SCHOOL IMPROVEMENT PLAN

Spring 2023

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GENERAL INFORMATION

Address   4202 Charlestown Road
New Albany, IN 47150

Certified Staff   47
Instructional Support Staff   4

Phone Number   (812) 542-8508
Facsimile Number   (812) 542-4799

Enrollment	2018-2019	1225
	2019-2020	1314
	2020-2021	1446
	2021-2022	
	2022-2023	

Director of CTE Programs   Dr. Kyle Lanoue

Principal   Mrs. Nancy Campbell

PARTICIPATING SCHOOLS

Austin High School	Lanesville High School
Borden High School	New Albany High School
Charlestown High School	New Washington High School
Christian Academy of Indiana	North Harrison High School
	Old Corydon Porter
Clarksville High School	Providence High School
Corydon Central High School	Renaissance Academy
Crawford County High School	Rock Creek Community Academy
Eastern High School	Salem High School
Floyd Central High School	
Greater Clark Digital Academy	Scottsburg High School
Henryville High School	
Indiana Career Connections Academy	
Indiana Gateway Digital Academy	Silver Creek High School
Jeffersonville High School	South Central High School

FACULTY AND STAFF
Spring 2023

Administration

Dr. Kyle Lanoue- Director of CTE Programs
Mrs. Nancy Campbell—Principal
Mrs. Jaime Green–Assistant Principal

Student Services

Valerie Prince—Counselor
Ellen Sherrell - Interventions
Emory Jones - Career Education
Jenna Orwick - Work Based Learning

Faculty

Mike Bauerla—Electricity
Christal Bell-Stephenson–Health Careers
Ben Caple - Networking
Christy Cates-Cosmetology
John Churchman—Horticulture; Landscaping
Glenn Dethy–Automotive Services Technology
Amy Doyle–Network Systems
Mark Doyle–Heating, Ventilation, Air Conditioning
Josey Earl-Electricity/Automation and Robotics
Vanessa Goode—Culinary Arts
Trudy Grimes-Cosmetology
Amanda Gulley - Health Careers
Levi Haines - Pre Pharmacy
Jennifer Hottel-Cosmetology
Matthew Hyde–Entrepreneurship; Advanced Business Management
Mark Hyers–Automotive Services Technology
Natalie Johnson - Early Childhood Education
Matthew Kidd-Fire & Rescue; EMT
Amy Kuhman–Dental Careers
Jen Lewis - Health Careers
Shane Maples–Diesel Service Technology
Matt Mayfield—Automotive Collision Repair
Betty McGee–Health Careers
Frank McPhillips–Precision Machine Technology
Evan Peele - Aircraft Operations
Jerry Pellman–Heavy Equipment
Penne Reed–Health Careers
Mark Sickles–Interactive Media
Joseph Smith - Drafting and Design
Haley Soeder–Culinary Arts
Mac Spainhour–Criminal Justice
Brad Spine–Construction
Michael Walker–Automotive Collision Repair
Jerry Walton–Welding Technology
Perry Warren–Welding Technology

Mike Webb–Computer Programming and Software Development
Don York–Criminal Justice
Ron Zimmer–Construction Trades

Administrative Assistants

Tommi Griffin
Peggy Hardaway
Natalie Lovell
Stacy Miller
Lori Nevitt

Facilities and Maintenance

Steve Strutz
Christopher Montogomery

Instructional Assistants

Graciela Esparza Devine
Samuel Nein
Dara Overberg
Olivia Stout

LEADERSHIP INFORMATION

Building Committee

Nancy Campbell—Principal
Jaime Green - Assistant Principal
Kyle Lanoue - Director
Christal Bell-Stephenson - Teacher
Glenn Dethy—Teacher
Amy Doyle—Teacher
Matt Mayfield—Teacher
Mac Spainhour-Teacher
Brad Spine -Teacher
Jerry Pellman-Teacher
Ron Zimmer-Teacher

School Improvement Committee

Nancy Campbell—Principal
Jamie Green - Assistant Principal
Glenn Dethy–Teacher
Amy Doyle-Teacher
Mark Doyle—Teacher
Matt Mayfield—Teacher
Jenna Orwick - Work Based Learning
Ellen Sherrell - Interventions
Valerie Prince—Counselor
Haley Soeder - Teacher
Emory Jones - Career Education

Advisory Committees

Program craft advisory committees, composed of business and industry leaders, assist instructors as they create curriculum, appraise job market demands, and review equipment and facility needs. The programs' instructors host at least two committee meetings each school year. Membership rosters and minutes of each advisory meeting can be found in the principal's office.

*For the 2021-2022 school year, meetings were hosted in the fall and spring semesters. Programs during the 2021-2022 school year hosted their own individual meetings. There were over 60 meetings with 350 business professionals attending the meetings.

PROFESSIONAL LEARNING COMMUNITY VALUE STATEMENTS

Through commitment and a heightened sense of professionalism, Prosser Career Education Center has maintained practices of a genuine Professional Learning Community. Prosser faculty and staff developed and maintained a culture of continuous improvement that focuses on results. Teachers believe a solid collaborative foundation will ensure student achievement.

As our school moves forward, teachers engage with one another in the ongoing exploration of responses to the three crucial questions that propel a Professional Learning Community. Teachers professionally contemplate educational and practical responses and strategies as they consider what separates learning communities from traditional schools.

Professionals in a PLC recognize that these three principles guide the school's efforts to sustain the model until they become embedded within the culture of our school.
- **Ensure That All Students Learn**

Teachers shifted from a focus on teaching to a focus on student learning, profoundly influencing classroom and instructional strategies.
- **A Culture of Collaboration**

Educators who are part of a professional learning community recognize that we must work together to create structures to promote a collaborative structure.
- **A Focus on Results**

Teachers judge their effectiveness on the basis of results and participate in an ongoing process of identifying the current level of student achievement. Teachers establish goals to improve students' current level.

Teachers within a PLC pay attention to all students' learning. Four PLC questions that teachers address as they create their course syllabus, pacing guides, formative assessments, and quarterly tests are:
- What do we want each student to learn?
- How will we know when students "get it"?
- How will we respond when a student experiences difficulty in learning?
- What enrichment do we guide students who show they "got it"?

VISION STATEMENT

Prosser Career Education Center provides each student a rigorous Career and Technical education.

MISSION STATEMENT

Prosser Career Education Center ensures each student the skills for continued education and for career readiness.

BELIEF STATEMENTS

All students are to be provided with a positive and safe learning environment.

Career and technical programs provide students life skills and knowledge to be successful members of our global society.

Career and technical programs ensure a challenging curriculum for all students to develop skills for future careers and postsecondary education.

DESCRIPTION AND LOCATION OF CURRICULUM

The content taught is based on the Indiana CTE Academic Standards at the Department of Education website, college dual credit standards with Ivy Tech and Vincennes University, and relevant industry certification standards. The Next Level Pathways of Study have been implemented. The websites can be found below:

- http://www.doe.in.gov/standards

- https://www.in.gov/gwc/cte/career-pathways-programs-of-study/

- https://www.ivytech.edu/course-catalog/

- http://catalog.vinu.edu/content.php?catoid=1&navoid=9

TITLES AND DESCRIPTIONS OF ASSESSMENT INSTRUMENTS

KNOWLEDGE ASSESSMENT

Some Prosser students enrolled in Ivy Tech dual credit courses must pre qualify by passing the Knowledge Assessment test. If students have a 2.6 GPA or qualifying PSAT scores, they are exempt from this test. 13 Prosser courses are affiliated and offer dual credit classes with various Ivy Tech campuses.

COMMON FORMATIVE ASSESSMENTS/QUARTERLY ASSESSMENTS

Teachers in all Prosser programs administer to students formative assessments during the course of instruction. In addition, teachers administer a common formative assessment/quarterly assessment each grading period.

INDUSTRY CERTIFICATION/PATHWAY ASSESSMENTS (PAs)

Every Indiana Area Career and Technical Education (CTE) District that receives federal Perkins funding is required to report annually on the number of students taking and percentage passing the state's identified Technical Skills Attainment measures. These measures – including technical skills certifications, licenses and dual credit final exams or end-of-course assessments – are identified for each College and Career Pathway and are referred to as Pathways Assessments (PAs).

The number of Indiana students taking Pathway Assessments and the percentage meeting the student performance indicators for Technical Skill Attainment (TSA), called 2S1, must increase each year in each CTE District and state-wide.

Program-specific certification assessments and EPA assessments are listed on the following page.

Pathway/Concentration	Required Assessment(s)
Automotive Services	● End of Course Assessment/Final Exam for VU dual college credit course
Auto Collision Repair	● End of Course Assessment/Final Exam for VU dual college credit course **OR** ● ASE Student Certification Series: Collision Repair and Refinish
Construction Trades	● End of Course Assessment/Final Exam for Ivy Tech dual college credit course
Criminal Justice	● End of Course Assessment/Final Exam for VU dual credit college course
Culinary Arts and/or Hospitality Management	● End of Course Assessment/Final Exam for Ivy Tech dual college credit course
Diesel	● End of Course Assessment/Final Exam for VU dual college credit course
Drafting and Design	● End of Course Assessment/Final Exam for Ivy Tech dual college credit course
Emergency Medical Services	● End of Course Assessment/Final Exam for Ivy Tech dual college credit course **OR** ● Indiana EMT Certification
Fire Science	● End of Course Assessment/Final Exam for Ivy Tech dual college credit course **OR** ● Firefighter I and II Certifications
Landscape Management	● End of Course Assessment/Final Exam for VU dual college credit course **OR** ● Indiana Nursery and Landscape Association's Passport to Landscape Industry Certifications
Precision Machine Technology	● End of Course Assessment/Final Exam for VU dual college credit course.
Welding	● End of Course Assessment/Final Exam for Ivy Tech dual college credit course

PARTICIPATION OF STAKEHOLDERS

Prosser Career Education Center faculty and staff encourage parents and the community to remain informed of Prosser's events. Those who are interested may access Prosser's website at www.prossercareers.com, by "liking us" on *Facebook*, by accessing Prosser's *Twitter* account, and *Instagram*. To appraise students, parents, and other community residents and businesses within our entire region, Prosser mails to middle school students, high school students, and business representatives an informative newsletter at least three times during the school year and posts an electronic newsletter monthly.

To assist students to be successful, Prosser's faculty and staff partner with local business and industry, neighboring school communities, and students' parents or guardians. Faculty and staff actively communicate with students' parents and guardians in an effort to keep them aware of students' progress and aware of information relevant to each student's program. In addition, the instructor and/or counselor may invite parents to attend with their students a conference to address areas of academic or behavioral concern. Parents may access student performance information on the INOW parent portal and also receive letters, e-mails, and/or phone calls regarding their students' attendance or current earned grades.

Many students compete in program-specific competitions throughout the school year. Parents receive letters or instructors personally interact with parents to advise them of trade competitions or to advise them of relevant information specific to the student's program.

In a continuous attempt to inform parents and the community, Prosser hosts or participates in annual events:

- July/August   Orientation and registration for enrolled students
- October   Candy & Careers Night
  Paint It Pink
- January   Open House
- February   Open House
  Regional Skills/USA competitions hosted at Prosser; hosted at Vincennes University; hosted at other regional locations
- April   National Technical Honor Society induction;
  Skills/USA state competition hosted in Indianapolis
  Mock Interviews
- May   Senior Awards Night
  Signing Days: Career, College and Military
- June   National Skills/USA competition

**Due to COVID-19, All Activities and Special Events were either canceled or rescheduled.

To assist student achievement, Prosser Career Education Center hosts regular meetings with sending school personnel, as well as with community and business partners. The agendas for these meetings may be found in respective administrative offices.

- Superintendents of sending corporations   2 per year
- Principal of each sending school   2 per year
- Counselors, Special Education Facilitators, and teachers of
  record of all sending schools   3 per year
- Craft Advisory Meetings   2 per year
- General Advisory Meetings   3-4 per year

Parental and community involvement and communication are vital to assist students' success. In an effort to increase parental and community participation, Prosser's administrators, faculty, and staff will continue and increase these practices.

- Invite postsecondary educational and business representatives, in addition to personnel from all armed forces, to speak with student
- Expand electronic and personal communication
  o Send bi-monthly electronic newsletters to parents as well as business stakeholders
- Update/keep current Prosser web page
- Update/keep current Prosser Facebook
- Invite parents and community to Prosser to celebrate student achievement
- Invite community members as mentors for students in non-traditional career programs
- Create and utilize parent/guardian list serve to disseminate information
- Utilize parent portal of INOW software

During the 2019-2020 school year Prosser was involved in a Comprehensive Local Needs Assessment (CLNA) discussion. The purpose of this process was to fulfill new federal Perkins legislation that required every CTE District around the country to conduct these meetings and data collections. The legislation requires representatives of each of the following groups: Employers, Parents, Students, Teachers, Counselors, Secondary Administrators, Support Personnel, Paraprofessionals, Post-Secondary Administrators and Faculty, Workforce Board Representatives, Special Populations Reps, Out of School Youth Reps, Homeless Youth Reps, and At-Risk Youth Representation. Data from surveys and discussions have helped to guide planning and focus for the upcoming school year. This assessment will be completed again in two years.

The building Principal has participated in the Indiana Principals Leadership Institute during the school year 2018-2019 and 2019-2020, sponsored by the Indiana Department of Education/Indiana State University. She continued to participate in Indiana Principals Leadership Institute Extended during the COVID pandemic and school year 2020-2021. As part of this program, she was able to develop a plan to support the PBIS (Positive Behavior Interventions and Supports) initiative at Prosser. With the support of two teachers (Literacy Coach and Business Teacher), data was collected from the CLNA and the Youth Institute surveys that will help drive the focus of student interventions thus supporting Prosser as a PLC by supporting the 3 principles and 4 guiding questions. This participation will enhance Prosser's as a PLC and to remain intentional with the PBIS school initiative.

TECHNOLOGY PLAN

Description of how the school will integrate technology and the internet into the curriculum, including the technology tools students and faculty will use in the different academic areas to complete projects.

During the past several years, Prosser Career Education Center has utilized technology and the internet throughout all programs' curriculum. Ensuring that students are college and career ready requires effective instruction embedded with technology and state of the art equipment. Prosser Career Education Center has provided and will continue to maintain needed equipment and facilities for the over 20 highly-technical programs.

Modifying the goals and implementation strategies of the most recent technology plans, Prosser has established an updated blueprint to be implemented during 2022-2023. This plan was derived from the concept of S.M.A.R.T. (strategic, measurable, attainable, results, and time bound) goal proposals.

Listed below are projected goals for the 2022-2023 school year.

Goal Title: Staff Development

SMART Goal Statement: Faculty and staff will effectively utilize in daily instruction available technology, including but not limited to
- *PowerSchool, Powerteacher Pro and* Parent Portal
- *Google Tools & Google Classroom*

Strategies
- Teachers will be directed and advised of instructional technology training, including training pertinent to Google Platform, Google Classroom, Office 2021 as well as PowerSchool student system. Ongoing training will allow teachers to develop and maintain essential skills for effective instructional strategies and will further assist student success within the learning environment.
- Administrative assistants will complete ongoing training to maintain DWD and DOE student-specific data.
- PD will focus on Google tools and Prosser will have both "in-house" presenters as well as others from the district.

Goal Title: Classroom Integration

SMART Goal Statement: Each classroom instructor will create a technology learning environment by applying pertinent technologies which would enhance their instruction. Each classroom is equipped with a Clevertouch board. Teachers have received training on best practices on how to incorporate this technology into their classrooms. This has also included use of Google Classroom due to COVID-19.

Strategies
- Teachers will be trained to effectively utilize classroom instructional electronic devices, including Clevertouch board and Google.

Goal Title: One-to-One Computing Device

SMART Goal Statement: During classroom instruction, teachers will provide all students with the access to the technology necessary for gaining proficiency in the 21st Century. These skills are required for each student to be college and career ready and to be successful in today's society.

Strategies
- Teachers will be trained how to guide students to properly use school pertinent and/or program specific technologies, including personal mobile/digital devices. Students will utilize these devices for applications such as the Prosser App and the NAFCS Corporation App.
- To engage student participation, teachers will model during student instruction innovative uses of technology, including *Kahoot!* and *Quizlet*. Best practices were demonstrated during collaboration meetings and department specific presentations.
- Chromebook and Windows Laptop carts are available for teachers to "check-out" and utilize in their classrooms. Traditional lab spaces were also still provided.

Goal Title: Implement Collaborative Applications

SMART Goal Statement: Google Apps for Education is available for Prosser Career Education Center faculty and staff. An evaluation of the instructional effectiveness of these collaborative applications will determine additional goals. Teachers will become familiar with Google Classroom.

Strategies
- Instructors will be trained in the use of *Google Docs* and *Google Drive*.
- Students and teachers will register for Google Mail (Gmail) accounts. Gmail accounts will ensure effective communication between students and instructors. Gmail accounts also allow the use of applications such as: *Google Docs*, *Google Drive*, and *Google Plus*.
- Teachers utilized Google Classroom due to COVID-19 for Non-Traditional learning. Training and support will be on-going.

Prosser Career Education Center incorporates in the School Improvement Plan its school-wide technology plans and professional development activities, reviewed and updated by the School Improvement Committee. In addition, Prosser will follow the direction of the district's use of technology.

Prosser's faculty and staff in conjunction with the School Improvement Committee meet recurrently to assess and evaluate technology needs and goals. Staff members are directed to report to Prosser's systems operator technological needs and successes.

Barriers do exist to unquestionably ensure success in meeting school-wide technology needs and demands. Hardware costs and software costs including purchase and trading offer financial barriers. To assist teachers to become and remain technologically savvy, ongoing and adequate training must be identified and navigated within available timing. Establishing priorities of the identified goals and objectives will allow an ongoing sense of successful completion. Prosser will have a designated district PowerSchool Trainer. This professional will provide training and will trouble-shoot issues as it pertains to this important switch-over.

Many components determine Prosser's successful accomplishment of the identified school improvement goals, including the use of technology within those goals. All goals must directly correlate with student achievement, and a genuine and realistic technology plan will assist student achievement.

SAFE AND DISCIPLINED LEARNING ENVIRONMENT

Prosser Career Education Center maintains a safe and disciplined learning environment. The Prosser Assistant Principal and each classroom instructor review with each student the student handbook received at the beginning of the school year to make students knowledgeable of policies and expectations. Training is attended yearly to obtain the School Safety Specialist license, and school safety training by the Assistant Principal and student Resource Officer. Additionally, each faculty and staff member adheres daily to the supervision schedule, which assures that students are supervised and monitored throughout the school day.

Students know that their teacher will assist them with academic and program related activities and tasks. In addition, students are advised that all faculty and staff will assist them with specific personal or safety concerns.

The New Albany-Floyd County Consolidated School Corporation has adopted a proactive **Safety Policy** that governs students who commit, attempt to commit, or threaten aggressive acts toward persons or property. As part of this policy, first time offenders who threaten or commit aggressive acts and who are not in possession of a weapon may be required to attend an educational/counseling program offered by the school. Second offenders of such conduct may be required to participate and complete an educational counseling alternative-to-expulsion program.

Bullying is **prohibited** by the corporation. Students who commit any acts of bullying are subject to discipline including; but not limited to suspension, expulsion, arrest, and/or prosecution. **Definition**: "Bullying" is defined as overt, unwanted, repeated acts or gestures, including verbal or written communications or images transmitted in any manner (including digitally or electronically); physical acts committed; aggression; or any other behaviors committed by a student or group of students against another student with the intent to harass, ridicule, humiliate, intimidate, or harm the targeted student, creating for the targeted student an objectively hostile school environment that:
A. places the targeted student in reasonable fear of harm to his or her person or property;
B. has a substantially detrimental effect on the targeted student's physical or mental health;
C. has the effect of substantially interfering with the targeted student's academic performance; or
D. has the effect of substantially interfering with the targeted student's ability to participate in or benefit from the services, activities, or privileges provided by the school.

The New Albany-Floyd County School Corporation **Child Abuse and Neglect Policy** is concerned with the physical and mental well-being of students. Staff are trained and reminded in professional development it shall be their responsibility to report immediately every case of suspected abuse, abandonment, cruelty, or neglect. It shall also be our policy to report orally to DCS or law enforcement. For more information see the, Every Child Succeeds ACT I.C. 31-33-1.

The corporation employs county and city police as School Resource Officers, (SROs). Prosser has a full time SRO due to the Safe Haven grant. Within this grant the SRO conducts training for students and staff, surveys are done, and student conferences. Students are encouraged to report any information necessary for a safe school. SRO's assist Prosser in different roles. Their role as law enforcement officials may require them to take necessary actions to uphold the law to guarantee students' sense of safety. The SRO will serve as a liaison between the school and the police department facilitating any exchange of information that may be necessary in maintaining a safe school environment. When

asked, our corporation's SROs assist with overall safety, providing support in planning and assisting emergency and evacuation drills.

Each Prosser Career Education Center faculty and staff has in his/her possession a Safety Procedures folder, which is Prosser's Emergency Preparedness and Crisis Intervention plan (EPCIP). Maps and locations are posted on the walls throughout the school. Faculty and staff follow the outlined procedures regarding any safety drill. Participants, including administrators, support staff, building maintenance representatives, counselors and instructors, review and update the Emergency Plan. By identifying areas of concern to ensure student safety, every section of the EPCIP is annually evaluated, drilled, and then analyzed for efficiency and effectiveness. All areas of emergency/crisis management will assure safety for students, faculty, and staff through crisis readiness.

The NAFCS technology department assists Prosser in security cameras around the indoor/outdoor building. One monitor system is located in the SRO's office. These cameras can also be viewed on electronic devices.

Individuals are not allowed in the building without being buzzed in by office personnel. Visitors must sign in, present their driver license, and then it will be scanned through the rapture system for a criminal check. Prosser's has an emergency panic button if needed, and all staff are aware how to call 911.

Prosser has various programs that assist with safety such as Health Careers, Fire & Rescue/EMT, and Criminal Justice. These programs have trained individuals that can be utilized in case of any emergency.

Analysis of suspension/expulsion data

A principal or designee may deny a student the right to attend school or take part in any school function when alleged misconduct constitutes a violation of any of the "Grounds for Expulsion or Suspension." Various segments in the student information guide inform students of interventions and consequences assigned for specific misconduct. Prosser students may be suspended from school if all other interventions have been exhausted and/or if students' alleged violations deem such extreme consequences.

At the start of the 2021-2022 school year Prosser shifted the method of assigning students discipline consequences science we provide a service to our sending schools. Prosser is an extension of our sending school campuses therefore we work in partnership with them to assign a consequence for discipline purposes. We support the decision of each home school.

Strategies to decrease suspensions and expulsions

- Training staff focused on the Professional Learning Community and PBIS
- Training paraprofessionals to monitor student behavior
- New teacher training program, created by the administrators, which includes extensive classroom management training
- Teacher supervision of students enrolled in their program during the complete instructional day, including time when teachers allow students to take an instructional break
- Increased teacher and staff supervision throughout student day, including times of student arrival, times of student dismissal, and time between morning and afternoon instructional sessions
- Implementation of anonymous tip line for students to report incidents threatening student safety
- Encouraging students to report to school officials' conflict situations that may provoke physical altercations
- Encouraging students to seek from Prosser faculty and staff conflict resolution possibilities
- Encouraging students to seek from their home school counselor or other home school personnel conflict resolution possibilities
- Teacher-directed/Teacher-initiated classroom management interventions
- Temporary (no more than one instructional day) removal from class
- Student Services will create a watch list of students with excessive absences to share and discuss with teachers
- Student Services will maintain regular student conferences for student needs
- Parent contact is continued throughout the school year
- Positive postcards, awards, and other planned activities are done throughout the year to encourage positive behavior
- Monitor student driving and parking lot
- Safety drills are practiced; reflections made with changes
- Safety documents on Google
- Students are trained to not let visitors in
- Data is kept and monitored for improvements
- SRO encourages students to have discussions

Goals

- Look for ways to heighten awareness and safety in the building - including open bay doors, and customer service with programs that acts as enterprises
- District meetings and discussions
- Maintain classroom and lab order

ATTENDANCE DATA AND GOAL

As a Professional Learning Community, Prosser's faculty and staff believe that students who engage in learning and recognize the value of the course content and learning activities will realize the value of attending school regularly.

Students are expected to attend school regularly in order to derive the maximum benefits from the instructional program. Prosser's attendance goal is to **maintain daily attendance consistent with the state average**.

	Prosser Student Attendance Rate	**State Student Attendance Rate**
2021-2022	91%	*Awaiting State Data*

Prosser's strategies to increase attendance from their sending schools whose students accumulate excessive absences and strategies to maintain exemplary attendance include:
- Administrators and/or Student Services personnel to report to the sending schools students' excessive absences
- Teachers and/or Student Services personnel to report to the student's parent/guardian student's excessive absences and/or truancies
- Student recognition for exemplary attendance
- Program recognition for exemplary student attendance

To assure a better chance of success of maintaining an above average attendance rate, Prosser's strategies to increase the annual student attendance rate included:

- Administrators and teachers will review with students the attendance policy.
- Prosser Career Education Center follows the school board adopted district wide attendance policy.
- Prosser will support the Greater Clark County School Board policy that states that students from the Greater Clark school system must be transported from their home school to Prosser on the bus transportation provided by their corporation.
- Teachers will document the number of student absences.
- Prosser faculty and staff will meet with students who accumulate excessive absences. Faculty and/or staff will contact the parent/guardian of students who accumulate excessive absences.
- Faculty and/or staff will contact the parent/guardian and the student's home school when a student has accumulated consecutive absences without parent notification.
- Student Interventions are in place due to PBIS.

PERKINS CORE INDICATOR PERFORMANCE STANDARDS

Students who enroll at Prosser in a career and technical education course prepare for their post high school plans, regardless if their plans include enrolling in a postsecondary institution or entry into the skilled workforce. Career and technical education is critical to the future of Indiana's economy and is vital to the preparation of an educated and skilled workforce. Career and technical education is integral to the success of integrating academics and career preparation and providing essential skills and technical proficiencies needed for any postsecondary plan.

The Dashboard Report, published annually by the Department of Workforce Development, includes data pertinent to students enrolled at Prosser Career Education Center. Analyzing the performance data drives instruction to ensure all students the skills for continued education and for career readiness. If students do not perform at the local agreed upon level for any of the core indicator categories, Prosser's faculty implements strategies to increase performance to match or exceed the agreed upon levels.

CTE District 45 met or exceeded five of the performance indicator targets:

	CTE 45	AUL
1S1 – Academic Achievement English/LA	73.34%	68.95%
1S2 – Academic Achievement Math	83.56%	77.48%
2S1 – Technical Skills Attainment	92.50%	89.32%
3S1 – High School Completion	99.79%	92.83%
4S1 – High School Graduation	93.34%	92.08%

Prosser Career Education Center met or exceeded five of the performance indicator targets:

	Prosser	AUL
1S2 – Academic Achievement Math	79.56%	77.48%
2S1 – Technical Skills Attainment	98.07%	89.32%
3S1 – High School Completion	100.0%	92.83%
4S1 – High School Graduation	92.83%	92.08%
5S1 – Post High School Placement	84.40%	79.86%

Prosser Programs that met or exceeded performance indicator targets:

Academic Achievement Language: Arch Drafting, Aviation, Electricity, Cosmetology, Criminal Justice, Dental, Entrepreneur, Fire/Rescue, Health Careers, Interactive Media, Precision Machine

Academic Achievement Math: Arch Drafting, Aviation, Electricity, Cosmetology, Criminal Justice, Dental, Diesel, Heavy Equipment, Entrepreneurship, Fire/Rescue, Health Careers, Networking, Pharmacy, Precision Machine

Technical Skill Attainment: Auto Service, Aviation, Computer Science, Construction, Electricity, Cosmetology, Criminal Justice, Diesel, Health Careers, Landscape, Networking, Precision Machine, Welding

Completion: Arch Drafting, Auto Service, Auto Collision, Aviation, Culinary, Computer Science, HVAC, Construction, Electricity, Heavy Equipment, Cosmetology, Criminal Justice, Dental, Diesel, Entrepreneurship, Fire/Rescue, Health Careers, Interactive Media, Pharmacy, Landscape, Networking, Precision Machine, Welding

Graduation: Arch Drafting, Auto Service, Auto Collision, Aviation, Culinary, Computer Science, HVAC, Electricity, Heavy Equipment, Cosmetology, Criminal Justice, Diesel, Entrepreneurship, Health Careers, Interactive Media, Pharmacy, Precision Machine, Welding

Placement: Arch Drafting, Aviation, Culinary, HVAC, Construction, Electricity, Heavy Equipment, Cosmetology, Criminal Justice, Dental, Diesel, Entrepreneurship, Fire/Rescue, Health Careers, Interactive Media, Pharmacy, Landscape, Networking, Precision Machine, Welding

Nontraditional: Arch Drafting, Culinary, Entrepreneurship, Landscape

CTE District 45 did not achieve two performance indicator targets:

	CTE 45	AUL
5S1 – Post High School Placement	71.55%	79.86%
6S1 – Nontraditional Participation	27.03%	28.30%

Prosser Career Education Center did not achieve two performance indicator targets:

	Prosser	AUL
1S1 – Academic Achievement English/LA	67.19%	68.95%
6S1 – Nontraditional Participation	12.44%	28.30%

Programs that failed to achieve the performance indicator targets are:

Academic Achievement Language: Auto Service, Auto Collision, Computer Science, HVAC, Construction Trades, Heavy Equipment, Culinary Arts, Diesel, Pharmacy, Landscape, Networking, Welding

Academic Achievement Math: Auto Service, Auto Collision, Computer Science, HVAC, Construction Trades, Culinary Arts, Interactive Media, Landscape, Welding

Technical Skill Attainment: Culinary, Fire/Rescue

Completion: NONE

Graduation: Construction, Dental, Fire & Rescue, Landscaping, Networking

Placement: Auto Service, Auto Collision, Computer Science

Nontraditional: Auto Service, Auto Collision, Aviation, HVAC, Construction, Electricity, Heavy Equipment, Cosmetology, Criminal Justice, Dental, Diesel, Health Careers, Networking, Precision Machine, Welding

Special Populations performance at the recipient level

	1S1	1S2	2S1	3S1	4S1	5S1	6S1
TOTAL	73.34	83.56	92.50	99.79	93.34	71.55	27.03
Male	72.22	82.66	90.56	99.66	92.28	70.69	2.44
Female	75.21	85.07	96.10	100	95.12	73.14	67.36
American Indian	100	100	100	100	100	100	-
Asian/Pacific	71.43	85.71	66.67	100	100	-	34.62
African American	62.22	66.67	90.0	100	91.84	66.67	33.76
Hispanic	72.73	93.18	90.0	100	100	65.63	27.78
Hawaiian	100	100	-	100	100	-	-
White	74.54	84.33	93.42	99.76	93.21	73.36	26.56
Multi-Race	58.82	73.53	81.25	100	88.89	51.43	28.87
Disabled	31.55	52.98	86.43	99.41	86.34	70.09	19.52
Econ Disadvant	67.68	78.52	94.47	99.78	99.15	71.78	27.16
Single Parents	100	100	100	100	100	100	33.33
Displace Home	-	-	-	-	-	-	-
Limited English	-	-	-	100	100	66.67	33.33
NonTraditional	80.18	81.98	85.0	100	97.32	65.98	100
Other Ed Barrie	78.26	47.83	100	100	92.0	72.33	6.45

CTE Program	Male	Female	Black	Hispanic	Asian	White	Disabled	Disadvant	NonTrad
Archit Drafting II	—	100.00%	0.00%	0.00%	0.00%	77.78%	—	—	100.00%
Auto Collision II	77.78%	—	0.00%	0.00%	0.00%	69.57%	—	75.00%	—
Auto Services II	—	—	—	100.00%	0.00%	—	—	—	—
Aviation Oper	94.74%	100.00%	0.00%	0.00%	0.00%	95.83%	100.00%	100.00%	100.00%
Computer Science II	73.68%	0.00%	0.00%	0.00%	0.00%	87.50%	75.00%	72.73%	0.00%
Construction II	—	—	0.00%	0.00%	0.00%	—	—	—	—
Cosmetology II	0.00%	70.18%	—	75.00%	100.00%	71.43%	—	—	0.00%
Criminal Justice II	86.21%	72.73%	100.00%	0.00%	0.00%	81.82%	—	79.17%	72.73%
Culinary Arts II	—	—	—	0.00%	0.00%	—	—	—	—
Dental Careers	0.00%	71.43%	0.00%	0.00%	0.00%	80.00%	0.00%	—	0.00%

CTE Program	Male	Female	Black	Hispanic	Asian	White	Disabled	Disadvant	NonTrad
Diesel Service II	—	0.00%	0.00%	0.00%	0.00%	—	—	—	0.00%
Electrical II	86.96%	0.00%	0.00%	—	0.00%	94.44%	—	70.00%	0.00%
Entrepreneurship	100.00%	100.00%	100.00%	0.00%	0.00%	100.00%	0.00%	100.00%	100.00%
Fire and Rescue II	80.00%	80.00%	100.00%	100.00%	0.00%	76.47%	—	—	0.00%
Pharmacy	0.00%	—	0.00%	100.00%	0.00%	75.00%	0.00%	—	0.00%
Heavy Equipment II	—	0.00%	0.00%	0.00%	0.00%	—	—	—	0.00%

Landscape	[redacted]	71.43%	0.00%	0.00%	0.00%	69.23%	[redacted]	[redacted]	[redacted]
HVAC II	[redacted]	0.00%	0.00%	0.00%	0.00%	[redacted]	[redacted]	[redacted]	0.00%
Inter Media	81.82%	83.33%	100.00%	0.00%	0.00%	80.00%	[redacted]	100.00%	0.00%
Precision Machine II	100.00%	0.00%	0.00%	0.00%	0.00%	100.00%	100.00%	100.00%	0.00%
Networking II	[redacted]	0.00%	[redacted]	100.00%	0.00%	[redacted]	71.43%	75.00%	0.00%
Health Science II	100.00%	78.69%	[redacted]	[redacted]	0.00%	83.64%	[redacted]	76.19%	100.00%
Welding II	[redacted]	75.00%	100.00%	100.00%	0.00%	[redacted]	[redacted]	[redacted]	75.00%

CTE Program	Male	Female	Black	Hispanic	Asian	White	Disabled	Disadvant	NonTrad
Archit Drafting II	83.33%	100.00%	0.00%	0.00%	0.00%	88.89%	100.00%	100.00%	100.00%
Auto Collision II	77.78%	40.00%	0.00%	0.00%	0.00%	69.57%	60.00%	66.67%	40.00%
Auto Services II	62.22%	33.33%	0.00%	100.00%	0.00%	60.47%	31.25%	61.76%	33.33%
Aviation Op	100.00%	100.00%	0.00%	0.00%	0.00%	100.00%	100.00%	100.00%	100.00%
Computer Science II	84.21%	0.00%	50.00%	0.00%	0.00%	87.50%	75.00%	81.82%	0.00%
Construction II	77.78%	66.67%	0.00%	0.00%	0.00%	82.14%	45.45%	69.23%	66.67%
Cosmetology II	0.00%	78.95%	100.00%	100.00%	######	73.81%	40.00%	74.19%	0.00%
Criminal Justice II	96.55%	81.82%	50.00%	0.00%	0.00%	96.97%	66.67%	95.83%	81.82%
Culinary Arts II	64.71%	70.00%	60.00%	100.00%	0.00%	70.00%	58.33%	66.67%	62.50%
Dental Careers	0.00%	85.71%	100.00%	0.00%	0.00%	80.00%	0.00%	100.00%	0.00%
Diesel Service II	86.36%	0.00%	0.00%	0.00%	0.00%	86.36%	66.67%	66.67%	0.00%
Electrical II	86.96%	0.00%	0.00%	100.00%	0.00%	83.33%	33.33%	70.00%	0.00%
Entrepreneurship	85.71%	100.00%	100.00%	0.00%	0.00%	91.67%	0.00%	90.00%	100.00%
Fire and Rescue II	80.00%	100.00%	100.00%	100.00%	0.00%	82.35%	60.00%	88.89%	0.00%
Pharmacy	0.00%	87.50%	0.00%	100.00%	0.00%	100.00%	100.00%	80.00%	0.00%
Heavy Equipment II	80.00%	0.00%	0.00%	0.00%	0.00%	80.00%	75.00%	75.00%	0.00%
Landscape	71.43%	71.43%	0.00%	0.00%	0.00%	76.92%	20.00%	75.00%	66.67%
HVAC II	63.16%	0.00%		50.00%	0.00%	64.71%	20.00%	50.00%	0.00%

Inter Media	**54.55%**	100.00%	100.00%	0.00%	0.00%	**66.67%**	**60.00%**	85.71%	0.00%
Precision Mach II	100.00%	0.00%	0.00%	0.00%	0.00%	100.00%	100.00%	100.00%	0.00%
Networking II:	81.82%	0.00%	100.00%	100.00%	0.00%	77.78%	**71.43%**	83.33%	0.00%
Health Science II	100.00%	90.16%	**25.00%**	100.00%	0.00%	96.36%	**50.00%**	90.48%	100.00%
Welding II	**69.70%**	**50.00%**	100.00%	100.00%	0.00%	**63.64%**	**36.36%**	**72.22%**	**50.00%**

DOEName	Male	Female	Black	Hispanic	Asian	White	Disabled	Disadvant	NonTrad
Archit Drafting II	100%	100%	0.00%	0.00%	0.00%	100%	100%	100.00%	100.00%
Auto Collision II	100.00%	100.00%	0.00%	0.00%	0.00%	100.00%	100.00%	100.00%	100.00%
Auto Services II	97.06%	100.00%	100.00%	100.00%	0.00%	96.77%	100.00%	95.83%	100.00%
Computer Science II	100.00%	0.00%	0.00%	0.00%	0.00%	100.00%	0.00%	100.00%	0.00%
Construction II	100.00%	100.00%	100.00%	0.00%	0.00%	100.00%	100.00%	100.00%	100.00%
Cosmetology II	0.00%	100.00%	0.00%	100.00%	100.00%	100.00%	100.00%	100.00%	0.00%
Criminal Justice II	100.00%	100.00%	100.00%	0.00%	0.00%	100.00%	100.00%	100.00%	100.00%
Culinary Arts II	**75.00%**	100.00%	**66.67%**	0.00%	0.00%	92.31%	100.00%	**84.62%**	**71.43%**
Diesel Service II	91.30%	0.00%	0.00%	0.00%	0.00%	91.30%	100.00%	90.00%	0.00%
Electrical II	100.00%	0.00%	0.00%	100.00%	0.00%	100.00%	100.00%	100.00%	0.00%
Entrepreneurship	100.00%	100.00%	0.00%	0.00%	0.00%	100.00%	0.00%	100.00%	100.00%
Fire and Rescue II	**83.33%**	100.00%	100.00%	100.00%	0.00%	**84.62%**	**75.00%**	**77.78%**	0.00%
Pharmacy	0.00%	100.00%	0.00%	0.00%	0.00%	100.00%	0.00%	100.00%	0.00%
Landscape	100.00%	100.00%	0.00%	0.00%	0.00%	100.00%	100.00%	100.00%	100.00%
Construction II	100.00%	100.00%	100.00%	0.00%	0.00%	100.00%	100.00%	100.00%	100.00%
Interactive Media	100.00%	0.00%	0.00%	0.00%	0.00%	100.00%	0.00%	0.00%	0.00%
Precision Machine II	100.00%	0.00%	0.00%	0.00%	0.00%	100.00%	100.00%	100.00%	0.00%
Networking II	100.00%	0.00%	100.00%	100.00%	0.00%	100.00%	100.00%	91.67%	0.00%

Health Science	100.00%	100.00%	100.00%	100.00%	0.00%	100.00%	100.00%	100.00%	100.00%
Welding II	94.12%	100.00%	100.00%	100.00%	0.00%	96.97%	90.00%	94.12%	100.00%

3S1 Performance Indicator

CTE Program	Male	Female	Black	Hispanic	Asian	White	Disabled	Disadvant	NonTrad
Archit Drafting II	100.00%	100.00%	0.00%	0.00%	0.00%	100.00%	100.00%	100.00%	100.00%
Auto Collision II	100.00%	100.00%	0.00%	0.00%	0.00%	100.00%	100.00%	100.00%	100.00%
AutoServices II	100.00%	100.00%	100.00%	100.00%	0.00%	100.00%	100.00%	100.00%	100.00%
Aviation Oper	100.00%	100.00%	0.00%	0.00%	0.00%	100.00%	100.00%	100.00%	100.00%
Computer Science II	100.00%	0.00%	100.00%	0.00%	0.00%	100.00%	100.00%	100.00%	0.00%
Construction II	100.00%	100.00%	100.00%	0.00%	0.00%	100.00%	100.00%	100.00%	100.00%
Cosmetology II	0.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	0.00%
Criminal Justice II	100.00%	100.00%	100.00%	0.00%	0.00%	100.00%	100.00%	100.00%	100.00%
Culinary Arts II	100.00%	100.00%	100.00%	100.00%	0.00%	100.00%	100.00%	100.00%	100.00%
Dental Career	0.00%	100.00%	100.00%	0.00%	0.00%	100.00%	0.00%	100.00%	0.00%
Diesel Service II	100.00%	0.00%	0.00%	0.00%	0.00%	100.00%	100.00%	100.00%	0.00%
Electrical II	100.00%	0.00%	0.00%	100.00%	0.00%	100.00%	100.00%	100.00%	0.00%
Entrepreneurship	100.00%	100.00%	100.00%	0.00%	0.00%	100.00%	0.00%	100.00%	100.00%
Fire and Rescue II	100.00%	100.00%	100.00%	100.00%	0.00%	100.00%	100.00%	100.00%	0.00%
Pharmacy	0.00%	100.00%	0.00%	100.00%	100.00%	100.00%	100.00%	100.00%	0.00%
Heavy Equipment II	100.00%	0.00%	0.00%	0.00%	0.00%	100.00%	100.00%	100.00%	0.00%
Landscape	100.00%	100.00%	0.00%	0.00%	0.00%	100.00%	100.00%	100.00%	100.00%
HVAC II	100.00%	0.00%	0.00%	100.00%	0.00%	100.00%	100.00%	100.00%	0.00%

Interactive Media	100.00%	100.00%	100.00%	0.00%	0.00%	100.00%	100.00%	100.00%	0.00%
Precision Machine II	100.00%	0.00%	0.00%	0.00%	0.00%	100.00%	100.00%	100.00%	0.00%
Networking II	100.00%	100.00%	100.00%	100.00%	0.00%	100.00%	100.00%	100.00%	100.00%
Health Science II	100.00%	100.00%	100.00%	100.00%	0.00%	100.00%	100.00%	100.00%	100.00%
Welding II	100.00%	100.00%	100.00%	100.00%	0.00%	100.00%	100.00%	100.00%	100.00%

CTE Program	Male	Female	Black	Hispanic	Asian	White	Disabled	Disadvant	NonTrad
Archit Drafting II	100.00%	100.00%	0.00%	0.00%	0.00%	100.00%	100.00%	100.00%	100.00%
Auto Collision II	**90.00%**	100.00%	0.00%	0.00%	0.00%	**92.00%**	100.00%	**85.71%**	100.00%
Auto Services II	**89.80%**	100.00%	100.00%	100.00%	0.00%	**89.36%**	**88.24%**	**91.67%**	100.00%
Aviation Oper	100.00%	100.00%	0.00%	0.00%	0.00%	100.00%	100.00%	100.00%	100.00%
Computer Science II	100.00%	0.00%	100.00%	0.00%	0.00%	100.00%	100.00%	100.00%	0.00%
Construction II	**86.67%**	100.00%	100.00%	0.00%	0.00%	**87.10%**	**76.92%**	**85.71%**	100.00%
Cosmetology II	0.00%	**91.67%**	**66.67%**	100.00%	100.00%	**90.91%**	100.00%	**90.91%**	0.00%
Criminal Justice II	96.67%	**90.91%**	**66.67%**	0.00%	0.00%	100.00%	100.00%	**92.00%**	**90.91%**
Culinary Arts II	**89.47%**	100.00%	**83.33%**	100.00%	0.00%	100.00%	92.31%	93.75%	94.12%
Dental Careers	0.00%	**87.50%**	100.00%	0.00%	0.00%	**83.33%**	0.00%	100.00%	0.00%
Diesel Service II	95.65%	0.00%	0.00%	0.00%	0.00%	95.65%	100.00%	**90.00%**	0.00%
Electrical II	95.83%	0.00%	0.00%	100.00%	0.00%	94.74%	100.00%	100.00%	0.00%
Entrepreneurship	100.00%	100.00%	100.00%	0.00%	0.00%	100.00%	0.00%	100.00%	100.00%
Fire and Rescue II	**77.78%**	100.00%	100.00%	100.00%	0.00%	**80.00%**	**83.33%**	**81.82%**	0.00%
Pharmacy	0.00%	100.00%	0.00%	100.00%	100.00%	100.00%	100.00%	100.00%	0.00%
Heavy Equipment II	100.00%	0.00%	0.00%	0.00%	0.00%	100.00%	100.00%	100.00%	0.00%
Landscape	**71.43%**	100.00%	0.00%	0.00%	0.00%	92.31%	**60.00%**	**75.00%**	100.00%
HVAC II	100.00%	0.00%	0.00%	100.00%	0.00%	100.00%	100.00%	100.00%	0.00%

Interactive Media	100.00%	100.00%	100.00%	0.00%	0.00%	100.00%	100.00%	100.00%	0.00%
Precision Machine II	100.00%	0.00%	0.00%	0.00%	0.00%	100.00%	100.00%	100.00%	0.00%
Networking II	88.00%	100.00%	100.00%	100.00%	0.00%	90.00%	100.00%	92.31%	100.00%
Health Science II	100.00%	95.31%	100.00%	100.00%	0.00%	94.83%	100.00%	95.45%	100.00%
Welding II	86.49%	100.00%	100.00%	100.00%	0.00%	86.49%	76.92%	90.00%	100.00%

CTE Program	Male	Female	Black	Hispanic	Asian	White	Disabled	Disadvant	NonTrad
Archit Drafting II	88.89%	100.00%	0.00%	0.00%	0.00%	90.91%	100.00%	83.33%	100.00%
Auto Collision II	66.67%	100.00%	100.00%	0.00%	0.00%	77.78%	80.00%	71.43%	100.00%
Auto Services II	60.61%	100.00%	0.00%	0.00%	0.00%	63.33%	70.00%	60.00%	100.00%
Aviation Oper	100.00%	100.00%	100.00%	100.00%	0.00%	100.00%	100.00%	100.00%	100.00%
Computer Science II	60.00%	100.00%	0.00%	0.00%	0.00%	80.00%	50.00%	33.33%	0.00%
Construction II	76.92%	50.00%	100.00%	0.00%	0.00%	75.00%	66.67%	63.64%	50.00%
Cosmetology II	0.00%	72.73%	0.00%	60.00%	0.00%	85.71%	100.00%	50.00%	0.00%
Criminal Justice II	100.00%	88.89%	0.00%	100.00%	0.00%	97.06%	100.00%	100.00%	88.89%
Culinary Arts II	76.92%	72.73%	100.00%	0.00%	0.00%	70.00%	60.00%	72.73%	81.82%
Diesel Service II	70.00%	0.00%	0.00%	0.00%	0.00%	65.00%	33.33%	62.50%	0.00%
Electrical II	90.91%	0.00%	0.00%	0.00%	0.00%	100.00%	100.00%	100.00%	0.00%
Entrepreneurship	50.00%	100.00%	0.00%	0.00%	0.00%	66.67%	100.00%	0.00%	100.00%
Fire and Rescue II	90.91%	100.00%	0.00%	100.00%	0.00%	91.67%	75.00%	87.50%	0.00%
Pharmacy	100.00%	100.00%	0.00%	100.00%	0.00%	100.00%	0.00%	100.00%	0.00%
Heavy Equipment II	90.00%	100.00%	0.00%	0.00%	0.00%	90.91%	75.00%	80.00%	100.00%
Landscape	50.00%	66.67%	0.00%	0.00%	0.00%	60.00%	0.00%	66.67%	66.67%
HVAC II	85.71%	0.00%	0.00%	0.00%	0.00%	85.71%	100.00%	0.00%	0.00%
Interactive Media	100.00%	100.00%	0.00%	0.00%	0.00%	100.00%	0.00%	100.00%	0.00%

Precision Machine II	100.00%	0.00%	0.00%	0.00%	0.00%	100.00%	100.00%	0.00%	0.00%
Networking II	100.00%	100.00%	0.00%	0.00%	0.00%	100.00%	100.00%	100.00%	100.00%
Health Science II	100.00%	96.30%	100.00%	0.00%	0.00%	96.30%	90.91%	96.97%	100.00%
Welding II	66.67%	100.00%	50.00%	0.00%	0.00%	75.00%	100.00%	61.54%	100.00%

CTE Program	Male	Female	Black	Hispanic	Asian	White	Disabled	Disadvant	NonTrad
Archit Drafting II	0.00%	100.00%	0.00%	0.00%	0.00%	25.00%	0.00%	14.29%	100.00%
Auto Collision II	0.00%	100.00%	0.00%	0.00%	0.00%	20.51%	23.08%	31.58%	100.00%
Auto Services II	0.00%	100.00%	0.00%	0.00%	0.00%	9.30%	9.68%	7.27%	100.00%
Aviation Oper	0.00%	100.00%	0.00%	50.00%	0.00%	13.85%	33.33%	22.73%	100.00%
Construction II	0.00%	100.00%	0.00%	0.00%	0.00%	6.25%	6.25%	12.00%	100.00%
Cosmetology II	0.00%	5.49%	0.00%	0.00%	0.00%	5.80%	7.69%	4.55%	100.00%
Criminal Justice II	0.00%	100.00%	100.00%	50.00%	0.00%	24.00%	23.08%	26.83%	100.00%
Dental Careers II	100.00%	21.74%	0.00%	0.00%	0.00%	27.27%	0.00%	30.00%	100.00%
Diesel Service II	0.00%	100.00%	0.00%	0.00%	0.00%	3.33%	0.00%	4.17%	100.00%
Electrical II	0.00%	100.00%	0.00%	0.00%	0.00%	3.64%	11.11%	0.00%	100.00%
Entrepreneurship	0.00%	91.67%	100.00%	100.00%	0.00%	31.82%	0.00%	53.33%	100.00%
Heavy Equipment II	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Landscape	0.00%	100.00%	0.00%	0.00%	0.00%	50.00%	28.57%	33.33%	100.00%
HVAC II	0.00%	100.00%	100.00%	0.00%	0.00%	0.00%	10.00%	7.69%	100.00%
Precision Machine II	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Networking II	0.00%	100.00%	0.00%	0.00%	0.00%	0.00%	0.00%	7.69%	100.00%
Health ScienceII	92.86%	4.88%	18.18%	25.00%	0.00%	11.26%	22.22%	10.53%	100.00%
Welding II	0.00%	100.00%	20.00%	0.00%	0.00%	7.22%	9.68%	11.11%	100.00%

Special Populations enrolled in High Skill and High Wage programs

Indicators not achieved--

· Aviation Operations: All groups met or exceeded all core indicators of performance.

· Computer Science: (1S2 Black, Disabled) (5S1 Male, White, Disabled, Disadv)

· Dental Careers: (1S1 Disadv,) (4S1 Female, White) (6S1 Female, White)

· Diesel: (1S1 Male, White, Disabled, Disadv) (1S2 Disabled, Disadv) (4S1 Disadv) (5S1 Male, White, Disabled, Disadv) (6S1 White, Disadv)

· Electrical: (1S1 Hispanic, Disabled) (1S2 Disabled Disadv) (6S1 White, Disadv)

· Precision Machine: All groups met or exceeded all core indicators of performance.

· Networking: (1S1 Male, Black, White, Other) (1S2 Other, Disabled) (4S1 Male, White, Other) (6S1 Disadv)

· Health Sciences: (1S1 Black, Hispanic, Other, Disabled) (1S2 Black, Other, Disabled) (6S1 Female, Black, Hispanic, White, Disabled, Disadv)

· Welding: (1S1 Male, White, Disabled, Disadv) (1S2 Male)

Performance gaps by special populations:

	1S1	1S2	2S1	3S1	4S1	5S1	6S1
AUL	68.95	77.48	89.32	92.83	92.08	87.90	28.30
Male	72.22	82.66	90.56	99.66	92.28	70.69	2.44
Female	75.21	85.07	96.10	100	95.12	73.14	67.36

	1S1	1S2	2S1	3S1	4S1	5S1	6S1
American Indian	100	100	100	100	100	100	-
Asian/Pacific	71.43	85.71	66.67	100	100	-	34.62
African American	62.22	66.67	90.0	100	91.84	66.67	33.76
Hispanic	72.73	93.18	90.0	100	100	65.63	27.78
Hawaiian	100	100	-	100	100	-	-
White	74.54	84.33	93.42	99.76	93.21	73.36	26.56
Multi-Race	58.82	73.53	81.25	100	88.89	51.43	28.87
Disabled	31.55	52.98	86.43	99.41	86.34	70.09	19.52
Econ Disadvantage	67.68	78.52	94.47	99.78	99.15	71.78	27.16

Single Parents	100	100	100	100	100	100	33.33
Displace Homem	-	-	-	-	-	-	-
Limited English	-	-	-	100	100	66.67	33.33
NonTraditional	80.18	81.98	85.0	100	97.32	65.98	100
Other Ed Barrier	78.26	47.83	100	100	92.0	72.33	6.45

Performance gaps by demographics of CTE District 45 high schools:

	1S1	1S2	2S1	3S1	4S1	5S1	6S1
AUL	68.95	77.48	89.32	92.83	92.08	87.90	28.30
Charlestown	71.79	84.62	58.82	100	90.70	41.94	32.02
Clarksville	-	-	-	-	-	-	14.55
Corydon	83.33	83.33	100	100	60.0	-	25.97
Crawford	89.47	89.47	-	95.0	94.74	42.86	38.94
Eastern	91.67	83.33	-	100	100	30.0	44.64
Floyd Central	96.88	96.88	-	100	96.67	54.0	23.25
Henryville	100	100	-	100	100	-	-
Jeffersonville	83.74	92.68	68.42	99.19	94.57	55.06	31.43
Lanesville	80.0	100	-	100	100	-	45.0
New Albany	95.0	90.0	66.67	100	100	58.33	26.88
New Washing	50.0	50.0	-	100	50.0	-	36.54
North Harrison	100	85.71	-	100	100	33.33	47.32

Prosser	67.19	79.56	98.07	100	92.83	84.40	12.44
Salem	-	-	-	-	-	-	32.18
Scottsburg	73.68	89.47	-	100	88.24	64.29	29.25
Silver Creek	93.94	100	-	100	100	60.61	43.81
South Central	-	-	-	-	-	-	22.22
William Borden	-	-	-	-	-	-	11.76

Performance gaps comparing State Ave to CTE District 45 and Prosser

Indicator	State Ave	CTE District 45	Prosser
1S1 68.95	78.65	79.84	67.19
1S2 77.48	88.15	86.5	79.56
2S1 89.32	86.75	83.83	98.07
3S1 92.83	99.70	99.90	100
4S1 92.08	89.10	95.51	92.83
5S1 87.90	79.86	71.55	84.40
6S1 28.30	30.07	27.03	12.44

Prosser administration, faculty, and staff will continue and/or implement programs and strategies to increase the students' graduation rate and to increase the level of performance on all core indicators.

- Effectively engage in practices vital to a Professional Learning Community.
- Strengthen integration of Indiana Academic Math and English standards within the Career and Technical programs and Indiana's Common Core Standards.
- Facilitate preparation for Accuplacer tests.
- Review with new Prosser teachers Indiana's graduation requirements and review with them the components of a student's high school transcript.
- Maintain active communication and collaboration with students' home schools.
- Complete and share information with teachers and parents about the percentage of graduates who enter college and must take remedial courses.
- Invite employers to discuss with teachers and parents the qualifications of high school graduates applying for jobs, both in terms of academic skills and technical competence.

- Develop a Work and Learn Program to elevate students' career awareness and preparation.
- Increase students' work-based learning experiences, including but not limited to:
  - **Job Shadowing -** All first-year students are expected to participate in a job shadowing experience. During the 2019-2020 school year, 80% of all first-year students participated and completed the experience. Teachers and administrators anticipate continued growth of the number of students who complete the job shadowing experience and have identified strategies to support student participation.

  - **Micro Internship -** During the 2019-2020 school year, 90% second-year students in Drafting, Automotive Technology, Construction Trades, Heavy Equipment, Landscape Management, Precision Machining, Electrical Technology, Automotive Collision Repair, and Welding participated in a business externship. The micro internship provided a platform for each student to further develop and hone at a local participating business the skills and knowledge they had learned at Prosser. During the first semester of 2019-2020, students in these programs participated in a week long, 15-hour business externship. The micro internship provided students with actual hands-on work directly related to their program of study.

  - **Internship -** The extended lab experience expands students' familiarity of a specific career area and allows them to gain valuable knowledge of the expectations within that field. Students in all programs do not participate in an extended lab experience. During the 2019-2020 school year, 159 students in 5 different programs participated in an internship experience. In addition to the students participating in an extended lab experience more than 70 students enrolled in the second-year program of Health Sciences participate at a local long-term care facility in a 75-hour clinical experience as part of their training to earn their Certified Nursing Assistant certificate. These students also participated in an internship experience in a local hospital, medical office, or other health sciences related facility.

  - **Mock Interview -** For the past five years, Prosser has annually hosted a mock interview event each school year. In 2020, over 50 human resource personnel from the local business and industry community participated and conducted a mock interview with each senior from each Prosser program. Students prepared for the interview by creating a genuine resume and creating a portfolio. Each interview resembles a real interview as closely as possible, and the students receive valuable experience as a job candidate and learn what is expected in all aspects of the interview process. Following the interview, the professional interviewer provides the student constructive feedback to improve his/her self-presentation skills.

STUDENT ASSESSMENTS, STUDENT SURVEYS, TEACHER SURVEYS

Prosser will share with community stakeholders and with Southern Indiana participants' relevant data. In addition, faculty utilizes the data to identify needs for continued improvement and to celebrate success for achieved goals.

Prosser teachers, students, Advisory Committee members as well as parents and other valued community members took part in a comprehensive needs assessment (CLNA), and surveys linked to the Youth Institute. Data from this information will be utilized to formulate plans and set focused goals to support school initiatives such as Work-Based Learning, PBIS and Prosser as a PLC.

CAREER TECHNICAL REVIEW

During the 2019-2020 school year Prosser was involved in a Comprehensive Local Needs Assessment (CLNA) discussion. The purpose of this process was to fulfill new federal Perkins legislation that required every CTE District around the country to conduct these meetings and data collections. The legislation requires representatives of each of the following groups: Employers, Parents, Students, Teachers, Counselors, Secondary Administrators, Support Personnel, Paraprofessionals, Post-Secondary Administrators and Faculty, Workforce Board Representatives, Special Populations Reps, Out of School Youth Reps, Homeless Youth Reps, and At-Risk Youth Representation. Data from surveys and discussions have helped to guide planning and focus for the upcoming school year.

The building Principal has participated in the Indiana Principals Leadership Institute during the school year 2018-2019 and 2019-2020, sponsored by the Indiana Department of Education/Indiana State University. As part of this program, she was able to develop a plan to support the PBIS (Positive Behavior Interventions and Supports) initiative at Prosser. With the support of two teachers (Literacy Coach and Business Teacher), data was collected from the CLNA and the Youth Institute surveys that will help drive the focus of student interventions thus supporting Prosser as a PLC by supporting the 3 principles and 4 guiding questions. During the 2020-2021 school year, the building Principal will continue with the IPLI Extended program to continue to enhance Prosser as a PLC and to remain intentional with the PBIS school initiative.

DUAL COLLEGE CREDITS - 2021-2022

Students may earn dual high school/college credits with Ivy Tech Community College (IT) or with Vincennes University (VU) if enrolled in any of the following programs. The chart on the following page illustrates the number of credits available in each of the programs in each of the three school years. In addition, the chart illustrates the number of students who earned dual credits in each program and illustrates the total number of dual credits earned.

A thorough review of the *Dual Credits Earned 2021-2022* chart, which is the following page, illustrates the growth or reduction in the number of dual credits earned in each program for the past three years. Additional dual credit courses may be added or deleted because of several factors. For example, a decline in student enrollment in a specific program may adversely affect the number of credits earned. In addition, VU and Ivy Tech annually identify the specific dual credit courses. The increase or decrease of one year in a specific program may have been simply because the university did not identify the same dual credit courses as the previous year.

A comparison summary of the past two years includes:
- The total number of dual credits increased by 2,166 from last year for a total of 12, 262.
- Students in Health Careers earned 330 more dual credits than last year.
- Strategic Marketing students earned 350 more dual credits than last year.
- Automation & Robotics became an independent program and earned 333 dual credits.
- Heavy Equipment began earning dual credit with Ivy Tech this year and earned 291.
- Students in Electrical earned 378 more dual credits in 2021 than in 2020.
- Two programs continue to offer no dual credits: Interactive Media, and Pre-pharmacy.
- Nineteen programs increased the number of dual credits. Some of this happened with enrollment in certain program and some due to and increased number of dual credit opportunities with a program area.
- Prosser also piloted 2 programs for NLPS with the a.m. class in Health Careers & Landscaping. This change added several dual credits to each program areas.

PROSSER CAREER EDUCATION CENTER

2021-2022 Technical Honors Diploma Pathways

CTE Program	Credit Granting College	First-Year Course	Dual Credits	Second-Year Courses	Dual Credits	Total Dual Credits	*State Recognized Certifications for THD
Aircraft Operations/Flight	VU*	AMNT 100(2), AFLT 210, 291 (3@)/AFLT 100(4), 285, 258	18	AFLT 102 (1)	1	19	
Architectural Drafting	IVT CT	DESN 101, 113	6	DESN 104,105, 195,220	12	18	Certified Solidworks Assoc. Cert.
Automation & Robotics	IVT CT	ADMF 101,102,112,122 INDT 113	15	info not yet available		15	NCCER (1)
Automotive Collision	VU*	AUTO 105(2), BODY 100(3), 100L(4), 280(2), WELD 185(2)	13	BODY 150(3), 150L(4), 290 (2)	9	22	iCAR Auto Collision I Cert
Automotive Tech*	VU	AUTO 105(2), 110(3) 110L(1), 120(5), 120L(1)	12	AUTO 130(4), 130L(1), 160(3), 160L(1)	9	21	Toyota & Lexus Maintenance Level Techni
Computer Prog.	IVT*	SDEV 120,153,INFM 109, DBMS 110/SDEV 140	15	SDEV 140, INFM 109,DBMS 110	9	12	
Construction Heavy Equip.	IVT Noblesville	BCTI 100, 120, BCTI 121	9	BCTI 100, 120, 121	9	9	NCCER Certifications (3)
Construction Trades	IVT Inoblesville	BCTI 100 & 101 (3@)	6	BCTI 102 (3)	3	9	NCCER Certifications (3)
Cosmetology	VU*	COSM 100(7),150(7)	14	COSM 200(7),250(7)	14	28	IN State Bd. Of Cosmetology license
Criminal Justice*	VU	LAWE 100(3), 101(3),150(3)	9	LAWE 145(3), 215(3)	6	15	
Culinary Arts	VU	CULN 110 (5), REST 100 (3)	8	REST 120, 155 (3cr@)	6	14	ProStart Certification
Dental Careers	IVT	HLHS 101/HLHS 104	3.5	/HLHS 105	3	6.5	NELDA, LRC
Diesel Service	VU	DESL 130(3), 130L(3)	6	110 (3),110L (1)	4	10	
Electrical Tech	IVT CT	INDT 113, 104, ADMF 101,102	12	INDT 103, 205, 125, 204	12	24	Manuf Skills Stand Cert (MSSC), NCCER
EMT ** (seniors only)	IVT	PARM 102 (7.5)	7.5	NA		7.5	
Entrepreneurship	IVT* CT	ENTR 100(5),200(5), 215(6)	16	MKTG 230,ENTR 205, 201/ 210,250 (all 3)	15	31	
Fire and Rescue	IVT Bloomington CT	HSPS 122/102, 106, 165,167 (3 cr@)	15			15	Firefighter 1 Certification
Health Science Ed NLPS	IVT* CT	HLHS 100,101,107, 113/HLHS 104(.5)	12.5	HLHS 105, 107, 113, APHY 101, ENG111,PSYC 101, IVYT 112,	23	36.5	CNA Certification
Landscaping NLPS	VU	HORT 105(3)/AGRI 101 (3)	6	HORT 205(3)/HORT 255(3)	6	12	
HVAC	IVT	HVAC100, 101, 103, INDT 113	9	HVAC 107, 202, 208, 211, INDT 113	15	24	
Networking	IVT*	INFM 109, ITSP 132(2),134(2)/NETI 109/119,	13	SDEV 120 , CSIA 105	6	19	A+ Certification, CCNA, Security +
Precision Machine*	VU	CMET 140(3)/CMET 185(3), CMET 215(3)	9	CPNS 101, CPNS 102 (3 cr@)	6	15	
Pre Pharmacy**	n/a	PMTD 105(2), 110(2), 110L(1)	5	PMTD 120 (6), PMTD 115(2)	8	13	Pharmacy Tech Certification
Welding Tech	IVT CT	WELD 100, 108,206	9	WELD 109, 207, 208, 272, 273	15	24	AWS Certifications

** one-year course   *VU Early College

*Indicates Accuplacer testing required for dual credits

NEW DUAL CREDITS THIS YEAR. This year only/transition year.

Please discuss these options with your THD candidates & Valerie Prince.   These are *potential* dual credits & certifications.   Not all will be earned by all students.

VU=Vincennes University

IVT=IVT Tech Community College Sellersburg

CT - Technical Certficiate is possible

These are prior learning college credits.

*There are numerous other certifications awarded but they are not THD eligible.

Our Data: PRIDE Certificate Recipients
2019: 58
vs.
2020: 191
2021:

Our Discoveries
- Increased teacher moral
- Increased PRIDE Certificate recipients

Where We Are Heading Next
- Continue to utilize current strategies
- Implement new strategies (office vs class managed behaviors and teacher/student strategies)
- Increase teacher recognition

CERTIFICATIONS - 2020-2021

Students in various programs earn program-specific licenses and/or certifications, ensuring career readiness. In 2018-2019, students earned 1191 program-specific certifications, 214 less than in the previous year.

A thorough review of the *Earned Certifications 2018-2019* chart, which is the following page, Illustrates the growth or reduction in the number of certificates earned in each program for the past three years. Program certifications may be added or deleted because of several factors. For example, a decline in student enrollment in a specific program may adversely affect the number of certifications earned. In addition, a program's change in curriculum may lead to fewer or more program-specific certifications.

A comparison summary of the past three years follows:
- From the end of 2018 to the end of 2019, the total number of earned certifications decreased by 214.
- Students in 7 classes earned more certifications from 2018-2019.
- Students in 11 programs earned fewer certifications from 2018-2019.
- Criminal Justice continued to add certifications with 4 more students earning program-specific certifications in 2019 than in 2018.
- Culinary Arts students earned 14 fewer program-specific certifications in 2019 than in 2018.
- Health Science students earned 50 fewer program-specific certifications in 2019 than in 2018.
- Networking earned 101 fewer certifications in 2019.
- Welding students earned 26 fewer program-specific certifications in 2019 than in 2018.

The succeeding attachment, *Earned Certifications 2018-20219*, illustrates the number of program-specific certifications students may earn in each program during the 2018-2019 school year. (The certification data from 2019-2020 has not been completed as of the date of this report.)

EARNED CERTIFICATIONS 2018-19

PROGRAM	2015-16 1ST YR. CERT.	2015-16 2ND YR. CERT.	Earned	+/-	2016-2017 1ST YR. CERT.	2016-2017 2ND YR. CERT.	Earned	+/-	2017-2018 1ST YR. CERT.	2017-2018 2ND YR. CERT.	Earned	+/-	2018-2019 1ST YR. CERT.	2018-2019 2ND YR. CERT.	Earned	+/-
Aircraft Op.			0				0	N/C	(42)	(14)	0	N/C			0	N/C
Architecture Drafting	(25)		0			Solidworks-6 (13)	6	+6	(7)					Solidworks-9 (10)	9	+9
Auto Coll.	(17)		48			6H-16 (18)	16	-32	6H-9, HAPE01E-13, HWD01E-12, IMT01E-14, IMV00E-12, IPS00E-14, IRC01E-11, IRP00E-14, IRT00E-13, ISS00E-12, ITM01E-7, ITM02E-1, IVT01E-11, IVT02E-10, REF01E-11, REF02E-10, REP02E-1 (18)	EXT03E-7, EXT04E-3, HAP01E-2, HWD01E-2, ICM00E-6, IMT01E-9, IMT02E-9, IMV00E-8, IPS00E-11, IRP00E-11, IRT01E-11, ITM01E-5, IVT01E-11, IVT02E-8, LSC04E-1, REF01E-2, TRM02E-8 (12)	289	+273	GE010E01-27, IMT01E-27, IMT02E-27, IMV00E-29, IPS00E-29, IRP00E-28, IRT00E-29, ISS00E-27, IVT01E-29, IVT02E-28, TRM02E-28, TRM03E-27, LSC04E-27 (44)	LSC04E-1, EXT03E-4, EXT04E-2, GE010E501-3, HAP01E-4, HWD01E-4, ICM00E-3, IMT01E-3, IMT02E-5, IMV00E-5, IPS00E-6, IRC01E-7, IRC02E-7, IRP00E-5, IRT00E-6, ITM01E-2, IVT01E-5, IVT02E-5, REF01E-6, REF02E-4, TRM02E-4 (7)	452	+163
Auto Tech	Valvoline-52 (58)		66			ASE-3 (35)	60	-6	ASE-3, Valvoline-15 (37)	ASE-6 (30)	24	-36	Valvoline-44 (47)	ASE-6, Valvoline-7 (36)	57	+33
Computer Programming	MTA Operating Systems-1 (9)		14			MTA Operating Systems-1, MTA Software Dev.-1 (28)	3	-11	(17)	(27)	0	-3		(18)	0	N/C
Construction: Heavy Equip.	NCCER Construction Safety-10, NCCER Core-11, NCCER Intro to Craft Skills-10, NCCER HEO Level 1-11, NCCER HEO Level 2-11 (11)		26			HEO: Tractors-14 (14)	67	+39	NCCER Core- 15, NCCER HEO Level 1-15, NCCER HEO Level 2-15, NCCER HEO Forklifts-15, NCCER HEO Loaders-15, NCCER HEO On-Road Dump Truck, NCCER HEO Scrapers-15, NCCER HEO Skid Steers-15, NCCER HEO Utility Tractors-15 (15)	NCCER CORE-10 (10)	144	+105	(16)	(12)	0	-144
Construction Technology	(37)		0			(8)	0	N/C	NCCER Core-20 (20)	NCCER Core-26 (26)	46	+46	NCCER Core-19 (19)	NCCER Core-8 (9)	27	-19
Cosmetology	(75)		18			Cosmo. License-19 (37)	19	+1	(41)	Cosmo. License-19(42)	19	N/C	Cosmo. License-16 (33)	Cosmo. License-16 (33)	16	-3
Criminal Justice	(51)		57			CPR-34, First Aid 34 (35)	68	+11	(54)	CPR-34, First Aid-34 (15)	68	N/C	CPR-36, First Aid-36 (37)	CPR-36, First Aid-36 (37)	72	+4
Culinary Arts	ServSafe-1 (15)	ProStart Foundations 1-0 (79)	22			Serv-Safe-1, ProStart Foundations 2-9 (53)	4	-18	ProStart Foundations-20 (59)	ProStart Foundations- 7, Serv-Safe-25 (33)	52	+48	ProStart Foundations Level 1-7 (46)	ProStart Foundations Level 2-6, Serv-Safe 25(37)	38	-14
Dental Careers	(26)		7			(22)	0	-7	CPR-30 (31)		30	+30		Dental Radiographer-4 (21)	4	+4
Diesel						(22)	0		(30)	ASE-3 (22)	3	+3				
Electrical	CPR-29, First Aid- 29, NCCER Core-29 NCCER Core Level 1-29 (29)		43		NCCER-Intro to Craft-15, NCCER-Electrical Level 1-15, OSHA 10-15 (15)		161	+118	NCCER-Construction Site Safety-33, NCCER-Core Curriculum-33, NCCER- Electrical Level 1- 33, NCCER-Intro to Craft-33 (33)	NCCER-Electrical Level 2-25 (25)	157	+39	NCCER- Construction Site Safety-34, NCCER- Core Curriculum-34, NCCER- Electrical Level 1-34, NCCER-Intro to Craft-34 (35)	NCCER-Electrical Level 2-28 (28)	164	+7
EMT			19			EMT-1 (17)	1	-18	(16)		0	-1	(17)		0	N/C
Entrepreneur	(12)		2			(12)	0	-2	(17)		0	N/C			0	N/C
Fire & Rescue	CPR-10, First Aid-2, FFI-16, HM-A-13, HM-O-12, Mandatory FF-12, Technical Rescue Awareness (TRA)-12 (19)		86				77	-9	FFI-7, HM-A-1, HM-O-1, Mandatory FF-1, Technical Rescue Awareness-1 (25)		11	-66	FFI-18, HM-A-18, HM-O-18, Mandatory FF-18, Technical Rescue Awareness-18 (25)		90	+79
Health Sc.	CPR-108, First Aid-110 (110)		327			C.N.A.-67 (75)	285	-42	CPR-112, First Aid-47 (112)	C.N.A.-86 (93)	220	-65	CPR-98 (98)	C.N.A.-72 (81)	170	-50
Horticulture			0			(10)	0	N/C	(15)	(8)	0	N/C		(9)	0	N/C
HVAC	R-410A-6, Preventive Maint.-3, EPA 608 Type I-9, EPA 608 Type II-11, EPA 608 Universal-11 (23)		78			Preventative Maint.-1, EPA 608 Type I-2, EPA 608 Universal-3 (9)	47	-31	EPA 609-2, R410-A-2, Gastite-18, Tracpipe-23, EPA 608 Type I-9, EPA 608 Type II-12, EPA 608 Type III-2, EPA 608 Universal-10 (24)	EPA 608 Type I-3, EPA 608 Universal-4, Gastite-14, Tracpipe-16 (16)	119	+72	EPA 608 Type I-4, EPA 608 Universal-7, EPA 609-1 (20)	EPA 608 Type I-2, EPA 608 Type II-2, EPA 608 Universal-3 (11)	28	-91
Interactive Media	ICS3-6, MOS-15 (21)		5				21	+16	IC3 Computing Fund.-10, ICS: Key App.-4, MOS Excel-1, MOS Powerpoint-3, MOS Word-4 (20)		22	+1	(16)		0	-22
Networking	A+-3, MOS Word-1, MTA Networking-10, MTA-Operating Systems-12,		12			MTA-Cloud-1, MTA-Networking-14, MTA Operating Systems-9, MTA Security-3,	62	+50	A+-8, MTA Cloud-3, MTA Mobility-6, MTA Networking-28, MTA Operating Systems-9, MTA Security-3,	A+-1, MOS-Powerpoint-2, MTA Cloud-3, MTA Intro-1, MTA Mobility-4, MTA Networking-7	109	+47		A+-1, CCENT-3, CCNA-2 (28)	8	-101

	Pharmacy	Precision Machine	Welding	TOTAL
	15	1	105	951
	MTA Security-5, MTA-Server-1 (38)	(20)	SMAW-6 (30)	
	Pharmacy Tech-6 (7)	NIMS-7 (7)	FCAW-13, GMAW-13, GTAW-13, SMAW-13 (14)	47 Certifications
	6	7	58	968
	-9 Pharmacy Tech-2 (7)	+6 (11)	-47 SMAW-1 (17)	+17
	MTA Security-12, MTA Server-5 (43)	NIMS-14 (14)	FCAW-18, GMAW-19, GTAW-19, SMAW-19 (19)	71 Certifications
	2	14	76	1405
	-4 (5)	+7 (15)	+18 GTAW-2, SMAW-9 (40)	+437
	Operating-6, MTA Security-4, MTA Server-3 (20)	NIMS-6 (6)	FCAW-7, GTAW-1, SENSE-12, SMAW-19 (31)	60 Certifications
	0	6	50	1191
	-2	-8	-26	-214

MTA-Server-3 (22)

Key: **Solidworks-8** (12)
8 certifications earned out
of 12 students in class

2/26/20 ta

HIGH SCHOOL DIPLOMAS and GRADUATION RATE

The Indiana State Board of Education adopts course and credit requirements for earning a high school diploma. The newest set of requirements went into effect for students who entered high school in the fall of 2012 (Class of 2016). Under these requirements, students have the option of earning one of these four diploma types: General, Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors.

The Indiana General Assembly made completion of Core 40 a graduation requirement for all students beginning with those who entered high school in the fall of 2007. The legislation includes an opt-out provision for parents who determine their students could receive a greater benefit from the General Diploma. The legislation also made Core 40 a minimum college admission requirement for the state's public four-year universities beginning in the fall of 2011.

Students who attend Prosser Career Education Center are eligible to earn any of the Indiana recognized high school diplomas. For each semester, students earn three credits for the Prosser course they successfully complete. Students who attend Prosser for two years and successfully complete each semester will earn 12 credits of the credits required to earn any diploma.

Students who attend the sending schools within Prosser's region are not typically eligible to earn the Core 40 with Technical Honors unless they enroll at Prosser. Prosser's administration and student services personnel communicate regularly with the sending school counselors regarding eligible students. At the beginning of each school year, Prosser's counselor, Ms. Valerie Prince, receives from each sending school the names of Prosser students who are eligible for the Technical Honors diploma. She meets with each of these students during the first semester and during the second semester to assist them to remain eligible for the Core 40 with Technical Honors diploma.

The number of Prosser Technical Honors diploma (THD) candidates have grown since 2015. The rise in THD students demonstrates that the students who attend Prosser are academically motivated to achieve.

2015	150 candidates
2016	194 candidates
2017	161 candidates
2018	214 candidates
2019	209 candidates
2020	207 candidates
2021	212 candidates

The 2021 graduation rate was slightly Higher than the preceding years. At 92.46% we did not meet the Local AUL as well as the State AUL of 95%. Prosser's student graduation rate is an area we will continue to grow in.

2015	93.8%
2016	95.51%
2017	91.19%
2018	92.08%
2019	92.08%
2020	88.64%
2021	92.46%

Local data supports state and national research that consistently illustrates that students involved in high-quality career and technical education programming graduate from high school at a higher rate than students not involved in CTE programming. With a focus on curriculum that leads to dual college credits and industry certifications, Prosser students experience rigor and relevance within each program's curriculum.

The following chart illustrates the past years' graduation rate of each of the high schools whose students attend Prosser. Prosser's high graduation rate has a positive impact on each school's individual graduation percentage.

	2021	2020	2019	2018	2017
Austin	**%	84.7%	%	75.00%	81.44%
Borden	**%	91.9%	93.62%	97.96%	93.33%
Charlestown	**%	97.5%	%	93.05%	97.79%
Christian Academy	**%	100%	91.55%	98.18%	100%
Clarksville	**%	90.9%	96.74%	99.08%	98.82%
Corydon Central	**%	94.5%	92.68%	93.22%	94.83%
Crawford County	**%	84.4%	77.67%	91.74%	88.18%
Eastern	**%	81.0%	85.34%	91.51%	92.63%
Floyd Central	**%	95.2%	95.59%	97.60%	95.98%
Henryville	**%	89.5%	87.50%	91.67%	90.59%
Jeffersonville	**%	97.0%	94.33%	96.33%	87.78%
Lanesville	**%	93.1%	95.16%	93.85%	98.51%
New Albany	**%	88.6%	91.69%	88.45%	91.67%
New Washington	**%	96.0%	92.75%	86.00%	100%
North Harrison	**%	99.2%	90.81%	87.24%	99.35%
Providence	**%	100%	100%	100.00%	100.00%
Rock Creek Academy	**%	100%	96.97%	100.00%	97.44%
Salem	**%	96.9%	92.97%	88.49%	87.25%
Scottsburg	**%	85.6%	85.53%	88.89%	84.49%
Silver Creek	**%	96.2%	94.57%	93.61%	89.75%
South Central	**%	96.7%	90.91%	95.83%	95.56%

** Not available due COVID

Each Indiana high school annually reports to the IDOE graduation statistics. The following chart demonstrates the percentage of the types of diplomas Indiana students earned in 2020 and the average percentage of the types of diplomas reported by all of Prosser's 21 sending schools.

	General Diploma	Core40	Honors Diploma
Indiana, 2021	%	%	%
Indiana, 2020	11.3%	49.8%	38.9%
Prosser's 21 Sending Schools, 2020	9.2%	49.7%	41.1%

Students who earn a high school diploma have a valuable lifetime credential. Prosser anticipates that collaboration with sending school personnel and more focused communication with students and parents will maintain or increase the number of students who graduate and who earn the Core 40 or an Honors Diploma, specifically the Technical Honors Diploma.

Prosser SEL Social Emotional Survey: 9-12 Student Survey
Total Participants
1,201

School	2020	2019
Prosser	558	643

Prosser SEL Social Emotional Survey: 9-12 Staff Survey
Total Participants
60

School	2021	2020	2019
Prosser	28	37	23

SEL Survey Information:
https://datastudio.google.com/u/0/reporting/90bfe95e-0678-41fb-bdfc-4f0bdabcff4f/page/kTfHB

Prosser P.R.I.D.E.

Prosser Career Education Center

Principal: Nancy Campbell

IPLI Team: Elizabeth Adams & Matthew Hyde

Committee Members:

Nancy Campbell

Valerie Prince

Elizabeth Adams

Matthew Hyde

Eddie Bobbit

Matt Mayfield

Amy Doyle

Carrie LaPlant

Background Leading to this Inquiry
- Previous culture
- State initiated PRIDE Certificate for employability skills
- Increase teacher morale
- Increase student college and career ready skills

Purpose of This Inquiry
- Therefore, the purpose of our action inquiry was to determine if the implementation of PRIDE school wide would improve school culture and increase positive student behavior.

Our Wondering
- With this purpose, we wondered what specific strategies could we implement school wide that would bring about our desired outcomes.

Our Actions
- Pink Sheets
- Signage
- PRIDE Student Highlights
- PRIDE Lessons and Refreshers
- PRIDE Student and Teacher Incentives
- PRIDE Quotes
- Student PRIDE goals for ea. 9 weeks
- Guest Speakers (Jon Burt)
- Jr & Sr Mock Interview Days, Options Day, IN National Guard Career Fair
- Lunch & Learns
- Reflection of PRIDE successes during collaboration meetings
- Social media initiatives (#ProsserPride, #SeeUsNow, etc.)
- Community Partners Participation

Our Focus
- Interventions: Pink Sheets
- PRIDE Lessons and Refreshers
- PRIDE Student and Teacher Incentives

Data Collection
- SEL Survey (Staff)
- SEL Survey (Students)
- PRIDE Certificate 2019 vs 2020 recipients

ACTION PLANS AND PROFESSIONAL DEVELOPMENT

Action Plan Goal #1

Prosser Career Education students will attain or exceed the **4S1/Graduation (NCLB) Core Indicator** at the Local Agreed-Upon Level.

Research-Based Strategies to Reach Action Plan Goal #1
1. Effectively engage in practices vital to a Professional Learning Community
2. Effectively implement and maintain the key practices for improvement in student achievement, including student interventions.
3. Continue *Teacher Leaders* training program to support a professional educator culture
4. Continue teacher training sessions and Lunch & Learns - PD
5. Annual review with all teachers Indiana's graduation and Pathway requirements; review of components of student's high school transcript
6. Counsel students and parents the importance of earning a high school diploma
7. Maintain active communication and collaboration with students' home schools
8. Invite employers to discuss with teachers and parents the qualifications of high school graduates applying for jobs, both in terms of academic skills and technical competence
9. Utilize the students' use of non-instructional time.
    a. Prosser's College and Career Readiness Coordinator and math teacher will be available to assist students before school, between the two instructional sessions, and at the end of the instructional day
10. Increase daily student attendance, as outlined in the ATTENDANCE segment of the School Improvement Plan.
11. Increase student participation in work-based learning experiences, including
    a. Students' participation in job shadowing experience
    b. Students' participation in externship experiences
    c. Students' participation in extended lab/internship experiences
    d. Students' participation in mock interviews
12. Expand partnership with Vincennes University to effectively inaugurate Early College.
13. Increase student awareness and student sense of value of PRIDE Work Ethic Certificate.
14. Schedule non-traditional (gender-related) students enrolled in specific courses to act as student tour guides and as student speakers (i.e. female serve as tour guide in auto tech or auto collision program; male serve as tour guide for cosmetology, etc.)
15. Highlight in publications programs that have been identified as non-traditional.
16. Highlight students in non-traditional programs on Prosser website and on social media.
17. Highlight at Prosser's annual Open House non-traditional students in non-traditional programs.
18. Student Services will conduct or facilitate non-traditional activity or program each semester, involving business partners and other community members.
19. Highlight at Prosser's annual Open House job opportunities for students in Non-traditional career areas as well as scholarship opportunities for postsecondary education and training

Strategies for Unique Populations
1. All strategies listed above apply to our unique population groups, including students enrolled in non-traditional programs based on gender.
2. Ensure our corporation ENL resource person will be available to support our ENL population.

3. With assistance from paraprofessionals within our building, the Assistant Principal monitors the progress of students who have IEP's.
4. Increase reviews with Prosser's instructors and with paraprofessionals students' IEP's, identifying adaptations and modifications.
5. Mrs. Campbell or designee attends case conferences of special education students.
6. Host annual meetings with special needs' facilitators and teachers of record in order to review appropriate program placement and pertinent information regarding assisting the success of students with student needs.

Corresponding Professional Development Activities
1. Teachers will participate in professional development activities that focus on Prosser's becoming a Professional Learning Community.
2. Teachers will participate in professional development activities that focus on improvement in student achievement
3. During professional development activities, teachers will be informed of effective instructional strategies to increase student performance, including effective literacy strategies
4. Prosser's math teacher and College and Career Readiness Counselor will collaborate with all program teachers to identify academic standards that are integrated within the curriculum.

Timeline
All strategies will be continued throughout the 2019-2020 school year and will continue through the first semester of 2020-2021.

Resources
- Staff trained and knowledgeable
- Professional development monies
- Learning space dedicated to computer use and classroom instruction
- Time dedicated for staff professional development training

How will this Professional Development, when implemented, result in increased teacher effectiveness leading to higher student achievement?

As teacher knowledge and skills increase, curriculum planning, instructional preparation, and lesson planning will contain more academic emphasis. Faculty will learn more about curriculum planning, standards integration, and rigorous curriculum design. Teachers will update program pacing guides and will annually update quarterly assessments/common formative assessments.

Required student coursework containing applied academics and remediation activities will produce higher student learning and achievement. Teacher expectations of students will rise; therefore, student achievement and skills will also rise.

Action Plan Goal #2

Prosser Career Education students will attain the 2*S1 Technical Skills Attainment Core Indicator* at the Local Agreed-Upon Level.

Research-Based Strategies to Reach Action Plan Goal #2
1. Effectively engage in practices vital to a Professional Learning Community.
2. Effectively implement and maintain the key practices for improvement in student achievement.
3. Align program standards with dual credit standards.
4. Strengthen integration of Indiana's Common Core Standards within the Career and Technical programs.
5. Continue *New-to-Prosser* teacher training program for first & second-year teachers.
6. Continue *Teacher Leaders* training program to support a professional educator culture.
7. Continue teacher training sessions – PD.
8. Maintain active communication and collaboration with students' home schools.
9. Utilize the students' use of non-instructional time.
10. Increase and actively acknowledge daily student attendance.
11. Implement strategy to effectively gather and record accurate technical skill attainment information.
12. Faculty and staff will facilitate students' work-based learning experiences, including
    a. Students' participation in job shadowing experience
    b. Students' participation in externship experiences
    c. Students' participation in extended lab experiences
    d. Students' participation in mock interviews
13. Schedule non-traditional (gender-related) students enrolled in specific courses to act as student tour guides and as student speakers (i.e. female serve as tour guide in auto tech or auto collision program; male serve as tour guide for cosmetology, etc.)
14. Highlight in publications programs that have been identified as non-traditional.
15. Highlight students in non-traditional programs at Prosser website and on Facebook/social media.
16. Highlight at Prosser's annual Open House non-traditional students in non-traditional programs
17. Student Services will conduct or facilitate non-traditional activity or program each semester, involving business partners and other community members
18. Highlight at Prosser's annual Open House job opportunities for students in
    a. Non-traditional career areas as well as scholarship opportunities for postsecondary education and training
19. Expand partnership with Vincennes University to effectively inaugurate Early College
20. Continue to grow dual credit programs offered at Prosser via Ivy Tech.

Strategies for Unique Populations
1. All strategies listed above apply to our unique population groups, including students enrolled in non-traditional programs based on gender.
2. Our corporation ENL resource person will be available to support our ENL population.
3. With assistance from paraprofessionals within our building, the Assistant Principal monitors the progress of students who have IEP's.
4. The Assistant Principal reviews with Prosser's instructors and with paraprofessionals students' IEP's, identifying adaptations and modifications.
5. Mrs. Campbell or designee attends case conferences of special education students.

6. Host annual meetings with special needs' facilitators and teachers of record in order to review appropriate program placement and pertinent information regarding assisting the success of students with student needs.

Corresponding Professional Development Activities
1. Teachers will participate in professional development activities that focus on Prosser's being a Professional Learning Community.
2. Teachers will participate in professional development activities that focus on improvement in student achievement which includes interventions.
3. During professional development activities, teachers will be informed of effective teaching strategies to increase student performance.
4. Prosser's math teacher and Career and College Readiness Counselor with all program teachers will collaboratively identify academic standards that are integrated within the curriculum.
5. Review data in regards to CLNA and Youth Institute surveys.
6. Share with teachers the results of surveys.

Timeline
All strategies will be continued throughout the 2019-2020 school year and will continue through the first semester of 2020-2021.

Resources
- Staff trained and knowledgeable
- Professional development monies
- Learning space dedicated to computer use and classroom instruction
- Time dedicated for staff professional development training

How will this Professional Development, when implemented, result in increased teacher effectiveness leading to higher student achievement?

As teacher knowledge and skills increase, curriculum planning, instructional preparation, and lesson planning will contain more academic emphasis. Teachers will learn and implement effective strategies related to curriculum planning, standards integration, and rigorous curriculum design. Teachers will update program pacing guides and will annually update quarterly assessments/common formative assessments.

Required student coursework containing applied academics and remediation activities will produce higher student learning and achievement. Teacher expectations of students will rise; therefore, student achievement and skills will also rise.

Students must be successful academically. Interventions that are implemented throughout a student's high school career will lead to the accomplishment of the goal of having students graduate from high school. The PBIS initiative will be important with this process.