

COLLEGE AND CAREER COUNSELING

<u>Outcomes to be achieved by June 30 2014</u>	<u>Proposed activities to reach outcomes</u>	<u>Action steps (Include details on action steps, numbers of teachers or students involved, duration and intensity, etc.)</u>	<u>Responsibilities for accomplishing activities & action steps: (include partners, as needed.)</u>	<u>When will this be accomplished ?</u>	<u>Program implementation indicators</u>	<u>Progress indicators</u>
	Hiring and placement of Career Advisors: <ul style="list-style-type: none"> • 1 for Ft Berthold schools • 1 for other REA districts 	Action steps: <ul style="list-style-type: none"> • Outline of job description • Review of Job description • Posting of positions • Interview and hiring of candidates 	REA Staff: <ul style="list-style-type: none"> • Succeed 2020 Project Director • Succeed 2020 Career Advisor School Districts: <ul style="list-style-type: none"> • New Town Professional Development Coordinator 	October 2013 January 2014	<ul style="list-style-type: none"> • Job description written and positions posted • Interviews held 	<ul style="list-style-type: none"> • 1 Position filled • 2nd Position to be filled in early 2014
Strengthen school district capacity to offer Career Advising	Initial meeting with school counselors and GNWEC Career Advisor &/ or Succeed 2020 Project Director with all 15 schools	Action steps: <ul style="list-style-type: none"> • Set up meeting with counselors • Review each school's Program of Work or their current plan for career curriculum. Establish what each school needs from GNWEC Career Advisors • Create an internal calendar identifying school visits, topic of visit, date and staff person responsible • E-mail back each counselor, a follow-up of the meeting with plan for moving forward. This will serve as a paper audit trail. • Inform other Succeed/GNWEC staff of meeting dates and status so they are informed when they are in each individual school. 	REA staff: <ul style="list-style-type: none"> • Career Advisor • GNWEC staff School Districts: <ul style="list-style-type: none"> • Principals • Counselors • Teachers 	November 2013	<ul style="list-style-type: none"> • Number of counselors met with. • Number of e-mail follow-ups sent • Email messages sent to other GNWEC/Succeed 2020 staff. 	At least 90 percent of counselors were met face to face. Email follow-up with plan moving forward which is considered an informal agreement.

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<p>All 7th graders that have GNWEC Career Advisor support will have created a portfolio in RUPrepareND</p>	<p>*Complete Cluster Finder</p> <p>*Complete at a minimum, one Reflection Journal Entry</p>	<p>Action steps:</p> <ul style="list-style-type: none"> • Set up times to be in classrooms from those schools who have requested or invited the Career Advisor. • Assist in providing possible communication that can go to parents they may be helpful regarding the career curriculum. • Introduce 7th graders to RUPrepare during their designated class session. • Have students set up accounts that have not done so already. • Introduce the Cluster Finder and Journal in RUPrepare and guide students so each can be completed, and encouraged to visit, and revisit. • Request school RUPrepare administrator rights to check student participation rates • Add RUPrepare to the GNWEC Qrtly Counselor agenda to discuss data tracking issues • Completion of Cluster Finder • Completion of on reflection journal entry 	<p><i>REA Staff:</i></p> <ul style="list-style-type: none"> • Succeed 2020 Career Advisor <p><i>School Districts:</i></p> <ul style="list-style-type: none"> • Individual School Counselors 	<p>May 2014</p>	<ul style="list-style-type: none"> • Number of schools participating • Number/percentage of students who participated in classroom intro to RUPrepare (by school) 	<ul style="list-style-type: none"> • Number/percentage of seventh-graders who have used their RUPrepare ND accounts (by school) • Number/percentage of 7th graders who have completed the Cluster Finder and one Reflection Journal Entry • Number/percentage of students who have created portfolio in RUPrepare ND

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<p>8th grade students that have GNWEC Career Advisor support will have completed a career interest inventory, and course of study plan.</p>	<p>8th Grade students complete RUPrimary Interest Profiler and Course Plan Builder.</p>	<p>Action steps:</p> <ul style="list-style-type: none"> • Set up times to be in classrooms from those schools that have requested or invited the Career Advisor. • Assist in providing communication that can go to parents. • Introduce 8th graders to the Interest Profiler during their designated class session. • Have students complete the Interest Profiler in RUPrimary. • Have the students complete the plan of study in RUPrimary. • Request school RUPrimary administrator rights to check student participation rates 	<p><i>REA Staff:</i></p> <ul style="list-style-type: none"> • Succeed 2020 Career Advisor <p><i>School Districts:</i></p> <ul style="list-style-type: none"> • Individual School Counselors or Teachers 	<p>May 2014</p>	<ul style="list-style-type: none"> • Number of schools participating • Number/percentage of students who participated in classroom intro to RUPrimary (by school) • Number of counselors, teachers, Career Advisors that are delivering RUPrimary. 	<ul style="list-style-type: none"> • Number/percentage of 8th grade students who have completed the Interest Profiler (by school) • Number/percentage of 8th grade students who have completed the Course Plan Builder (by school)
<p>10th grade students that have GNWEC support will have an RUPrimaryND portfolio and will have completed a second Interest Inventory and review their Course Plan</p>	<p>Bring 10th graders together for a class period(s) to complete Interest Inventory and review the Course Plan builder</p>	<p>Action steps:</p> <ul style="list-style-type: none"> • Set up times to be in classrooms from those schools that have requested or invited the Career Advisor. • Assist in providing communication that can go to parents. • Introduce 10th grade students to RUPrimary during their class session. • Have students go back into their accounts. 	<p><i>REA Staff:</i></p> <ul style="list-style-type: none"> • Succeed 2020 Project Director and/or • REA Career Advisor <p><i>School Districts:</i></p> <ul style="list-style-type: none"> • School Counselors or Teachers 	<p>May 2014</p>	<ul style="list-style-type: none"> • Number/percentage of students who participate in the classroom. • Number of class sessions offered to 10th graders to revisit Interest Inventory and Course Plan builder/Number of students participating in these classes (by school) • Baseline data on use of RUPrimary by 10th grade students in participating schools 	<ul style="list-style-type: none"> • Number/percentage of 10th grade students with portfolio in RUPrimary (by school) • Number/percentage of 10th grade students who have completed a second interest inventory (by school)

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<p>Builder in RUPReadyND.</p> <p>Scrubs Camp for GNWEC 7th Graders</p>	<p>1day Career Exploration for 200 7th Graders in the Great Northwest Education</p>	<ul style="list-style-type: none"> • Discuss the interest profiler lesson and have the students take the interest profiler. Have the students compare the previous results with the current results. • Offer individual consultative sessions with students to go over results with career advisor or school counselor. • Offer to present to school faculty • Request administrator rights to check student participation rates. <ul style="list-style-type: none"> • Apply for grant • Organize committee 		<p>April 2014</p>	<ul style="list-style-type: none"> • Number of teachers/counselors involved in assisting in classroom sessions. 	

RIGOROUS ACADEMIC AND CTE PREPARATION

<u>Outcomes to be achieved by June 30 2014</u>	<u>Proposed activities to reach outcomes</u>	<u>Action steps (Include details on action steps, numbers of teachers or students involved, duration and intensity, etc.)</u>	<u>Responsibilities for accomplishing activities & action steps: (include partners, as needed.)</u>	<u>When will this be accomplished ?</u>	<u>Program implementation indicators</u>	<u>Progress indicators</u>
<p>Improved instructional capacity in Fort Berthold school districts</p> <p>Students with participating teachers will achieve expected growth from the individual student level, per MAP scores, from fall to spring</p> <p>Teacher participant turnover decreases from 35 to 26 or less</p>	<p>Hire Master Teacher to strengthen the instructional practice of struggling teachers.</p>	<ul style="list-style-type: none"> • Outline of job description written • Review of job description by Fort Berthold administration • Posting of job opening • Interview and hiring of candidate 	<p><i>REA staff:</i></p> <ul style="list-style-type: none"> • Professional Development Coordinator <p><i>School Districts:</i></p> <ul style="list-style-type: none"> • Superintendents • 	<p>August 2013</p>	<ul style="list-style-type: none"> • Job description developed, reviewed, and posted • Qualified Master Teacher hired 	<ul style="list-style-type: none"> • Number/percentage of supported teachers will demonstrate an average of one year's growth from fall baseline to spring MAP test (by school, grade, and subject)
	<p>Set up procedure for teacher selection with respective school districts</p>	<p>Initial meeting with Master Teacher and Administration of Ft. Berthold schools to outline course of action for upcoming school year.</p>	<p><i>REA staff:</i></p> <ul style="list-style-type: none"> • Professional Development Coordinator <p><i>School Districts:</i></p> <ul style="list-style-type: none"> • Superintendents • Master Teacher 	<p>September 2013</p>	<ul style="list-style-type: none"> • Initial meetings held between Master Teacher and Ft. Berthold district administrators • 2 day in-service for all new teachers in New Town and Mandaree. • Emphasis placed on new teacher orientation, mentoring, intensive care unit training, and understanding by design training. 	<ul style="list-style-type: none"> • Teacher turnover rate for supported teachers is reduced by 25% • 25 out of 135 teachers were selected to take part in a 1 graduate credit class on pedagogy.
	<p>Selection of 25 teacher participants</p> <ul style="list-style-type: none"> • Master Teacher 	<p>Initial individual meeting with Master Teacher and each teacher participant</p> <ul style="list-style-type: none"> • Master Teacher provides regular observation and feedback to 25 teachers, no less than quarterly. 	<p><i>REA staff:</i></p> <ul style="list-style-type: none"> • Professional Development Coordinator <p><i>School Districts:</i></p> <ul style="list-style-type: none"> • Master Teacher – 	<p>October 2013</p> <p>June 2014</p>	<ul style="list-style-type: none"> • 25 new teachers have been recruited from grades 7 through 12 (middle school and high school teachers: teachers represented from social studies, English, technology & health, vocational education, special 	<ul style="list-style-type: none"> • Each teacher will design at least 2 UBD units by Fall 2014. • ICU assignment completion will go from 30% to 70% completed by June 2014. • 20 or more teachers will

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By June 2014 Master Teacher will have observed and assisted 25 teachers.	<p>will do written observations of no less than 25 teachers.</p> <ul style="list-style-type: none"> • Observations will be shared orally with individual teachers. • Written observations will be given to individual teachers. 		<p>will be responsible for teacher observations and feedback</p> <ul style="list-style-type: none"> • Principals will encourage the teachers to be active recipients of the Master Teacher plan • Superintendents will provide necessary support to the Master Teacher 		<p>education, business, mathematics, science, physical education and music</p> <ul style="list-style-type: none"> • 25 teachers will participate in initial individual meetings with the Master Teacher • Master Teacher will design and conduct a survey of teacher participation in observation activities. The teacher participant perceptions of the coaching done during the observations and feedback provided by the Master Teacher.. 	<p>report using or applying strategies from Master Teacher activities.</p> <p>Source: Estimate of assignment turned in last year compared to actual percentage of assignments turned in this year.</p>
	Develop and implement teacher action plans	<ul style="list-style-type: none"> • Strategies developed for individual participants to enhance their effectiveness • Master Teacher will construct a survey on preliminary expectations. • Intensive Care Unit (ICU) What is ICU? will be presented to 80 teachers with ICU components in place: grades 7 – 12. What happens after the presentation? <p>Units by design (UBD) will being written by teachers, reviewed by principals, and used to guide the</p>	<p><i>REA staff:</i></p> <ul style="list-style-type: none"> • Professional Development Coordinator • Master Teacher <p><i>School Districts:</i></p> <ul style="list-style-type: none"> • Superintendents • Principals • Teachers 	<p>November 2013</p> <p>Fall 2014</p>	<ul style="list-style-type: none"> • 25 teacher action plans developed with ICU (Intensive Care Unit)and UBD(Units by Design) units to be implemented during the school year. 	<ul style="list-style-type: none"> • Students of participating teachers take the MAP test in the fall for baseline data; same students take spring MAP test to determine progress.

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		curriculum. All New Town teachers are involved in this program (80 teachers).				
		Establish norms: <ul style="list-style-type: none"> • Observations • Confidentiality 	<i>REA Staff:</i> <ul style="list-style-type: none"> • Professional Development Coordinator • Master Teacher 	Throughout the year		
Every District will have introduced Common Core State Standards (CCSS) to Teachers through GNWEC PD or their own identified approach	Needs assessment taken by teachers to identify training needed within individual schools Create a menu of sessions/workshops driven by needs assessment.	<ul style="list-style-type: none"> • Develop assessment. • Administer assessment to 15 districts via Survey Monkey of principals and of teachers identifying grade level , district, and subject level.. • Develop menu offerings based on survey results • Share survey results with districts • Distribute list of menu offerings • Invite districts participation • Schedule per district request; • Master Teacher will encourage Fort Berthold schools and teacher to participate in Common Core training. 	<i>REA Staff:</i> <ul style="list-style-type: none"> • REA Professional Development Coordinator • Master Teacher <i>School District:</i> <ul style="list-style-type: none"> • Administration • Professional Development staff 	October 31, 2013 November 2013 2013-2014 school year	<ul style="list-style-type: none"> • Needs assessment conducted with leader and teachers of 15 districts to determine workshop priorities and content • Menu and protocol of workshop offerings developed based on needs assessment results and presenters identified • Survey constructed and administered; feedback from participants used to inform future PD offerings • Professional Development offered based on survey results. 	<ul style="list-style-type: none"> • Number of workshops offered (by district and topic) • Percentage that participated in and completed workshops (by school, district, grade, and content area) • participating teachers who report using or applying learning from CCSS PD experiences to change instruction via teacher survey midyear and end of year (by school, grade, and subject)based on

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		<ul style="list-style-type: none"> Identify and secure presenters; presentations and topics will be identified from the needs assessment survey results <p>Identify logistics:</p> <ul style="list-style-type: none"> Schedule/dates Location Collect feedback for designing the following years work plan 	<p><i>REA Staff:</i></p> <ul style="list-style-type: none"> Professional Development Coordinator <p><i>School District:</i></p> <ul style="list-style-type: none"> Administration Professional development staff Presenters 			<p>the menu of services offered as a result of the PD survey.</p>
<p>Increased Student Access to Advanced Coursework via ITV from Fort Berthold Community College (FBCC)</p>	<ul style="list-style-type: none"> ITV Lab is established at Fort Berthold Community College (FBCC) FBCC offer dual credit courses to reservation schools College algebra, English Composition, and Speech, and Hidatsa as possibilities Plan for ITV-based professional development in 2014-2015 	<ul style="list-style-type: none"> Equipment need is determined by FBCC tech staff Equipment is bid out Identified point personnel ITV Coordinator to be responsible Schedule worked out between FBCC and High Schools Programming offered is identified Programming offered is communicated 	<p><i>REA Staff:</i></p> <ul style="list-style-type: none"> REA Director <p><i>FBCC:</i></p> <ul style="list-style-type: none"> Administration FBCC tech staff <p><i>Business Partner:</i></p> <ul style="list-style-type: none"> Consultant to assist with equipment 	<p>February 2014 <i>Due to administrative changes at Fort Berthold Community College this may need to be delayed until next year.</i></p>	<ul style="list-style-type: none"> Specifications written for new equipment Equipment purchase completed ITV coordinator identified ITV equipment installed and lab facility established Number of districts/schools contacted by ITV coordinator regarding selection of course offerings Courses to be offered via ITV identified and scheduled Schedule of ITV-based PD developed for 2014-15. 	<ul style="list-style-type: none"> Number of students who complete one or more ITV courses (by school, grade, and course title) Number/percentage of teachers who register for ITV PD for 2014-15 (by school, grade, and subject)

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	<p>Continue planning a Career and Technology program that focuses on the base skills and knowledge sets useful in modern industrial careers, with an emphasis on career fields in the oil and gas industry.</p>	<ul style="list-style-type: none"> Secure facilities support from the Western Star CTEC Identify faculty to train district teachers to offer the curriculum units and courses Identify schools willing to pilot the new program Recruit students to the new program 	<p>REA Staff:</p> <ul style="list-style-type: none"> REA Director <p>School Districts:</p> <ul style="list-style-type: none"> Superintendent representative <p>Consultant – Global Technology Inc.</p> <p>Western Star CTEC Director</p>	<p>July 2014 July 2014 July 2014 August 2014</p>	<ul style="list-style-type: none"> Facilities support obtained Number of Pilot districts identified Program Approved by ND CTE Cooperative Agreements in place Number of students recruited (by school and grade)/number and percentage who enroll in new CTE program(s) 	<ul style="list-style-type: none"> Number/percentage of students who successfully complete first course in new program (by school and grade) Number/percentage of students who enroll in second course in program

TARGETED AND COORDINATED SUPPORTS

Outcomes to be achieved by June 30 2014	Proposed activities to reach outcomes	Action steps (Include details on action steps, numbers of teachers or students involved, duration and intensity, etc.)	Responsibilities for accomplishing activities & action steps: (include partners, as needed.)	When will this be accomplished?	Program implementation indicators Indicators in this column will need to be changed when questions in column 2 are addressed	Progress indicators
<p>Help students who are in danger of not graduating on time reconnect to school and make up credits</p>	<p>Develop and offer Summer Discovery Academy pilot program to be operated in Stanley for marginal or struggling students</p>	<ul style="list-style-type: none"> • Determine which schools will pilot the first year at Superintendents meeting, approximately 6 schools will participate. • Determine location • Form Committee • Put cooperative agreements in place • Assess student needs using multiple data sources. • Define Program of Work including curriculum development • Establish teacher & administrator selection criteria • Recruit and select a science teacher, a math teach, and a English teacher & an administrator • Define student selection, criteria, process, and grade level • Recruit students • Establish assessment procedures 	<p><i>REA Staff:</i></p> <ul style="list-style-type: none"> • Professional Development Coordinator • GNWEC Director <p><i>School Districts:</i></p> <ul style="list-style-type: none"> • Administrators from small districts • School Counselors <p><i>Business partner:</i></p> <ul style="list-style-type: none"> • TBA <p><i>Summer Discovery Academy personnel:</i></p> <ul style="list-style-type: none"> • Administrator • Program Teacher 	<p>August 2013 September 2013 November 2013 November 2013 January 2014 February 2014 February 2014 April 2014 May 2014 June 2014</p>	<ul style="list-style-type: none"> • Program structure is defined • Pilot districts are identified • Agreements with participating districts are put in place • DPI program approval is secured for summer school credit • Teacher/s are hired • Curriculum (both class and simulated work environment) developed and reviewed for summer program • Number or students identified and recruited/Number and percentage of identified students who enroll in the program (by school and grade) 	<ul style="list-style-type: none"> • Number/percentage of students earning at least one credit through Summer Discovery Academy (by school, grade, and subject) • Number/percentage of students earning two or more credits • At least 60% of participating students will show improvement from baseline test scores at beginning of program. • At least 60% of students will show improvement in grades, attendance, disciplinary referrals and connections to school in year after the summer program.
<p>Increase student interest in math.</p>	<p>Applied Math Institute (at WSC)</p>	<ul style="list-style-type: none"> • Determine which schools will pilot the first year at Superintendents meeting • Form Committee • 5 school districts will participate • Put cooperative agreements in 	<p><i>REA Staff:</i></p> <ul style="list-style-type: none"> • GNWEC Director <p><i>School Districts:</i></p> <ul style="list-style-type: none"> • Administrators • School 	<p>August 2013 September 2013 November 2013 November 2013 January 2014 February 2014</p>	<ul style="list-style-type: none"> • Program structure is defined • Pilot sites identified • Agreements with participating districts are put in place • DPI program approval is secured • Teacher/s are hired 	<ul style="list-style-type: none"> • Number/ percentage of students who successfully complete the math institute (by school and grade)

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		<p>place</p> <ul style="list-style-type: none"> • Define Program of Work including curriculum development • Establish teacher & administrator selection criteria • Recruit and select teachers & administrator • Determine logistics of “simulated work environment” participation • Define student selection process and grade level • Recruit students • Assess student needs • Assess program results 	<p>Counselors</p> <p><i>WSC:</i></p> <ul style="list-style-type: none"> • Title III Director • Housing Director <p><i>Applied Math Institute:</i></p> <ul style="list-style-type: none"> • Administrator • Program Teacher 	<p>February 2014 April 2014 May 2014 June 2014</p>	<ul style="list-style-type: none"> • Curriculum developed • Baseline data on attendance, grades, and disciplinary referrals of participating students • Number or students identified and recruited/Number and percentage of identified students who enroll in the program (by school and grade) • Number/percentage of participants with 95 percent attendance or higher 	<ul style="list-style-type: none"> • Number/percentage of program completers enrolled in math course for the following fall by school and grade. • At least 60% of program completers will show improvement in math grades.