

Priority 1: Guidance and Advisement			
Co-Captains: Palo and Tarasovitch			
Measurable/Observable Product: A Comprehensive Guidance and Advisement Plan Submitted to the JOC for Approval			
ACTION STEPS	ACCOUNTABILITY	TIMEFRAME	BUDGET
Objective A. Identify Activities and Opportunities			
1. Analyze the findings of the G & A Committee work from 2008-2009	G & A Committee	2009-2010	
2. Develop and analyze results from a student survey regarding guidance and career advisement	G & A Committee		
3. Develop and analyze results from a parent survey regarding guidance and career advisement	G & A Committee		
4. Prioritize guidance and advisement activities from Steps 1-3	G & A Committee		
Objective B. Identify and Adapt a Standard			
1. Evaluate guidance models (ASCA and SREB)	G & A Committee		
2. Fit activities into selected or adapted model	Jackson & Tarasovitch		
Objective C. Develop a Planned Guidance and Advisement Program			
1. Establish a school-wide calendar of guidance and advisement activities	G & A Committee		
2. Train staff on guidance and advisement model	Open		
3. Develop clustered mentoring groups	Open		
4. Involve participating school districts	Palo & Sorensen		
5. Secure resources for implementation of plan	Jackson		
Objective D. Develop a Decision Making and Monitoring Process			
1. Analyze admissions scores and attendance against student success	Sorensen, Jackson, Smith		
Projected Cost			

Priority 2: NOCTI scores to state standard			
Co-Captains: Jackson and Kennerknecht			
Measurable/Observable Product: Each program will have 55% of the students scoring at or above the Competent level.			
ACTION STEPS	ACCOUNTABILITY	TIMEFRAME	BUDGET
Objective A. Work with all faculty to analyze NOCTI data			
1. Order Study Guides and Task Analysis Report	Jackson	August 15-Sept. 1	\$200
2. Conduct Fall 2009 NOCTI pre-tests with seniors	Faculty Members & Administration	Sept. 21-30	-0-
3. Conduct an in-service program to analyze Spring 2009 NOCTI scores—Class of 2009	Kennerknecht, Jackson & Faculty	Program Group A: Oct. 6-7 Program Group B: Oct. 8-9 (prep period)	-0-
4. Conduct an in-service program to analyze Fall 2009 NOCTI pre-tests scores—Class of 2010	Kennerknecht, Jackson & Faculty		-0-
5. Conduct an in-service program to develop a plan for addressing low-performing competencies by program	Kennerknecht, Jackson & Faculty		-0-
Objective B. Work with all programs, especially low performing programs, to increase NOCTI performance.			
1. Identify programs not meeting the PDE benchmark (ABR, ECE, EET, GRA, NWT)	Jackson & Kennerknecht	August 2009	-0-
2. Implement program level plans as developed in A.5	Faculty	Q1, Q2, Q3	Possible program costs
3. Share best practices in NOCTI preparation activities of high performing programs with low performing programs	Kennerknecht & Faculty Members	Oct. 6-9	-0-
4. Deliver test-taking strategies seminar to students in all programs	Vendor or Guidance Staff	Feb. 16-19	Possible Costs
5. Utilize NOCTI study guides for all programs	Faculty Members	February	-0-
6. Utilize on-line practice tests for students in targeted programs	Kennerknecht & Faculty Members	March	-0-
Objective C. Monitor NOCTI preparation activities.			
1. Observe targeted NOCTI competency preparation activities (i.e. use of study	Principal, Director &	Q1 & Q2	-0-

guides, planned program activities, use of practice tests)	Supervisors		
2. Measure and review performance levels on targeted competencies on a planned schedule (correlated class grades or class activity grades, practice test results, teacher-prepared materials)	Faculty Members & Administrators	Q1 thru Q3	-0-
Objective D. Place special emphasis on NOCTI test taking period.			
1. Identify a shorter period to administer NOCTI written test.	Palo, Kennerknecht & Faculty	April 7-16	-0-
2. Conduct special activities to reinforce positive test performance—see below	Palo & Faculty		
3. Conduct mini rallies to motivate students to take the test	Guidance Staff & Faculty	March	Possible Costs
4. Send letter to parents communicating the importance of NOCTI and encourage their support	Director or Principal	March	\$300

Priority 3: Control process for SchoolDESX information			
Co-Captains: Smith and Sorensen			
Measurable/Observable Product: More consistent and accurate data reporting			
ACTION STEPS	ACCOUNTABILITY	TIMEFRAME	BUDGET
Objective A. Develop procedures for frequently used SchoolDESX functions.			
1. Identify critical data elements			
2. Identify enrollment procedures			
3. Identify procedures for submitting attendance data			
4. Identify procedures for submitting grades			
5. Identify procedures for reporting			
Objective B. Train staff and faculty on procedures			
1. Develop a local user's manual			
2. Develop an in-service refresher course on SchoolDESX navigation			
3. Communicate procedures for grades and attendance reporting		August 2009	
Objective C. Monitor input and frequency of updating data			
1. Develop verification procedures, quality checks			
2. Develop verification procedures, quality checks for reports			
Objective D. Mesh standardized grading recommendations with SchoolDESX control procedures.			
1. Investigate common components of CTE program grading systems			
2. Develop recommendations for parent folder names			
3. Develop recommendations for clearly identifying assignments			
Projected Cost			

Root Causes of inaccurate data and reporting

Inconsistencies “inputting” data
Attendance not accurate
Ungraded classes
Recording grades
Templates/courses
Output
Manipulating data
Variation in faculty knowledge/ability to use SchoolDESX features/functions
Lack of/limited procedures for common/frequently used S/D functions
Product bugs/limitations/weak logic