

Calhoun Area Career Center

Standards Assessment Report

May 22, 2009

For NCA Peer Review June 4, 2009

Introduction and Purpose of the Report

The Calhoun Area Career Center AdvancEd Standards Assessment Report (CACC SAR) was created in preparation for the Peer Review to be conducted by the Calhoun Intermediate School District (CISD). The CACC SAR is an assessment of the seven AdvancEd standards. The CACC formed a representative team of staff who identified the data, searched and compiled evidence, and documented the results for each standard. The SAR will serve as one resource for the CISD Quality Assurance Review Team, who will conduct a peer review on June 4, 2009.

The CACC SAR Process Structure

The CACC SAR was created by a team of CACC staff that spanned multiple employee groups. The team consisted of:

Warren Banaszewski – CACC Instructor
James Bowers – CACC Instructor
Katrina Bowers – CACC Data Specialist
Linda Burt – CACC Instructor
Mark Gothberg – CACC Instructor
Sue Haughey – CACC Guidance Counselor
Dennis Hunt – CACC Academic Consultant
LeAnn Morales – CACC Instructional Support Staff (Committee Chair)
Joe Ratti – CACC Work Based Learning Counselor
Matt Reinke – Instructional Support Staff

The team met several times throughout the 2008-2009 school year during and after school to gather and compile the documented evidence and rate the CACC by the AdvancEd standards.

Report Structure

The CACC SAR is divided into three sections: (1) a summary of the school profile, (2) a review of each standard, and (3) concluding remarks. The summary of the school profile briefly describes the CACC's vision and mission, school improvement goals, demographics, and other characteristics. The review of each standard is composed of three components: (1) the indicators rubric, (2) focus questions, and (3) concluding assessment. For each indicator, the team rated the practices according to the following definitions:

- **Not Evident** - Little or no evidence exists
- **Emerging** - Evidence indicates early or preliminary stages of implementation of practice
- **Operational** - Evidence indicates practices and procedures are actively implemented
- **Highly Functional** - Evidence indicates practices and procedures are fully integrated and effectively and consistently implemented

Summary of School Profile

The CACC's Mission:

Empowering students to achieve career goals and become lifelong learners.

Vision:

By continuous improvement, through change and innovation, CACC will become a leading technology center in the State of Michigan.

ELA Goal:

When ELA literacy strategies are introduced, staff will implement them in the classroom. Staff will work in PLCs to put together lessons that will employ each strategy. Instructors will use these strategies in the classroom as they address program technical standards and then bring student work from these lessons to the next PLC meeting for discussion.

One hundred percent of the teachers will use each literacy strategy introduced in the PLCs and then bring samples of student work/assessment back to the next PLC meeting to share and discuss.

Eighty-five percent of students will show overall improvement on the EDRP and specifically at least a 2 point increase in the Instructional Level (P=.75) score between the pre-test and post-test.

Math Goal:

The Calhoun Area Career Center will improve student competency in mathematics literacy.

By December 19, 2008 one-hundred percent of CACC program instructors will select and document at least 4 program-specific tasks into which the following math objectives will be embedded: fractions, decimals, percents, and proportions.

One-hundred percent of CACC instructors will incorporate strategies to address these goals in their curriculum.

These goals will be measured longitudinally through the Work keys Applied Mathematics assessment to show continued growth.

Student performance on the internal assessment of selected math objectives will improve by a rate of at least 25% from pre to post test.

Technical Goal:

By May 31, 2009, program instructors will incorporate into their curriculum 10 items from their Gap Analysis and move each "up" one level (N to 1, 1 to 2, 2 to 3, 3 to 4, 4 to 5).

Calhoun Area Career Center Information

The Calhoun Area Career Center (CACC) is a public secondary school operated by the Calhoun Intermediate School District, located in Battle Creek, MI. We are an extension of local public and private schools, providing career and technical education to primarily 11th and 12th grade students. The CACC accepts and serves ALL demographics of students from special populations to the academically gifted. Students attend the Center for one-half of their school day and their sending school the other half.

Currently, the CACC offers 18 programs following the Michigan Career Pathways model. While attending the Center, students may earn college credits through dual enrollment or articulation. Several student organizations are available that enhance classroom learning. These organizations provide leadership training, team work, and opportunities to network with professionals in their career field. In addition, every program at the CACC works in concert with business, industry, and post-secondary partners to stay current, and enhance the learning opportunities for students.

The staff in the Student and Career Services Department provides academic and technical support as well as career counseling and student service resources. We employ academic specialists in core content areas to collaboratively work with programs to integrate elements of the Michigan Merit Curriculum into our instruction.

The staff of the CACC is comprised of 22 instructors, 13 instructional support staff, 2 guidance counselors, 2 work-based learning counselors, 2 academic consultants, 1 outreach specialist, 3 secretaries, 1 data specialist, 4 maintenance/custodial, 1 assistant principal, 1 principal, and 1 director. In addition, the CISD special education department has assigned 1 special education consultant and 1 instructional aide to support our students with IEP's. Due to the nature of our program offerings, the instructional staff is typically recruited from industry, and many of our instructors and instructional support staff are in a second career at the Center.

The CACC strives to prepare students for careers by providing relevance to academic content using contextual learning. Student performance on the mathematics goal for the 2008-2009 school year was measured by conducting a pre-test of basic math skills of all CACC students in September, 2008 and a post-test of those same skills in May, 2009. Every program in the CACC devoted time and resources to address math literacy.

The results are listed in the table below:

Level	Range	Pre-Test	Post-Test
Advanced	91% - 100%	2%	24%
Proficient	81% - 90%	3%	18%
Basic	71% - 80%	10%	19%
Below basic	41% - 70%	41%	28%
Far below basic	0% - 40%	43%	12%

As of the time of this report, student performance on the ELA goal is not available. The estimated availability for this data is June, 2009.

The CACC Technical Goal began in September, 2008. However, changes in the State mandated curriculum and midyear requirements necessitated our tabling of that specific goal.

Trends Impacting the CACC

The CACC is faced with several key issues in providing services to local districts. Two of these issues surround the local districts' capacity to deliver the Michigan Merit Curriculum (MMC) to their students. The increased graduation requirements outlined in the MMC leave very little room for students to enroll in elective courses such as those offered by the CACC. In addition, those students who fail coursework in the MMC must enroll in casualty sections of those class offerings and subsequently are unable to fit CTE coursework into their schedules. Also, the financial disposition of many of our districts has led to scheduling format changes, from block or other scheduling templates that allow flexibility in the master schedule to traditional six hour schedules. Master schedules of this nature tend to reduce not only flexibility but the number of sections available for elective coursework.

STANDARD 1 – VISION and PURPOSE

The school establishes and communicates a shared purpose and direction for improving the performance of students and the effectiveness of the school.

IMPACT STATEMENT: A school is successful in meeting this standard when it commits to a shared purpose and direction. The school establishes expectations for student learning aligned with the school’s vision that is supported by personnel and external stakeholders. These expectations serve as the focus for assessing student performance and school effectiveness. The school’s vision guides allocations of time and human, material, and fiscal resources.

INDICATORS		Not Evident	Emerging	Operational	Highly Functional
In fulfillment of this standard, the school:					
1.1	Establishes a vision for the school in collaboration with its stakeholders			X	
1.2	Communicates the vision and purpose to build stakeholder understanding and support			X	
1.3	Identifies goals to advance the vision			X	
1.4	Develops and continuously maintains a profile of the school, its students, and the community			X	
1.5	Ensures that the school’s vision and purpose guide the teaching and learning process				X
1.6	Reviews its vision and purpose systematically and revises them when appropriate				X

Overall Self Assessment Status for Vision & Purpose: OPERATIONAL

Focus Question One:

What is the process for establishing and building understanding of a commitment to the vision statement among stakeholders?

The CACC provides and promotes the center-wide vision through Center publications and the Center's website. In addition, the CACC staff reviews the mission and vision statement bi-monthly. The mission and vision is incorporated into a variety of materials that are distributed throughout the CISD service area.

Evidence

- **Professional Development PLC (Professional Learning Communities) Meetings (1.1, 1.2, 1.5, 1.6)**
The instructional staff and CACC administration meets twice a month on Mondays for 1.5 hours to discuss and share information and data for Math and Reading Literacy, gap analysis in technical standards, and assessment strategies related thereto. Instructional staff share data related to their classroom presentation and student results. At each PLC the vision and mission of the CACC is reviewed and discussed to some degree to remind staff of why we are here.

- **CACC Promotional Materials (1.2)**
The CACC vision and mission statements are published on a variety of promotional materials such as the CACC Website, brochures, program overview, student handbook, etc. The purpose of these publications is to clearly identify the vision and purpose of the CACC to all stakeholders.
 - Link to CACC Website (www.calhounisd.org)

Focus Question Two:

What is the school's process for developing a profile and systematically maintaining and using information that describes the school, its students, and their performance?

The CACC systematically produces an annual report which is available to all stakeholders in the CISD service area. The Center also prepares individual Program Profiles which gives specific information regarding each program at the CACC. Various assessments given throughout the year are reported to staff and students to indicate their progress during the year.

Evidence

➤ **CACC Annual Report (1.2; 1.4)**

The annual report contains information that describes the CACC, its student make-up, and their performance. This report serves as a distinct profile that is regularly reviewed and updated.

➤ **TRAC Notebooks (Technical Review And Compliance) (1.2, 1.3, 1.4, 1.5, 1.6)**

The administration and program instructors meet annually to review the TRAC notebook. This notebook contains a variety of information such as program profiles, budgets, teacher credentials, complete information, classroom safety records, and articulation agreements. Program profiles contain data on student enrollment, attendance, grade distribution, school breakdown, ethnic makeup, and enrollment statistics. These profiles are updated each semester.

- TRAC Notebooks are available for inspection in the CACC main office.

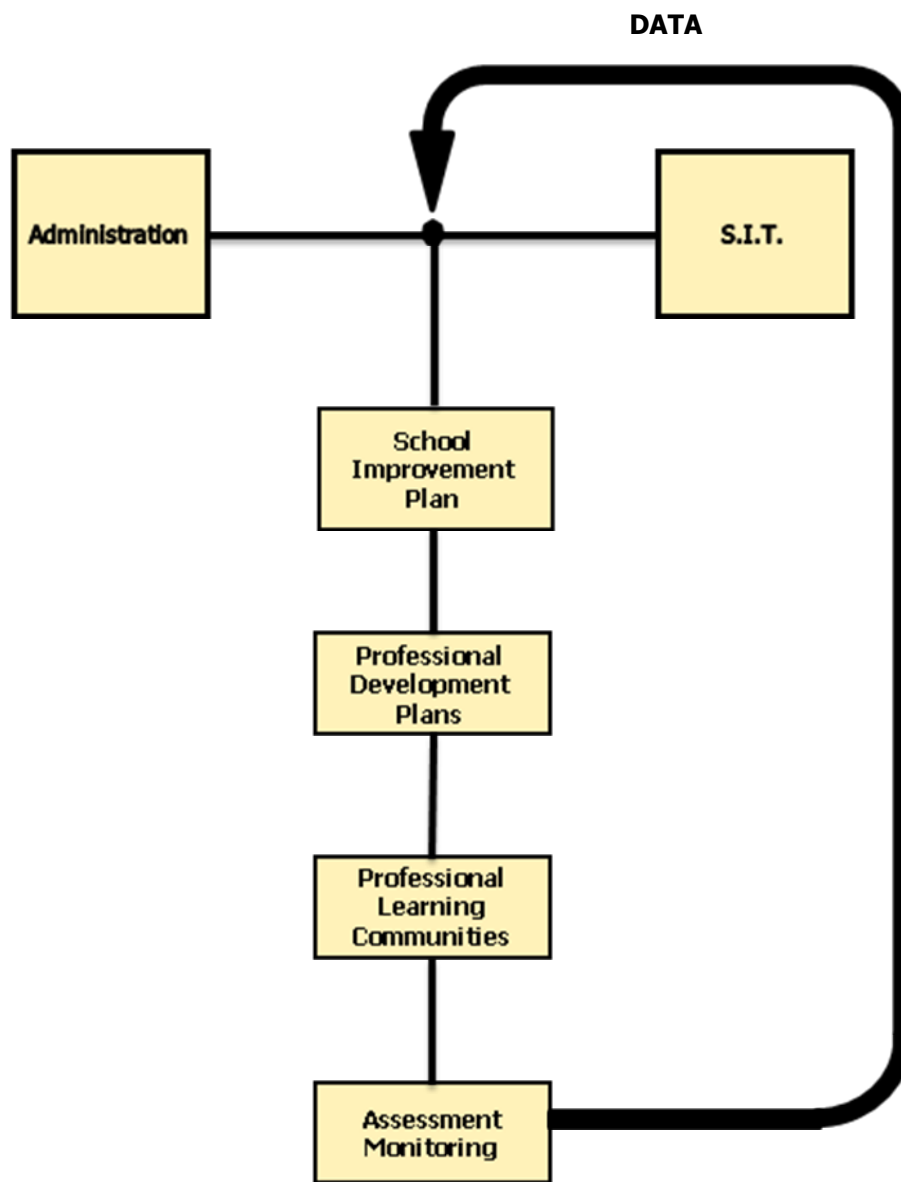
➤ **Attendance Data Year-To-Year Comparison (1.4)**

Staff uses attendance data in an attempt to understand the correlation between student attendance and performance. Administration routinely analyzes this data and shares it with staff. This data becomes a springboard for discussions about grading policies and procedures, and is examined annually by the leadership team in handbook policy review.

Focus Question Three:

How does the leadership ensure that the school’s vision, purpose, and goals guide the teaching and learning process?

The administration, in concert with teacher leaders, employs a continuous improvement strategy as detailed in the graphic below. This process relies heavily on the PLC structure to collect and review data, formulate specific goals supporting the vision and mission, and implement change where appropriate.



- The Administration develops SMART Goals in conjunction with the School Improvement Team (SIT).
- Through that process, a school improvement plan is created.
- The School Improvement Plan (SIP) is fleshed out fully into a professional development plan for the year.
- Those PD plans are then delivered to staff through twice monthly Professional Learning Community (PLC) meetings, as well as other opportunities.
- PLC meetings are utilized to deliver focused instruction related to achieving the SMART goals.
- Instructors from each PLC take the instruction back to the classroom and deliver to students.
- Formative assessments are given periodically to assess progress. Final assessments are completed in April or early May to assess growth.
- That data is reported back to administration/SIT and PLCs where it can be used to inform next year's improvements.

Evidence

- **Professional Development PLC (Professional Learning Communities) Meetings (1.3, 1.4, 1.5, 1.6)**
The instructional staff and CACC administration meets twice a month on Mondays for 1.5 hours to discuss and share information and data for math and reading literacy, gap analysis in technical standards, and assessment strategies related thereto. Instructional staff share data related to their classroom presentation and student results.
- **School Improvement Plan (1.1, 1.2, 1.3, 1.4, 1.5, 1.6)**
The CACC's School Improvement Plan provides a yearly agenda for professional development and SMART goals.

Focus Question Four:

What process is used to ensure that the vision and purpose of the school remain current and aligned with the school's expectations for student learning and school effectiveness?

The School Improvement Team and the Administration meet bi-monthly to revisit the vision and mission in the context of the school improvement plan, which drives professional development for the year. The plans are then implemented with staff through twice monthly PLC meetings. The CACC also keeps its vision and mission current with business and industry standards through advisory committee involvement.

Evidence

- **Professional Development PLC (Professional Learning Communities) Meetings (1.3)**
The instructional staff and CACC administration meets twice a month on Mondays for 1.5 hours to discuss and share information and data for math and reading literacy, gap analysis in technical standards, and assessment strategies related thereto. Instructional staff share data related to their classroom presentation and student results.

- **School Improvement Team (1.1, 1.2, 1.3, 1.4, 1.5, 1.6)**
Members from the CACC staff serve on this team for a period of two years. The team meets every other week with Administration to ensure that the vision and purpose of the school remain current and aligned with the School Improvement Plan. This process guides the PLC meetings and professional development, ensuring the continuity of the mission and vision.

- **CACC Advisory Committees (1.1, 1.2, 1.3, 1.6)**
The program advisory committee helps to ensure that each program is aligned with industrial standards. Advisory committee members include students, business and industry representatives, parents, and the program instructors. Members review the current curriculum and make recommendations for changes or updates as needed.

Concluding Statement:

The Calhoun Area Career Center is committed to providing a shared purpose and direction through the use of a continuous improvement strategy. By using input from both internal and external stakeholders, the CACC establishes expectations and goals that promote the preservation and realization of the mission and vision. Systems are in place to constantly review and reflect on the mission and vision of the CACC in its meeting structures.

STANDARD 2 – GOVERNANCE AND LEADERSHIP

The school provides governance and leadership that promote student performance and school effectiveness.

IMPACT STATEMENT: A school is successful in meeting this standard when it has leaders who are advocates for the school’s vision and improvement efforts. The leaders provide direction and allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders encourage collaboration and shared responsibility for school improvement among stakeholders. The school’s policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation.

INDICATORS		Not Evident	Emerging	Operational	Highly Functional
In fulfillment of this standard, the school operates under the jurisdiction of a governing board that:					
2.1	Establishes policies and procedures that provide for the effective operation of the school				X
2.2	Recognizes and preserves the executive, administrative, and leadership prerogatives of the administrative head of the school			X	
2.3	Ensures compliance with applicable local, state, and federal laws, standards, and regulations				X
In fulfillment of this standard, the school has leadership that:					
2.4	Employs a system that provides for analysis and review of student performance and school effectiveness			X	
2.5	Fosters a learning community			X	
2.6	Provides teachers and students opportunities to lead			X	
2.7	Provides stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership		X		
2.8	Controls curricular and extracurricular activities that are sponsored by the school				X
2.9	Responds to community expectations and stakeholder satisfaction			X	
2.10	Implements an evaluation system that provides for the professional growth of all personnel		X		

Overall Self Assessment Status for Governance & Leadership: Operational

Focus Question One:

What is the process for establishing, communicating, and implementing policies and procedures for the effective operation of the school?

The CACC Administrative Team (CTE Director, Principal, and Assistant Principal) annually reviews policies and procedures and makes recommendations to the CISD Board of Education for review and approval. Student handbooks are updated and reviewed annually with students and staff. The evidence below demonstrates that the processes are in place to establish, communicate, and implement policies and procedures.

Evidence

- **CACC Administrative Meetings (2.1, 2.2, 2.3)**
The CACC Administrative Team reviews policies and procedures and makes recommendations to the CISD Board of Education. These policies are based on the various needs that arise from State of Michigan CTE updates, School Improvement Team recommendations, and student input. In addition, the CACC leadership team participates in regular meetings with superintendents, principals, and counselors from local schools.

- **Calhoun Area Counselors Meeting (2.4)**
The CACC counselors, work-based learning specialists, teacher consultants, CISD/VEST staff, and teachers meet monthly with local area counselors. In this meeting, local districts are engaged in discussion on various CACC policies and procedures, involving such items as academic recovery, attendance and enrollment procedures.

- **School Improvement Team (2.5, 2.6)**
Members from the CACC instructional staff serve on the School Improvement Team for a period of two years. The team meets bi-monthly to ensure that the vision and purpose of the school remains current and aligned with the School Improvement Plan. The School Improvement Team also represents staff as an advisory body to administration, making recommendations and providing a sounding board for initiatives, policies, and mandates. This is accomplished by team members who serve as facilitators for the individual groups in the PLC structure. Center-wide initiatives are typically brought to the SIT and plans are made to implement to the rest of the staff.

➤ **CACC Advisory Committees (2.7, 2.9)**

The program advisory committee helps to ensure that each program is aligned with industrial standards. Advisory committee members include students, business industry representatives, parents, and the program instructors. Members review the current curriculum and make recommendations for changes or updates as needed. In addition, any changes in policy and procedure at the CACC are discussed with opportunity for input.

➤ **Evaluation Process and Teacher Individual Development Plan (IDP) (2.1, 2.2, 2.7, 2.10)**

The CACC Administrative team conducts informal and formal written staff evaluations to ensure that policies and procedures are adhered to as well as promoting effective teaching and classroom management practices. The administration and individual staff members work together to ensure consistent and specific planning for continuous improvement.

Focus Question Two:

What process does the school’s leadership use to evaluate school effectiveness and student performance?

The CACC utilizes a continuous improvement model enabling the leadership to regularly review its programs and services. Information regarding student performance and the overall effectiveness of the Center and its programs is gathered from a variety of sources. Leadership uses this data as a basis for employing or adjusting strategies to optimize student success. We see this process as being composed of 4 key elements: data gathering and accountability (through formal and informal assessments), Data storage and retrieval, information sharing and processing, and evaluation of results.

Evidence

➤ **Accountability Instruments (2.1, 2.3, 2.4, 2.9, 2.10)**

In addition to program grades, the CACC monitors student performance through a variety of assessment instruments, including but not limited to the following:

Student Performance	
Center-wide pre- and post-testing	Basic mathematical skills
eDRP (Electronic Degrees of Reading Power)	Reading comprehension
NOCTI (National Occupation Career and Technical Institute)	Technical competence
School Effectiveness	
PLC	Teaching strategies
IDP	Staff performance
Surveys	Student Survey for Career Connection Day Instructor Survey for Career Connection Day

➤ **Data Storage and Retrieval (2.4, 2.10)**

DataDirector is used to gather, analyze, aggregate and disaggregate all types of student information. The Center also utilizes the Zoomerang survey application to assist with the collection of information regarding student performance and Center-wide effectiveness. Additionally, the state mandated application, Career and Technical Education Information System (CTEIS) is used to report the effectiveness of career and technical education across the state of Michigan, through the Perkins Core Performance Indicators. The CACC also utilizes survey data from our stakeholders to assess the effectiveness of our curriculum, instruction, and programming. The results are used to identify areas for improvement and possible professional development.

➤ **CACC Administrative Meetings (2.1, 2.2, 2.3)**

The CACC Administrative Team reviews policies and procedures and makes recommendations to the CISD Board of Education. These policies are based on the various needs that arise from State of Michigan CTE updates, School Improvement Team recommendations, and student input. In addition, the CACC leadership team participates in regular meetings with superintendents, principals, and counselors from local schools.

Focus Question Three:

In what ways are stakeholders, including staff, given opportunities to provide leadership and to contribute to the decision-making process?

The CACC provides both internal and external stakeholders the opportunity for input and participation in the decision making process. Superintendants receive updates and offer input during regularly scheduled meetings. Counselors and principals also contribute to the decision-making process. Parents, students, and other community members are represented through the advisory committees.

Evidence

➤ **ABCs Meetings (2.4, 2.7, 2.9)**

The Association of Superintendents from Barry, Branch, and Calhoun counties meet monthly to review state policy updates and work on county-wide collaborative initiatives. The superintendent from each local school attends these meetings and each department head (assistant superintendent or director) gives a written and verbal report. The focus of these meetings is an efficient use of resources and best ways to increase student performance. Feedback from these meetings is given to the CISD superintendent to determine future direction and initiatives. The Director of CTE and the CACC principal attends these meetings and submits a CTE report to the superintendents. The CTE Director communicates the needs and input from local districts to the administration and staff of the CACC.

➤ **School Improvement Team (2.5, 2.6)**

Members from the CACC instructional staff serve on the School Improvement Team for a period of two years. The team meets bi-monthly to ensure that the vision and purpose of the school remains current and aligned with the School Improvement Plan. They assist with the planning for staff professional development for the school year and provide feedback for school improvement initiatives. The members of this team also facilitate individual PLC. Center-wide initiatives are typically established through these meetings and plans are then implemented through the PLC structure.

- **CACC Advisory Committees (2.1, 2.3, 2.4, 2.6, 2.7, 2.9)**
 The program advisory committee helps to ensure that each program is aligned with industrial standards. Advisory committee members include students, business and industry representatives, parents, and the program instructors. Members review the current curriculum and make recommendations for changes or updates as needed. In addition, any changes in policy and procedure at the CACC are discussed with opportunity for input.

- **CACC Committees (2.1, 2.3, 2.6, 2.7, 2.9)**
 The Calhoun Area Career Center employs committees to do specific work in certain areas. The committees are as follows: Safety Committee, Marketing Committee, NCA Steering Committee, School Improvement Team, and PLC. These committees provide opportunities for all staff to contribute and play a leadership role in the decision-making process.

- **CDC (Career Development Committee), EAG (Education Advisory Group), and WDB (Workforce Development Board) (2.3, 2.4, 2.7, 2.9)**
 The CDC is funded with Tech Prep money and consists of secondary and postsecondary representatives from each district in Barry, Branch and Calhoun counties, business and industry representatives, and WDB representatives. The CDC meets 5-6 times yearly and their role is to take information back to their home districts to better prepare students for the workforce. This committee is the very important connection between business, industry, and the schools. Recommendations made by the CDC for the region are presented to the EAG, which consists of approximately 25 superintendents, principals, academic educators, and business and industry representatives. The EAG meets 4 times during the school year and oversees the Tech Prep and Perkins grants. They also make recommendations to the WDB on education and business-related issues. The WDB is a very formal committee comprised of 40 business and industry representatives from Barry, Branch, and Calhoun Counties. The WDB consists of committees that work on policy for labor and economic growth issues and make the region report to the state for education and business/industry. Mike Hoffner (Branch Area Careers Center Director and CDC/EAG Chair) and Kris Jenkins (CISD Career Development Coordinator/Calhoun Area Career Center CTE Director) attend the WDB meetings to report on recommendations from the CDC and EAG.

- **Professional Union and the Evaluation Process (2.2, 2.3, 2.5, 2.7, 2.10)**

The CACC has a union that represents the instructional staff members of our building. These unions include the Michigan Education Association and the Calhoun Area Technology Center Education Association. The purpose and intent of individual agreements is to set forth terms and conditions of employment and to promote orderly and peaceful labor relations for the mutual interest of the employer, the employees, and the unions. The evaluation process is a key component to providing feedback to instructors and promoting professional growth for instructional staff.

- **Counselors Meetings (2.7, 2.9)**

The CACC hosts monthly counselor meetings to communicate information to stakeholders about students, their performance, and school effectiveness. These meetings provide the counselors of the local districts an opportunity to provide input and advise the leadership of CACC of the needs of students from a curriculum and policy perspective.

Focus Question Four:

What policies and processes are in place to ensure equity of learning opportunities and support for innovation?

The CACC has well established policies and procedures to ensure equity throughout the work place and learning environment. In addition, its programming and the allocation of resources encourage innovation among all stakeholders.

Evidence

- **CISD Board of Education Policies and Procedures (2.1, 2.2, 2.3, 2.7, 2.8)**
These policies and procedures illustrate the CACC's responsibility to provide learning opportunities for all students and equal opportunities for all personnel. The CACC publishes a student handbook, annually approved by the CISD Board of Education.
 - #2110 – Statement of Beliefs
 - #2260 – Nondiscrimination and Access to Equal Educational Opportunity
 - #2460.01 – Special Education
 - #2605 – Program Accountability and Evaluation
 - CACC Student Handbook

- **Special Populations Efforts (2.3, 2.4, 2.8, 2.9)**
CACC staff participates in the IEP process for those students with individualized education plans. As a result, the CACC endeavors to meet the unique needs of students with disabilities. In addition, the CACC employs strategies, activities, and interventions for students pursuing non-traditional careers.
 - Special Ed/IEP Manual (2.3)
 - FOCUS Power Point (2.8)
 - FOCUS Newsletter (2.3)

- **AdvancED Process (2.4, 2.5, 2.6, 2.7)**
The Advanced process calls for a reflective review of the CACC's quality and equity in its service to all stakeholders. The members of this committee are taken from across all employment groups at the CACC to ensure an equal voice and representation.

➤ **Equitable Allocation of Resources (2.1, 2.2 2.8, 2.9)**

Federal grants such as Perkins and Tech Prep are an important source of revenue for the operation of the CACC. The sanctions embedded in the spending of these funds require that the administration address issues surrounding gender equity, support for at-risk populations, and students with IEP's. Grants are an important venue to stay abreast of innovative strategies as well as to assist in the financing of such initiatives. In addition, all staff have monies available for professional development to provide training in support of the CACC's educational vision. Through professional development, staff is able to stay current with the latest standards and techniques in their respective industries, as well as best practice teaching methods. This encourages innovative projects and practices as evidenced by two CACC programs that collaborated to develop a robotics club to enhance the learning opportunities for their students in 2008-2009.

- CTE Perkins budget (See Evidence Folder)
- Gender equity conferences(See Evidence Folder)
- PD line items on budgets(See Evidence Folder)

➤ **Student and Career Services (2.1, 2.3, 2.4, 2.8)**

The CACC employs a department whose goal is to coordinate and deliver interventions and assistance for all students to maximize their potential for success. This is accomplished through counseling services, academic integration and support, credit recovery, and work based learning experiences. In addition, this department supports all students in preparation for post-secondary endeavors.

Concluding Statement:

The CACC operates within a highly structured organization wherein policies and procedures are well established and communicated to stakeholders. Though the administration is still in the process of building a culture for systemic data driven improvement, its support of Professional Learning Communities has positioned the Center to make more efficient use of data and shared leadership.

The CACC is without question *operational* in terms of governance and leadership; however, within the context of a few of the key indicators for this standard (2.7 and 2.10), the Center would more accurately be categorized as *emerging*. While staff involvement in the CACC's various endeavors is well quantified, the current building culture tends to defer responsibility and ownership to administration and a small core of teacher leaders. This evidences a culture of compliance, as opposed to one of true collegiality and collective investment in the work at hand. Data of every stripe is available, and strident efforts have been made Center wide to collect performance information. Despite these steps toward a data driven model, the Center as a whole has not yet optimized its use of data to inform instruction. Indicator 2.2, while rated *operational*, is also problematic in that there is confusion at times as to the identity of the "administrative head." Given the CACC's role as a component of the CISD, the chain of authority is occasionally perceived as ambiguous or unclear. In the eyes of the "rank and file," at least, there seems to be any number of "administrative heads" within the organization, depending on the issue at hand.

STANDARD 3 – TEACHING AND LEARNING

The school provides research-based curriculum and instructional methods that facilitate achievement for all students.

IMPACT STATEMENT: A school is successful in meeting this standard when it implements a curriculum based on clear and measurable expectations for student learning that provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. Teachers use proven instructional practices that actively engage students in the learning process. Teachers provide opportunities for students to apply their knowledge and skills to real world situations. Teachers give students feedback to improve their performance.

INDICATORS		Not Evident	Emerging	Operational	Highly Functional
In fulfillment of this standard, the school:					
3.1	Develops and implements curriculum based on clearly defined expectations for student learning			X	
3.2	Promotes active involvement of students in the learning process, including opportunities for them to explore application of higher-order thinking skills and investigate new approaches to applying their learning		X		
3.3	Gathers, analyzes, and uses data and research in making curricular and instructional choices			X	
3.4	Designs and uses instructional strategies, innovations, and activities that are research-based and reflective of best practice		X		
3.5	Offers a curriculum that challenges each student to excel, reflects a commitment to equity, and demonstrates an appreciation of diversity			X	
3.6	Allocates and protects instructional time to support student learning			X	
3.7	Provides for articulation and alignment between and among all levels of schools			X	
3.8	Implements interventions to help students meet expectations for student learning			X	
3.9	Monitors school climate and takes appropriate steps to ensure that it is conducive to student learning		X		
3.10	Provides comprehensive information and media services that support the curricular and instructional programs			X	
3.11	Ensures that all students and staff members have regular and ready access to instructional technology and a comprehensive materials collection that supports the curricular and instructional program			X	

Overall Self Assessment Status for Teaching & Learning: Operational

Focus Question One:

How does the school ensure that the curriculum, instructional strategies, and assessments are aligned and articulated across grade levels in support of the expectations for student learning?

The CACC successfully meets the criteria of Teaching and Learning through its support of instructional delivery that facilitates achievement for all learners. The CACC offers its staff a variety of professional development opportunities to improve teaching and learning in all programs. More often than not, instructors come to the Center without formal training as educators; therefore, effective professional development is vital to ensuring that each CACC program is able to adequately address all state standards. Likewise, a Center-wide expectation that academic content be embedded within each program has been supported by a focus on math and literacy training in the CACC's professional learning communities.

Evidence

➤ **State Curriculum/Task listings (3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11)**

The CACC has adopted state curriculum standards for each program. Each set of standards has been researched and developed by a national body of experts in the field. Examples include NATEF (National Automotive Technicians Education Foundation), NIMS (*National Institute for Metalworking Skills*) and AWS (American Welding Society). For each respective program, these organizations have established requirements that include not only technical standards, but academic and employability skills as well.

➤ **Math Assessment Project (3.1, 3.5, 3.3)**

Pre and Post assessments are administered to all students in the fall and spring for the purpose of monitoring student progress toward the CACC math literacy goal. At regularly scheduled intervals, program instructors conduct additional assessments to monitor progress and adjust instruction to improve student math skills.

➤ **Literacy Strategies (3.3, 3.4, 3.5, 3.8)**

All staff have been trained to use a variety of literacy strategies to assist students in better understanding written text. This intensive training, involving practical application, peer review, and follow-up, has occurred in small groups over the course of three years. These strategies, which are aligned with Michigan's High School Content Expectations for English and Language Arts, are intended to

unlock meaning of industry-related text and to empower students to become life-long learners.

- Secondary Literacy Program Proposal (See Evidence Folder)

➤ **School Improvement Plan (3.1, 3.3, 3.5, 3.4)**

The CACC's School Improvement Plan provides a yearly agenda for professional development and SMART goals. The SMART goals are aligned and articulated across all programs, for both first and second year students, in support of student learning.

Focus Question Two:

In what ways does the school ensure the implementation of research-based instructional strategies, innovations, and activities that facilitate achievement for all students?

As with Focus Question One, the CACC advocates instructional delivery that facilitates achievement for all learners. Professional development is critical to the successful implementation of instructional strategies that have a high yield impact on student achievement.

Evidence

- **Technology Support For Program Instruction (3.11)**
Various programs have purchased a variety of classroom software and hardware for instructional use. These resources have allowed for innovations in the delivery of the classroom curriculum. The CACC utilizes a consultant from the CISD to assist in training staff on existing technologies and exploring additional innovations.

- **Articulation Agreements with Area Colleges (3.1, 3.7)**
The CACC maintains up-to-date articulation agreements with community colleges and universities in the area. Staff and college professionals meet at least once a year to update and make additions to current articulation agreements for CACC programs. Students are able to earn credit at the college level for a variety of programs taken through the CACC. These agreements not only accommodate a seamless transition from CACC to higher education, but they also provide an added measure of quality control to CTE instruction.

- **Literacy Strategies (3.3, 3.4, 3.5, 3.8)**
All staff have been trained to use a variety of literacy strategies to assist students in better understanding written text. This intensive training, involving practical application, peer review, and follow-up, has occurred in small groups over the course of three years. It is the expectation of the CACC leadership that all program instructors use these strategies as part of their instructional delivery. These strategies, which are aligned with Michigan's High School Content Expectations for English and Language Arts, are intended to unlock meaning of industry-related text and to empower students to become life-long learners.
 - Secondary Literacy Program Proposal (See Evidence Folder)

➤ **EDRP (Electronic Degrees of Reading) (3.1, 3.5, 3.3)**

This assessment is administered to all students in the fall and spring to determine reading levels and literacy proficiency. This web-based assessment provides data that indicates longitudinal progress on CACC's literacy goal. This data is analyzed and discussed in PLC's to determine the effectiveness of the literacy strategies employed by instructors throughout the school year. It is also used as a screening tool to identify students whose success may depend on improving their reading skills through integrated intervention strategies. The CACC goal of having each student achieve a 2-point gain in the EDRP Instructional Level score is meant to entice instructional staff to utilize literacy strategies throughout the school year.

➤ **Math Assessment Project (3.1, 3.5, 3.3)**

Pre and Post assessments are administered to all students in the fall and spring for the purpose of monitoring student progress toward the CACC math literacy goal. At regularly scheduled intervals, additional assessments are conducted by program instructors to monitor progress and adjust instruction to improve student math skills.

➤ **Individualized Educational Plan (3.4, 3.8)**

All special education students have an IEP that defines their disabilities and specifies what accommodations they need to be successful in the program. The CACC utilizes support in the form of special education personnel to monitor and ensure that students with disabilities have equal opportunities for achievement.

- **See Folder For VEST in NCA Cart**

Focus Question Three:

What processes are implemented to ensure that teachers are well prepared and effectively implementing the curriculum?

The administrative staff and a teacher coach, observe and evaluate, on a periodic basis for continuous improvements and gaps in curriculum delivery. Goal setting through the IDP (Individualized Development Plan) is also an administrative tool used to improve program instruction.

Evidence

➤ **Trac Notebooks (Technical Review And Compliance) (3.11)**

Each year, CACC administration meets individually with program instructors to review their TRAC notebooks. This notebook contains a variety of information such as program profiles, budgets, teacher credentials, complete information, classroom safety, articulation, curriculum, and participation in professional development.

Program Profiles contains data on student enrollment, attendance data, grade distribution, school breakdown, ethnic makeup, and enrollment statistics. The program profiles are updated each semester by the Data Specialist and distributed to the Program Instructor.

- TRAC Notebooks available for inspection in Main Office

➤ **Individual Development Plan (IDP) (3.1, 3.3)**

This plan is created for each CACC member each year. The goal of the plan is to ensure continuous improvement by the staff in each of their program discipline. Twice a year, the administrator assigned to each program conducts a formal classroom observation followed by a meeting to discuss the efficacy of instruction, etc.

➤ **Individual Staff Professional Development (3.1, 3.3)**

Each instructor has a budgeted line item for professional development, which allows them to attend workshops and/or conferences directly related to the curriculum that they teach. This process allows the instructors the opportunity to stay current in their field of study and pass on to students, new and emerging technology.

Focus Question Four:

How does the school provide every student access to comprehensive information, instructional technology, and media services?

The CACC provides media services to programs and filtered Internet access to educators and students. Access to information services is met through services such as Blackboard, Data Director, and Zangle student connect. Instructional technology commitment to professional development and technology integration support is evident by the creation of our Technology Consultant's position.

Evidence

- **Zangle Parent Connect (3.3, 3.10, 3.11)**
This component of the Zangle student information system allows parents real time access to their student's grade and attendance information.

- **Zangle Student Connect (3.3, 3.10, 3.11)**
This component of the Zangle student information system allows students real time access to their grade and attendance information.

- **Work-based Learning Evaluations (3.1, 3.2)**
These Co-op and/or Work Experience evaluations are indicators of student progress from the employers who oversee students participating in work-based learning experiences. This information is shared with the student and instructor to address gaps in workplace performance. These evaluations are conducted quarterly by the employer and Work-based Specialist.

- **Computer Lab and Laptop Initiative (3.10, 3.11)**
Students have access to a Center-wide computer lab as well as a laptop computer assigned to each student at the Center. The lab provides Internet access for use as a resource tool for each program at the Center. One example of this technology is a web-based virtual autopsy used by 21st Century Health Program.

➤ **Blackboard Software (3.10, 3.11)**

A software program that is used by staff to create on-line instructional lessons or student access. The software can be used in the classroom or from outside the center. This instructional technology provides the ability to design on-line courses which can be accessed by students from any location. It should be noted that several programs have made attempts to implement this tool, and this is an on-going project for the CACC.

Concluding Statement:

The Calhoun Area Career Center supports the teaching deliveries that facilitate achievement for all learners. The Center is aligned closely with the State curriculum, which was developed by professionals in each program field. These strategies are intended to support student learning across the curriculum and at sending schools.

In addition, the CACC offers a variety of professional development opportunities to its staff to help with the delivery of program curriculum. Student success is evident by improvement in the math scores by programs in the building during the 2008-09 school year. A variety of delivery modifications have been made to accommodate special needs students, as well as help from the VEST team staff which has resulted in completion of program requirement for many of our students with IEP's.

Finally, the administrative staff and a teacher coach, observe and evaluate on a periodic basis, for continuous improvements and gaps in curriculum delivery. Goal setting through the IDP (Individualized Development Plan) is an administrative tool used to improve program instruction.

STANDARD 4 – DOCUMENTING AND USING RESULTS

The school enacts a comprehensive assessment system that monitors and documents performance and uses these results to improve student performance and school effectiveness.

Impact Statement: A school is successful in meeting this standard when it uses a comprehensive assessment system based on clearly defined performance measures. The system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine interventions to improve student performance. The assessment system yields timely and accurate information that is meaningful and useful to school leaders, teachers, and other stakeholders in understanding student performance, school effectiveness, and the results improvement efforts.

INDICATORS		Not Evident	Emerging	Operational	Highly Functional
In fulfillment of this standard, the school:					
4.1	Establishes performance measures for student learning that yield information that is reliable, valid, and bias free			X	
4.2	Develop and implement a comprehensive assessment system for assessing progress toward meeting the expectations for student learning		X		
4.3	Uses student assessment data for making decisions for continuous improvement of teaching and learning processes			X	
4.4	Conducts a systematic analysis of instructional and organizational effectiveness and uses the results to improve student performance		X		
4.5	Communicates the results of student performance and school effectiveness to all stakeholders			X	
4.6	Uses comparison and trend data of student performance from comparable schools in evaluating its effectiveness		X		
4.7	Demonstrates verifiable growth in student performance			X	
4.8	Maintains a secure, accurate, and complete student record system in accordance with state and federal regulations				X

Overall Self-Assessment Status for Documenting and Using Results: Operational

Focus Question One:

How is the assessment system currently used in your school to analyze changes in student performance?

The Calhoun Area Career Center uses many data sources and reports. These are available and utilized in assessing, identifying improvement areas, and documenting expectations of student performance in the Center's programs.

Evidence

- **Zangle Data (4.1, 4.2, 4.3, 4.5, 4.6, 4.7, 4.8)**
Zangle is a student information system used by all instructors at the CACC to record student performance. This system also is used to record daily attendance and to produce a variety of progress reports that monitor student growth in technical, academic, and employability skills. Data from Zangle is then used by the instructor to determine gaps in student performance and alert him or her to the need for intervention strategies.

- **EDRP (Electronic Degrees of Reading) (4.1, 4.2, 4.3, 4.4, 4.5, 4.7)**
This assessment is administered to all students in the Fall and Spring, to determine reading levels and literacy proficiency. This web-based assessment provides data that indicates longitudinal progress on the ELA academic goal. This data is analyzed to determine the effectiveness of the literacy strategies employed by instructors throughout the school year. It is also used as a diagnostic tool to identify students for literacy deficiencies and formulate appropriate interventions.

- **Math Assessment Project (4.1, 4.2, 4.3, 4.4, 4.5, 4.7)**
Pre and Post assessments are administered to all students in the Fall and Spring, for the purpose of monitoring student progress toward the CACC math literacy goal. At regularly scheduled intervals, additional assessments are conducted by program instructors to monitor progress and adjust instruction to improve student math skills.

- **Perkins (Core Performance Indicators) (4.1, 4.2, 4.3, 4.5, 4.6, 4.7, 4.8)**
This State generated data is part of a process of monitoring and reporting of the CACC's six Core Performance Indicators results for the year. The Core Performance Indicators include Academic Attainment, Technical Attainment, High School Completion, Placement, Nontraditional Participation, and Nontraditional Completion. This data is used by school leadership to determine goals and activities, as well as interventions to address gaps in student learning, attrition, and performance in the Performance Indicator areas.

- **Data Director (4.1, 4.2, 4.3, 4.5, 4.6, 4.7, 4.8)**
This data mining tool is available to all staff, and can be used for school improvement planning through the analyzing of State and district data associated with student performance. Currently, Data Director is used primarily at the administrative level in the building for the determination of school improvement academic goals for mathematics, reading, and the Locating Information portion of the WorkKeys assessment.

Focus Question Two:

What are you doing to ensure that assessment results are timely, relevant, and communicated in a way that can be used by teachers, students, parents, and external stakeholders to aid the performance of individual students?

Communication regarding student assessment results is completed in a variety of ways. Through the use of the Center's student information system (Zangle), the instructional, counseling, and administrative staff has immediate access to data regarding student performance. Zangle's Student Connect and Parent Connect components also allow for students and parents to monitor a student's progress in real time, through this web-based application. In addition, student progress reports are mailed home and to local districts at regular intervals throughout the school year. This process ensures that gaps in student performance can be addressed in a timely manner and if necessary, interventions implemented.

Evidence

- **Zangle Mid-Term and Quarterly Grade Reporting (4.1, 4.5, 4.7, 4.8)**
Through the use of Zangle, instructional staff allows communication of student performance to local districts, parents, and students. Grade reports are sent to local districts and parents every 4.5 weeks throughout the school year.

- **Zangle Parent Connect (4.1, 4.5, 4.7, 4.8)**
This component of the Zangle student information system allows parents real time access to their student's grade and attendance information.

- **Zangle Student Connect (4.1, 4.5, 4.7, 4.8)**
This component of the Zangle student information system allows students real time access to their grade and attendance information.

- **Work-based Learning Evaluations (4.1, 4.3, 4.5, 4.6, 4.7, 4.8)**
These evaluations are indicators of student progress on their co-op and/or work experience from their employers. This information is shared with the student and instructor to address gaps in work place performance. These evaluations are conducted quarterly by the employer and Work-based Specialist.

Focus Question Three:

How is data used to understand and improve overall school effectiveness?

In analyzing data from multiple sources, the instructional staff and School Improvement Team develop goals and strategies for the Center to address student performance issues. These issues are reflected in and understood through quantitative artifacts such as attendance data and performance indicators from state and national sources. In addition, the CACC relies heavily on qualitative data obtained through discussion in Professional Learning Communities and through numerous and various survey instruments.

Evidence

- **Attendance Data Year-To-Year Comparison (4.1, 4.4, 4.5, 4.7, 4.8)**
Attendance data is used in an attempt to understand the correlation between student attendance and performance. This data is routinely shared with staff and analyzed by school leadership. This data is typically used as a springboard for discussions about grading policies and procedures. This data is also considered in handbook policy review.

- **Perkins (Core Performance Indicators) (4.1, 4.2, 4.3, 4.5, 4.6, 4.7, 4.8)**
This State generated data is part of a process of monitoring and reporting of the CACC's six Core Performance Indicators results for the year. The Core Performance Indicators include Academic Attainment, Technical Attainment, High School Completion, Placement, Nontraditional Participation, and Nontraditional Completion. This data is used by school leadership to determine goals and activities, as well as interventions to address gaps in student learning, attrition, and performance in the Performance Indicator areas.

- **Professional Development PLC (Professional Learning Communities) Meetings (4.1, 4.2, 4.3, 4.4, 4.5, 4.7)**
The instructional staff and CACC administration meets twice a month on Mondays for 1.5 hours to discuss and share information and data for Math and Reading Literacy, gap analysis in technical standards, and assessment strategies related thereto. Instructional staff share data related to their classroom presentation and student results.

➤ **Surveys (4.1)**

The CACC often utilizes survey data from our constituents to assess the effectiveness of our curriculum, instruction and programming. The results are used to identify areas for improvement and possible professional development.

➤ **Data Director (4.1, 4.2, 4.3, 4.5, 4.6, 4.7, 4.8)**

This data mining tool is available to all staff, and can be used for school improvement planning through the analyzing of state and district data associated with student performance. Currently, Data Director is used primarily at the administrative level in the building for the determination of school improvement academic goals for mathematics, reading and the Locating Information portion of the WorkKeys assessment.

Focus Question Four:

How are teachers trained to understand and use data in the classroom?

The Calhoun Area Career Center as a part of the Calhoun Intermediate School District has the opportunity to receive ongoing professional development to increase comprehension and make use of data pertinent to improve student learning. Professional development is provided by internal staff, as well as attendance at off-site conferences/workshops that provide skills necessary to analyze student performance. We continually strive to integrate the use of data in all professional development opportunities provided.

Evidence

- **Professional Development Opportunities (4.2, 4.3, 4.4)**
Professional Development opportunities for CACC instructional staff are designed to provide support in utilizing data to improve instructional practice. All instructors are required to participate in professional development. This is accomplished through various means including but not limited to those provided by the Calhoun Intermediate School District. The use of data is an integral part of any CISD training.

- **PLC (Professional Learning Communities) (4.1, 4.2, 4.3, 4.4, 4.7)**
All staff is organized into one of four professional learning communities. These groups meet twice monthly to explore and review the effectiveness of various methods of instruction and assessment. In math and literacy workshops, the staff of the CACC improves their skills in using data to affect student achievement.

Concluding Statement:

The Calhoun Area Career Center meets the criteria of Standard 4 by providing multiple assessment methods to improve student performance. These assessment tools assist in guiding analysis of changes in student performance.

In addition, the Center ensures that assessment results are timely, relevant, and communicated to all stakeholders. This is accomplished through the use of electronic management systems and through regularly scheduled evaluation procedures. It should be noted that as a matter of procedure, informal communication with all stakeholders through email, phone calls, and personal interaction occur on a daily basis. This is not listed as evidence due to the lack of dependable and logistically viable methods of documentation.

The staff of the Calhoun Area Career Center relies heavily upon the PLC structure to provide professional development and training to improve classroom instruction. Through PLC activities, staff continually uses data to explore and improve methods of instruction.

In an effort to make data driven decisions, the CACC uses various sources to provide a means of assessing and improving school effectiveness. This data plays a key role in shaping our philosophy, as reflected in the work of the School Improvement Team. The data is used to monitor and adjust goals and strategies to better deliver services to students, parents, and our local districts.

STANDARD 5 – RESOURCE AND SUPPORT SYSTEMS

The school has the resources and services necessary to support its vision and purpose and to ensure achievement for all students.

IMPACT STATEMENT: A school is successful in meeting this standard when it has sufficient human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, to meet special needs, and to comply with applicable regulations. The school employs and allocates staff that are well qualified for their assignments. The school provides ongoing learning opportunities for all staff to improve their effectiveness. The school ensures compliance with applicable local, state, and federal regulations.

INDICATORS		Not Evident	Emerging	Operational	Highly Functional
In fulfillment of this standard, the school:					
5.1	Recruits, employs, and mentors qualified professional staff that are capable of fulfilling assigned roles and responsibilities			x	
5.2	Assigns professional staff responsibilities based on their qualifications (i.e., professional preparation, ability, knowledge, and experience)			x	
5.3	Ensures that all staff participate in a continuous program of professional development			x	
5.4	Provides and assigns staff that are sufficient in number to meet the vision and purpose of the school			x	
5.5	Budgets sufficient resources to support its educational programs and to implement its plans for improvement				x
5.6	Monitors all financial transactions through a recognized, regularly audited accounting system				x
5.7	Maintains the site, facilities, services, and equipment to provide an environment that is safe and orderly for all occupants				x
5.8	Possesses a written security and crisis management plan with appropriate training for stakeholders				x
5.9	Ensures that each student has access to guidance services that include, but are not limited to, counseling, appraisal, mentoring, staff consulting, referral, and educational and career planning				x
5.10	Provides appropriate support for students with special needs				x

Overall Self Assessment Status for Resource and Support Systems: Highly Functional

Focus Question One:

What is the process for recruitment, induction, placement, development, evaluation, and retention of qualified teachers, administrators, and support staff?

The process is as follows: Open positions are posted with specific websites for professional jobs. These sites are relative to the advertised position in order to recruit qualified candidates to meet those requirements. Once the candidate has been selected, a thorough and extensive induction process follows. This process includes new employee orientation, mentoring, and an evaluation process. These allow new staff members to be educated on the policies and procedures for both the overall CISD organization and the specific professional group to which they belong. Through collective bargaining, CACC has negotiated a compensation package that is in line with other school districts in the area. After hiring, the evaluation process is designed to support, assist, and retain new staff members.

Evidence

- **Employee Posting, Hire Checklist (5.1, 5.2, 5.4)**

All CISD department heads assess staffing needs and request Human Resources to post their vacancies on relevant professional sites (where appropriate, following state guidelines for Career Technical Education requirements for instructional staff). Department heads submit a “hire checklist” to the HR Department. The hire checklist indicates the certification and/or degree necessary and attaches a job description for the open position. The vacancy is then posted on websites specific to the position and advertised in various newspapers. Qualified candidates are directed to apply on line. When a candidate is selected to be interviewed, the interview team members are given a copy of the hiring manual which provides, among other information, a wide variety of appropriate questions that are designed to demonstrate a candidate’s suitability for the position.

- **Transcripts, Certifications, Annual Authorization (5.2)**
All CISD administrative and professional staff are expected to submit official transcripts upon being hired, and if applicable, a teaching certificate, registration, or annual authorization. These documents are not only required during the hiring process, but staff members are expected to keep them current. If additional training or coursework is completed, transcripts or certificates of completion are also submitted to the Human Resources office.

- **New Employee Orientation (5.1)**
All new hires attend New Employee Orientation, wherein they are given a *New Employee Information* booklet, which helps provide a smooth transition into the CISD organization and which serves as a reference guide for future questions the employee may have relative to employment at the CACC.

- **Performance Reviews /Staff Assessments (5.1)**
Performance reviews for all staff are conducted on a regular basis (schedule fluctuates slightly between employment groups). The performance review/staff assessment stresses the importance of individual growth by each staff member and helps in improving skills by providing feedback on performance. In order to achieve or maintain highly qualified status, the performance review/staff assessment aims at the early identification of specific areas in which staff members may need assistance.

- **Mentor Program (5.1)**
For the duration of four years, each new CACC instructor is assigned a mentor who has demonstrated proficiency in the area of teaching or other applicable skill sets. This also aids in the retention of new employees. New mentoring guidelines were instituted in the 2007-08 school year and are available on the CISD web page under the Special Ed Department.

➤ **Zoomerang for Exit Survey (5.3)**

The CISD is committed to establishing and maintaining a work environment that is rewarding, both professionally and personally. In the interest of continual improvement, departing staff members are invited to participate in an exit survey conducted on line using Zoomerang. We encourage and appreciate honest feedback to help us better serve the needs of future employees. This demonstrates our commitment to better the organization and keep retention numbers high.

- Exit Survey (See Evidence Folder)

➤ **Professional Development (5.3, 5.5)**

The CISD offers and maintains a Professional Development website for instructional, administrative, and support staff to register for, and track continuing professional development as required by the State of Michigan and/or district requirements. The State of Michigan requires instructional staff to participate in 5 (five) days of Professional Development per year, and requires certain administrative staff to complete a minimum of 6 credit hours or 18 SB-CEUs every five years. The CISD Professional Development website houses a database for tracking the professional development, and the data is easily transferred to the required Michigan Department of Education “Register for Educational Personnel” (REP) report, which is submitted to the Michigan Department of Education on an annual basis. The CACC provides peer support for professional development through the use of the Professional Learning Communities (PLC) throughout the school year.

➤ **State and Federal Laws (5.4)**

As an extension of the CISD, the CACC ensures sufficient staffing by following all Federal and State laws and regulations.

Focus Question Two:

How does the leadership ensure that the allocation of financial resources is supportive of the school's vision, educational programs, and its plan for school improvement?

CACC is funded from a local charter millage, state added cost dollars, and federal Carl Perkins monies for career and technical education. Leadership ensures allocation of these funds supports the vision by analyzing the needs of the departments thoroughly and allocating financial resources after reviewing all program budgets. The budget approval is evaluated to see how the requests fit in with the CACC vision to provide quality educational services and experiences for its constituencies in an innovative and responsive manner, which will enable the students and staff to function in a changing world. The Center-wide budget is then approved by the CISD Board of Education. Actual expenditure of the funds is accomplished by following accepted policies and procedures.

Evidence

- **Program Budgets (5.4, 5.5, 5.6)**
Budgets are submitted based on instructor goals for improvement and updating of the program.

- **Purchase Request Form (5.4, 5.5, 5.6)**
Purchase Request forms are submitted for approval of all purchases, indicating the account that the funds are coming from, item descriptions and amount.

- **Website for Reconciliation (5.4, 5.5, 5.6)**
All purchases are reconciled to purchase request approvals within one month of purchase. Instructors are required to submit expense reports to administration at the end of each month.

- **Smart XL (5.4, 5.5, 5.6)**
Smart XL is software used by program managers to track spending versus allocated budget. Software is launched by a shortcut stored on the C: drive of program instructors and administration's computer. A password is needed in order to access the account information.

Focus Question Three:

How does the leadership ensure a safe and orderly environment for students and staff?

The CACC holds monthly Safety Committee meetings that involve examining and troubleshooting situations that could compromise the safety of students and staff. Based on the outcome of this dialogue, the committee implements new strategies to respond to problem situations. Students and staff are required to display picture I.D., register their vehicles, and sign a waiver of consent to search. A crisis plan has been implemented and distributed throughout the school. Monthly drills for fire, lockdown, and severe weather prepare students and staff for emergency situations.

In partnership with the Calhoun County Sheriff's Office, the CACC houses a full time liaison officer during school hours. This deputy is on call to prevent crimes and respond to them when and if they happen on campus.

During school hours, secondary entrances to the facility are secured and opened only by CACC personnel through the use of a key fob. The CACC also has a maintenance crew that secures the building in the morning and evening, and provides additional security through the use of a monthly security and maintenance checklist.

Evidence

➤ **Safety Committee (5.7, 5.8)**

The Safety Committee meets once a month. It is made up of representatives from all areas of the Center, including the maintenance supervisor, liaison officer, instructors, instructional support staff, and administration. The purpose of the Committee is to create and review safety policies and practices.

- A Safe School and Threat Assessment Experience CD (see evidence bin)

➤ **Student Handbook (5.7, 5.8)**

The Student Handbook is distributed to all students. It outlines policies and guidelines for student conduct and safety in the building. The Handbook is reviewed and revised yearly.

➤ **Maintenance (5.7, 5.8)**

The maintenance staff is responsible for the upkeep, safety, and maintenance of a variety of equipment in the building. A regular schedule of daily, weekly, and monthly checks is completed according to the Maintenance calendar.

Focus Question Four:

What process is used to ensure and monitor that each student has access to guidance and resource services that meet the needs of the student?

Students are made aware of available services through the student handbook. Instructors are required to review the handbook with students at the beginning of each year. Students and parents are required to complete and sign a Handbook Form that confirms that they have read and understood information in the handbook.

All students who seek services from the Student and Career Services area are required to sign in on the log sheet upon arrival.

Counselors are made aware of students with difficulty in attendance or grades through the Zangle Gradebook software. They then can refer students to a variety of services including NOVA NET, VEST, VisionStart, or Work-based Learning.

Behavior issues are referred to Student and Career Services and are routed to the assistant principal for processing.

All students participate in career awareness activities to assist them in making career choices. This is evidenced by the availability of academic integration support in all programs, the use of interest and ability inventories, career awareness units, special education and special population accommodations, as well as guidance services for all students.

Evidence

➤ **Student Handbook (5.9, 5.10)**

Student Handbook is distributed to all students. It is also available on the CACC website. It outlines policies and guidelines for student conduct and safety in the building. The Handbook is reviewed and revised yearly. It also contains information on available services for students.

➤ **Zangle Data(5.9, 5.10)**

Zangle is a student information system used by all instructors at the CACC to record student performance. This system also is used to record daily attendance and to produce a variety of progress reports that monitor student growth in technical, academic, and employability skills. Data from Zangle is then used by the instructors, counselors, and VEST to determine gaps in student performance and alert them to the need for intervention strategies.

➤ **Referral Form(5.9, 5.10)**

This form is used to begin the Student and Career Services processing for intervention.

Concluding Statement:

CACC/CISD has a rigorous hiring practice that works to ensure that the best candidates are recruited for open positions, and that those people remain employed with the district.

The CACC also has many resources and services that are available for the students depending on their individual needs.

The Center has adequate funds available to supply up-to-date technology and equipment for student learning.

The policies of the Center promote a safe and orderly learning environment for staff, students, and the community.

In addition, students have access to many services that might otherwise be more difficult to access at their sending schools, including Vision Start, career counseling services, academic integration, and special populations services (VEST and MRS).

STANDARD 6 – STAKEHOLDER COMMUNICATION AND RELATIONSHIPS

The school fosters effective communications and relationships with and among its stakeholders.

Impact Statement: A school is successful in meeting this standard when it has the understanding, commitment, and support of stakeholders. School personnel seek opportunities for collaboration and shared leadership among stakeholders to help students

INDICATORS		Not Evident	Emerging	Operational	Highly Functional
In fulfillment of this standard, the school:					
6.1	Fosters collaboration with community stakeholders to support student learning				X
6.2	Has formal channels to listen to and communicate with stakeholders				X
6.3	Solicits the knowledge and skills of stakeholders to enhance the work of the school			X	
6.4	Communicates the expectations for student learning and goals for improvement to all stakeholders				X
6.5	Provides information about students, their performance,			X	

learn and advance improvement efforts.

**Overall Self Assessment Status for Stakeholder Communications & Relationships:
Highly Functional**

	and school effectiveness that is meaningful and useful to stakeholders				
--	--	--	--	--	--

Focus Question One:

How does the school's leadership ensure that the school is responsive to community expectations and stakeholder satisfaction?

The Calhoun Area Career Center works to meet the criteria of Standard 6 by demonstrating intentional efforts to listen to, gain understanding of, and plan for all of our local school districts/stakeholders collaboratively. It is the goal of the Calhoun Area Career Center through shared leadership to demonstrate a high level of meaningful participation aimed at improving learning for students and educators, as well as job seekers.

The evidence below demonstrates that the processes are in place to provide quality services, solicit feedback, and jointly plan for implementation that yields customer or stakeholder satisfaction. Without these efforts, Calhoun Area Career Center would see few opportunities for collaboration and shared leadership, little or no participation by stakeholder groups, and a lack of continuous improvement design in our organization to increase achievement of students.

Evidence

➤ **Principal Meetings (6.1, 6.2, 6.3, 6.4, 6.5)**

Calhoun County Principal Meetings are held twice a year, and there is a listserv that is used on a regular basis to ensure timely communications. Items discussed include changes to programs, enrollment information and procedures, individual program presentations, and CACC special projects.

➤ **Individualized Education Plan (IEP) Implementation (6.5)**

The goal for each Individualized Education Plan (IEP) is to meet the unique needs of one of our largest stakeholder groups, students with disabilities. With the new standards based IEP (FOCUS), the CACC is able to evaluate student performance more effectively to ensure that the CACC is able to be more responsive to the stakeholders. The Special Education Teacher Consultant based at the CACC ensures the quality implementation of all IEPs and guarantees that all special education rules and regulations are followed to be responsive to the educational goals for students with IEPs. Semester schedule is included in the hardcopy file folder 6.5. Included also in folder 6.5 is the schedule for the teacher assistant that works with the Special Education Teacher Consultant. Classroom monthly progress reports track accommodations used for special education students and special population students.

➤ **Calhoun Area Career Center Program Advisory Committee (6.1, 6.2, 6.3, 6.4, 6.5)**

The Calhoun Area Career Center Program Advisory Committee allows for business advisors, educators, and community members to provide input into the program structure, delivery, and resources for the Calhoun Area Career Center. This input is valuable in designing and updating programs to meet industry standards and needs. This committee structure also provides an avenue for this stakeholder group to voice program satisfaction and/or raise concerns. An Advisory Committee Handbook guides the process. An agenda and minutes are kept for each meeting and located in the program's TRAC notebook. Meetings are held two times in a year.

- See TRAC Notebook for minutes and Advisory rosters

➤ **Stakeholder Satisfaction Surveys (6.2, 6.3)**

Surveys are an example of intentional stakeholder input opportunities that Calhoun Area Career Center staff use to measure the effectiveness of our programs and services. The results of such surveys impact the individual programs and organizational school improvement goals, strategies, and services provided. Surveys include tenth grade visit counselor survey, tenth grade visit student survey, tenth grade visit CACC staff survey, and Career Connection Day Student Survey. Following graduation, the W.J. Schroer Marketing Company of Battle Creek conducts the follow-up survey of graduates to gather placement data for each program.

➤ **Professional Development/Workshops & Evaluations (6.2, 6.3)**

Professional development topics are decided upon by the principal with input from the School Improvement Team, and input from the CTE Director to coordinate with local and state initiatives. They are also based upon student data. Online evaluations from these workshops influence the development of future offerings.

- **Collaborative Partnerships with Industry and Agreements (6.1, 6.4, 6.5)**
Partnerships are made with many area companies and agencies to administer and/or support the work being done for the stakeholders. One example is the agreement between Battle Creek Health Systems and CACC for the 21st Century Health Careers Program (Agreement on file with the CISD), Articulation Agreements with Kellogg Community College, Regional Manufacturing Technology Center, and work-based learning agreements with employers.
 - Hard copy of articulation agreement in file folder 6.5

- **Grants – PERKINS IV Secondary CTE USE OF FUNDS GUIDE 2008-2009 CTE Perkins and Tech Prep Regional Allocations 2008-2009 (6.1, 6.4)**
The Federal Carl Perkins Grant is coordinated by the Perkins/Special Populations Coordinator for the Calhoun Area Career Center. This Grant assists in providing funding for some of the components of instruction at the CACC. All grants are collaborative and contain an evaluative component that ensures the Calhoun Area Career Center is responsive to these stakeholders.

- **Association of Superintendents from Barry, Branch, and Calhoun (ABCs) (6.1, 6.2, 6.3, 6.4, 6.5)**
The Association of Superintendents from Barry, Branch, and Calhoun counties meet monthly to review state policy updates and work on county-wide collaborative initiatives. The superintendent from each local school attends these meetings and each department head (assistant superintendent or director) gives a written and verbal report. The focus of these meetings is efficient use of resources and best ways to increase student performance. Feedback from these meetings is given to the CISD superintendent to determine future direction and initiatives.

Focus Question Two:

How does the school's leadership foster a learning community?

The Calhoun Area Career Center leadership communicates and collaborates to meet the vision of the Center at each meeting of the PLC. The CACC's leadership foster's a learning community through support of professional development offered through not only our intermediate school district but many other venues as well. In addition, the CACC's leadership supports student involvement in career technical student organizations as well as other student organizations. Programs at the CACC are involved with team building with their students through organized activities.

Evidence

- **Professional Learning Communities (6.4, 6.5)**
Professional Learning Communities meet approximately two days per month on Mondays, from 2:45-4:30 p.m.

- **CACC Student Organizations (6.5)**
Many student organizations are actively involved in preparation for competitive events at the CACC. The competitive event conferences that students attend evaluate the skills they've learned in their CACC programs. The CACC leadership team is very supportive of students and their achievements.

- **CACC Teambuilding (6.4)**
The programs at the CACC are involved in team building strategies conducted by individual program instructors. This offers an opportunity for the students throughout the Center to learn to work together in their classroom in a team effort. This is an ongoing effort by staff throughout the school year to facilitate team building effort.

➤ **Career Connection Day at CACC (6.1, 6.2, 6.3)**

Career Connection Day is held during second semester and allows CACC students an opportunity to network with representatives from business and industry related to their program area. Business and industry representatives sit on a panel in each program and present information about careers in their businesses to CACC students. Students also have an opportunity to ask questions and discuss careers with the panel members. Panel members have the opportunity to express their needs and skills for employees to the students.

Focus Question Three:

What avenues are used to communicate information to stakeholders about students, their performance, and school effectiveness?

The CACC intentionally provides a variety of methods of communicating with our local school districts and stakeholders. The CACC is actively involved in continuous improvement in all aspects of the organization; this includes introspection among all stakeholder groups.

The evidence below demonstrates that the processes are in place to actively promote the shared goals of the organization in a collaborative manner. The CACC is intentional about seeking a variety of methods and non-traditional venues/avenues of communication. CACC strives to provide leadership to help students learn and improve their outcomes. Without these efforts, CACC would see stakeholders with fewer opportunities for input, and stakeholders with reduced access to (and understanding of) programs and services. We would also notice our improvements minimized and lower levels of meaningful participation by most stakeholder groups.

Evidence

- **Calhoun Area Career Center Program Advisory Committees (6.1, 6.2, 6.3, 6.4, 6.5)**

The CACC Program Advisory Committee allows for business advisors, educators, and community members to provide input into the program structure, delivery, and resources for the CACC. This input is valuable in designing and updating programs to meet industry standards and needs. This committee structure also provides an avenue for this stakeholder group to voice program satisfaction and/or raise concerns. An advisory committee handbook guides the process. An agenda and minutes are kept for each meeting. Meetings are held twice a year.

 - See TRAC Notebook for minutes and Advisory rosters

- **Public Relations (6.1, 6.4, 6.5)**

The CACC strives to have positive working relationships with all area media including print and video outlets. There is a concentrated effort to get all news published in area media. The CACC has a Marketing and Public Relations Coordinator on staff that processes all information prior to being sent to various news media for publication. The Center has produced a video that can be viewed on the CACC Website and is available to all local schools for student recruitment.

 - Copies of Published News Articles are located in NCA folders (6.5)

➤ **CACC Website (6.3, 6.4, 6.5)**

The CACC website provides a user friendly way for internal and external stakeholders to access the organization's vision, mission, resources, and services. The website also contains an annual report and information regarding programs offered. CACC team members are involved in updating and providing input regarding layout and content for each program area.

➤ **Zangle (Student Information System) (6.4, 6.5)**

The CACC uses Zangle, which is an application that allows users to access various aspects of student information, bringing your school's data to your fingertips with ease whether over the Internet or your district's intranet. Teachers and Faculty Members can:

- View Online Student Profiles
- Enter Classroom News
- Submit Attendance Data
- Input Gradebook Data & Student Class Marks
- Share News and Gradebook Data with Parents & Students
- Track Student Special Education and Health Information

➤ **Zangle Parent Connect (6.2, 6.5)**

The CACC website provides a link for parents to access their child's grades and attendance through Zangle Parent Connect.

➤ **Zangle Student Connect (6.2, 6.5)**

The CACC website provides a link for students to access their grades and attendance through Zangle Student Connect.

➤ **Automated Attendance Letters (6.2, 6.5)**

The purpose of these letters is to inform parents or guardians of attendance and/or tardy difficulties. The administrative assistant in CACC Student and Career Services mails out an automated attendance letter that is generated by our Zangle software at three, six, nine, and thirteen days absent, as well as when excessive tardies have accumulated.

Automated Attendance Emails (6.2, 6.5)

The Zangle application automatically sends daily emails to parents regarding their child's attendance.

➤ **Daily Attendance Uploads (6.2, 6.5)**

The Zangle application automatically uploads attendance each evening so that Zangle connected schools have daily access to the information. Local districts that are not using the countywide Zangle software are sent printouts *via* fax on a weekly basis.

- **Parent Teacher Conferences (6.1, 6.2, 6.4, 6.5)**
The CACC holds Center-wide parent/teacher conferences each fall to communicate student progress with parents/guardians. Additional conferences are scheduled as needed by CACC staff and/or parents.

- **Principals Meetings (6.1, 6.2, 6.3, 6.4, 6.5)**
CACC Principals Meetings are held twice a year and there is a listserv that is used on a regular basis to ensure timely communications.

- **Counselors Meetings (6.1, 6.2, 6.3, 6.4, 6.5)**
The CACC hosts monthly counselor meetings to communicate information to stakeholders about students, their performance, and school effectiveness.

Concluding Statement:

The CACC views the education of its students as the shared responsibility of educators, administrators, parents, students, and the communities in which they live, learn, and work. The Center's success depends upon student success, which in turn hinges upon effective communication among all stakeholders. To that end, the CACC utilizes every available technology to encourage the community to be fully informed and actively engaged in the education of young people. The CACC administration, faculty, and support staff strive to keep communication lines as open as possible without jeopardizing safety or confidentiality. This takes place through the use of telecommunication and web-based technology, focused marketing and recruitment strategies, and an open-door policy for face-to-face communication.

STANDARD 7 – COMMITMENT TO CONTINUOUS IMPROVEMENT

The school establishes, implements, and monitors a continuous process of improvement that focuses on student performance.

IMPACT STATEMENT: A school is successful in meeting this standard when it implements a collaborative and ongoing process for improvement that aligns the functions of the school with the expectations for student learning. Improvement efforts are sustained and the school demonstrates progress in improving student performance and school effectiveness. New improvement efforts are informed by the results of earlier efforts through reflection and assessment of the improvement process.

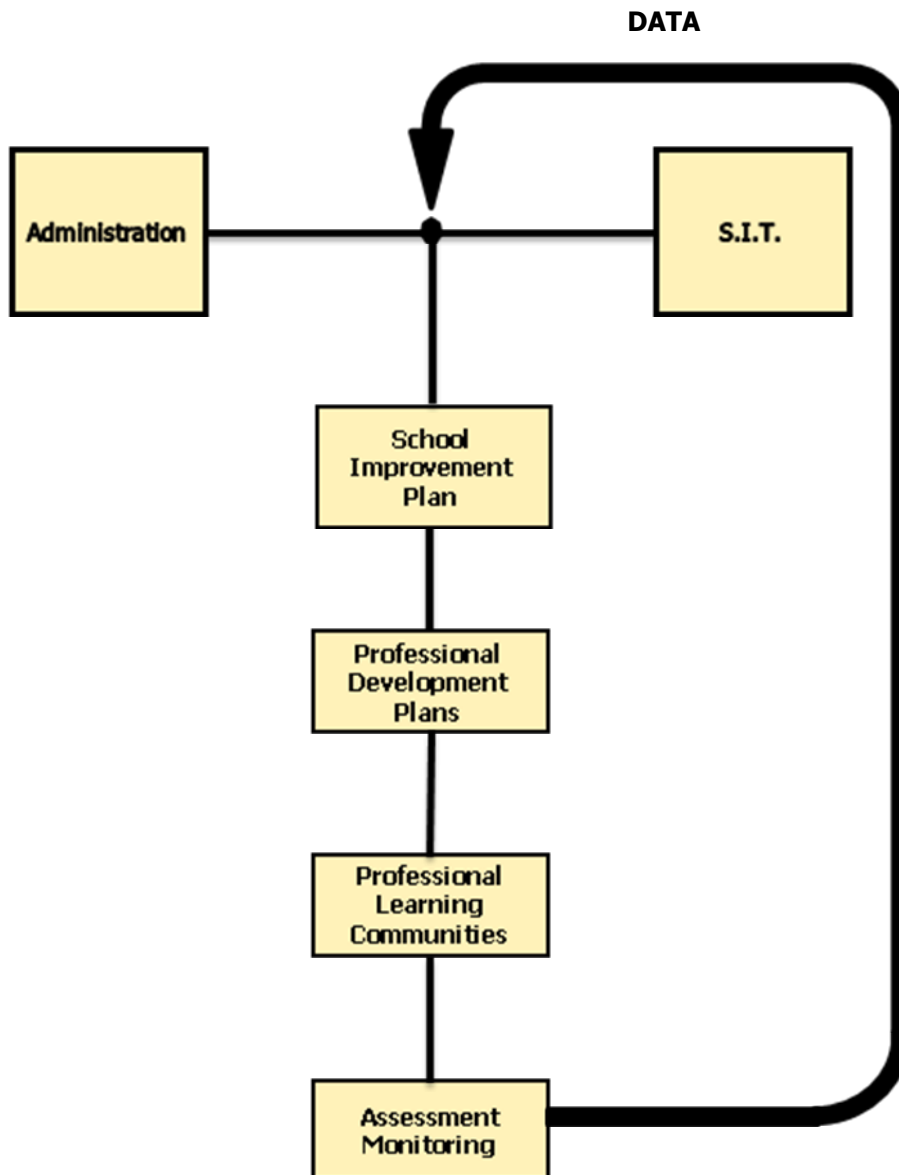
INDICATORS		Not Evident	Emerging	Operational	Highly Functional
In fulfillment of this standard, the school:					
7.1	Engages in a continuous process of improvement that articulates the vision and purpose the school is pursuing (Vision); maintains a rich and current description of students, their performance, school effectiveness, and the school community (Profile); employs goals and interventions to improve student performance (Plan); and documents and uses the results to inform what happens next (Results)			x	
7.2	Engages stakeholders in the processes of continuous improvement		x		
7.3	Ensures that plans for continuous improvement are aligned with the vision and purpose of the school and expectations for student learning			x	
7.4	Provides professional development for school personnel to help them implement improvement interventions to achieve improvement goals			x	
7.5	Monitors and communicates the results of improvement efforts to stakeholders		x		
7.6	Evaluates and documents the effectiveness and impact of its continuous process of improvement			x	

**Overall Self Assessment Status for Commitment to Continuous Improvement:
Operational**

Focus Question One:

What is the process for continuous improvement used by the school and what are the results that this process is delivering for student performance and school effectiveness?

The process is demonstrated by the following graphic:



The Administration develops SMART Goals in conjunction with the School Improvement Team (SIT). Through that process a school improvement plan is created. The school improvement plan (SIP) is fleshed out fully into a professional development plan for the year. Those PD plans are then delivered to staff primarily through twice monthly Professional Learning Community meetings, which are utilized to deliver focused instruction related to achieving the SMART goals. Instructors from each PLC implement these instructional techniques in their classrooms, and administer formative assessments periodically to assess progress toward each goal. Finally, summative assessments are administered in all programs in April or early May to assess growth. This data is reported back to the administration, SIT, and PLCs where it is used to inform the following year's improvement efforts.

Evidence

➤ **School Improvement Plan (7.1, 7.3)**

The CACC's school improvement plan provides a yearly agenda for professional development to address SMART goals.

➤ **Professional Development PLC (Professional Learning Communities) Meetings (7.1, 7.2, 7.3, 7.4, 7.5, 7.6)**

The instructional staff and CACC administration meet twice a month on Mondays for 1.5 hours to discuss and share information and data for Math and Reading Literacy, gap analysis in technical standards, and related assessment strategies. Instructional staff shares student results, referencing data related to their classroom presentation.

➤ **Literacy Assessment Results (7.1)**

Data is still being processed prior to the creation of this report. The Math Post Test Scores showed an overall increase of over 20% across all CACC programs.

Focus Question Two:

What steps are taken to ensure that the improvement goals reflect student learning needs that are aligned with the vision and purpose of the school?

This appears to be an emerging area for our school. There has been an attempt to use data in the form of pretesting students to determine baseline data in a given area. We have recognized the broad need for students to pass the Michigan Merit Exam. We have sought to address the needs of our constituents, specifically local schools and students in this area. Also recommendations/direction from the State are incorporated into School Improvement. It may be necessary to include more local student data into the start of the process, but that data is currently being created. We currently have access to DataDirector, which could provide that data, but it is not currently used consistently by instructional staff.

Evidence

- **Pre/Post Data (7.1, 7.5, 7.6)**
CACC instructors pre-tested all students in Math and Literacy at the beginning of the school year. That data is helping to drive school improvement.

- **State Curriculum Standards (7.3)**
State Curriculum Standards are available on a website hosted by Ferris State University. Regular emails to all staff from the Michigan Center for Career and Technical Education help to keep us updated on requirements for school and program improvement.
 - Program Profiles – TRAC notebooks available for inspection in Main Office.

- **Data Director (7.3, 7.5)**
This data mining tool is available to all staff and can be used for school improvement planning through the analysis of State and district data associated with student performance. Currently, instructional staff may require additional training to make use of this resource. The training offered preceded our access to and utilization of the relevant data, which has now been made available.

Focus Question Three:

What process is used to ensure that the school personnel are provided professional development and technical assistance to implement interventions and achieve improvement goals?

At the PLC level within the school improvement process (as outlined in the Focus Question One graphic), staff have access to administration, academic specialists, and perhaps most importantly, fellow teachers to assist in improving instructional delivery. This is followed by assignment of tasks for delivery in the classroom prior to subsequent PLC meetings. In addition, for technical assistance we also employ a technology specialist, who is directly responsible for training staff to be more effective in incorporating technology into the learning process.

Evidence

- **Professional Learning Community Structure (7.1,7.2,7.3,7.4,7.6)**
The professional learning community structure is the vehicle for delivering professional development and support to staff to implement interventions. Twice monthly meetings provide time for teachers to train, practice, and evaluate data from formative assessments.

- **School Improvement Plan (7.1, 7.3)**
The CACC's school improvement plan provides a yearly agenda for professional development and SMART goals.

Focus Question Four:

How does the leadership ensure that the improvement plan is implemented, monitored, achieved, and communicated to stakeholders?

Implementation occurs following the PLC meetings in each program by the program instructor. After PLC meetings, instructors are asked to use strategies in the classroom and bring student work to the next PLC for discussion.

Monitoring takes place through feedback from SIT members, who serve as PLC facilitators. They provide feedback for administration on progress in each PLC group. Solutions are brainstormed, problems are addressed, and upcoming PLC's are modified if necessary.

Achievement in math literacy is documented by the use of formative assessments quarterly throughout the year. A post-test administered at the end of the school year to all students provides a measurement of student progress.

Communication is an emerging area for our organization. We communicate regularly to area Superintendents regarding improvement through monthly meetings and the Annual Report. In addition, the goals are available on the front page of our website.

Evidence

- **School Improvement Team (7.2,7.3,7.4)**
Members of the CACC staff serve on this team for a period of two years. The team meets every other week with administration to ensure that the vision and purpose of the school remain current and aligned with the School Improvement Plan. This process guides the PLC meetings and professional development, ensuring the continuity of the mission and vision.

- **Professional Learning Communities (7.1,7.2,7.3,7.4,7.6)**
Professional learning communities are the vehicle for delivering professional development and support to staff to implement interventions. Twice monthly meetings provide time for teachers to train, practice, and evaluate data from formative assessments.

➤ **Stakeholder Communications (7.5)**

The CACC is developing broader communication with stakeholders. While communication is sufficient among internal stakeholders (students, staff, administration) regarding school improvement, there is room for growth in the area of external stakeholder communication (parents, local schools, administrators, counselors, business and industry). CACC Administrators are making increased effort to communicate improvement goals with external stakeholders through the website and meetings with area superintendents.

Concluding Statement:

The school improvement process at the Calhoun Area Career Center utilizes a leadership model wherein teacher leaders (School Improvement Team) and the administration examine data to assist in the development of effective student learning strategies as well as guidelines for improved instructional delivery. This is accomplished primarily through the PLC structure, where instructional staff has access to the advice and support of other instructors and the academic consultants. Interventions are put into practice and data from previous discussions and strategies can be shared. Students are impacted by instructors with improved instructional techniques, and the data produced from those interactions is used to plan follow-up professional development and future improvement plans.

Standards Assessment Report

Conclusion

Focus Questions

Please respond to the following focus questions. The questions reflect the school system's overall analysis of their internal evaluation of the accreditation standards.

In completing a review of the seven AdvancEd standards, several themes have emerged. These themes involve communication with stakeholders, engagement in the school improvement process, and collection and analysis of data.

Communication with Stakeholders

In maintaining communication with both internal and external stakeholders, the CACC provides ample opportunities for collaboration and shared leadership for student achievement. This is an area of strength when the objective is to accomplish a given task or mission. However, when dealing with the school improvement process and our curriculum or academic goals, there is some work to be done. These topics are less likely to be a part of the conversation in the current CACC culture.

Engagement in the School Improvement Process

The CACC has implemented a very viable structure for involving all staff in the school improvement process. Through the use of Professional Learning Communities and a North Central Steering Committee, staff has the opportunity to take a leadership role at various levels. However, the current culture among the staff tends toward compliance as opposed to active engagement. In many cases the majority of staff abrogate to a select few teacher leaders or administrators to make decisions regarding school improvement initiatives and projects.

Use of Data

One of the CACC's advantages is the amount and availability of all kinds of data on student achievement. This is also an area of concern in that we are sometimes saturated with so much data that it is often difficult to know what is important. In addition, one area of focus for the CACC school improvement process would be the deliberate use of data to influence instruction and student achievement. We recognize that the assessment tools that are currently in use by the CACC need to be perfected to provide more meaningful and accurate pictures of our student's performance.

The insights revealed from this self assessment are telling. The results of our scheduled Quality Assurance Peer Review will impact future school improvement planning.

