

State of Michigan School Improvement Planning Template

School: LISD TECH Center		School Year: 2010-2011							
Section I: Comprehensive Analysis Report on Student Achievement									
Content Area: Career Technical Education (Math, Science, ELA)		(X) Active Goal		() Maintenance Goal		() Revised Goal			
Student Goal Statement: LISD TECH Center students will improve technical skill and aligned core academic achievement as compared to baseline data using NWEA (fall 2010), NOCTI, Ability Profiler and Program Specific Summative Assessment pre and post-tests.									
Statement of gap in student achievement (Need Statement): Based on Core Performance Indicators (CPI's), students in the three county area of Hillsdale, Jackson, and Lenawee (Region 22), fall below state averages in the academic skill areas of Math, Science and ELA. By working to increase achievement towards technical skills aligned to core academics, students will increase their proficiency on technical skill and core academic assessments.									
Contributing Cause for the gap in student achievement: Of all students enrolled at the LISD TECH Center 25% of students are identified as at-risk. In addition to at-risk indicators, students are, at times, inadequately prepared due to limited experiences with performance based instruction/assessments.									
List the multiple sources of data used to identify the gap in student achievement: MDE data identified Region 22 as performing below state averages in the academic areas of Math, Science, and ELA based on Core Performance Indicators and repeated on NWEA fall baseline scores.									
Section II: Comprehensive Analysis Report on System Processes and Practices									
Listed below are the challenges from the Comprehensive Needs Assessment Strand reports, the EdYES! Report, the Standards Assessment Report or the Self Assessment Report that were aligned with this content area goal to be included in this School Improvement Plan. (These should be addressed as strategies/action steps in your SIP in Section III)									
Multiple Measures		Clear Expectations		Aligned/Alignment		Decision-Making		Data-Driven Decision Making	
Section III: Plan to Accomplish Student Achievement Goals									
Measurable Objective Statement to support Goal: Each student will make measureable progress (TBD for each assessment) based on pre and post assessment data.									
For this objective, list the multiple measures of assessments to be used that will provide authentic assessment of pupils' achievement, skills, and competencies: NWEA, NOCTI, Ability Profiler, as well as Program Specific Summative Assessment pre and post-tests.									
Strategy Statement: Local, state and national pre and post tests will be administered to all students.									
Action Steps	Staff Responsible	Timeline for Activity		Resources Needed			Monitoring Plan	Evidence of Success	
		Begin	End	Resource	Source	Amount			
NWEA Pre & Post Tests	Academic Consultants	Sept. 2010	May 2011	Technology	LISD Technology Staff		Collaborative data dissemination	Amount of growth	

NOCTI Pre & Post Tests	LISD TECH Center Assistant Principal, Curriculum & Instruction	Sept 2010	May 2011	Technology	LISD Technology Staff		Collaborative data dissemination	Amount of growth
Ability Profiler	LISD TECH Center Career Prep Service Coordinators	Sept 2010	May 2011	Technology & Training	Career Preparation Services & LISD Technology Staff		Collaborative data Dissemination	Amount of growth
Other Required Information								
What research did you review to support the use of this strategy and action plan? Local, State (MDE) and national data.								
What Professional Learning activities will you need to provide to support the successful implementation of this strategy/action? School improvement and professional development activities.								
How has the school integrated its available fiscal resources to support this strategy and action steps? Short-term and long-term (5 year) budget projections.								
How has the school assessed the need for, and integrated the use of, telecommunications and informational technology to support this strategy and action steps? Through the LISD Program Annual Review (PAR) process, online testing, and Data Director for analysis and reporting of assessment data.								

State of Michigan School Improvement Planning Template

School: LISD TECH Center		School Year: 2010-2011	
Section I: Comprehensive Analysis Report on Student Achievement			
Content Area: Career Technical Education (CTE)	(X) Active Goal	() Maintenance Goal	() Revised Goal
Student Goal Statement: Based on an Educational Development Plan (EDP) and through a K-16 Career Pathway Model, LISD TECH Center students will be provided resources and support to achieve proficiency in a LISD TECH Center CTE program, meet high school graduation requirements, and transition to a post-secondary experience.			
Statement of gap in student achievement (Need Statement): Opportunities are available for a greater number of students to fulfill their K-16 Pathway by achieving proficiency in a LISD TECH Center CTE program, meeting high school graduation requirements, and successfully transitioning to a post-secondary experience.			
Contributing Cause for the gap in student achievement: Even after increased awareness efforts to place accurate information into the hands of students, parents and the community, students continue to have limited awareness of opportunities to complete LISD TECH Center CTE capstone experiences, meet core academic requirements towards graduation and transition to a post-secondary experience.			
List the multiple sources of data used to identify the gap in student achievement: Underutilized enrollment opportunities at the LISD TECH Center based on students' EDP. And, for those that do enroll in CTE programming, not all have achieved proficiency in a LISD TECH Center CTE program, met high school graduation requirements, and transitioned to a post-secondary experience.			

Section II: Comprehensive Analysis Report on System Processes and Practices

Listed below are the challenges from the Comprehensive Needs Assessment Strand reports, the EdYES! Report, the Standards Assessment Report or the Self Assessment Report that were aligned with this content area goal to be included in this School Improvement Plan. (These should be addressed as strategies/action steps in your SIP in Section III)

Staff (Local District)	Focus on Student Results	Staff Participates in Learning Teams (CTE & Local District)	Decision-Making	Process

Section III: Plan to Accomplish Student Achievement Goals

Measurable Objective Statement to support Goal: Increase student enrollment by 3% (for the 2011-2012 school year) at the LISD TECH Center based on EDPs. And, for students enrolled in LISD TECH Center CTE programming (for the 2010-2011 school year), 95% of students will achieve proficiency (at least a 2.0), and 80% of students will achieve at least a 3.0 GPA in a LISD TECH Center CTE program and have a plan (EDP) to transition to a post-secondary experience.

For this objective, list the multiple measure of assessments to be used that will provide authentic assessment of pupils' achievement, skills, and competencies: Enrollment data, EDP data, amount of reimbursement for effective CTE counseling at local district level, Follow-up data, Amount of Articulated Credit.

Strategy Statement: Students will develop EDPs and fulfill their K-16 Pathway (achieve proficiency in a LISD TECH Center CTE program, meet high school graduation requirements, and transition to a post-secondary experience) with assistance of Career Preparation Services Coordinators (CPSC), Local District Staff members, and LISD TECH Center Staff.

Action Steps	Staff Responsible	Timeline for Activity		Resources Needed			Monitoring Plan	Evidence of Success
		Begin	End	Resource	Source	Amount		
Each student will create/update an EDP.	Local district teachers and counselors.	Sept. 2010	May 2011	Technology/Career Cruising, CPSC.	Career Preparation Services (CPS)		Monthly progress	EDP Completion Percentage.
Students will be provided with career counseling and support following Sophomore Visits	Ryan Rowe	Nov. 2010	March 2011	CPSC, local and CTE Counselors, local and CTE instructors.			LISD TECH Center Enrollment	Maximum enrollment capacity in correlation to EDPs.

Other Required Information

What research did you review to support the use of this strategy and action plan? Evidence of deficiencies in enrollment (LISD PAR, LISD TECH Center Profile), EDP data, Follow-up data, Amount of Articulated Credit.

What Professional Learning activities will you need to provide to support the successful implementation of this strategy/action? Principal Association meetings, Lenawee County Counselor Association (LCCA) meetings, CPSC meetings, LISD TECH Center Professional Development and School Improvement activities.

How has the school integrated its available fiscal resources to support this strategy and action steps? AlertNow, direct mail, software licensing, marketing, short and long-term (5 year) budget plans.

How has the school assessed the need for, and integrated the use of, telecommunications and informational technology to support this strategy and action steps? AlertNow, software licensing.