

DUE DATE: June 30, 2009

School Information

School Name: Blue River Career Center

County/Corp/School# 73/7375/7747

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Grade levels included in school: 10-12



BLUE RIVER
CAREER PROGRAMS

Public Law 221
School Improvement Plan

Revised 5/29/2009

Corporation #7375
School #7747

Blue River Career Programs Public Law 221 School Improvement Plan

INTRODUCTION

Narrative description of school, community, and educational programs

School

Blue River Career Programs is a stand-alone, area career center in Shelbyville, Indiana, that was established in 1970. Today, Blue River serves four school corporations. These corporations are; Northwestern Consolidated Schools, Shelby Eastern Schools, Southwestern Consolidated Schools, and Shelbyville Central Schools in Shelby County. Each school corporation pays a proportionate cost for the operation of Blue River Career Programs.

Blue River Career Programs has a governing board comprised of the superintendent from each of the sending school corporations plus one board member from each corporation. The superintendents are non-voting members unless the board member from that corporation is absent from the board meeting.

In addition to secondary students, Blue River Career Programs provides a wide variety of adult education programs and opportunities. These programs include an adult basic education program which offers instruction in literacy, English language acquisition, basic educational studies, and GED Test preparation; adult self-enhancement classes such as computer skills training; and post-secondary opportunities through a wide variety of post-secondary institutions.

Community

Shelby County is a middle class community. According to the US Census Bureau; Indiana Business Research Center data, in 2005 the population is about 43,766. There has been a 7.8% growth in population since 1990. The median household income is \$43, 649.00. Shelby County is an agriculturally and industrially based community. Of adults aged 25 or older, 79.8% have a high school diploma or higher; 12.7% hold a Bachelor's degree or higher. The graduation rate among Blue River Career Programs' sending schools ranges from a low of 85.3% to a high of 94% for the 2004-2005 school year.

The ethnic breakdown for Shelby County is White, 97.4%; Black or African American, 0.9%; American Indian and Alaska Native, 0.2%; Asian, 0.9%; Hispanic or Latino, 2%. Due to the availability of industrially based jobs, Shelby County has seen an increase in the Hispanic population in the past five years. The Hispanic population has become the largest minority population in Shelby County.

Educational Programs

Blue River Career Programs offers instruction in trade and industry programs; business, marketing, and computer operations programs; and health sciences. Trade and industry programs include Building Maintenance, Automotive Mechanics Technology, Automotive Collision Repair Technology, Construction Trades Technology, and Welding Technology. Programs in business,

public service, marketing, and computer repair and networking include Business Technology, Marketing Foundations, Entrepreneurship, Infomatics, and the ICE Program. Health careers instruction is offered in three Health Science programs, Anatomy and Physiology/Medical Terminology, Nurse Aide Training, and Introduction to Health Sciences. Aviation Flight, Aviation Maintenance Technology, and Truck Driving are taught off site through cooperative agreements with Vincennes University. Cosmetology is offered as a joint program with Walker Career Center.

Description and location of curriculum

The curriculum for each of the programs offered by Blue River Career Programs is kept in the Director's office in a three-ring binder. Additionally, each teacher has a copy of the curriculum for his/her area of instruction. The contents for each program are a course description, a course outline by unit of instruction, and the competencies to be taught. Courses are structured so as to emulate the environment and working conditions that a person might experience in an actual, "real world" job. Course information is shared with the counselors of the sending schools to provide them and their students with accurate and up-to-date information about Blue River Career Programs' offerings.

Aviation Flight, Aviation Maintenance Technology, Truck Driving, and Cosmetology are taught off-site and follow the established curriculum prescribed by the sponsoring program.

Titles and descriptions of assessment instruments to be used in addition to ISTEP+

Blue River Career Programs does not administer ISTEP+ Test to secondary students but does have direct access to the results of these tests, so we have a reliable gauge of student progress. Blue River Career Programs currently uses and plans to use a variety of assessment instruments and other methods to gauge student progress as well. These tests include the following:

- ◆ Tests of Adult Basic Education, WorkKeys, and COMPASS tests-To pre and post test students' reading and math levels and job-readiness skills
- ◆ ASE/NATEF/ICAR Automotive Tests-To test student progress in automotive collision and automotive technology
- ◆ NOCTI-To test student progress in the Automotive Technology and Building Trades programs
- ◆ MCAS/IC³-To test student progress in the Business Technology, Infomatics Marketing, and Sports Marketing Programs
- ◆ Comp TIA A+/Network +-To test student progress in the Infomatics area
- ◆ State CNA Certification-To test student progress in Health Sciences
- ◆ Betco-To test student progress in Facility Maintenance
- ◆ AWS-To test students in Welding

In addition to these nationally recognized assessments, Blue River Career Programs will utilize local program skills tests, dual credit opportunities, and other certifications that will both demonstrate and document student progress in his/her program area. These documentations and certifications should prepare the student to either pursue further training in his/her chosen area of study or to be better qualified to enter his/her chosen profession.

Results of these assessments will be charted from year to year to determine both student and program progress. Computer/Assessment Coordinator is responsible for maintaining and distributing student assessment files. The hope is that the number of students taking and passing the assessments will increase each year.

STATEMENT OF MISSION, VISION, OR BELIEFS

The Blue River Career Programs' mission statement is as follows:

The mission of the technical learning center [now named Blue River Career Programs] is to prepare people of all ages for global competition and to enrich the quality of life by pledging superior, innovative education and training opportunities developed through the forward-thinking and collaborative efforts of areas schools, communities, business, and industry.

During the PBA process in the year 2000, the staff of Blue River Career Programs stated the concern that most of them had not been involved in the creation of this mission statement; and, therefore, did not feel any ownership for the statement. After some discussion and exchange of ideas during one of the planning meetings, the staff developed and adopted the following statement which they felt better reflected their vision of what Blue River Career Programs should be doing. The statement adopted was:

To educate, motivate, and support each student to achieve at his or her highest level.

With the emphasis from Public Law 221 for education "in a safe and disciplined learning environment," these words were added to the staff mission statement during the 2001-2002 school year. The staff mission statement now reads as follows:

To educate, motivate, and support each student to achieve at his or her highest level in a safe and disciplined learning environment.

Our mission statement is based on the following beliefs:

- ◆ Education is the combined responsibility of the individual student, the school, and the community.
- ◆ A thriving community is dependent upon quality education.
- ◆ Innovation and risk-taking are necessary for continuous improvement.
- ◆ The increasing competition of a global economy demands that we increase our training and education to world class standards.
- ◆ Diversity is important in the educational process, the work environment, and our Shelby County community.
- ◆ Every individual has a right to a quality education.
- ◆ Learning is a life-long process.
- ◆ Everybody can learn.
- ◆ People learn differently.
- ◆ Individual differences require accommodation.
- ◆ Positive recognition of individual effort and personal accomplishment increases self-esteem.
- ◆ All people need a sense of worth and security in order to develop their potential.
- ◆ A good work ethic is essential.
- ◆ There is dignity in all work.

SUMMARY OF DATA

Blue River Career Programs, as an area career center, does not have its own Annual Performance Report. We must rely on other indicators to judge our performance. One indicator of program quality is the Carl D. Perkins Vocational-Technical Education Act of 1998 Report of Secondary Performance Levels. The following table is from the 2007 - 2008 school years, the most recent that we have.

These data indicate that, for the transition year (07-08), we met or exceeded state expectations in the 1S1/1S1 and the NA/1S2 core indicators. We are currently focusing attention on Indicators 4S1/6S1 and 4S2/6S2 as will be explained in our action plans. Our goal will be to meet or exceed in all core indicator areas.

AREA VOCATIONAL DISTRICT AGREED UPON LEVEL REPORT 2007-2008 FINAL PERFORMANCE LEVELS

AVD 38 Blue River Career Program

Core Indicator	Agreed upon Level 05-06	AVD Level 05-06	Agreed upon Level 06-07	FINAL AVD Level 06-07	Agreed Upon Levels for 07-08 (Transition Year)	FINAL AVD Level 07-08	STATE Agreed upon Level 08-09 (not yet negotiated with OVAE)	LOCAL Agreed upon Level 08-09	AVD Level 08-09
1S1/1S1 Academic Achievement NEW--Lang Arts	91.27%	87.50%	92.70%	88.57%	73.00%	90.00%	73.00%	73.00%	
1S2/2S1 Vocational Skills Attainment	90.07%	100.00%	91.50%	54.55%	N/A		89.00%	93.50%	
2S1/3S1 Completion	89.47%	87.50%	89.27%	63.64%	N/A	96.67%	89.00%	91.00%	
3S1/5S1 Placement	79.63%	88.41%	84.93%	88.00%	N/A		85.00%	86.00%	
4S1/6S1 Non-Trad Participation	7.53%	4.05%	7.75%	4.88%	N/A	20.22%	8.00%	9.00%	
4S2/6S2 Non-Trad Completion	8.64%	9.62%	8.73%	0.00%	N/A	4.26%	11.00%	10.00%	
NA/1S2 Academic Achievement NEW--Math					71.00%	90.00%	71.00%	71.00%	
NA/4S1 Graduation (NCLB)					77.50%		89.00%	89.00%	

Red = Below

Blue = Met or Exceeded

Green = Would be Sanctioned

Another indicator of program quality is the annual follow-up report. Statistics from the last six completed follow-up studies are listed below. The following table indicates information collected from our follow-up studies for years ending in 2002, 2003, 2004, 2005, 2006, and 2007.

Year	% Responded	% Employed Full or Part Time	% Continuing Education	% Use Skills Learned in Program	% Feel Training Adequate	% Feel Math Instruction Adequate	% Feel Reading Instruction Adequate	% Feel Writing Instruction Adequate
2002	60	54	32	34	48	DNC	DNC	DNC
2003	54	64	50	38	84	67	71	64
2004	75	68	39	45	84	55	64	61
2005	52	80	51	55	100	80	86	84
2006	44	49	50	92	100	90	93	80
2007	51	73	45	62	91	78	82	67

DNC = Data Not Collected

The percent of student responding that they feel the amount of instruction they receive in math and reading is up from previous years' evaluations. The percent who feel that the writing instruction was adequate is lower than the previous two years but higher than the two years before that. The number of students continuing their education is about the same as three of the previous five years and the number of respondents reporting they use skills learned in their career and technical program is above any of the previous years. Percentages in all areas are down from the previous year. This gives us some food for thought as we will try to analyze the reasons for this.

We have only one time reached our desired response rate of 75%. Teachers will be encouraged to keep trying to reach our graduates to be able to collect more precise data.

CONCLUSIONS ABOUT THE CURRENT EDUCATIONAL PROGRAMMING

Blue River Career Programs' students are in academic classes for one-half of each school day at their home high school and are in career and technical education classes for the other half of the day. Participation in career and technical education classes will allow them to earn up to three elective credits per semester toward graduation. Our primary emphasis is on academic/career education. Students may select from 10 different program offerings at the career center and 4 off-site programs. At the end of each school year, students receive a Certificate of Participation and competency list at a special recognition ceremony. During this ceremony outstanding students, dual credit recipients, and students with perfect attendance are recognized. Several scholarships, including those from the community and Blue River Career Programs are awarded.

Students are encouraged to participate in career and technical youth organizations such as SkillsUSA, HOSA, DECA, and BPA. These organizations provide students with opportunities for leadership development, civic responsibility, and competition. Students may obtain local, state, and national recognition through participation in youth activities. Participation in these organizations and their respective skills contests can provide students with additional credentials to include into a student portfolio.

Students who may be behind in certain academic credits have the opportunity to earn up to two credits per year in the secondary credit lab program. Successful completion of the course of study will provide the student with academic credits they need to fulfill their graduation requirements.

Student achievement will be assessed not only by ISTEP+ scores but also by the assessment methods mentioned earlier in this document. Students who have not passed ISTEP are encouraged to participate in ISTEP remediation.

Parental participation is and has been a part of Blue River Career Programs' strategy for student success. Parents are involved through the individual programs' advisory committees, open house, and field trips as well as Blue River Career Programs' General Advisory Committee.

A code of student conduct is adopted each year by the governing board and enforced throughout the year by faculty and administration alike. Emphasis is placed on positive student conduct through knowing and accepting the code of conduct adopted by the board. This code of conduct is explained to all students at the beginning of each school year during the student orientation process. An attendance policy was adopted by the board which took effect in the 2005-2006 school year. The policy will be reviewed and modified annually.

Emphasis is also placed on student safety. This includes being safe from other people and in the operation of the school. Threats or violence toward students is not accepted and is cause for dismissal from school. Safety is part of the instruction expected in each class, and students must pass safety tests before being allowed to operate machinery or perform any task that could cause them injury. An anti-bullying policy was implemented with the 2006-2007 school year and remains a part of our discipline/code of conduct.

All staff are encouraged to participate in professional development activities that will enhance their area of expertise and, therefore, their impact on the instruction of their students. During the school year, most professional staff and all office support staff participated in at least one professional development activity related to their area of teaching or employment.

Since the option for students to have the opportunity to earn industry certifications is a priority with Blue River Career Programs, staff will be encouraged to prepare themselves to meet this demand.

STUDENT ACHIEVEMENT OBJECTIVES

Student Assessments

We will continue to attempt to show improvement by keeping student achievement expectations a high priority. The assessments mentioned earlier will be used to document student progress in program areas as well as provide documentation for program improvement. Increasing math and reading levels on the TABE/WorkKeys/COMPASS tests will be a priority for each program. This will be documented by pre-testing students at the beginning of the year and providing skills enhancement as needed to bring students up to an established level.

Student Achievement of Competencies

Student achievement of competencies will be emphasized to document student readiness to enter the workforce.

Student Certifications

Our goal is that the percentage of students meeting state and/or national certification requirements will increase each year. These certifications will provide a higher challenge for some students than has been expected in the past. Attainment of these certifications will require that students put forth a higher amount of effort that should result in their being better prepared to go onto post-secondary education or enter the workforce.

Student Attendance

Increasing our student attendance rate is another high priority for Blue River Career Programs. Our goal for this objective is to meet or exceed the state average.

Core Indicators

Targeted levels of achievement of the core indicators identified earlier are reflected as Agreed Upon Levels for student performance in 2008-09, as negotiated with the Department of Workforce Development.

The overall objective is to help address the need for improved student performance at sending schools as well as BRCP. We have worked toward this goal by providing an academic resource instructor to be utilized in the classroom. CTE teachers have assistance identifying academic standards, developing lesson plans, and assessing methods of incorporating academic content into their programs. Reading, Language Arts, and Math will be the focus of the resource instructor.

The goal is for 91% of students achieving proficient or advanced levels on assessments administered by the state.

Technical skills attainment will be measured by delivering technical skills assessments aligned with industry standards. The target level is 50% of all students taking the assessment.

Student completion rates will be measured by the number of students who complete their CTE program over a 2 year period as a percentage of the number of students leaving the program. Our goal is to have 91% of all students classified as completers.

Graduation rates will be an area we can influence indirectly through academic integration into CTE programs. The target goal for 2008-2009 is 78%.

Secondary placement of students in industry, post-secondary education, or military will increase as we offer additional internship and dual credit opportunities. The target level is 86%.

Non-traditional participation and completion will increase to 10% through recruitment fairs and distribution of promotional materials.

SPECIFIC AREAS WHERE IMPROVEMENT IS NEEDED IMMEDIATELY

A goal for Blue River Career Programs' staff will be to encourage students to take testing opportunities seriously to ensure that it is in their best interest to do well on these assessments. Since the WorkKeys testing will be tied to the Core 40 Technical Honors Diploma, staff will encourage students to perform to the best of their ability. Staff discussion will take place to establish strategies to motivate students to perform to their peak proficiency.

We will continue to update certifications in all areas and prepare for recertification in areas that currently offer them.

We will make recruitment efforts to increase awareness and participation among non-traditional students in all program areas.

We will continue to evaluate the attendance policy and revise as necessary.

We will continue to refine our skills enhancement efforts to provide the most beneficial results for our students to pass the GQE and/or raise reading and math scores.

BENCHMARKS FOR PROGRESS

The benchmarks for progress will be the completion of the activities mentioned above for the certifications in the various program areas. Specifically, these activities are to:

- ◆ Review and analyze the relevance of NATEF certification in the Automotive and Collision Repair areas
- ◆ Provide Network training and certifications in the Infomatics area
- ◆ Review the possibility for NOCTI assessment in Marketing Education and Health Science and implement if available and practical
- ◆ Increase numbers of non-traditional students in each program
- ◆ Increase attendance rates to equal or exceed the state average each year
- ◆ Improve on the number of students who pass the GQE or increase reading and/or math scores
- ◆ Increase the number of students returning for second year programs

ACADEMIC HONORS/CORE 40 TECHNICAL HONORS DIPLOMA

Blue River Career Programs is committed to academic achievement and excellence for all students. Students taking Blue River Career Programs' classes have the opportunity to earn an Academic Honors/Core 40 Technical Honors Diploma. Blue River Career Programs offers all of the criteria required for the Core 40 Technical Honors Diploma. i.e. WorkKeys assessment, dual credit, participation in a cooperative education program, and state and nationally recognized industry certifications. With careful planning and motivation, students will be able to meet the requirements. Staff will strive to assist students with finding alternative methods for obtaining required credits.

In addition to these opportunities, students in several career/technical education classes have the opportunity to earn credit from a post-secondary institution while still in high school provided they meet the requirements of the post-secondary institution. Dual credit opportunities are currently available in Automotive Technology, Auto Collision Repair Technology, Aviation Maintenance, Building Trades, Infomatics, Health Science, Marketing Foundations, Facility Maintenance, Sports Marketing and Entertainment Marketing, Aviation Flight, and Truck Driving.

PROPOSED INTERVENTIONS BASED ON SCHOOL IMPROVEMENT GOALS

The proposed interventions to achieve the goals of Public Law 221 for Blue River Career Programs will be to provide the necessary training to staff to be able to provide the training and instruction necessary to students to meet the state and national requirements in their respective programs of study, to increase the numbers of students passing certifications, to increase the number of non-traditional students participating in our programs, and increase students' attendance rates. Staff will be encouraged to participate in local or state training opportunities to meet our goals.

PROFESSIONAL DEVELOPMENT

Professional development activities will go hand in hand with the interventions mentioned above. One emphasis of the professional development activities will be specific to each instructor and to his/her area of expertise to be able to deliver a quality product to students thus enabling them to be better prepared for post-secondary training or the workforce.

A second emphasis will be to align the results of assessment testing to the curriculum for each program area. The data will be used to make adjustments or modifications as needed to improve instruction.

A third emphasis will be to investigate and consider methods to improve the cultural competency of the school's teachers, administrators, staff, parents, and students.

STATUS AND RULES TO BE WAIVED

There are no rules to be waived for this proposal.

THREE-YEAR TIME FOR IMPLEMENTATION, REVIEW, AND REVISION

The three-year timeline for this proposal will be as follows:

Year 1 (2009-2010) – To establish strategies for improvement in the areas of concern listed earlier in this document.

Year 2 (2010-2011) -- To review and evaluate the strategies for effectiveness

Year 3 (2011-2012) – To refine the implementation of the strategies to attain the intended results.

THE BRCP CONTINUOUS IMPROVEMENT PLAN:

School improvement meetings will involve all BRCP staff and will be dedicated to meeting BRCP's continuous improvement goals. Committee meetings will focus upon the development, implementation, and evaluation of our efforts to improve student learning. As the strategies of the BRCP continuous improvement committee are developed, they will be presented to the BRCP General Advisory Committee and individual program/course advisory committees for review and a commitment for implementation of the plan in each program/course of study. Staff, advisory committee members, and other stakeholders will be empowered to share ideas and best practices in an effort to promote a positive and proactive dialog. This open communication will create an environment that will lead to the development of a creative and empowered approach to the continuous improvement of BRCP's student learning outcomes.

BRCP staff will research and apply for grants, seek donations and/or contributions. The commitment of Perkins Federal funds and in local general funds will support the efforts required to promote professional development and continuous improvement activities that lead to the improvement of student outcomes.

Action Plan -- 2009-2010

School Goal #1 (from SIP) (The Professional Development Program should be limited to, at most, three School Goals. Please use one Form D for each school goal.)

Professional Development Goal(s) (From #2 Form C)

To improve student learning.

Research upon which your professional development approach was formulated. (Optional)

<u>Activity</u>	<u>Intended Audience (Stakeholders)</u>	<u>Person Responsible</u>	<u>Collaborative Partners Needed</u>	<u>Time Line (Include completion date.)</u>	<u>Resources (People, materials, time)</u>		
						<u>Need</u>	<u>Have</u>
Continue to monitor general skills assessment testing	Students & Staff	Committee Chairperson	None	April 2010	Instructors and Administrators		Yes
Comply with Industry Certification of programs	Staff	Staff	Advisory Boards	On-going			Yes
Academic Integration	Students	Staff	None	May 2010	Academic Resource Instructor		Yes
Create an Alumni Association	Staff	Assistant Director and Committee	None	May 2011	Former Graduates	Yes	
Career and technical Education Week Activities	Student Body	Staff and Administration	Business leaders -- Mayor		Stage Business attire clothing	Yes	
Graduate Web Page	Seniors @ BRCP	Staff and Administration		May 2010			
Student Recruitment Video	Students	Committee	None	November 2009	Video equipment		Yes

Action Plan -- 2009-2010

School Goal #2 (from SIP) (The Professional Development Program should be limited to, at most, three School Goals. Please use one Form D for each school goal.)

Professional Development Goal(s) (From #2 Form C)

To improve students' awareness of options and opportunities at BRCP, including non-traditional students and racial minority students.

Research upon which your professional development approach was formulated. (Optional)

Activity	Intended Audience (Stakeholders)	Person Responsible	Collaborative Partners Needed	Time Line (Include completion date.)	Resources (People, materials, time)		
						Need	Have
Student Services Coordinator Position	Faculty, Staff, and Students	Director	Guidance Counselors	2008-2009 Board Approval 2009-2010 Implement Position	Perkins Grant Funding	Yes	
Women in the Workforce Presentation	10th Grade Girls from Sending Schools	School Services Coordinator	Guidance Counselors/Non-traditional industry leaders	November 2009	Perkins Grant Funding		Yes
Welding Camp for special population students	Beginning sophomores	Welding Instructor	Guidance Counselors	May 2010	Perkins Grant Funding		Yes
Announcement Center	Students and Staff	Committee	None		TV in break room		Yes

Action Plan -- 2009-2010

School Goal #3 (from SIP) (The Professional Development Program should be limited to, at most, three School Goals. Please use one Form D for each school goal.)

Professional Development Goal(s) (From #2 Form C)

To provide students, teachers, and staff with a safe and secure environment.

Research upon which your professional development approach was formulated. (Optional)

Activity	<u>Intended Audience (Stakeholders)</u>	<u>Person Responsible</u>	<u>Collaborative Partners Needed</u>	<u>Time Line (Include completion date.)</u>	<u>Resources (People, materials, time)</u>		
						Need	Have
Annual presentation on blood-born pathogens	Students & Staff	Health Careers Instructor	None	On Going Within the first two weeks of the commencement of school.	Power Point Presentation		Yes
Annual fire extinguisher training	Students & Staff	Facility Maintenance Coordinator & Assistant Director	Shelbyville Fire Dept. or private contractor	On Going Within the first month of the commencement of school	Trainers	Yes	
Research, Develop, and Implement a Climate Survey	Students, staff, and community	TBD	GAC	To be completed by end of 2008-2009 school year	In conjunction with GAC	Yes	
Continue to Evaluate Building Security	Students, staff, and community	Committee 3	All building partners, SHS, Colleges	On-going Every Year	Outside consultants	Yes	