School Improvement Plan

Duncan Lake Transitions Program

Caledonia Community Schools

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CALEDONIA, MI 49316-9411
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Introduction

The SIP is a planning tool designed to address student achievement and system needs identified through the school's comprehensive needs assessment (CNA). Additionally, the SIP provides a method for schools to address the school improvement planning requirements of Public Act 25 of the Revised School Code and the Elementary and Secondary Education Act (ESEA) as applicable.
Improvement Plan Assurance
Introduction

During the 2019-2020 school year, schools will have two options for Goals and Plans. 1. Update Goals and Plans, if necessary, based on analysis of data and Program Evaluation; 2. Complete and upload the Abbreviated Goals and Plans template into ASSIST, based on analysis of data and Program Evaluation.
## Improvement Plan Assurance

<table>
<thead>
<tr>
<th>Label</th>
<th>Assurance</th>
<th>Response</th>
<th>Comment</th>
<th>Attachment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Which option was chosen for Goals and Plans?</td>
<td>Goals and Plans in ASSIST</td>
<td>See goals &amp; plans in ASSIST</td>
<td></td>
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</tbody>
</table>
DLTP SIP 2019
Overview

Plan Name

DLTP SIP 2019

Plan Description

School Improvement Plan
# Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

<table>
<thead>
<tr>
<th>#</th>
<th>Goal Name</th>
<th>Goal Details</th>
<th>Goal Type</th>
<th>Total Funding</th>
</tr>
</thead>
</table>
| 1 | All students will demonstrate the necessary employability skills to obtain and maintain a part time job. | Objectives:1
Strategies:1
Activities:2 | Organizational | $0 |
| 2 | The program staff will review and select appropriate curricular resources and data collection tools and methods. | Objectives:1
Strategies:1
Activities:1 | Organizational | $0 |
Goal 1: All students will demonstrate the necessary employability skills to obtain and maintain a part time job.

Measurable Objective 1:
achieve college and career readiness as demonstrated by all students obtaining and maintaining a part time job, by 06/30/2020 as measured by documented job offers for at least 80% of students participating in the program for two years.

Strategy 1:
Vocational Instruction - Young adults will learn, practice, and apply transferable work skills in a classroom and real-life work environment with non-disabled individuals in order to prepare them for a part-time job.

Category: Career and College Ready
Tier: Tier 1

<table>
<thead>
<tr>
<th>Activity - Interview Skills</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>The teacher will introduce the key components to applying, interviewing, and reflecting on the process for obtaining employment.</td>
<td>Community Engagement, Career Preparation /Orientation, Field Trip</td>
<td>Tier 1</td>
<td>Implement</td>
<td>08/20/2019</td>
<td>06/30/2021</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Teacher, support staff</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity - Job Training</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsibility</th>
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</thead>
<tbody>
<tr>
<td>The teacher and support staff will provide students with individualized support and instruction within the job site as needed.</td>
<td>Community Engagement, Career Preparation /Orientation, Field Trip</td>
<td>Tier 1</td>
<td>Implement</td>
<td>08/20/2019</td>
<td>06/30/2021</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Teacher and support staff</td>
</tr>
</tbody>
</table>

Goal 2: The program staff will review and select appropriate curricular resources and data collection tools and methods.
**Measurable Objective 1:**
collaborate to research and select curricular resources. by 06/30/2020 as measured by selection and purchase of an appropriate curriculum.

**Strategy 1:**
Curriculum Selection Process - The district staff will implement the district curriculum selection process to select the most appropriate materials to support the program objectives and goals.

Category: Learning Support Systems

Tier: Tier 1

<table>
<thead>
<tr>
<th>Activity - Curriculum Research and Review</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Source Of Funding</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>The district staff will utilize the district curriculum selection process to research and review potential curriculum.</td>
<td>Technology, Curriculum Development</td>
<td>Tier 1</td>
<td>Getting Ready</td>
<td>08/28/2019</td>
<td>06/30/2020</td>
<td>$0</td>
<td>No Funding Required</td>
<td>Transition program teacher, Director of Special Programs, Curriculum Director.</td>
</tr>
</tbody>
</table>
# Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

## No Funding Required

<table>
<thead>
<tr>
<th>Activity Name</th>
<th>Activity Description</th>
<th>Activity Type</th>
<th>Tier</th>
<th>Phase</th>
<th>Begin Date</th>
<th>End Date</th>
<th>Resource Assigned</th>
<th>Staff Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job Training</td>
<td>The teacher and support staff will provide students with individualized support and instruction within the job site as needed.</td>
<td>Community Engagement, Career Preparation/Orientation, Field Trip</td>
<td>Tier 1</td>
<td>Implement</td>
<td>08/20/2019</td>
<td>06/30/2021</td>
<td>$0</td>
<td>Teacher and support staff</td>
</tr>
<tr>
<td>Curriculum Research and Review</td>
<td>The district staff will utilize the district curriculum selection process to research and review potential curriculum.</td>
<td>Technology, Curriculum Development</td>
<td>Tier 1</td>
<td>Getting Ready</td>
<td>08/28/2019</td>
<td>06/30/2020</td>
<td>$0</td>
<td>Transition program teacher, Director of Special Programs, Curriculum Director.</td>
</tr>
<tr>
<td>Interview Skills</td>
<td>The teacher will introduce the key components to applying, interviewing, and reflecting on the process for obtaining employment.</td>
<td>Community Engagement, Career Preparation/Orientation, Field Trip</td>
<td>Tier 1</td>
<td>Implement</td>
<td>08/20/2019</td>
<td>06/30/2021</td>
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