

# Regional Improvement Plans 2007-2008 CPI Performance Data 2009-2010 Application For Funds

REGION NUMBER: 22

FISCAL AGENCY: HILLSDALE ISD





**INSTRUCTIONS:**

1. Check the box for each core performance indicator for which you did not meet the required performance target(s) for the 2007-2008 grant year.
2. Select the Grant Activity(ies) you will be doing to improve the CPI(s).
3. For each activity selected, indicate what you will do, who in the region will be responsible for completing the activity and when the anticipated completion date is.
4. Note: "Regional Plans to Improve" described below can only be indicated on the 2009-2010 CTE grant application for funding (on MEGS) by identifying an "Activity" and appropriate "Implementation Strategy (ies)" or by selecting "Other." DO NOT REITERATE IMPLEMENTATION STRATEGIES ON MEGS ON THIS FORM.
5. Descriptions must include an explanation of how population subgroups (ex., special populations categories, Tech Prep) who failed to perform as well as general CTE student (performance gap) are being addressed.

<input checked="" type="checkbox"/> <b>1S1: ACADEMIC ATTAINMENT – READING/LANGUAGE ARTS</b>		
<input checked="" type="checkbox"/> 1S1-1 Reading/Language Arts Support	<input type="checkbox"/> 1S1-4 Reading/Language Arts Curriculum Integration	
<input type="checkbox"/> 1S1-2 Reading/Language Arts Professional Development	<input type="checkbox"/> 1S1-5 Reading/Language Arts Curricula/MME	
<input checked="" type="checkbox"/> 1S1-3 Reading/Language Arts Use of Quality Data	<input type="checkbox"/> 1S1-6 Other	
<b>DESCRIBE REGIONAL PLAN TO IMPROVE</b>	<b>COMPLETION DATE</b>	<b>STAFF PERSON</b>
<i>SEE ATTACHED</i>		
<input checked="" type="checkbox"/> <b>1S2: ACADEMIC ATTAINMENT – MATHEMATICS</b>		
<input checked="" type="checkbox"/> 1S2-1 Math Support	<input type="checkbox"/> 1S2-4 Math Curriculum Integration	
<input type="checkbox"/> 1S2-2 Math Professional Development	<input type="checkbox"/> 1S2-5 Math Curricula/MME	
<input type="checkbox"/> 1S2-3 Contextual Math	<input type="checkbox"/> 1S2-6 Other	
<b>DESCRIBE REGIONAL PLAN TO IMPROVE</b>	<b>COMPLETION DATE</b>	<b>STAFF PERSON</b>
<i>SEE ATTACHED</i>		
<input type="checkbox"/> <b>4S1: STUDENT GRADUATION RATES</b>		
<input type="checkbox"/> 3S1/4S1-1 At-Risk Students/Support Services	<input type="checkbox"/> 3S1/4S1-6 At-Risk Students/Student Engagement	
<input type="checkbox"/> 3S1/4S1-2 At-Risk Students/CTSOs	<input type="checkbox"/> 3S1/4S1-7 At-Risk Students/Work-Based Capstone Experiences	
<input type="checkbox"/> 3S1/4S1-3 At-Risk Students/Michigan Collaborative Teaching Model	<input type="checkbox"/> 3S1/4S1-8 At-Risk Students/Employer Mentor	
<input type="checkbox"/> 3S1/4S1-4 At-Risk Students/Postsecondary Options	<input type="checkbox"/> 3S1/4S1-9 At-Risk Students/Parent Involvement	
<input type="checkbox"/> 3S1/4S1-5 At-Risk Students/Absenteeism	<input type="checkbox"/> 3S1/4S1-10 At-Risk Students/Outside 4-Year Cohort	
<b>DESCRIBE REGIONAL PLAN TO IMPROVE</b>	<b>COMPLETION DATE</b>	<b>STAFF PERSON</b>

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Signatures demonstrate support of regional improvement goals and grant activities to improve.

Kevin Oxley		3/1/09
<small>&lt;Type First &amp; Last Name Of CI Coordinator&gt;. CI Coordinator Signature</small>		<small>Date</small>
Kevin Oxley, CEPD 37		3/1/09
<small>&lt;Type First &amp; Last Name Of CEPD Administrator&gt;. CEPD Administrator Signature</small>		<small>Date</small>
Ryan Rowe, CEPD 46		3/1/09
<small>&lt;Type First &amp; Last Name Of CEPD Administrator&gt;. CEPD Administrator Signature</small>		<small>Date</small>
Judy Kochendorfer, CEPD 30		3/1/09
<small>&lt;Type First &amp; Last Name Of CEPD Administrator&gt;. CEPD Administrator Signature</small>		<small>Date</small>
<small>&lt;Type First &amp; Last Name Of CEPD Administrator&gt;. CEPD Administrator Signature</small>		<small>Date</small>

COMPLETED FORM IS DUE TO OCTE BY **APRIL 1, 2009.**

Please mail to: Annette Filbrandt or Lisa Smith  
Michigan Department of Education  
Office of Career and Technical Education  
P.O. Box 30712  
Lansing, Michigan 48909

### Regional Plan to Improve – Reading/Language Arts

**Subgroup Disparities:** Disabled students are performing almost 30% below the average performance rate of all CTE students in the area of ELA based on CPI data. Economically disadvantaged students are performing slightly above the average performance rate of all CTE students in this same area.

**Action Step:** Jackson, Lenawee and Hillsdale are all using a variety of assessments (EPAS, NWEA, Work Keys) to benchmark student capabilities in ELA as they enter our programs. Then, based on this data, a Data Retreat will be held to help staff disaggregate the data, interpret the data, and develop appropriate interventions to increase student achievement.

**Action Step:** One intervention already underway is to provide reading apprenticeship training to CTE instructors, giving them strategies to teach reading and comprehension skills within their classrooms. Highly Qualified ELA consultants are also in place in each county that team teach with CTE instructors.

**Completion Date:** On-going, however a Data Retreat will take place in September 2009 with appropriate strategies being implemented throughout the year.

**Staff Persons:** CTE instructors, CTE Instruction Assistants, ELA Consultants, Special Populations Coordinator, CTE administration

### Regional Plan to Improve – Mathematics

**Subgroup Disparities:** Disabled students are performing almost 24% below the average performance rate of all CTE students in the area of Math based on CPI data. Economically disadvantaged students are performing about 9% above the average performance rate of all CTE students in this same area.

**Action Step:** Jackson, Lenawee and Hillsdale are all using a variety of assessments (EPAS, NWEA, Work Keys) to benchmark student capabilities in Math as they enter our programs. Then, based on this data, a Data Retreat will be held to help staff disaggregate the data, interpret the data, and develop appropriate interventions to increase student achievement.

**Action Step:** There are efforts currently taking place in each county to better utilize the expertise of regional Math/Science Centers to help develop appropriate interventions and train CTE staff. The Lenawee ISD has a STEM supervisor that works with general education and CTE on a variety of initiatives. In Jackson County, the director of the Math/Science Center is also the CTE curriculum supervisor. The region also has several highly qualified Math consultants that team teach with CTE instructors.

**Completion Date:** On-going, however a Data Retreat will take place in September 2009 with appropriate strategies being implemented throughout the year.

**Staff Persons:** CTE instructors, CTE Instructional Assistants, ELA Consultants, Special Populations Coordinator, CTE administration