

October 8, 2018

**To:** Indiana Department of Education

**From:** Mary Beth Nickolaou, ACC Principal/CTE Director

**Re:** Standard 1: School Improvement Plan – School Assurance

To Whom it Does Concern,

The uploaded School Improvement Plan reflects the 2018-19 dashboard data due to the suspension of data submission as a result of the transition to Perkins 5 from Perkins 4. The Hammond Area Career Center continues to focus on Perkins 4 Performance Indicators and continue to monitor the lagging areas.

**Area Career Center/ACTED2 Student Achievement Plan Summary 2018-19**

**Review of ISTEP+/DWD Data:**

The Area Career Center of Hammond does not receive direct ISTEP+ data as those students are reported through their home school. That said, Area CTE District 2 (ACC +all CTE Programming at High Schools) does receive a report card from the Department of Workforce Development that rates our performance in 8 key indicators. This data is summarized in the chart below. For the last data cycle, the Area CTE District met 6 of the 8 indicators at agreed upon levels (AUL).

**Performance Indicators**

There are currently eight performance indicators that are you are required to meet. Starting with the 2011- 2012 grant cycle CTE districts will be required to meet eight additional performance indicators. Those indicators are Postsecondary Enrollment, Cluster Math, Industry Certification/Licensing, Dual Credits, Remediation, Completion Rate of secondary CTE students enrolled in the program who completed the program during their 4 years in high school, the number of secondary CTE students enrolled in the program who failed the language arts test in 10<sup>th</sup> and then passed the subsequent language arts test in either 11<sup>th</sup> or 12<sup>th</sup> grades, and the number of secondary CTE students enrolled in the program who failed the math test in 10<sup>th</sup> grade and then passed the subsequent math test in either 11<sup>th</sup> or 12<sup>th</sup> grades.

As the new ACC Principal/CTE Director since August 2019, I am already hard at work to secure staff and continue the successful programs at the Area 2 districts. We also look forward to the new Perkins 5 grant indicators and aligning our efforts.

## Area Career Center/ACTED2 Student Achievement Plan Summary 2018-19

### Review of ISTEP+/DWD Data:

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### DWD Data (3 year period)

Indicator	AUL 14-15	ACTED 14-15	AUL 15-16	ACTED 15-16	AUL 16-17	ACTED 16-17
ELA Achieve.	62.62	75.00	67.12	76.75	69.13	80.96
Math Achieve.	68.58	83.04	77.58	86.42	79.97	89.15
Tech Attain.	95.00	94.85	90.00	91.67	91.35	82.82
Completion	94.50	99.71	96.50	99.60	97.95	99.82
Graduation	91.13	96.76	91.88	98.18	92.34	96.00
Placement	94.78	75.95	90.00	96.58	91.35	44.08
Non-Trad. Participation	29.66	29.12	29.66	31.45	29.81	32.15
Non-Trad. Completion	18.87	15.60	18.87	24.88	18.96	23.10

### Strategies that worked:

Some of the strategies that were proven effective that we will continue:

- Pull students to receive direct support from CTE Remediation Specialist.
- Integrate Math and ELA directly into the CTE curriculum.
- Rewrite assessment questions to incorporate Math and ELA standards.
- Offer Non-Traditional Workshop to sophomores.

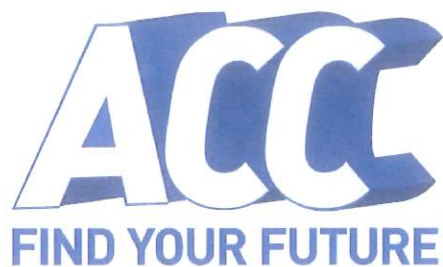
### Changes & Next steps:

Some changes to target areas identified by our data:

- Home school data needs to be acquired in a more efficient manner so remediation can begin sooner into the school year.
- Collect Placement data ourselves instead of relying on state databases.
- Expand Non-Traditional Workshop to sending schools.
- Allocate resources to increase certification testing preparation.
- Offer professional development to the entire CTE District.

### Conclusion:

The ACC and ACTED2 will continue to implement researched based strategies that have proven results to increase the quality and effectiveness of the programming. We will continue to endeavor to be the best Career Center and district in Indiana.



## FIND YOUR FUTURE

In Career and Technical Education

Area Career Center of Hammond  
Public Law 221  
September, 2018

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## *Area Career Center of Hammond*

### **School and Community Profile**

The Area Career Center of Hammond services students from Career and Technical District 2 of Lake County, Indiana and the School City of Hammond. The school boundaries extend from the shores of Lake Michigan on the north to southern Lake County along State Highway 10. The Gary School District borders the east side of the district with the Illinois state line creating the western boundary. The district is approximately 6 miles wide and 30 miles long.

Located in the City of Hammond, the center serves a geographic area in the northwest section of the state adjacent to the Chicago metropolitan area. This area, locally referred to as "The Region," is the second largest in the entire state and is densely populated with heavy industry, steel related businesses, and a growing number of casino boats. Citizens represent a variety of ethnic, cultural, racial, and religious backgrounds. Two minority groups, African-Americans (at 25% or more) and Hispanics, in the region exhibit geographic concentrations. More than half of all Hispanics in the State of Indiana live in northwest Indiana, with 90% of the region's Hispanic population living in Lake County. The communities composing the school district vary from the densely populated and heavily industrialized steel industries of Hammond to the suburban residential areas of southern Lake County.

As a Career and Technical fiscal agent, the School City of Hammond is responsible for the operation of the Area Career Center of Hammond with a governing body being the Hammond Board of School Trustees.

The Area Career Center of Hammond provides and career/technical education services for the School City of Hammond, drawing students from:

Clark Middle/High School	Gavit Middle/High School
Hammond High School	Morton High School

Career and Technical Education programs are also available to the sending schools:

Griffith High School	Hammond Academy of Science and Technology	
Highland High School	Munster High School	Lake Central HS
Calumet High School	Edison High School	Whiting High School

The student body of the Area Career Center of Hammond is a composition of all the sending schools, as the Career Center is not the school of attendance for any student and all records/grades are maintained at their home school. Student's ISTEP

examination scores are reflected in their home school's data and report card. The diversity of the composition of the student body and the needs of the communities being services are reflected in the appendices.

### **History and General Overview**

The City of Hammond has seen a drastic change from its economic success of the 1970's to the state of today's decreasing tax base. Northern Lake County was the center of commercial and industrial activity pre 1980's. Central Hammond was a bustling downtown area with several major department stores and privately owned retail businesses. Inland Steel Company employed over 20,000 workers but had to decrease their work force and LTV has been forced to close. Arcelor Mittal has re-established the steel industry and BP Amoco's plans for expansion have revitalized the Manufacturing industry in the area. This decrease in jobs created a "flight" from Hammond to surrounding communities and new employment opportunities. However, the demographics of business and industry in the community are changing.

Southern Lake County has seen an increase in residential building. As a result, southern school districts saw their enrollments increase and retail malls were developed to meet the needs of the new residents.

In 1949, a new centrally located facility was built to replace Hammond Technical Vocational High School that originally began in 1919 in a room of the Central School. The school then moved in 1923 to another location in downtown Hammond. The new facility opened in the fall of 1950 and was billed as a "state of the art" comprehensive technical vocational high school.

In 1982, Hammond Technical Vocational High School was converted to the Hammond Area Career Center. The Career Center changed its name to Area Career Center of Hammond to support the Career and Technical District initiative. This initiative was driven by a change in state philosophy regarding concentrating funding of Career and Technical (CTE) programs in a career center and a push to present academic course requirements at the regular high school. The new Career Center opened its doors in 1982 with 21 vocational programs – Food Services, Quantity Foods, Data Processing, Computer Programming, Industrial Electricity, Electronics, Carpentry, Sheet Metal, Welding, Machine Shop, Plumbing, Auto Service, Auto Mechanics, Printing, Drafting, communications/Broadcasting, Custom Sewing, and the following special education vocational education classes: Graphic/Bindery, Electricity/Small Engines, Carpentry/Plumbing, and Upholstery. In recent years, the reduction in employment opportunities and the flight of residents out of the area to new job placements resulted in a substantial decrease in school enrollment.

From 1984 to 1996, as a result of declining enrollment, a financial crisis due to the eroding tax base, and staff retirement, the following programs were eliminated: industrial electricity, sheet metal, machine shop, plumbing, communication/broadcasting, graphic arts/bindery, electricity/small engines, custom sewing, upholstery, food service, quantity foods, and computer programming.

Along with these program reductions was the elimination of several staff positions: the guidance counselor, two assessment lab evaluators, one half-time special needs coordinator, assistant principal, media specialist, instructor for the computer aided instruction lab and one secretary.

Through the concerted effort of administration and staff, along with a change in students' preferences and a community needs assessment survey, new programs have been opened to meet student and community needs. As of the 2017-2018 school year, the following programs are offered:

- Automotive Technology
- Collision and Refinishing Technology
- Computer Information Technology
- Construction Technology
- Cosmetology
- Criminal Justice and Law
- Culinary and Pastry Arts and Sciences
- Dental Assisting
- Early Childhood Education
- Electrical & Mechanical Engineering Technology
- Emergency Medical Services
- Graphic Arts & Digital Imaging
- Health Careers I: Anatomy & Physiology/Medical Terminology
- Health Careers II: Nursing
- Multimedia Broadcast Academy
- Welding Technology

The curriculum of the CTE class is based on a one or two year programs with students assigned to the Area Career Center for one-half day. The Area Career Center credits earned by students are transferred to their home schools. Students receive three hours of classroom/lab training and adaptations are made to a two-hour block for students with scheduling conflicts. In order for a student to be counted as a completer by the state for the CTE classes, they must remain in the program for the duration of the respective one or two year block and complete 75% of their program's competencies. In their senior year, students have the opportunity to experience on the job training through the work internship program that requires a maximum of

four days on-the-job experience with one day in the career and technical program for classroom instruction.

Since the Area Career Center is centrally located in the school district and transportation and classrooms could be easily provided, this site was designated as the home base of the alternative education programs for the special needs students of the School City of Hammond.

**Adult Education:**

Mrs. Cynthia Warner-Lowe and her staff head the School City of Hammond Adult Education program. The main office is located on the third floor and utilizes classrooms on the same floor in the Area Career Center. The Adult Education program offers classes in GED preparation, ESL classes, citizenship, Impact Training, adult vocational night classes, and various adult classes determined by community enrollment.

**ACC University:**

Beginning with the 2013-2014 school year, we implemented an Early College program with Vincennes University, where freshmen from four Hammond high schools attend full day with the goal of earning 1 to 2 years of college credit upon graduating from high school in 4 years. Each year we will add a new cohort of freshmen until the school is at full implementation with all grades in 9-12 in place. Our model continues to evolve as we work on sequencing the associate degree paths. This model will see continuous improvement as it continues to unfold over the next few years.

Here is an overview of this evolving model of pathways that make up the Early College Model:

**H.S. Diploma + STGECC**

*Core 40 with Academic Honors and Statewide General Education Core (30 Core Transferable Library (CTL) College Credits)*

**H.S. Diploma + STGECC + College Credits in Career Sequence**

*Core 40 with Academic and/or Technical Honors, Statewide Transfer General Education Core (30 CTL College Credits) and Career College Credits (6-30 College Credits)*

**H.S. Diploma + Industry Certificate Program**

*Core 40 Diploma with Academic and/or Technical Honors and Industry Workforce Certificate*



**H.S. Diploma + Associates Degree + Industry Recognized Certification**  
*Core 40 Diploma with Academic and/or Technical Honors, Industry-Recognized  
Certification and Associate's Degree in:*

- *Computer Networking*
- *Criminal Justice*
- *Electrical & Mechanical Engineering Technology*
- *Health Science Careers*

**Media Center:**

The Career Center also houses the School City's media center, print shop facilities, and data services. Training sessions in computer technology for School City of Hammond personnel are provided in the lab associated with the media center.

The Area Career Center of Hammond is open day and night, with the various programs being offered to the community. The integration of the personnel and the clientele serviced has to be a concerted effort on the part of all individuals involved. The union of the various programs has resulted in a building eclectic in nature, which strives to meet the needs of Hammond and the surrounding communities. The School City of Hammond has made a commitment to the Area Career Center and the various services it provides. A 4.5 million dollar remodeling project began in the spring of 1999 that updated classrooms, fixed the roof, and added new technology to many classrooms. A concerted effort is continuously being made to update programs and make needed additions to the existing curriculum. The Area Career Center will continue to be a focal point of community activity. The wide array of services offered to a diverse population makes the ACC a comprehensive resource in the Calumet region of Indiana.

**SCHOOL PROFILE**

The Hammond Area Career Center is a member of Area Career and Technical District Two of the State of Indiana. The Center's curriculum offers sixteen (16) program areas with the highest concentration in the Trade & Industry division. Sessions are conducted in the morning and afternoon with students spending one-half day at the center and the other half-day at their home school of record. Programs are complemented by the support services designed for students with barriers to conventional educational techniques and employment. The staff includes nineteen (19) teachers, three paraprofessionals, two administrators and four and one-half secretaries.

The student body is comprised of individuals from 12 high schools. The demographics are detailed in the following tables:

- Enrollment hit a low of 436 in 2013-14 and a high of 827 in 2016-17. (1)
- Fluctuating enrollment from all schools (2)
- Ethnic populations: Decrease in white student enrollment and an increase in the enrollment of minority students (3)
- The number of students enrolled in non-traditional programs remains relatively the same (4)
- Enrollment by program. Programs with Early College associate's degrees have the highest concentrations: Criminal Justice, Engineering and Health Careers (5)

The coordination of the school calendars for each of the eight sending school corporations for the career and technical programs is very complicated. The communication necessary to inform all affected personnel of various schedules of the sending schools in regards to vacations, professional development activities, programs, and final examination schedules is complicated and requires adaptation of curriculum and teaching strategies by the instructors. The Area Career Center's school calendar is a standard thirty-eight week school year composed of two semesters. Students are bused to the career center for morning and afternoon classes. The career and technical education classes meet in 2-1/2 hour blocks: 7:45 a.m. – 10:15 a.m. and 11:45 p.m. to 2:15 p.m. The teachers have a combination lunch and planning period from 10:15 a.m. to 11:45 p.m.

Students receive three hours credit for completion of the 2-1/2 hour block. Credit reduction is made to one or two credits to adapt course offerings to adjust to student schedule conflicts with their home schools.

The bussing situation at the Area Career Center creates a problem in providing after-school activities for students. Most career and technical students are in attendance for only one-half day, returning to their home school for extra-curricular activities. Early College students spend the entire day at the Area Career Center.

Students may be enrolled for the entire day or one-half day programs, but transportation is often limited and participation in after-school activities is difficult. A major effort is being made to develop activities for students and include community members. The staff believes that student involvement in school functions will result in increased participation and an improvement in the graduation rate for the School City of Hammond and the other sending schools. Career and Technical Student Organizations include HOSA, IASB, or SkillsUSA student professional organizations in CTE classes that compete in district and state contests pertaining to the skills developed in their respective programs. A Student Advisory Council is in place, with student representatives being selected in both morning and afternoon sections of the CTE classes. Students serve as student guides during group tours of the Area Career

Center facilities, are classroom leaders for various charitable fund drives, and offer suggestions on improving the ACC. The student advisory meets monthly for discussion of issues and planning of student activities. Students are also recognized for their academic achievement by induction into the Area Career Center's Chapter of the National Technical Honor Society.

Students are exposed to the educational and cultural opportunities of the surrounding communities, especially Chicago, through field trips to museums, theaters, colleges and universities sponsored by the various programs. Students regularly attend industrial shows reflecting the growth in career and technical areas, such as the auto show, graphic arts exhibit, restaurant and food show, and technology/ computer trade show.

High school graduation requirements are determined by each home school district. A student's successful completion of their CTE program is dependent on the mastery of the competencies for their respective program at the end of a one or two year course. Students are subject to an End of Program Assessment. Alternative education students are required to complete the required course objectives for each subject area in order to earn the credits necessary to meet the graduation requirements of the School City of Hammond.

Advisory committees are formed for each CTE program as required by the Federal Carl Perkins Act. The committees are composed of members of the community, parents, students, and personnel who are employed in the CTE area of each respective program. The advisory committee meets two times a year to advise the program instructor on new technology/techniques applicable to adapting the curriculum to stay current with the demands of the work place. Competencies for each program are reviewed and curriculum recommendations are made to enhance the program.

Professional growth opportunities are available and teachers are encouraged to attend educational opportunities that will enhance their teaching expertise and stimulate program evaluation and curriculum development. Teachers regularly attend professional meetings and workshops to stay abreast of new techniques and curriculum revision.

The School City of Hammond is a national leader in promoting the concept of site-based management. The administration of the Career Center has promoted staff participation in this concept by holding monthly Plan Team meetings to discuss school issues. Regular faculty meetings are conducted to open communication lines and inform staff members of relevant information and to conduct open discussion on areas of importance.

Increased community and student awareness of the programs being offered at the Area Career Center is one of the main goals of the staff and administration. A marketing concept has been developed to provide additional exposure of Career Center programs. Administrators and teachers attend the "open houses" of the sending schools. Counselors and principals of the sending schools are invited to participate in a luncheon and tour of the Career Center facilities to stimulate interest and involvement. Eighth, ninth and tenth grade students are provided group tours of the classes and an "open house" is held for parents, students, and community members. Each year an awards ceremony is held at the end of the year to recognize student and teacher achievements. Parents, students, teachers, counselors, community members, and district administrators are invited to honor the outstanding accomplishments of students and teachers.

The Area Career Center of Hammond is committed to the educational growth and development of each student. Although the Career Center is not considered the home school of its students and does not have a league score for the Math and Language Arts ECA examination, the school is dedicated to providing the best educational programs and utilizing teaching strategies to raise student performance scores on the state examination to reach the state proficiency standards. During the 2008-09 school year, the State DOE began piloting End of Course Assessments for CTE programs and will continue with additional assessments in the years to come. The integration of academic and career and technical education has been proven, through research, to help improve student performance in the areas of math and language arts. The Area Career Center concentrates on the development of the whole child and will continue to strive to provide programs and activities that will stimulate academic and career and technical growth while developing the interpersonal skills necessary to be a successful member of the community. The instructors at the Area Career Center are playing an active role by being involved in the development and serving as participants in the pilot phases of the Career Pathways Project.

The Hammond Area Career Center began review of its vision and mission statement in the fall of 2010. The Plan Team discussed the current vision and mission statements and recommended a revision be made to the mission statement to align with that of the School City of Hammond. The drafts of the statements were presented to the entire faculty for discussion and revision. The vision and mission statements were finalized as a group and accepted by the entire faculty.

## **VISION**

The Area Career Center prepares Career and Technical Education Students with college and career readiness skills to succeed, adapt to change and to become life-long learners in an ever changing global society.

## **MISSION STATEMENT**

### **Career and Technical Education Mission Statement**

The Area Career Center exists to serve students in the region whose goal is to combine career and technical education with the professional standards of industry jobs. We stand for work ethic, innovative problem solving, professionalism, productivity, and upcoming employees that bring passion to their crafts and deserve the respect of others. Our mission is to graduate students ready for college, ready for careers, and ready for life.

### **Area Career Center University Mission Statement**

The mission of the Area Career Center University is to provide a rigorous education, concentrating on critical thinking skills in technology and science, to graduate students who are industry certified and motivated to pursue continued education and careers throughout their lives through collaboration, adaptation, and leadership in a global society.

## **Beliefs**

- All Students CAN Learn
- A climate of high expectation promotes success
- A safe environment encourages learning
  - Physical and emotional
- Frequent, consistent evaluation and feedback promotes accountability
- Individualized instruction improves student learning
- Demanding and relevant curriculum prepares students for a global society
- Parental or community involvement nurtures student success
- Administrator's and teacher's collaboration is necessary for student success

### **Six Key Components**

1. Clear and focused mission, positive home/school relationships
2. Climate of high expectations for students
3. Opportunity to learn and student time on task, frequent monitoring of student progress
4. Safe and orderly environment
5. Clear and focused mission, high expectations for staff
6. Instructional Leadership

### **RESEARCH AND ANALYSIS OF DATA AND IMPLICATIONS**

Data to support the Area Career Center and our enrollments, performance indicators and our drive for improvements can be found at the link following link:

[https://www.doe.in.gov/sites/default/files/inters/ctedistrictdashboardreport\\_hammond2.pdf](https://www.doe.in.gov/sites/default/files/inters/ctedistrictdashboardreport_hammond2.pdf)

As a member of Indiana Association of Career and Technical Education Districts, we are in partnership with the Department of Education and the Department of Workforce Development. We answer to both agencies and are required a plan of action. During the 2014-15 school year, we were required to complete a plan of action for improvement of our failing performance indicators. Those have been approved and are a part of what we intend to do in our PL221 plan. Those are noted in the end as supporting documentation.

### **Curriculum**

Career and Technical Education curriculums are being driven by the Indiana Career Pathways Project in a combined effort between business and industry standards, Post-secondary implementation and secondary approval. The competencies are reviewed and updated each year to stay abreast of new technology and industry advancement and reviewed by each program's advisory committee. Students must master an end of program assessment in order to be counted as a 1 or 2 year completer of the program in accordance with the requirements of the Department of Education and the Department of Workforce Development. Our goal is to meet or exceed the performance indicators established by the IDWD. The curriculum competencies are located on each teacher's computer and on the main office computer INTERS program at the Hammond Areas Career Center. Full

implementation of the Career Pathways Project will occur during the 2013-14 school year.

Students attend classes for a three-hour block and are scheduled into either an AM or PM session. The remainder of their day is spent at their home high school to complete their academic requirements. The mastery of the career and technical education competencies will earn the student 3 credits per semester towards a high school diploma.

Students in the Early College program attend all day and take a combination of high school and college credit courses moving through a sequence (pathway).

### **Assessment Instruments**

The Hammond Area Career Center's administration and staff have researched the integration of academics into the career and technical education curriculum. Discussions held with the staff in regards to student achievement have consistently focused on the lack of essential skills in the areas of reading comprehension and math problem solving.

An analysis of student performance on class tests specific to the skills related to each technical field has disclosed that low performing students are deficient in the areas of math computation, fractions, algebraic equations, area and volume equations, and problem solving. A comparison of class test scores with students' ISTEP scores shows a positive relationship between class performance and GQE scores.

Data is being driven by ACTED 2 performance indicators and student performance on the respective ECA examination results.

The degree of technical reading required for the career and technical education classes is very high. Discussion concerning students' reading ability and comprehension of required material is on-going. Strategies are being explored to incorporate into the lesson plans to help teachers teach reading skills.

The Accuplacer test is utilized for students in the Career and Technical Education programs. Teachers analyze the test results to determine areas needing remediation.

End of Course Assessments are being implemented each year on a schedule determined by the State DOE in each of the CTE programs. This will be used to determine technical performance on a national and state level.

### **Research and Alignment of Curriculum with Indiana Standards:**

Career and Technical Education programs are funded by Carl Perkins legislation and must meet the standards established by the governing bodies of the Indiana Department of Education and the Department of Workforce Development. With the emphasis on "High Demand-High Wage" training for students, the programs at the Hammond Area Career Center are required to stay abreast of the educational and technical demands of a highly technical job market. Review of the Indiana Career Pathways and the aligned curriculum will drive the curricular changes within the programs.

1. Each program conducted an analysis of student competencies and determined the alignment with the Indiana Standards in the areas of English and math. A format was developed allowing teachers to present a list of student competencies designating which standard was addressed within the curriculum.
2. Discussions were held concerning student test scores, classroom performance and lack of fundamental skills in math and reading that have a direct effect on classroom performance.
3. All staff members conducted research pertaining to his/her respective career and technical education program. This research concentrated on teaching strategies to utilize in the classroom to help students increase reading comprehension and math problem solving skills. A research notebook has been developed for each program for teacher reference.
4. Teachers have participated in several professional development activities related to teaching styles, learning styles, brain based learning, integrating academics in a career and technical curriculum, and teaching reading strategies. Beginning in 2010-11, all CTE instructors began working with the new hired Math-in-CTE coordinator to ensure that lesson plans are in place and instructors are using the appropriate math standards for Career and Technical Education programming.
5. Teachers developed a list of effective strategies for classroom use.

The completion of the research and alignment with the Indiana Standards complements the curriculum activities that the Hammond Career Center teachers participate in each year.

The following activities are required by Carl Perkins Act and must be completed each year to insure that the curriculum is current.



1. Advisory Committees composed of representatives from the business community; civil community, parents, students, and post-secondary education are formed for each individual program. The committees meet two times a year to go over the student competencies for the respective program and make recommendations regarding curriculum changes and equipment purchases.
2. Career and Technical Education programs offer certifications for students who complete the course requirements and pass the certification test. Each program must review its curriculum and align it with the certification requirements each year to prepare students to successfully complete the examination.
3. Teachers must participate in two professional development activities each year to enhance their teaching strategies.
4. Teachers visit local businesses to discuss workforce needs and how we can better prepare our students
5. Guest speakers from the business community related to the career and technical program discuss advances in their respective field.
6. Field trips are conducted to present students with additional information related to their career choice.
7. Guest speakers from post-secondary education conduct seminars to provide the students with information on advanced training and educational opportunities.
8. Students may participate in a job shadowing activity.
9. Seniors may participate in an internship program related to their field of study.

All students participate in a pre-employment activity pertaining to employment letters, resumes writing, interviewing skills, and how to network.

### **Summary for Math Requirements**

The Math-in-CTE program provides students with an increased understanding of math concepts. The processes goal is to increase standardized math test scores for students whose CTE teachers use math enhanced lessons connecting their curriculum to the mathematics embedded in each lesson. The Math-in-CTE model

assists teachers with a process and pedagogy through which math naturally occurs. The CTE Coordinator will keep data on the students to document student growth.

The Math-in-CTE Coordinator will meet with teachers no less than six times throughout the year to provide support with the development of math enhanced lessons in a professional development setting. Individual meetings with teachers will also be held as needed for individual support. The goal of each CTE teacher is to complete two math enhanced lessons by March of 2011 for final review at the proposed follow up training session. CTE teachers will also incorporate PLATO into their curriculum as applicable.

**Implications:** All schools, including the ACC, need to address statistics. The ACC needs to develop strategies to work on math areas that are associated with the technical programs. Individually, the areas of computation, algebra, geometry and problem solving have a direct effect on a student's success. The math skills required at the ACC for each program are career and course specific.

Through the Carl Perkins Act 2006, Math-in-CTE curriculum is being addressed at the National and State Level and we will be addressing in our curriculum as well. Teachers will continue to be trained over the next several years on the implementation of mathematics in the CTE classroom. In addition, we will focus on the utilization of a math assessment as a pre- and post- assessment for the CTE students.

### **Student Follow-up**

The Career and Technical Education programs at the Hammond Area Career Center are required to administer follow-up surveys on a one – three- five years series. Students are contacted and survey questions are completed to determine their current job placement, wages, advanced training received, and any statements regarding their educational program at the Career Center. These surveys will be administered through a computer based website and generated into an Excel document. Those not contacted or responding to the post card will be contacted personally.

With the mobility in today's society, it is often hard to contact all students but an effort is made to locate everyone. The results are positive regarding their educational experiences at the Career Center.

In addition, a senior survey will be given to compile data relating to their future goals. The DWD assists in data collection of students as required by the Perkins Federal Law.Parental involvement

The composition of the student body of the Hammond Area Career Center is comprised of students from 11 high schools representing 7 school districts of career and technical education district ACTED 2 of Northwest Indiana. The socio-economic status of the students enrolled at the Career Center range from the affluent to the financially disadvantaged; from the large high school of 2400 to as small as 500; and an ethnic ratio from 20% to as high as 54%. This eclectic group presents several issues that affect parent participation in school activities.

The administration and staff of the Career Center make a concerted effort to involve parents in the educational experiences of their children. We encourage parents to take a vested interest in their child's education and participate in the educational experiences offered at the Career Center. The administration and staff are researching strategies to confront these issues, but are not limited to:

- Students are enrolled for only a half-day session and the Career Center is not the home school.
- Distance that some families travel to reach the Career Center
- Number of families where both parents work
- Number of single parent families
- Socio-economic restraints
- Lack of interest

### **Parent Involvement**

Presently, the Hammond Area Career Center encourages parental participation through various activities such as:

- Membership on advisory committees
- Open House for parents to visit programs
- Open Door policy with administration and teachers
- Visitations to programs and scheduled tours of building for perspective student's parents
- Parents help teachers with extracurricular activities, VICA, competitions
- Parents chaperone fieldtrips and business tours
- Parent Notices sent home for students experiencing difficulty
- Automatic Attendance phone call for absences
- Awards banquet and Recognition ceremony
- Job Shadowing experiences and internships
- Job Placement
- Parent conferences concerning attendance, discipline, or academic concerns
- Teachers call parents to discuss concerns or highlight achievements
- Parent meeting for alternative education students
- School newsletter and website

The administration and staff are researching other implemented strategies to help increase parental participation and to address the issues of concern. Discussions are being held with the staff and administration to develop a plan of action. The staff encourages parental involvement in the following areas:

- Parent volunteers in programs
- Work related information on enrollment form to create a resource base for job experiences and help in job searches for students
- Expand the presentations at each home school for their open house to get more parents involved

### **Technology**

The Career and Technical Education programs and the technical subject matter being taught require that all teachers be knowledgeable in the area of technology and its integration into the curriculum. The teachers are continually updating their knowledge base on the use of technology in relationship to their respective program. Every teacher is required to stay abreast of the technical advancements in their field of study and must be able to utilize this technology in their instructional strategies to present the curriculum to their students. In addition to the technological advances in their program, teachers participate in professional development activities to enhance their use of technology as an instructional tool.

Professional development activities model the techniques for teachers to utilize in helping students reach the goal expectations in math problem solving, reading comprehension and completion of program competencies.

- Use of visual technology - video projectors, visual presenters and smart board presentations will demonstrate instructional strategies
- Video resumes – the construction of video resumes for students – use of digital camera, movie camera to document student work
- Instruction on the use of the computer to access research material and evaluation of software to be utilized to remediate students
- Educational game software like Classroom Jeopardy are used to facilitate classroom learning
- Android Tablets using Curriculum Loft will be piloted during the 2012-13 school year in some programs.

The curricula for Career and Technical Education classes incorporate technology relevant to the field of study. All programs are required to develop student competencies in alignment with the requirements of the local business community and the trades. Advisory committees meet two or more times each year to review

the curriculum of each program and update competencies, review textbooks, resource material and equipment to meet industry requirements. The teachers of Career and Technical Education programs are required to continually upgrade their technology skills in order to present their students with both a "High Tech/High Wage" curriculum, and a background that moves students into post-secondary education.

Teachers research new technology and increase their knowledge base relevant to their career and technical program. New technology for each program is discussed with the advisory committee and recommendations are made for purchases that qualify under new technology or enhancement of the present curriculum. Teachers are presented with a variety of professional development opportunities to learn the strategies of incorporating technology into their classroom beyond their current level of knowledge.

Professional Development activities for staff members include:

- District sponsored computer technology classes for teacher training
- Training on software relating to class activities (grade book and grade reporting)
- Conferences and Trade shows on new technology
- Visitations to local businesses
- Visitations to other career and technical education programs
- Seminars by vendors/businesses on new technology
- Visitations to post secondary institutions
- Internships
- Internet access for curriculum and research
- Post Secondary classes on technology to upgrade their license and certifications
- Demonstrations by manufacturers of related technology

The goal of the School City of Hammond and the Area Career Center is to provide all students with educational experiences incorporating technology and expanding their knowledge base. Career and Technical Education students are exposed to the new technology related to their career choice along with additional technologies that are peripheral to their career pathway.

Students are exposed to new technology through a variety of experiences including:

- Classroom curriculum and projects
- Demonstrations by manufacturers
- Trade shows
- Fieldtrips to industry sites
- Job Shadowing experiences in related field
- Internships
- Post Secondary Dual Credit Requirements

- Off Campus Clinical Experience
- Certification requirements
- Internet access for curriculum, research, and resume development

The School City of Hammond, through the Media Services Department, has developed a plan for the integration and instruction. The staff of the Hammond Area Career Center will avail its self of the professional development activities provided and work with the Media department to continue meeting the needs of our students, parents and the community.

Our latest addition to our program, the Multimedia Broadcast Academy, has integrated the latest, state of the art technology. Two of the rooms have been furnished with Steelcase "Technology University" concepts which utilize their defining technology of workplace technology and the research of working with multi generational workers. This training will provide our students with a wonderful opportunity in the real world preparation of working in the field of Broadcast Communications.

### **Safe Environment**

The Hammond Area Career Center provides students, staff, and visitors with a safe and courteous environment allowing the educational activities to take place with limited interruptions. In order to assure that the functions of the school run smoothly, rules and policies have been established to maintain a safe and orderly atmosphere. All occupants of the building are required to follow the policies. Various building administrators quickly deal with individuals who chose to violate the rules. In order to provide a safe school for students the following are strictly enforced:

- All personnel and students must wear an ID Badge
- Only two entrances are open for admittance to the building
- Police officers are employed to help supervise the halls and building entrances
- No open drink containers are allowed to be brought into the building
- All packages, backpacks, and packages are subject to search
- No electronic devices are allowed
- Security plans have been developed for issues such as bomb threats, lockdowns, and building evacuations.
- A safety specialist has been appointed by the district to alert all personnel of safety issues and help in cases of emergency.
- Sections of the building are identified by color coded student and staff ID badges, which easily allows security and administration to identify where the student or staff should be located.

All classrooms, halls, and open areas are maintained to provide students with a clean and healthy environment. Custodians do an excellent job keeping the building ready for school functions and take care of any emergency situations that might arise. Teachers are required to notify the administration and custodians of any situation that could present a health or safety concern to any individual in the building. Teachers are provided information on dealing with bodily fluids and emergency situations.

- Interior and exterior of the building is adequately maintained
- Landscaping project through a partnership Lever Brothers to upgrade exterior
- Poster, banners and displays acknowledge student achievement
- Student professional organizations and activities, such as Skills USA, student advisory
- Bimonthly staff meetings increases communication
- Citizenship skills are developed through class projects
- Programs lend themselves to community involvement – customers
- Open House for parents and community
- Newsletter promotes student achievement
- School wide meetings are held with students and staff to familiarize students with school rules and policies.
- Security cameras (128) monitor entrances and exits
- Staff assists in security and safety matters and supervision of halls
- Student Advisory Council organizes two social events per year

The Hammond Area Career Center staff and students participate in monthly fire and tornado drills to insure a safe learning environment. We practice “lockdown drills” quarterly.

### Student Achievement Objectives

The analysis of school data indicates that a concerted effort needs to be made in working to raise the essential skills for our students in the areas of math problem solving and reading comprehension. Approximately 32% of our enrollment have not passed the GQE and will need help in achieving this goal. Also, the number of students completing the competencies for their respective career and technical education program needs to be addressed. Students are experiencing failure in several categories and the causes are inter-related. Success in the academic area will bring about improvement in the career and technical education completion rate.

The following objectives are being addressed:

**Attendance** ~ There has been an increase with the installation of an attendance policy that requires students to take responsibility for their education. Students are being counseled and parents are called on a daily basis to insure their knowledge of their child's attendance. Incentives are given to students who turn their attendance around from a negative factor and pass each six-week grading period. Students with perfect attendance are rewarded for their outstanding dedication to fulfilling the requirements for an education.

Our objective is to raise our score to 95.0 for this school year and maintain thereafter.

**Percentage of students meeting standards** ~ Approximately 32% of our student body has not passed the GQE. We currently offer remediation for students and seminars on test taking. Professional Development activities are being provided to help teachers work with students to raise their test scores on essential skills.

Our objective is to raise student's test scores on the GQE 3% each year in the area of reading comprehension and math problem solving.

**Graduation Rate**- The graduation rate does not apply to us since we are not a school of record for any student

The administration and staff developed the following outcomes:

- Students master the skills essential for effective communication and performance of problem solving tasks.
- Students exhibit elements of a strong work ethic by arriving at school on time with the necessary materials and attending all classes every day ready to learn both individually and as a member of a group.
- Students display knowledge of the world of work by having a post graduation plan to pursue and continue their educational development.
- Students utilize resources and technology to access the information necessary to intelligently solve problems.
- Students develop the technical skills necessary to perform successful in the modern job market
- Students demonstrate qualities of good citizenship, tolerance, social courtesies and behavior that promote success and peaceful living in a diverse society.
- Students exhibit the knowledge and skills needed to pass the Graduation Qualifying Examination.



### **Performance Indicators**

There are currently eight performance indicators that are you are required to meet. Starting with the 2011- 2012 grant cycle CTE districts will be required to meet eight additional performance indicators. Those indicators are Postsecondary Enrollment, Cluster Math, Industry Certification/Licensing, Dual Credits, Remediation, Completion Rate of secondary CTE students enrolled in the program who completed the program during their 4 years in high school, the number of secondary CTE students enrolled in the program who failed the language arts test in 10<sup>th</sup> and then passed the subsequent language arts test in either 11<sup>th</sup> or 12<sup>th</sup> grades, and the number of secondary CTE students enrolled in the program who failed the math test in 10<sup>th</sup> grade and then passed the subsequent math test in either 11<sup>th</sup> or 12<sup>th</sup> grades.

Basic Grant Student Performance Indicators	Indicator Description
1S1 Academic Achievement in Reading/Lang Arts	Number of CTE concentrators who have passed the English/Language Arts portion of the Graduation Qualifying Exam (GQE)
1S2 Academic Achievement in Mathematics	Number of CTE concentrators who have passed the Mathematics portion of the Graduation Qualifying Exam (GQE)
2S1 Technical Skill Attainment	Number of CTE concentrators who passes state-approved technical skill assessments defined for Indiana Career Pathways.
3S1 School Corporation	Number of CTE concentrators who earned a regular secondary school diploma.
4S1 Student Graduation Rate	Number of CTE concentrators who were included as graduates in the state's calculation.
5S1 Placement	Number of CTE concentrators who left secondary education and were placed in postsecondary education or advanced training, military service or employment in second quarter after leaving secondary educations.
6S1 Nontraditional Participation	Number of CTE participants from underrepresented gender groups who participated in a program leading to employment in nontraditional fields.
6S2 Nontraditional Completion	Number of CTE concentrators from underrepresented gender groups who participated in a program leading to employment in nontraditional fields.

## **Improvement Plan**

GOAL: To improve the reporting of students placed in a job, college, or military after graduation to positively impact the Perkins Placement Rate.

### STRATEGIES:

1. Collect accurate student demographic data at the end of each school year.
2. To not rely on state reporting measures and collect data ourselves.
3. Reinforce with students the importance of letting us know how they are proceeding with their life.

GOAL: To improve the number of students earning technical certificates.

### STRATEGIES:

1. Send teachers to programs that have higher success rates.
2. Purchase program specific test preparation resources.
3. Allow for study sessions at the ACC during test-taking season.
4. Begin disaggregating performance data to teachers in the area of certifications.
5. Work towards making the certification test a teacher's SLO.

GOAL: To continue to reinforce non-traditional career paths at the ACC.

### STRATEGIES:

1. Continue to offer non-traditional conference in February.
2. Expand non-traditional conference to non-Hammond schools.
3. Continue to offer middle school summer exposure conference.
4. Create promotional materials to support non-traditional career options.