creation of a portfolio or an electronic portfolio7. Presentation of portfolio to peers8. Participation in a college visit9. Participation in an industry visit (job shadow or field trip)10. Participation in guest speaker assemblies	Other			09/03/2013	06/13/2014	\$0	Classroom teachers.
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Progress Notes

Type	Name	Status	Comments	Created On	Created By
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