

**DETROIT PUBLIC SCHOOLS COMMUNITY DISTRICT  
2019-2020 CTE Perkins Regional Improvement Plan**

**REGION NUMBER: 24  
PERKINS FISCAL AGENCY: 82015**

**CORE PERFORMANCE INDICATOR: 1S1 – ATTAINMENT OF ACADEMIC SKILL – READING/LANGUAGE ARTS**

	BY REGION 24	
	N	%
<b>2017-2018 PERFORMANCE</b> STATE REQUIRED = 51.3	<b>463</b>	<b>27.9%</b>
<b>2016-2017 PERFORMANCE</b> STATE REQUIRED = 51.3	<b>401</b>	<b>30.7%</b>
<b>2015-2016 PERFORMANCE</b> STATE REQUIRED = 55.8	<b>341</b>	<b>23.2%</b>
<b>2014-2015 PERFORMANCE</b> STATE REQUIRED = 55.8	<b>222</b>	<b>30.6%</b>

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**CORE PERFORMANCE INDICATOR: 1S1 – ATTAINMENT OF ACADEMIC SKILL – READING/LANGUAGE ARTS**

IMPLEMENTATION GOAL: TO IMPROVE 1S1 CPI BY 2 PERCENTAGE POINTS BY THE END OF THE 2019-20 PROGRAM YEAR.				
CHECK ALL THAT APPLY: CLUSTER CEPD DISTRICT PROGRAM SUBPOP.			SUBGROUP FOCUS: ALL CTE STUDENTS	
<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>				
PERKINS GRANT ACTIVITY: ACADEMIC INTEGRATION USING ACADEMIC MONITORING TOOLS				
STRATEGIES (A-E) AND ACTION STEPS (1, 2, 3 ..)	BEGIN DATE	COMPLETION DATE	RESOURCES (FUNDS, PEOPLE, OTHER)	PERSON ACCOUNTABLE
<b>A. Provide tutorial support to improve student outcomes.</b> 1. Utilize an interactive training system to determine the students' reading performance levels to build reading comprehension skills and for individualized instruction. 2. Implement a student Boot Camp to improve student performance on the SAT. 3. Academic Interventionists will provide "push in" and "pull out" support for academic integration and to improve student outcomes in Reading/ELA.	July 2019	October 2019	<ul style="list-style-type: none"> <li>• Consultant</li> <li>• Added Cost</li> <li>• Perkins</li> </ul>	<ul style="list-style-type: none"> <li>• CPED Administrator</li> <li>• CTE Curriculum Administrator</li> <li>• Compliance Program Supervisor</li> </ul>
<b>Final Outcome:</b> <b>(Number of Students Impacted by this activity)</b> The implementation of this supplemental support strategy will result in improvement in Reading/ELA. Fifteen-hundred (1500) students will be impacted as measured by Achieve3000 based upon 40% of the students meeting their growth targets. CPI will increase from 30.7% to 32.7% or by 2%. The targeted schools are Breithaupt, Cody, DSA, DCP, Golightly, EEVP, King, Randolph and Southeastern				
<b>B. Provide professional development to all CTE instructional staff</b>	July 2019	June 2020	<ul style="list-style-type: none"> <li>• Perkins Grant Funding</li> </ul>	<ul style="list-style-type: none"> <li>• CPED Administrator</li> </ul>

<ol style="list-style-type: none"> <li>1. Professionally develop CTE teachers, Academic and Bilingual Interventionists, and building administrators on the effective use of the Teacher Toolkit and district-designed Playbook.</li> <li>2. Provide ongoing building level PLC (Professional Learning Community) support to CTE programs with an emphasis on deconstructing the standards, academic integration, differentiated instruction, SIOP, technology resources and instructional best practices.</li> <li>3. Develop opportunities for program-specific PLC work, across the district, which will provide opportunities for teachers to share best practices and align content within specific CIP codes.</li> <li>4. Design and host a district-wide professional development. This event will bring together CTE staff to participate in professional development sessions most of which will be presented by DPSCD teachers who are getting outstanding outcomes for students.</li> </ol>			<ul style="list-style-type: none"> <li>• Workshop consultants</li> <li>• Building Administrators</li> <li>• Instructional Staff</li> <li>• Academic Interventionists</li> </ul>	<ul style="list-style-type: none"> <li>• CTE Curriculum Administrator</li> <li>• Compliance</li> <li>• Program Supervisor</li> </ul>
<p><b>Final Outcome:</b>  <b>(Number of Students Impacted by this activity)</b>          The implementation of this strategy will result in 40 teachers improving their instructional practices and classroom culture and climate as measured the teachers' effective ratings using the Danielson Evaluation Framework. Thirty-two hundred students will be impacted and CPI will increase from 30.7% to 32.7% or by 2%.</p>				

## 2019-2020 CTE Perkins Regional Improvement Plan

REGION NUMBER: 24  
 PERKINS FISCAL AGENCY: 82015

CORE PERFORMANCE INDICATOR: 1S2 – ATTAINMENT OF ACADEMIC SKILL – MATH

BY REGION 24		
	N	%
<b>2017-2018            PERFORMANCE</b> STATE REQUIRED = 51.3	466	9.2%
<b>2016-2017            PERFORMANCE</b> STATE REQUIRED = 51.3	403	10.4%
<b>2015-2016            PERFORMANCE</b> STATE REQUIRED = 55.8	342	8.5%
<b>2014-2015            PERFORMANCE</b> STATE REQUIRED = 55.8	218	4.1%

**2019-2020 CTE Perkins Regional Improvement Plan  
CTE Perkins Regional Improvement Plan**

**REGION NUMBER: 24**  
**PERKINS FISCAL AGENCY: 82015**

**CORE PERFORMANCE INDICATOR: 1S2 – ATTAINMENT OF ACADEMIC SKILL - MATH**  
**SUBGROUP DISPARITY: CEPD 41**

**ACTION PLAN**

<b>IMPLEMENTATION GOAL: TO IMPROVE 1S2 CPI BY 2 PERCENTAGE POINTS BY THE END OF THE 2019-2020 PROGRAM YEAR.</b>				
<b>CHECK ALL THAT APPLY:</b> CLUSTER <input type="checkbox"/> CEPD <input checked="" type="checkbox"/> DISTRICT <input type="checkbox"/> PROGRAM <input type="checkbox"/> SUBPOP. <input type="checkbox"/>		<b>SUBGROUP FOCUS:</b>		
<b>PERKINS GRANT ACTIVITY: ACADEMIC INTEGRATION USING ACADEMIC MONITORING TOOL</b>				
<b>STRATEGIES (A-E) AND ACTION STEPS (1, 2, 3..)</b>	<b>BEGIN DATE</b>	<b>COMPLETION DATE</b>	<b>RESOURCES (FUNDS, PEOPLE, OTHER)</b>	<b>PERSON ACCOUNTABLE</b>
<b>A. Provide tutorial support to improve student outcomes.</b> 1. Utilize an interactive training system to determine the students' reading performance levels to build mathematics comprehension skills and for individualized instruction. 2. Implement a student Boot Camp to improve student performance on the SAT. 3. Academic Interventionists will provide "push in" and "pull out" support for academic integration and to improve student outcomes in mathematics.	July 2019	October 2019	<ul style="list-style-type: none"> <li>• Consultant,</li> <li>• Added Cost</li> <li>• Perkins</li> </ul>	<ul style="list-style-type: none"> <li>• CPED Administrator</li> <li>• CTE Curriculum Administrator</li> <li>• Compliance</li> <li>• Program Supervisor</li> </ul>
<b>Final Outcome:</b> <b>(Number of Students Impacted by this activity)</b> The implementation of this strategy will result in improvement in mathematics. Eighteen-hundred (1800) students will be impacted as measured by Renaissance Learning – Accelerated Math based upon 25% of the students meeting their growth targets. CPI will increase from 10.4% to 12.4 or by 2%. The targeted schools are Breithaupt, Cody, DSA,				

<p>Golightly, EEVP, King, Mumford, Randolph and Southeastern</p>				
<p><b>B. Provide professional development to all CTE instructional staff</b></p> <ol style="list-style-type: none"> <li>1. Professionally develop CTE teachers, Academic and Bilingual Interventionists and building administrators on the effective use of the Teacher Toolkit and district-designed Playbook.</li> <li>2. Provide ongoing building level PLC (Professional Learning Community) support to CTE programs with an emphasis on deconstructing the standards, academic integration, differentiated instruction, SIOP, technology resources and instructional best practices.</li> <li>3. Develop opportunities for program-specific PLC work, across the district, which will provide opportunities for teachers to share best practices and align content within specific CIP codes.</li> <li>4. Design and host a district-wide professional development. This event will bring together CTE staff to participate in professional development sessions most of which will be presented by DPSCD teachers who are getting outstanding outcomes for students.</li> </ol>	<p>July 2019</p>	<p>June 2020</p>	<ul style="list-style-type: none"> <li>• Perkins Grant Funding</li> <li>• Workshop consultants</li> <li>• Building Administrators</li> <li>• Instructional Staff</li> <li>• Curriculum Consultants</li> <li>• Master Teachers</li> <li>• Academic Interventionists</li> </ul>	<ul style="list-style-type: none"> <li>• CPED Administrator</li> <li>• CTE Curriculum Administrator</li> <li>• Compliance Program Supervisor</li> </ul>
<p><b>Final Outcome:</b>  <b>(Number of Students Impacted by this activity)</b>          The implementation of this strategy will result in 40 teachers improving their instructional practices and classroom culture and climate as measured the teachers' effective ratings using the Danielson Evaluation Framework. Thirty-two hundred students will be impacted and CPI will increase from 10.4% to 12.4 or by 2%.</p>				

## CTE Perkins Regional Improvement Plan

### 2019-2020 CTE Perkins Regional Improvement Plan

REGION NUMBER: 24  
 PERKINS FISCAL AGENCY: 82015

CORE PERFORMANCE INDICATOR: 6S2 – NONTRADITIONAL COMPLETION

	BY REGION	BY CEPD
	24	41
	N	%
<b>2017-18 PERFORMANCE</b> STATE REQUIRED = 34.5	<b>158</b>	<b>28.5%</b>
<b>2016-2017 PERFORMANCE</b> STATE REQUIRED = 34.5	<b>158</b>	<b>31.6%</b>
<b>2015-2016 PERFORMANCE</b> STATE REQUIRED = 30	<b>138</b>	<b>26.8%</b>
<b>2014-2015 PERFORMANCE</b> STATE REQUIRED = 30	<b>171</b>	<b>13.5%</b>

## 2019-2020 CTE Perkins Regional Improvement Plan

REGION NUMBER: 24  
 PERKINS FISCAL AGENCY: 82015

CORE PERFORMANCE INDICATOR: 6S2 – NONTRADITIONAL COMPLETION

	BY REGION  24		BY CATEGORIES OF STUDENTS (SUBPOPULATIONS) (RACE, ETHNICITY, GENDER, DISABILITY STATUS, MIGRANT STATUS, ENGLISH PROFICIENCY, AND STATUS AS ECONOMICALLY DISADVANTAGED, ETC.)							
			SUBPOPULATION: GENDER - COMPUTER SYSTEM NETWORKING, COOKING & RELATED CULINARY ARTS, PUBLIC SAFETY, WELDING							
			COMPUTER SYSTEM NETWORKING		COOKING & RELATED CULINARY ARTS		PUBLIC SAFETY		WELDING	
			N	%	N	%	N	%	N	%
<b>2017-2018</b> PERFORMANCE STATE REQUIRED = 34.5	158	28.5%	82	21.9%	63	28.6%	8	12.5%	25	12%
<b>2016-2017</b> PERFORMANCE STATE REQUIRED = 34.5	158	31.6%	21	57.1%	78	34.6%	0	0%	0	0%
<b>2015-2016</b> PERFORMANCE STATE REQUIRED = 30	138	26.8%	13	53.8%	58	20.7%	16	6.3%	3	100%
<b>2014-2015</b> PERFORMANCE STATE REQUIRED = 30	171	13.5%	22	22.7%	85	2.4%	11	72.7%	5	40%



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CORE PERFORMANCE INDICATOR: 6S2 – NONTRADITIONAL COMPLETION

	BY REGION 24		BY CATEGORIES OF STUDENTS (SUBPOPULATIONS) (RACE, ETHNICITY, GENDER, DISABILITY STATUS, MIGRANT STATUS, ENGLISH PROFICIENCY, AND STATUS AS ECONOMICALLY DISADVANTAGED, ETC.)							
			SUBPOPULATION: GENDER - RADIO & TV BROADCASTING TECH, COSMETOLOGY, MECHANICAL DRAFTING, AUTO SERVICE TECH							
			AUTO SERVICE TECH		RADIO & TV BROADCASTING TECH		COSMETOLOGY		MECHANICAL DRAFTING	
			N	%	N	%	N	%	N	%
<b>2017-2018</b> PERFORMANCE STATE REQUIRED = 34.5	158	28.5%	4	0%	42	21.4%	2	0%	0	0%
<b>2016-2017</b> PERFORMANCE STATE REQUIRED = 34.5	158	31.6%	4	0%	33	9.1%	1	0%	0	0%
<b>2015-2016</b> PERFORMANCE STATE REQUIRED = 30	138	26.8%	1	0%	38	21.1%	4	0%	0	0%
<b>2014-2015</b> PERFORMANCE STATE REQUIRED = 30	171	13.5%	1	0%	26	23.1%	2	0%	0	0%

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	BY REGION 24		BY CATEGORIES OF STUDENTS (SUBPOPULATIONS) (RACE, ETHNICITY, GENDER, DISABILITY STATUS, MIGRANT STATUS, ENGLISH PROFICIENCY, AND STATUS AS ECONOMICALLY DISADVANTAGED, ETC.)							
			SUBPOPULATION: GENDER – COLLISION REPAIR TECHNICIAN, CONSTRUCTION TRADES, DRAFTING DESIGN TECHNOLOGY, HVAC, ELECTRICAL							
			COLLISION REPAIR TECHNICIAN		CONSTRUCTION TRADES		DRAFTING/ DESIGN TECHNOLOGY		HVAC	
			N	%	N	%	N	%	N	%
<b>2017-2018</b> PERFORMANCE STATE REQUIRED = 34.5	158	28.5%	1	0%	23	21.7%	1	0%	3	33.3
<b>2016-2017</b> PERFORMANCE STATE REQUIRED = 34.5	158	31.6%	3	66.7%	4	100%	4	0%	1	0%
<b>2015-2016</b> PERFORMANCE STATE REQUIRED = 30	138	26.8%	1	100%	6	66.7%	7	0%	1	0%
<b>2014-2015</b> PERFORMANCE STATE REQUIRED = 30	171	13.5%	2	0%	16	0%	0	0%	2	0%

**REGION NUMBER: 24**  
**PERKINS FISCAL AGENCY: 82015**

**CORE PERFORMANCE INDICATOR: 6S2 – NONTRADITIONAL COMPLETION**  
**SUBGROUP DISPARITY: FEMALES**

**ACTION PLAN**

<b>IMPLEMENTATION GOAL: To IMPROVE 6S2 CPI BY 2% PERCENTAGE POINTS BY THE END OF THE 2019-20 PROGRAM YEAR.</b>				
<b>CHECK ALL THAT APPLY:</b> CLUSTER <input checked="" type="checkbox"/> CEPD <input checked="" type="checkbox"/> DISTRICT <input checked="" type="checkbox"/> PROGRAM <input checked="" type="checkbox"/> SUBPOP. <input checked="" type="checkbox"/>			<b>SUBGROUP FOCUS: GENDER (COMPUTER SYSTEM NETWORKING, COOKING &amp; RELATED CULINARY ARTS, PUBLIC SAFETY, WELDING, AERO/AV/AEROSPACE/SCIENCE &amp; TECH &amp; RADIO &amp; TV BROADCASTING TECH</b>	
<b>PERKINS GRANT ACTIVITY: SUPPORT SERVICES, ATTENDANCE, &amp; PROFESSIONAL DEVELOPMENT</b>				
<b>STRATEGIES (A-E) AND ACTION STEPS (1, 2, 3..)</b>	<b>BEGIN DATE</b>	<b>COMPLETION DATE</b>	<b>RESOURCES (FUNDS, PEOPLE, OTHER)</b>	<b>PERSON ACCOUNTABLE</b>
<p><i>*The following improvement strategies will be continued another year to demonstrate more successful longitudinal outcomes:</i></p> <p><b>A. Identify nontraditional student candidates at high schools and provide support.</b></p> <ul style="list-style-type: none"> <li>Recruit students for nontraditional programs using nontraditional programs' student ambassadors.</li> <li>Develop non-traditional student clubs and host an open house nontraditional program demonstrations day.</li> <li>Monitor nontraditional student cohorts' progress through the use of Smartsheet.</li> </ul>	September 2019	June 2020	<ul style="list-style-type: none"> <li>Building Administrator</li> <li>SPOPS Coordinator</li> <li>SPOPS Counselors</li> <li>Retention Specialist</li> <li>High School Counselors</li> </ul>	<ul style="list-style-type: none"> <li>CEPD Administrator</li> <li>SPOPS Coordinator</li> <li>SPOPS Counselor</li> <li>Building Administrators</li> <li></li> </ul>

<p><b>Final Outcome: (Number of Students Impacted by this activity)</b></p>				
<p><i>*The following improvement strategies will be continued another year to demonstrate more successful longitudinal outcomes:</i></p> <p><b>B. Identify nontraditional student candidates Career Centers and high schools and provide NT internships and mentoring opportunities.</b></p> <p>1. Nontraditional students will earn and learn to develop workplace competencies specific to their nontraditional program.</p>	<p>September 2019</p>	<p>June 2020</p>	<ul style="list-style-type: none"> <li>• Building Administrator</li> <li>• SPOPS Coordinator</li> <li>• SPOPS Counselors</li> <li>• Retention Specialist</li> <li>• High School Counselors</li> </ul>	<ul style="list-style-type: none"> <li>• CEPD Administrator</li> <li>• SPOPS Coordinator</li> <li>• SPOPS Counselor</li> <li>• Work based Learning Coordinator</li> <li>• Building Administrators</li> </ul>