

**Elkhart Area Career Center**  
**Strategic Action Plan: May, 2016- May, 2022**

**EACC Priority Area #1: Using the Site Leadership Team to Promote Continuous Improvement**

**TCTW Goal 1:** Provide opportunities and implement strategies through professional development activities to strengthen the CT program quality with emphasis on the rigor of instruction.

**Focus Team Assigned to Priority:** TCTW Collaboration Steering Committee; PBL Coaching Team, TCTW Focus Teams and Administrative Staff; SREB Project Consultant

**Action Steps:**

1. Collaboration Steering Committee will develop an on-going professional development plan for implementing teaching strategies and differentiated instructional strategies.
  - a. Initiate Staff Surveys for professional development topics during the first month of each semester
  - b. Develop a calendar that matches PBL coaches with teachers at different tier levels.
2. PBL Coaching Team will continue to engage staff in formalizing/enhancing TCTW projects.
3. Teachers will fully implement teaching strategies learned from the year-long PBL training into their program curriculums.
4. PBL Coaching Team will broaden the understanding of staff on formative and summative assessments.
5. PBL Coaching Team will coach teachers in using assessments in order to build students' deeper understanding of curriculum concepts.
6. Collaboration and Focus Teams will increase "capacity building activities."
  - a. Improve student enrollment
  - b. Increase community awareness
  - c. Collaborate with Post-Secondary Institutions
  - d. Collaborate with sending schools
    - i. Counselors
    - ii. Academic Teachers
    - iii. Administrators
7. Emphasis on embedding new technology in curriculum/lesson planning will be stressed during professional development. (i.e., Google docs, Google sheets, Google Forms, PowerSchool, Excel; etc.)
8. PBL Coaching Team will design/create a management system/platform for collecting and housing CTE projects created by the instructors.
  - a. Assign a project manager
  - b. Determine where/how materials will be housed

9. PBL Coaching Team will meet with the SREB Project Consultant a minimum of four times in order to prepare them for developing future “in-house” project building support.

**Timelines:**

May, 2016-May 2022 (Initial Review: May 2019)

**EACC Priority Area #2: Use of Literacy Design Collaborative/Mathematics Design Collaborative Tools to Improve Student Achievement**

**TCTW Goal 2:** Increase emphasis on academic content and soft skills being integrated into the CT curriculum.

**Focus Team Assigned the Priority:** Dr. Dave Benak, Director; Matt Werbiansky, Principal; Traci Pankratz, Literacy Specialist; Elizabeth Allen, Problem-Solving Specialist; Jackie O’Hara, Career Coordinator

**Action Steps: In Process:**

1. Teachers will meet with the Problem-Solving, Career Coordinator, and Literacy Specialists in individual one-on-one instruction to embed Problem-Solving, 21<sup>st</sup> Century Skills and Literacy into their curriculums
2. Embedding Problem-Solving, Soft Skills and Literacy Skills will be fully implemented in each EACC program curriculum
3. Authentic projects in every program will include embedded Problem-Solving, Soft Skills and Literacy. Knowledge of defining what embedding Problem-Solving, Soft Skills and Literacy looks like in individual programs will be shared with ECS Administration, Advisory Committees, Sending Schools, and Business/Industry Partners.

**Action Steps: Extending the Action Steps:**

1. New hires to the EACC will be assigned a mentor for curriculum development to explain how to embed Problem-Solving, Soft Skills and Literacy into their curriculums.
2. Establish a “Crosswalk” to have a visual for the staff, students and stakeholders to see how the Literacy, Problem-solving and 21<sup>st</sup> Century Skills Standards put forth by industry and the Indiana Department of Education are embedded into their programs. The Standards will be placed on the common drive for all to access. This crosswalk will be posted in classrooms for all stakeholders including students to view.
3. Establish “T-Charts” (examples) that align technical, real-life and academic versions of problems/situation students will encounter in their CTE program to build higher order/critical thinking skills.
  - Defining T-Charts:
    - T-Charts have been developed to “bridge the gap” between CTE/math and English and can be used by both academic and CTE teachers. Each math/English T-Chart illustrates how a teacher teaches an Indiana Standard and how our CTE teacher teaches the same concept. For instance, a math teacher calculates slope while a carpentry instructor calculates the pitch of a roof. The T-Chart parallels the two approaches and identifies

the related vocabulary. The script that accompanies the T-Chart will assist the teacher by comparing similarities and differences between the two methods and identifying common student errors. The practice problems include three trade or program related problems, three in generic applications and three in core standard language. Teachers will benefit from the real world applications related to each Indiana State Standard.

- The Literacy and Math Specialist will meet with all instructional staff to glean the commonality of each program clusters embedded math and English curriculum. T-Charts will be developed by program.

**Timelines:** May, 2016-May 2022

**EACC Priority Area #3: Creating Advanced Career Technical Options/Enhancing Programs of Study**

**TCTW Goal 3:** Provide opportunities and implement strategies to strengthen the CTE program quality with emphasis on College and Career Pathways, College Credit, Industry Certifications, and Internships.

**Focus Team Assigned the Priority:** Dr. Dave Benak, Director; Matt Werbiansky, Principal; Brenda Emerson, Education Coordinator; Jackie O'Hara, Career Coordinator, Community Outreach Focus Teams; Collaboration Steering Committee

**Action Steps: In Process:**

1. All teachers will implement industry approved certifications into their specific programs.
2. All teachers will implement authentic, industry-supported projects into their programs.
3. All teachers will support senior students in participating in paid or non-paid internships/job shadowing.
4. Selected teachers/programs will participate in the Early College Model as presented by Elkhart Community Schools.
5. Selected teachers/programs will participate in the Early College Polytechnic Model as presented by Elkhart Community Schools.

**Action Steps: Extending the Action Steps:**

1. New hires to the EACC will be assigned a mentor for teaching strategies and embedding these strategies into their curriculums.
2. Develop a "Program of Study" to show how a student can choose a pathway as early as 7<sup>th</sup> grade to include the academic courses needed in order to pursue the "Early College" technical certificate/Associate Degree in a chosen field here at the EACC.
3. Pathway Plans will contain a four-year, high school plan imbedded with general education, early college courses and career options upon graduation.

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