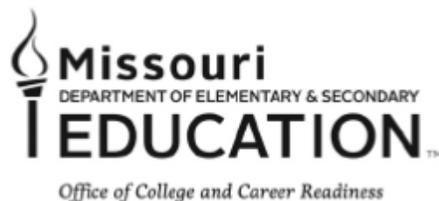


Technical Centers That Work (TCTW)

School Summary Reports 2015-2016 School Year



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INTRODUCTION

The Missouri Department of Elementary and Secondary Education has partnered with the Southern Regional Education Board (SREB) for several years to assist schools interested in implementing the Technical Centers That Work (TCTW) initiative. The TCTW school improvement initiative was formed in 2007 to help career and technology centers identify and implement the actions needed to produce graduates who will be leaders in their selected careers. The network now includes more than 180 sites across the nation and 24 in Missouri.

The TCTW initiative builds the capacity of technology center staff to teach essential college and career-readiness academic standards in the context of career and technical education (CTE) courses through authentic projects, problems and activities. This emphasis highlights the shift from old views of CTE education as a way to teach occupational skills to low-achieving students to new beliefs that CTE education can help more students complete high school and graduate prepared for a wide variety of postsecondary options.

Fifteen schools participated in the TCTW grant program during the 2015-16 school year. The following pages are the summary reports submitted by these schools at the end of the school year. Many of these schools incorporated High Schools That Work (HSTW) and Making Middle Grades Work (MMGW), initiatives similar to TCTW, into their projects. Some integrated high quality problem-based learning while others focused on aligning English language arts and mathematics into their programs. All of these schools developed and are implementing a plan to better serve their students and align academic and CTE programs.

Making Middle Grades Work Bismarck R-5 Jr/Sr High School

Summary Report and New Year Planning

Bismarck R-5 has been involved with the grant for 4 years. The upcoming 2016-2017 school year will be the district's 5th year of involvement.

When our district started the MMGW process, the focus of our plan was to implement the 10 key practices of MMGW. While we have made great strides toward accomplishment of our plan, our core focus remains on the implementation of the key practices in our school. These include: high expectations, programs of study/academic studies, career/technical studies, work-based learning, teachers working together, students actively engaged, guidance, extra help, and a culture of continuous improvement.

Our goals for the 15-16 school year that just ended were as follows:

- 1. 75% of our students in grades 6-8 reading at or above grade level.**
- 2. Maintain an attendance rate of 90% in grades 6-8.**
- 3. Increase student achievement on state testing in the 4 core areas.**
- 4. Increase the number of books, articles, and presentations completed in non-core areas.**
- 5. Develop an effective reward system for our reading initiative.**
- 6. Increase opportunities for teachers to work together collaboratively.**
- 7. Improve our extra help and RTI program.**

The instruction and student performance at our school has changed greatly as a result of Bismarck R-5 receiving this grant. The changes throughout the course of the 2015-2016 school year alone were remarkable. Some of these results include: (1) Ending the school year with 73% of our students reading at or above grade level, (2) Maintaining an attendance rate of 95% throughout the 15-16 school year, (3) Students reading a minimum of 20 newspaper, magazine, and online articles, 2 books, completing 7-8 small papers, and completing 2 oral presentations throughout the 15-16 school year, (4) taking large groups of students who met the reading incentive requirements on field trips each quarter during the 15-16 school year, (5) implementing a blanketed study hall "seminar" time into each school day, with targeted extra/help and RTI time for students deemed academic at-risk based on data team analysis and discussion, and (6) lead our staff through a year-long book study over Todd Whitaker's "Seven Simple Secrets: What the BEST teachers KNOW and DO".

In addition, we have also improved greatly in the area of career education. Beginning with the 2015-2016 school year, each junior high student is enrolled in a career course. Students in this class explore possible careers and complete PBL projects throughout the year. Through this class, we have also developed partnerships with various business and individuals in our community who have served as guest speakers and provided information to our students. In 2016-2017, we hope to expand this into a local “career fair” for our students.

Much of what we have been able to accomplish has been through the process of using Professional Learning Communities (PLCs) as an avenue to creating a culture of continuous improvement through the implementation of the MMGW key practices. Using PLCs to do this has tremendously changed how we do business here at Bismarck. SREB provides the training and the strategies thanks to DESE awarding us the grant, and PLCs serve as a framework for teacher collaboration as we implement the key practices.

Our goals for the upcoming 16-17 school year include:

- 1. 75% of our students in grades 6-8 reading at or above grade level.**
- 2. Maintaining an attendance rate of 95% in grades 6-8.**
- 3. Increase student achievement on state testing in the 4 core areas.**
- 4. Provide a focus on “domain-specific” vocabulary in all core and non-core classes through implementation of the vocabulary bowl program.**
- 5. Continue to provide career education to all JH students and develop an in-house career fair.**
- 6. Begin the process of moving to standards-based grading, beginning with the implementation of student-led conferences.**

At Bismarck R-5, we believe the work we are doing is too important for us to let up on when the grant funds have ended. We certainly hope to earn the grant again, which would benefit our students tremendously. However, we will do everything in our power to continue the good work we are doing. We owe it to our students.

Summary Report and New Year Planning
Cape Girardeau Career and Technology Center
2016-17 TCTW FV4

The Cape Girardeau Career and Technology Center first received a Technical Center's That Work (TCTW) grant in 2007. The focus of our TCTW plan has been to create a culture of high expectations for all students who pursue career and technical education, and to strive for continuous improvement throughout all of our programs. Specifically, our goal for the 2015-16 school year was to increase the percentage of students leaving the career center with postsecondary credit. To date, of the 403 students enrolled in our nine month technical programs, 353 (or 88%) had the opportunity to earn up to 17 college credit for the school year. The Cape Girardeau Career and Technology Center currently offers 24 nine month technical programs. Of those 24 programs, twenty of them have an articulation agreement with Mineral Area College to provide up to 36 hours of college credit over a two year time frame. The four programs that are not articulated, include: Aviation, Emergency Medical Technician, Health Occupations, and Practical Nursing. However, two of those four offer a three hour credit in medical terminology. In summary, 92% of our nine month technical program course offerings provide some type of post-secondary dual credit.

For the 2016-17 school year, the Cape Girardeau Career and Technology Center has established a strong goal of increasing the percentage of career and technical education students who meet college- and career-readiness goals. With the assistance of previous TCTW grants, an embedded math and English program was established at the career center. However, for the upcoming school year our plan is to re-vamp the program and the delivery method. The amount of time our career and technical education students spend on reading and/or math will increase

weekly. Across the country, and at Cape CTC more and more students are not achieving the scores necessary to enter post-secondary programs above a remedial level. Our goal is to increase the number of students who are able to enter credit bearing English and math courses. A second goal for the 2016-17 school year is to increase the percentage of graduates that pass an approved industry certification examination. Instructors will be provided with protected time to review TSA/IRC blue prints and implement other preparatory instruction to better equip students with the knowledge to pass the industry certification examination.

Funds from the TCTW grant, have been very instrumental over the years in improving instruction and student performance at the Cape Girardeau Career and Technology Center. Data to support this statement is included below:

- 100% of instructors achieved their SLO targets. This was the first year our instructors were required to identify SLO targets, so they were encouraged to choose an attainable target for their program
- 193 students participated in either a TSA/IRC for the 2015-16 school year and 131 of the students achieved a passing score, bringing the percentage to 68%. There is definitely room from improvement in this area, thus the reason for the goal to be added to the plan for the 2016-17 school year.
- The 2015-16 school year proved to be extremely successful in increasing the number of mutually beneficial business and industry partnerships. Three of the largest manufacturing industries (Procter and Gamble, Mondy, Inc., and TG USA) in the region utilized our career center to promote job openings within their companies. As a result of the promotional presentations that occurred at CTC, many of our students were offered and accepted positions at these companies. Healthcare is another large employer in our

region and our training programs continues to provide the area with qualified health care professionals. Another asset of Cape CTC, is our partnership with a local employment agency, Manpower. A representative is available in the career center once per week to meet with students, assist with student and faculty professional development, and keep everyone abreast of employment opportunities in our area.

Once the TCTW grant funds have ended, the Cape Girardeau Career and Technology will sustain all efforts at maintaining a culture of high expectations and continuous improvement by relying on the resources and relationships that have resulted from involvement in the TCTW initiative. Relationships with our sending high schools are strong, and we have co-written a TCTW grant with both Jackson and Delta High School. During the next grant cycle, our plan is to partner with our host school, Central High School, in order to introduce the 10 key practices to their student body. Since 2007, the Cape Girardeau Career and Technology Center has worked diligently to achieve the TCTW Goals and Conditions and will continue this work even once the TCTW grant has ended. Financial resources will be sustained via the Cape Girardeau Public School District, and will be supplemented by Perkins Funding and other alternative funding sources such as a variety of grants.

TCTW Narrative for school year 2016-17 FV-4

Cape Girardeau Career and Technology Center

June 18, 2016
Cass Career Center
TCTW Initiative Year-End Summary
Jeanette (Miller) Flanner, Director and TCTW Site Coordinator

Cass Career Center has focused on several areas in 2015-16 based on our 2014-15 TCTW Grant Award RFP. We have completed year 2 of our 5-year grant. CCC planned to implement the TCTW initiative between Cass Career and Harrisonville Middle School – working teachers *together* in order to increase student achievement.

1.4.5.2 School's plan to utilize TCTW professional development offerings from the Department and SREB.

In an effort to improve both academic and career education, our staff has participated in several SREB conferences and workshops. Staff from Cass Career Center and Harrisonville Middle School attended the 2015 HSTW Staff Development Conference, and staff from Harrisonville Middle School attended the 2016 TCTW Forum. One goal was to increase Technical Skill Attainment scores. The forum and conference provided training for teachers and administrators in curriculum improvement, using data for improvement, integration of academics, and use of research-based strategies. As a result of increased training, effort and focus, the CCC TSA scores increased to a building pass rate of 83.7%. This is the best result our building has achieved since we began tracking TSA results.

Another goal was to utilize SREB staff to present strategies for teacher preparation. Nancy Hedrick, Director of the SREB Career and Technical Education Teacher Preparation Program, delivered a 1-day workshop for the entire staff on Lesson Planning, Unit Planning, and Curriculum mapping in the fall of 2015. This was a tremendous help to our staff as we added a unit of

instruction as part of our NEE evaluation system, and the work done in this 1-day workshop helped align teaching components to give instructors a better approach to the unit of instruction process. Both new and veteran teachers benefitted from taking a new look at how all of these components work together to help build a solid foundation for student learning.

1.4.5.2 Access to challenging career education programs and overall academic achievement will be increased.

Our 2015-16 day of service provided from our site development fee will be combined with the 2016-17 day of service to bring in Marty Sugerik, SREB Mathematics Consultant, to provide 2 days (August, 2016) of training in Project-based Learning. This training will assist teachers in planning rigorous academic and skills training aligned to industry standards, focusing on real-world problems and projects.

1.4.6.2 Access to challenging career-technical programs will be increased.

September 23 – 25, 2016, a SREB team came to Harrisonville Middle School to provide a Technical Assistance Visit to analyze data, interview, and observe administrators, teachers, and students in order to develop a report of implementation of the priorities and key practices of the TCTW and MMGW initiatives. The team consisted of teachers from CCC, the curriculum coordinator from the district, representatives from other schools/districts, DESE, and SREB. The goal for CCC and HMS is to develop a culture of continuous improvement in

order to improve school culture, management, quality curriculum and instruction to advance student learning. The schools believe that the Career Center and Middle School working *together* will strengthen opportunities for teachers to learn with resources available through SREB TCTW and MMGW initiatives and will strengthen our ability to increase student achievement.

A team of teachers and administrators from CCC and HMS came together for a site development workshop April 11, 2016, and studied the recommendations of the TAV team. They set 3- 5-year goals, which they can work together to prepare students for training beyond high school and 21st century careers.

Finally, the 8th grade students at HMS attended a Career Awareness day in the spring of 2016 in which they visited each CCC program and had opportunities to learn *hands on* from students and teachers about the fields in which they are interested.

Columbia Area Career Center

2015-16 TCTW Summary Report and New Year Planning

Columbia Area Career Center is completing its second year of involvement with the TCTW grant. The focus of our grant has been on teacher training in an effort to improve the quality of CTE studies to our high school students. We are accomplishing this through our participation in HSTW/TCTW Summer Conferences and TCTW Leadership Conferences and specialized PBL training conducted by Marty Sugerik of SREB.

2015-16 Goals

During the 2015-16 school year, the primary goal for CACC was the implementation of project based learning. Ten teachers and administrators from CACC attended the HSTW/TCTW Summer Conference in July 2015 and attended many of the provided PBL sessions. Marty Sugerik from SREB was retained to provide year-long PBL training to all CACC teachers. This training was expanded to include practical arts teachers in Columbia Public Schools. The expectation following the training was that all teachers would implement of at least one gold-standard PBL in their classroom during the 2015-16 school year and would then present results of that implementation to their peers and some invited guests during a teacher collaboration day in April 2016. Grant funds for the 2015-16 school year were used primarily to attend the summer conference and the winter leadership conference and for the SREB on-site training.

In addition to the PBL work, a three-year program evaluation/curriculum review cycle was developed and implemented.

- Stage 1 - program evaluation utilizing the MO DESE's CTE Program Evaluation and Improvement Plan Self-Evaluation Tool
- Stage 2 - curriculum review (identifying essential skills for all courses)
- Stage 3 - curriculum mapping

2016-17 Goals

Our goals for the 2016-17 school year will be:

- further PBL implementation and additional specialized SREB training to include "train-the-trainer" for our established instruction focus team. (This focus team was created prior to the beginning of the past school year as a result of our 2014 TAV and subsequent site development workshop. This team reviewed all PBLs and was instrumental in identifying additional training needs for the CACC faculty.) Marty Sugerik has been contracted to provide continued training.
- exploration of implementation of workplace simulation.
- continuation of curriculum review and program evaluation (three-year cycle).

Grant funds for year 3 will be used mainly for conference attendance and SREB on-site training costs.

Columbia Area Career Center, 2016-17

Changes as a result of grant funding

100% of our teachers developed a PBL using the gold-standard rubric for their classrooms. All teachers presented their PBL to their peers during the April collaboration day. 97% of our teachers (37 of 38) implemented at least one PBL in their classroom during the school year. The one teacher who was unable to implement his PBL plans to do so at the beginning of the 2016-17 school year. At least six teachers implemented two or more PBLs during the school year. One area which was greatly enhanced in many of the implemented PBLs was incorporation of a public audience. Members from business and industry that provided feedback or support in some form included architects, chefs, lumber company representatives, web designers, graphic designers, elementary and secondary teachers (for teaching professions), to name a few.

At this summer's HSTW/TCTW Summer Conference, CACC will be presenting five sessions related to our work this past year that focuses mainly on our work with PBL as well as additional changes that have been implemented such as curriculum review, program evaluation, and public relations.

During our first year of curriculum review and program evaluation, six of our program areas completed the program evaluation stage and developed a three-year program improvement plan, eight of our program areas began reviewing their curriculum to identify essential skills by program area and by course, and six program areas worked on curriculum for workplace readiness.

Continuation of work at grant's end

PBL will continue to be a focus in our classrooms in the coming years as will be implementation of workplace simulation. It is our hope that in the next three years of grant funding, additional conference attendance and SREB on-site training will equip us to continue this work once the grant has ended. Members of the instruction focus team will continue to lead implementation of PBL which will include training of new staff.



Crowder Technical Education Center

601 Laclede Avenue Neosho MO, 64850

Crowder Technical Education Center has been a member of the TCTW grant for two years. The focus of the grant is to incorporate more of our academics into our shop and lab work. The goal for this year is to work closely with CTEC instructors to implement and keep data on the first stages. These stages are running your shop like a true business. Having time clocks, business meetings, and having the understanding of incorporating applied math and communication arts. Our goals for the following year is to use the data we obtained to improve the overall project based assessment in our facility. This grant has given us the knowledge to implement a student ran classroom where students are performing complex task under the guidance of the instructor.

In the first year of implementation we have seen a 4.5% increase in our TSA scores. In 2014 we obtained a 70% pass rate and in 2015 we obtained a 74.5% pass rate.

Crowder Technical Education Center 2016-17

Technical Centers That Work

Summary Report and New Year Planning

Eldon Career Center 2016-2017

1. How many years has your school been involved with the TCTW grant?

This is the first year that we implemented the TCTW grant at Eldon Career Center. We had been in cooperation with Eldon high school for the previous five years with the HSTW grant.

2. What is the focus of your grant/TCTW plan?

Like our school district's mission, we would like to use the grant to "build meaningful relationships, provide rigorous learning, and make relevant applications to the world of work."

3. What were your goals for the school year just ended?

Provide support and information to staff about the expectations of being a TCTW site.

Create a clear, functional mission statement.

Continue training and implementation of the LDC and MDC initiatives.

Implement character education curriculum.

4. What are your goals for the upcoming school year?

Continue to inform, support and train teachers as we build on the 10-Key Practices by being a part of SREB and sending them to conferences.

Create courses and update current course curriculum to meet the needs of the world of work.

Update curriculum with measureable objectives in place and include a quality LDC/MDC module.

Build an understanding and support system of our students we serve by equipping teachers to work with our high percentage of poverty students.

Create a clear, functional mission statement.

5. How has instruction and student performance changed as a result of this grant? Be specific. Provide data

Since our journey began in 2009, this is the progress we have celebrated:

ADA up 2.2%

132 less Fs per year

ACT raised 1.4 pts (21.7 as of 2015)

Students received 118 more dual credits

HSTW Reading score up 40%

HSTW Math score up 10%

HSTW Science score up 30 %

Every teacher has created one to four LDC/MDC modules

6. What is your plan for continuation of this work once the grant funds have ended?

Our superintendent is 100% behind the TCTW/HSTW/MMGW initiative and he will budget our needs into the district budget. One of the many activities we have funded has been deep training of our staff. Through this effort some of them have become trainers themselves and they have and will be able to continue teaching and supporting our teachers in their efforts with little additional funding.

7. Other information you would like to provide such as unintended consequences of the grant.

We are implementing Informatics, one of the Advanced Courses offered through SREB, into our Business/Marketing program to meet the current and future need of industry. We are also looking into the future at adding an additional Advanced Course at our school.

Technical Centers That Work

Excelsior Springs Area Career Center

Summary Report and New Year Planning 2016

Excelsior Springs Area Career Center has just completed the third year of the TCTW Grant. The year one planning sessions, as well as our spring site visit, gave us valuable time to plan for future goals and also give us comprehensive feedback on our strengths and challenges. Three areas that emerged from the first year was to improve the quality of instruction in the classroom, add Work Based Learning Goal to our school improvement plan, and improve academic rigor. These three goals have been a focal point in each of our first three years and we will continue to improve these areas in year four and five.

Each year we have sent a team of teachers to both summer and winter National TCTW conferences. We've been to New Orleans, Nashville, Georgia, Charleston, and Greenville to receive excellent professional development, which has assisted us in our math, employability, and technology integration in the classroom. Quality instruction has improved steadily in each of our years, which reflects in our student achievement data. I'm very proud to say our TSA scores have improved by 4% this school year, and we have developed a school wide data collection system to monitor our progress with TSAs.

Work Based Learning emerged as an additional focus after our 1st year planning sessions- and we haven't looked back. We first analyzed and improved our internship procedures, and added field experiences and job shadows to ensure all of our students receive some aspect of work based experiences. Each year we collaborate to improve our efforts in this area. For example, I went to the national ACTE conference in New Orleans this year and attended an awesome session on improving advisory groups. The information was shared with teachers and we have all taken improved steps to reach out to our businesses and incorporate meaningful strategies to keep advisory members engaged in our meetings.

Academic rigor is being addressed by focusing on math and English language arts at ESACC. After the first year of the grant, we added a math coach, which in part, was paid through the grant. The coach worked with the staff to develop school wide math activities, and we have progressed each year in our efforts. We are proud in that next year we will be able to offer a math credit for all ESACC students, and the TCTW grant paved the way- through financial support, as well as professional development- to increase academics at ESACC.

In years four and five, we expect continued progress in the area of instruction, Work Based Learning, and academics. We are sending a team to Louisville, Kentucky, this summer, and plan to attend sessions in regards to these areas. Each year we have started our back to school in-service with the information we learn at the summer conference. Our district has been 1:1 technology in the classroom with students and teachers each possessing i-pads. We plan to learn about technology in the classroom this summer and share the knowledge with our staff. Last summer we took two high school administrators, and this summer we are taking two middle school administrators to the summer conference. Our plan is to have one of the two schools work with the Career Center to re-apply for the grant after it expires after the fifth year.



HILLYARD TECHNICAL CENTER

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Technical Centers That Work Summary Report

Hillyard Technical Center has been involved with TCTW for three years. TCTW's professional development has been high quality and useful for our staff.

Our goals for the 2015-2016 school year are listed below:

Start the Work Key assessment with juniors and seniors with a goal of 100 percent pass rate
Through data team collaborative sessions, we will develop strategies to ensure student achievement.

Through secondary program RTI monthly meetings we will develop a set of interventions to ensure student success

Continue partnerships with community businesses and families

Our goals for the upcoming school year will be the following:

Continue the Work Key assessment with juniors and seniors with a goal of 100 percent pass rate
Through data team collaborative sessions, we will develop strategies to ensure student achievement.

Through secondary program RTI monthly meetings we will develop a set of interventions to ensure student success

All of my certified staff members met their SLO goals for 2015-2016 school year. 89 percent of all secondary students passed a TSA/IRC last school year. I expect the results to increase 5% for this year. During this past school year we added a certification, MT1, which enables our students to earn an additional industry recognized credential which is demand.

Hillyard will continue professional development training either by reapplying for the TCTW Grant again or by using the Northwest RPDC for Professional Development and going to SREB events in the summer and winter.

Lake Career & Technical Center

TCTW 2016-2017 Progress Report

The Technology Centers That Work (TCTW) grant was awarded to Lake Career & Technical Center (LCTC) beginning the 2014-2015 school year. It should be noted, that LCTC was also getting a new, yet experienced, Director for the 2014-2015 school year; replacing a Director who had been at LCTC for 18 years.

The grant was written by the retiring director and the new director was able to provide feedback. As with anything “new,” it can be difficult to know what is needed until one has “walked in the shoes.” For this situation – the opportunity to physically observe and see classroom instruction was not available prior to the grant submission to see where the professional development was needed. In July 2014, LCTC did send 2 administrators, 1 counselor, and 2 teachers (Technical Math and Technical English) to the HSTW Summer Conference in Nashville, TN. This conference allowed the LCTC attendees to see some best practices from other schools.

The Camdenton R-III district had the vision of partnering with SREB, and a draft for a three-year “Plan of Support for Camdenton Schools” from SREB was a part of the original TCTW grant submitted on April 21, 2014. As a part of this support, the district focused on MDC, LDC, PBL, Programs of Study, Attendance, and Transitions in the 2014-2015 school year. LCTC had representation on all of these “teams” and attended over 30 days of “in-district” training offered by SREB personnel. In the 2014-2015 school year, LCTC established three focus teams “themed” around our training areas. The focus teams established were Attendance, College and Career Readiness (CCR), and PBL. The focus teams were led by LCTC faculty or counselor, and each team had identified their purpose, goals, and “red” flags. Attendance did improve at LCTC in the 2014-2015 year from the 2013-2014. The CCR team identified student accelerators so that students can earn beyond a high school diploma upon high school graduation. The PBL team committed to completing at least one PBL during the 14-15 school year.

Early in the 2014-2015 school year, the new director observed classroom “old school” teaching methods, most instructors did not seem to have a plan for instruction, and curriculum standards were vague in some areas. It was observed the faculty were lacking “foundational teaching” skills. The trainings related to MDC, LDC, and PBL were beneficial yet in some ways we were placing the “cart before the horse.” The Director began to work on “strategic plan” based around the TCTW 10-key practices, and intentionally modeled teaching strategies as part of the faculty meeting. The plan was presented to the Building Leadership Team (BLT) which is comprised of LCTC faculty, counselor, and administrators. There was some resistance on what type of instruction was being asked, and this is to be expected when individuals are asked to change something they have been comfortable with and accustomed to under former administration. One area where teacher growth was observed was in the area of the instructors allowing students to take more ownership in the learning process. This was accomplished through our guided PBL training with SREB trainer, and using PBL “strategies” of having students research, create/design, and communicate directly with the customer.

As part of preparation for the 2015-2016 school year, faculty were also provided a guide to use for “standardized” course syllabus to assist in communication to students and parents on course

content and expected outcomes. The BLT met before the school year began, and developed Building Goals for 2015-2016. The three goals identified included Preparing Students to be College & Career Ready, Implementation of PBL in all programs, and Staff Collaboration in a Culture of Professionalism. During the 2015-2016 school year, LCTC had a TCTW Technical Assistance Visit (TAV) in October 15 with a total of 9-10 team members as part of the TAV. Also in the 2015-2016 school year, LCTC would also experience an accreditation visit from the American Culinary Federation (ACF) for our Culinary Arts program, AdvancED accreditation review for the entire district, Council on Occupational Education (COE) accreditation visit for our building to offer programs to adult students, and a local Administrative Audit conducted by a consultant hired by the district. The three building goals identified eventually became our Building Improvement Plan (BIP) as we progressed through our accreditation visits.

The TAV provided LCTC some invaluable, yet “gut punching” feedback related to instruction. The TAV report was presented to one of our district SREB trainees. Our SREB trainee and the BLT met off-campus for a BLT retreat to help us “unveil” the TAV report and facilitate our discussions related to curriculum and instructional design. The BLT presented our work from the retreat on November 20 to the entire faculty with focus areas related on Curriculum/Instructional Design (the what, how, when) and Employer Engagement. Also as part of our discussions, we discussed how to best support our future work related to instructional design.

Contact was made with Dr. Nancy Headrick, SREB *Teach to Lead* Director to assist faculty with identification of program or course Power Standards, Course Objectives, Curriculum Mapping, Unit and Lesson Planning. The workshops involved all faculty and consisted of 4 full days. To provide the best support and more individualized attention, the faculty was divided into two groups. Both the director and assistant director participated in the trainings. LCTC faculty saved all of their work on Google Drive and shared their files with the director and assistant director.

As with any curriculum work, this will be a multi-year and ongoing “project.” For the 2015-2016 we will continue this work and the plan is to use our PLC time on Friday afternoons to continue this work with progress checks throughout the school year. As we progress through this, there is a strong consideration to contract with Dr. Headrick for some coaching days to assist instructors in their instructional methods and alignment of unit plans. While our TCTW grant/plan identifies the use of Advanced Careers (AC) curriculum from SREB, after the TAV, it was decided to provide the faculty with resources on “foundational” teaching. It is anticipated LCTC will be utilizing at least one AC curriculum within the next three years.

Personally, I need to express my gratitude that DESE allows schools to apply for the TCTW grant to assist teachers in their development as teachers! Thank you!

Submitted by:

Jackie Jenkins

Jackie Jenkins, Director
Lake Career & Technical Center

Lebanon Technology and Career Center

Technical Centers That Work Summary Report &

New Year Planning

1. LTCC just completed the second year of being a TCTW center. FY17 will be our 3rd year incorporating the TCTW program.
2. LTCC focused on incorporating “Blended Teams” during the district scheduled PD days. The LTCC Leadership Team assisted in writing a new BSIP focusing on insuring students are “College & Career Ready” plus implementing “Google” training for the 2016-17 calendar year. The Leadership Team researched data related to CTE programs developing a resource for instructors.
3. LTCC’s goals focused on the practices recommended from the TCTW TAV with Professional Development being the top priority related to “Blended Teams”. This focus included 3 “Blended Teams”, Instruction, PBL, and Assessments/Strategies. Each instructor was involved in a “Blended Team” as it related to their Professional Development Plan. The goal was to focus their efforts allowing time for teachers to actually research, develop, and then implement their completed project into the classroom. LTCC contracted services with SREB to provided PD to the instructors related to PBL and Assessments/Strategies. The current LTCC administrator used SREB’s instructional training model to further assist new instructors in development of curriculum.
4. The LTCC Professional Development committee members met with the Lebanon High School members developing a plan to jointly implement PD to insure students are “College & Career Ready” upon graduation. LTCC will continue to focus on PBL, assessments, and instruction but time will be devoted to team with high school instructors focused literacy. LTCC continues to build relationships with share timed high schools as anticipated enrollment for 2016-17 is up over 20 students. Recruitment, relationships, and professional development will continue to be top priorities for LTCC. LTCC plans to contract with SREB to provide PD training related to 21st Century Skills and PBL.
5. The “Blended Team” concept was a huge success with over 89% of the LTCC instructors stating it enhanced their instruction. Over 94% on the instructors agreed that student learning and outcomes were enhanced by implementing resources produced during allotted PD time. In focusing on the 10 key practices, the greatest impact on student achievement was the development of “high expectations” for student learning. Teacher data related to SLO targets on due on May 19 but to date, current data collected indicates programs are meeting their target of 10% growth. One hundred twenty four students completed a program with 91 students passing their TSA or IRC. LTCC is very proud to have met the Perkins target of 73% as our rate is 73.38%. LTCC strives to meet the Perkins CTE targets plus moving toward more IRC’s as curriculum is developed to meet MSIP5 College & Career Readiness indictors. LTCC has implemented 2 new programs, PLTW Biomedical and the High Schools of Business program in 2015-16. Partnership Teams for both programs have built stronger relationships with industry and local

businesses. LTCC is also piloting a new “Apprenticeship” program in Machining and Welding which has been very beneficial in reviewing current curriculum as aligned to industry expectations.

6. The grant allows LTCC instructors to attend PD opportunities that otherwise may not be included in the budget. The goal is to continue to attend the SREB summer convention but it may be in a limited capacity due to funding. I believe the main goal is to continue to build on the 10 key practices providing quality PD at the local level. Many LTCC instructors have bought in to the TCTW initiative attending the summer conference with outstanding reviews plus bringing back and implementing new practices, strategies, etc. into their classroom. The positive outcomes from the conference are exceptional.
7. LTCC administration developed a PD survey and asked the instructors to complete. The survey focused on “Blended Teams”, student outcomes, and TCTW training. The feedback provides data for continuation of PBL, positive practices implemented in the classroom, and the biggest; change in practice. The TCTW TAV in March of our 1st year provided guidance and recommendations for improvement, an avenue for success, and 10 key practices. LTCC is providing a better Career & Technical Education for our students because of the grant, PD opportunities, and specific training.

Lex La-Ray Technical Center

Lex La-Ray Technical Center has been involved with the TCTW Grant for a total of six years. The initial grant was awarded 2010-2015 for the Technical Center individually. In 2015 a second request was made and awarded to include partnership with Lexington Middle School. This was the first year of implementation of the new grant.

During this initial partnership year, the main focus was to familiarize district level leadership with the SREB and the TCTW/MMGW initiatives, introduce the middle school staff to the MMGW key practices and to expand the partnership between Lex La-Ray Technical Center and Lexington Middle School teachers.

Lex La-Ray Technical Center continued work on a three year plan that was initiated during the first grant award. Goals this year included:

Maintain attendance at 97% or above CSIP 1.1.1
Each program will have 70% of students pass the TSA or the program pass rate will be increased by minimum of 10% CSIP 1.1.3, 1.1.4
Communication arts and math embedded credit will continue to be implemented with 100% fidelity CSIP 1.2.2, 1.2.2, 3.1.3

Lex La-Ray Technical Center had an attendance rate of 95.22%. When initially starting the grant there were attendance incentives implemented at quarter, semester and year end by the High Expectations Committee. This year only the year end incentive was given. The committee needs to revisit strategies for this goal. Lex La-Ray Technical Center had a TSA pass rate of 79.5% building wide, with all but one program surpassing the minimum standard of 70%. Every senior completing a two-year program did earn both a Communication Arts and Math embedded credit.

The main goal of Lexington Middle School was to implement a tutoring program.

Tutoring results from beginning March 15th through April 28th

March 14, 2016, number of students on the D & F list -112

April 25, 2016, number of student on the D & F list – 85

Percent of decrease 24%

5th grade results

March 14, 2016, number 19

April 25, 2016, number 10

Percent of decrease 47%

6th grade results

March 14, 2016, number 25

April 25, 2016, number 17

Percent of decrease 32%

7th grade results

March 14, 2016, number 27

April 25, 2016, number 19

Percent of decrease 29.6%

8th grade results

March 14, 2016, number 41

April 25, 2016, number 37

Percent of decrease 9.8%

Catchup Café results

March 14, 2016 number of students attended during the week 8

April 25, 2016 number of students attended during the week 10

April 18, 2016 number of students attended during the week 33

Average number of teachers staying per day 8

Mutually beneficial teaching partnerships have begun. Technical Center and Middle School staff met to indicate places in different content areas that could be expanded on with students for real world application using the Technical Center as a partner. Eighth graders spent the entire day with us for “Focus on Careers”. This has helped build relationships between staff and incoming high school students. Agriculture will be moving back to the Technical Center and will include a middle school component.

This year both Lex La-Ray Technical Center and Lexington Middle School would like to be trained in and begin implementing Project Based Learning. A training plan is being worked out with the SREB. Both buildings are also completing the plan to implement 1:1 technology.

Lex La-Ray and LMS are fortunate to have four years of the grant remaining. Utilizing the money to have staff trained at conferences and on-site via an SREB consultant will have the base knowledge in place to continue newly implemented practices. It is hoped that the relationship with the SREB will continue. Every effort will be made to allow for funding to support that.

The 2016-17 school year will bring about some re-teaching, as both the key players at the middle school (principal and counselor) have turned over. Fortunately, the prior middle school principal will remain in the district as the Curriculum and Instructional Technology Director. This will assist in the transition and planning and implementing PD and best practices.

Nevada Regional Technical Center

Technical Centers That Work

Summary Report and New Year Planning

Nevada Regional Technical Center has been a member of TCTW since July, 2013 when we received the DESE implementation grant. The initial focus of our grant, as outlined in our application, was to improve instruction and identify areas in need of improvement. At the time of application NRTC had a great deal of teacher and administrator turnover. The NRTC leadership team believed that TCW would be a good vehicle to guide the efforts of our center as we moved forward with new staff. The team knew that NRTC needed to improve and that this could best be done by modeling our efforts after the outstanding centers that participate in TCTW.

During the past school year we had a number of goals developed through TCTW for our center. The primary goal for the year was to have every teacher successfully implement our building wide syllabus and grading strategies. In April of 2015 we utilized TCTW staff to lead an effort at NRTC to create a uniform syllabi and grading practices. This was part of a recommendation from our TAV and was also a priority item identified by our staff. Looking back at this school year we had all teachers utilize the new syllabi format and grading formulas. However, additional work is needed in the assessment and grading to make implementation more effective in practice.

Another goal was to improve fidelity of implementation of our lesson planning procedures. The lesson planning process was adopted during our first year in TCTW. Our leadership team adapted the process to work for our center and all teachers were expected to implement the lesson planning process during our second year. Last year this practice still wasn't being used 100% of the time.

The third goal for our TCTW grant was to improve project based curriculum and implementation at NRTC. Through the TCTW initiative we have discovered many high quality curriculum resources. This year we had staff members trained in two different systems. This work has dramatically improved those program areas. We hope to utilize those individuals to share those strategies with the rest of our staff in the coming school year.

Our goals for the 16-17 school year are designed to build on the work that has been done so far in our TCTW grant cycle. In regard to syllabi, grading practices, and lesson planning we will continue to implement those strategies but will work toward 100% implementation from all instructional staff. Due to additional teacher turnover we will offer training for all new hires prior to school starting and provide PD to all staff during our back to school meetings.

The second goal for the new school year is to have all students participate in the NRTC career ready credential program. This program was piloted last year based on a number of strategies gathered at TCTW staff development conferences. We believe it incorporates many of the 21st century skills that are important for student success.

The third goal for next year is to continue building on project based learning strategies in all NRTC program areas. We will utilize TCTW staff as well as in-house PD to accomplish this goal. Based on our TAV this is an important area for us to continue to improve on as a center.

Instruction and student performance have improved at NRTC as a result of the TCTW grant. Data collected at the center show that teachers are utilizing weekly lesson plans 84% of the time. These plans include detailed instructional strategies as well as formative and summative assessment plans. Through this preparation teacher observations have revealed improvements in student engagement and better utilization of instructional time. Though an analysis of our student grading system, SIS, it revealed that 100% of teachers are utilizing the new grading formulas in every class. One of the biggest impacts of TCTW has been overall quality of the NRTC programs. Data has been collected on attendance over the past three years and the 2015-2016 school year was the first time our center has had greater than 90% attendance for the year. We believe this is in large part to the TCTW strategies that have been implemented.

When the current grant cycle ends we plan to apply for another grant in partnership with the Nevada R-V high school. There have been several partnership activities so far and we believe it would be mutually beneficial. However, even if another grant is not available we plan to continue to utilize SREB professional development through our Perkins funds.

Northland Career Center 2016-2017 TCTW Grant Report

Northland Career Center just completed its 3rd year of its TCTW grant cycle. Northland Career Center applied and was granted an award in the spring of 2013 to implement for the 13-14 school year.

Below is the required narrative regarding the use of the TCTW Funds granted from the Missouri Department of Elementary and Secondary Education. Northland Career Center's grant allotments are as follows:

- Year 1, 2013-2014: \$12,500
- Year 2, 2014-2015: \$25,000
- Year 3, 2015-2016: \$18,750
- Year 4, 2016-2017: \$15,625 (Current Year)
- Year 5, 2017-2018: \$12,500

The report will answer the next seven topics to show alignment of the school's objectives/strategic plan to the grant's purpose/objectives. There are other attachments to this email that support NCC's involvement in the TCTW Grant.

1. How many years has your school been involved with the TCTW grant?

- a. This is outlined above. We are beginning our fourth year with the grant. The two years prior to receiving this grant, NCC explored TCTW by sending staff to the TCTW forum and doing research. The past three years have been very rewarding and NCC has set its focus on specific TCTW initiatives.

2. What is the focus of your grant/TCTW plan?

- a. NCC has redeveloped all of its curriculum using the guidance of TCTW initiatives.
 - i. The teacher preparation project has been a source of guidance as all of its new teachers have participated in professional development provided by University of Central Missouri.
 - ii. Each program syllabus, curricular framework, and curriculum map have been developed using TCTW format.
 - iii. NCC also has developed a well respected Essential Employability Skills Curriculum and assessment.
 - iv. NCC has worked hard to provide what we have coined "related academics". NCC has used its TAV and Survey data from TCTW to build a math curriculum and will add a part-time math teacher to support its already effective related English instruction.

- b. NCC has focused on and spent a majority of its grant in the past 15 months on Project/Problem-based learning (Enhanced CTE). NCC has worked with a facilitator named Marty Sugerik to bring PBL to Northland Career Center and the secondary schools in the Platte County School District. This journey will continue in 2016-2017 as Marty will return for four more days (2 in October and 2 in February).
- c. Northland Career Center became aware of Simulated Workplace while attending the TCTW Forum in Point Clear, Alabama in January of 2015. Each instructor who was a part of this presentation has now implemented phases of this concept into their program. NCC is changing its whole organizational structure to be a simulated workplace. NCC Diesel Instructor Frank Stafford and his student Michelle will present part of our journey towards this initiative at the HSTW/TCTW Summer Conference in Louisville next month. The Baldrige Leadership concept and the Baldrige-Based Classroom concept are well supported by Simulated Workplace.

3. What were your goals for the school year just ended?

- a. Northland Career Center has a very well developed strategic plan that was collaboratively developed by 50 of its stakeholders during the 13-14 school year. NCC's focus on project-based learning supports seven of its core measures including: A1 – Technical Competence, A2 – Employability, A3. – Related Academic Achievement, B3 – Relevant programming, CU1 – Student experience, CS1 – Staff Expertise, and CP3 – Customer Satisfaction. Our goal with TCTW and PBL was to learn in year one, develop and implement in year 2-3. NCC was able to informally develop key projects that were publicized widely by the Northland community and revered by its patrons.

4. What are your goals for the upcoming school year?

- a. In 2016-2017, NCC will move forward with implementing PBL, Simulated Workplace, and Curriculum Map completion. These three initiatives will provide great value to NCC. NCC is in the process of determining what its "Tier 1" instruction looks like to serve all students. Other "Tier 2" supports and "Tier 2" opportunities are also being developed.

5. How has instruction and student performance changed as a result of this grant? Be specific. Provide data (e.g. The percent of teachers who met their SLO targets; number of students who earned IRCs and/or passed their TSAs as a result of this grant; examples of more productive, mutually beneficial business and industry partnerships; etc.).

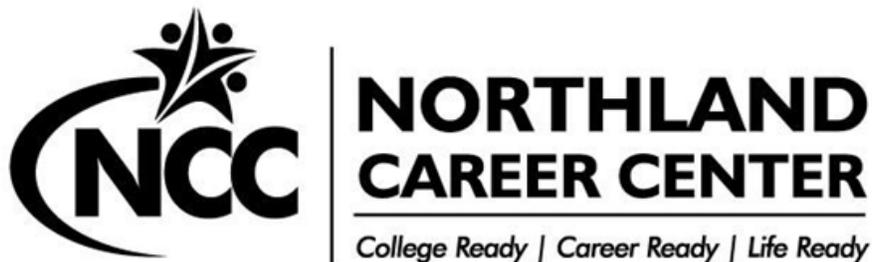
- a. NCC just completed a data showcase during the last week of May. NCC's strategic plan is aligned to the 10 Key practices of TCTW. NCC's Technical Assessment/IRC success has grown during the implementation of this grant. Prior to grant implementation, NCC's completers were 65.9% proficient in 2012-2013. In 2015-2016, 78.9% of NCC's students were proficient or advanced (46 more students). Each NCC student in 2015-2016 also had an employability grade that was measured by a common rubric/assessment.

6. What is your plan for continuation of this work once the grant funds have ended?

- a. None of these initiatives were done as a result of the grant. The grant became a means to have a larger portion of the staff explore these concepts. We are hopeful to renew the grant with one of our sending school partners, and likely believe that will be Platte County High School. We are very appreciative of the funds and will continue to grow instructionally and focus on the four main areas we have been focused on as a result of our inclusion into the TCTW network.

7. Other information you would like to provide such as unintended consequences of the grant.

- a. We have been very “intentional” in our use of the grant and inclusion in TCTW. Each initiative we are a part of aligns to our plan and is vetted through the Baldrige framework. We have experienced extreme success and have had the opportunity to have unforeseen exposure and are excited about this. This grant initiative is some of the best spent funds available to career and technical education in Missouri as it allows for schools to collaborate and explore innovation in CTE. We are thankful to have had the opportunity to be a part of it and hope to continue for many years to come.



2013-2018 Strategic Plan

Vision:

Connecting with tomorrow...

Mission:

To prepare students for a continually changing world by providing relevant experiences.

Values:

Integrity
Innovation
Partnerships
Learner Focus
Results
Diversity
Quality

Strategic Focus Areas:

Excellence in Academics
Business Functions
Community – Students
Community – Staff
Community – Partners

Goals:

Northland Career Center will...

1. Develop relevant, quality programs to prepare students for a continually changing world.
2. Responsibly manage all business operations in order to maximize resources and innovation geared towards student achievement, while meeting all customer needs.
3. Provide necessary critical skills for students to meet the challenges of life and their chosen career path in a relevant and safe environment.
4. Be a committed staff that is student focused, supportive, trusting, reliable, passionate, accountable, and innovative.
5. Increase visibility, develop partnerships, explore possibilities, and expand resources.

The Process and History of the Development of NCC's 2013-2018 Strategic Plan:

Over the last ten months, Northland Career Center (NCC) has created the five year strategic plan using stakeholder feedback from each of its twelve sending high schools and seven school districts, business and industry, students, staff, and post-secondary institutions. A "Vision Day" occurred in April of 2013 and provided NCC team members with valuable information to move forward with the construction of a strategic plan. This strategic plan will be NCC's roadmap for the next five years.

In conjunction with the strategic plan, NCC has joined The Technology Centers that Work (TCTW) network which is a national initiative that supports career and technical centers across the nation in achieving high standards. This initiative will support NCC in achieving its goals and core measures that are outlined in the strategic plan.

Northland Career Center provides financial aid to post-secondary/adult students as part of its services. Approximately 35-40 students per year take advantage of this service. To be able to provide this service, Northland Career Center must be accredited. Northland Career Center is currently accredited by the Council of Occupational Education (COE) and must meet their high standards to offer the services of financial aid.

NCC vision for the future is "Connecting with Tomorrow..." What this means to our students and staff is that all students will be prepared for the future through college, career, and life readiness. The strategic focus areas for this plan are: Excellence in Academics, Business Functions, Community - Student, Community - Staff, and Community - Partners. These directly align to the Platte County R-III's strategic focus areas. Our core measures focus on technical achievement, academic achievement, employability, attendance, enrollment, placement, customer satisfaction, staff and student satisfaction, staff credentials and expertise, budget development, program development, and technology integration.

NCC staff meets weekly in teams to bring this plan life. Now that the measures have been determined, NCC teams are focused on development and implementation of strategies to achieve these goals. As a result, students from each of the twelve high schools and the adults will benefit from a collaborative effort from all stakeholders to make NCC an integral part of the Northland's educational opportunities for ALL students during this five year cycle.

The following pages display the focus area, overarching goal, core measures and measurement and analysis tools. This plan will also "link" its core measures to TCTW's Key Practices and the Standards of COE. These two organizations are the key affiliations of Northland Career Center. The framework of the plan follows the Platte County R-III School District's strategic plan. Strategies, timelines, and goal champions are also a part of this plan and in the future will be found on NCC's website in a location to be determined.

STRATEGIC FOCUS AREA & OVERARCHING STRATEGIC PLAN GOAL STATEMENT

Focus Area: **Excellence in Academics**

Develop relevant, quality programs to prepare students for a continually changing world.

MEASUREABLE OBJECTIVES

A1. Students' passing scores on a TSA/IRC assessment will reach the current state goal of 73%. This objective may change with the possibility of revised state requirements. (MSIP CT5)

TCTW Key Practices: CT Studies, Students Engaged, High Expectations

A2. Students graduating from NCC will be deemed college and career ready in the area of employability/21st Century Skills as determined by acceptable measure using NCC adopted curriculum and scoring guide.

TCTW Key Practices: Extra Help and Transitions, Teachers Working Together

A3. NCC graduates will be prepared academically for college, military, or career as measured by Compass, ASVAB, WorkKeys Assessments and/or TCTW assessments.

MSIP 5 Goals and transitional goals will be discussed as sub measures for individual students.

TCTW Key Practices: High Expectations, Academic Studies

MEASUREMENT AND ANALYSIS TOOLS

- TSA/IRC Exam Scores
- TSA State Cut-Scores
- Compass Scores
- WorkKeys Scores
- ASVAB Scores
- TCTW Assessment Scores
- In-house data collection of student reported information concerning having taken one, or more, of the following assessments; ACT, SAT, ASVAB, Compass
- ELA formative assessments
- SkillsUSA PDP, Career and Technical Common Core (CTCC) and Missouri Career Prep Curriculums
- Formative building and program assessments



STRATEGIC FOCUS AREA & OVERARCHING STRATEGIC PLAN GOAL STATEMENT

Focus Area: **Business Functions**

(Finance/Budget, Accreditation, and Technology Integration/Management)

NCC will responsibly manage all business operations in order to maximize resources and innovation geared towards student achievement, while meeting all customer needs.

MEASUREABLE OBJECTIVES

B1. NCC will maintain a budget that will result in either a zero balance, or small surplus, at the end of each year of the five year strategic plan cycle as measured by final budget documents.

B2. NCC will maximize access and usage of instructional technology and program specific technology to all students and staff as measured by staff and student surveys and TCTW surveys.

TCTW Key Practices: Students Engaged, Extra Help and Transitions

B3. NCC will provide relevant programming to all potential students that leads to college or career opportunities as measured by prospective program survey, employment trend data, and customer survey.

TCTW Key Practices: CT Studies, High Expectations, Work-Based Learning

MEASUREMENT AND ANALYSIS TOOLS

- Completed year's budget, current year's budget, projected budget for upcoming fiscal year
 - Expenses: PD Money spent, Supply money spent, technology money spent, human resources, operation costs
 - Revenue: Tuition money collected, Perkins grant info, Enhancement grant info, DESE Reimbursement Money, Effectiveness Index Formula, Other grant monies
- Accreditation History, Listing of all Building and Program Accreditations
- Physical inventory of computers, projectors and other instructional technology and money spent
- Physical inventory of program specific equipment and money spent
- Perception data from all stakeholder groups regarding technology/innovation,
- Perception data from all stakeholder groups regarding budget/fiscal wellness
- Economic Trend/Employment data
- Customer survey



STRATEGIC FOCUS AREA & OVERARCHING STRATEGIC PLAN GOAL STATEMENT

Focus Area: **Community – Students**

Relevance, Attendance, SkillsUSA, Safety

Provide necessary critical skills for students to meet the challenges of life and their chosen career path in a relevant and safe environment.

MEASUREABLE OBJECTIVES

CU1. Students will report that NCC is a relevant and safe environment as measured by the annual student survey.

TCTW Key Practices: Students Engaged, High Expectations

CU2. 90% of NCC student population will have a 90% or higher attendance rate (MSIP5).

TCTW Key Practices: Students Engaged, High Expectations

CU3. Students will reach a CTSO achievement status as measured by criteria relevant to leadership, competition, community service, professional development, fundraising and membership.

TCTW Key Practices: High Expectations

MEASUREMENT AND ANALYSIS TOOLS

- Student Survey Data regarding safe and relevant environment
- Information collected from student advisory
- SkillsUSA membership and activity participation
- SkillsUSA competition and professional development data
- Attendance data
- Safety drills
- Professional development logs from teachers and students



STRATEGIC FOCUS AREA & OVERARCHING STRATEGIC PLAN GOAL STATEMENT

Focus Area: Community – Staff

Culture, Climate, Safety

To be a committed staff that is student focused, supportive, trusting, reliable, passionate, accountable, and innovative.

MEASUREABLE OBJECTIVES

CA1. NCC will increase morale for all staff members. Support and trust of and between staff will increase by 15% as reflected in staff survey.

TCTW Key Practices: Culture of Continuous Improvement

CA2. The number of staff members stating they have received adequate technical and/or pedagogical training to meet the needs of diverse students will increase, as measured by staff and student surveys.

TCTW Key Practices: CT Studies, Leadership Training Modules

MEASUREMENT AND ANALYSIS TOOLS

- Staff Survey
- Student Survey
- Professional Development Log
- Records of teachers applying and being granted board of education credit
- Staff and Building Professional Development Plans



STRATEGIC FOCUS AREA & OVERARCHING STRATEGIC PLAN GOAL STATEMENT

Focus Area: **Community Partners**

Marketing (Stakeholders), Enrollment, Retention, and Placement

Increase visibility, develop partnerships, explore possibilities, and expand resources.

MEASUREABLE OBJECTIVES

CP1. NCC will increase overall enrollment by 5% (15 students) each year over the next 5 years.

TCTW Key Practices: Programs of Study

CP2. Increase related placement to 75% over the next 3 years (Currently 71%) and maintain MSIP5 related placement rate at 86.2%.

TCTW Key Practices: Extra Help and Transitions, Work-Based Learning

CP3. NCC will increase customer satisfaction rate of NCC partners including parents, sending schools, post-secondary institutions, business and industry, & alumni

TCTW Key Practices: Programs of Study, Culture of Continuous Improvement, Extra Help and Transitions, Teachers Working Together, Work-based Learning

MEASUREMENT AND ANALYSIS TOOLS

- Retention rates since 1996
- Shadow exit survey results
- Total completer rates
- Enrollment data
- Open House Survey
- Related Placement Rate
- MSIP 5 Placement Rate
- Satisfaction Survey (Under Construction)
- Focus Group Feedback

Innovation Plan Title: Increase Instructional Effectiveness (Tier 1 Instruction for CTE)
 Innovation Plan Champion: Brian Noller
 Cycle 1 Start Date: 8/1/2015 ← Type Cycle 1 Start Date
 Cycle 1 End Date: 1/1/2016 ← Type Cycle 1 End Date

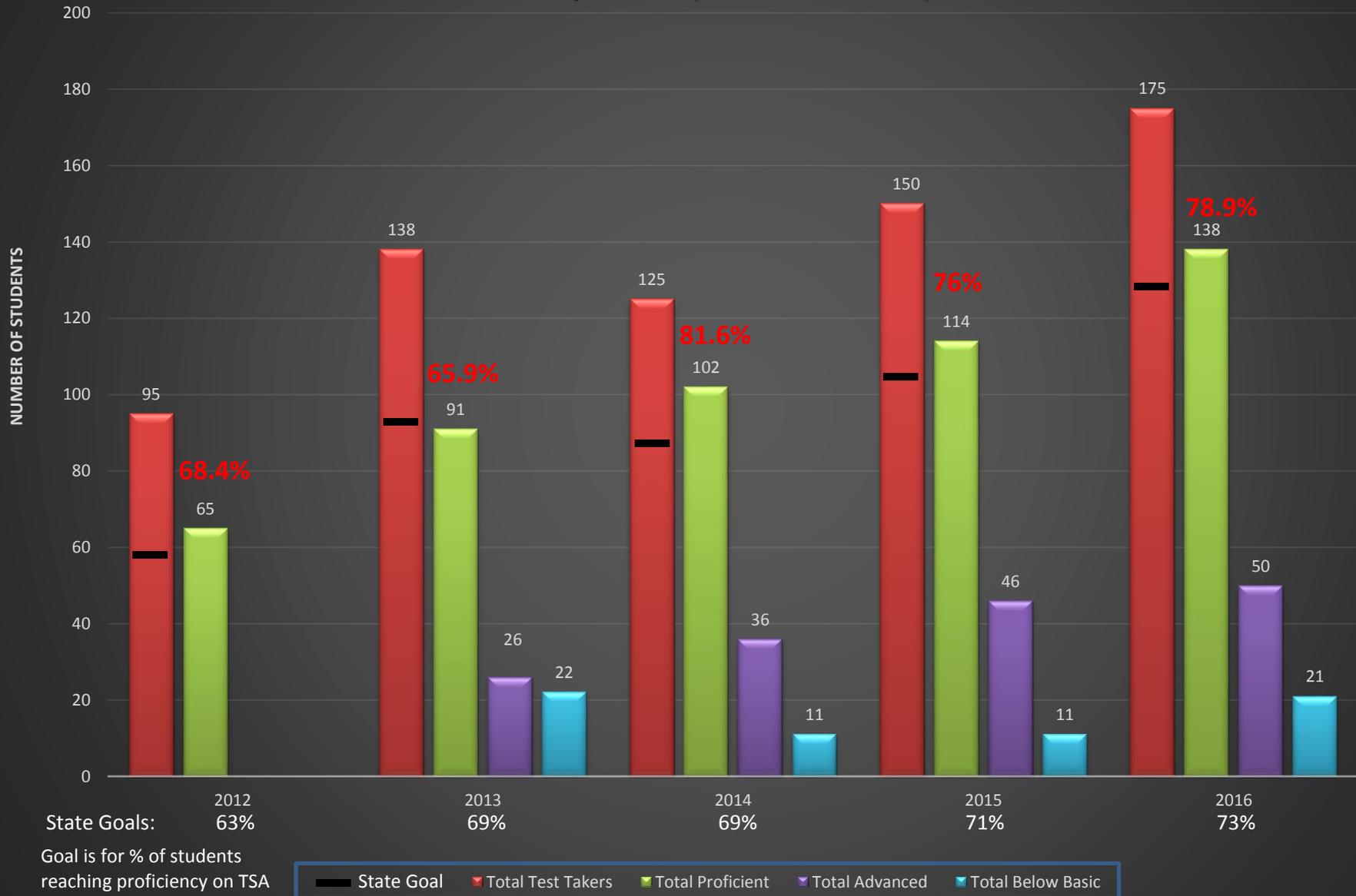
Step Identifier	Action	Measure or Indicator	Deadline	Person(s) Accountable	Person(s) to Consult	Budgetary Resouces	Time Required	Status
D1.1	Determine/review the appropriate college and career readiness	Feedback from staff on informal survey	8/10/2015	Brian Noller	Lisa Weatherly	None	1	In Progress
D1.2	Determining the appropriate structure for instructional collaboration (schedule, topics, partnering, accountability) - done at 1st staff meeting	Feedback from staff on informal survey	8/10/2015	Brian Noller	Lisa Weatherly	none	1	Completed
D1.3	Engage instructional staff as to what their needs are for PD/Learning/Topics	Data collection of topics				None	1	Completed
D1.4	Determine the tight/loose for instructional collaboration in terms of topics, use of the 50 minutes	Consensagram	8/24/2015	Lisa Weatherly/Jeff Green/Lori Mann	Brian Noller	None	1	Completed
D1.5	Set expectations for implementation on certain instructional initiatives	Continued Monitoring and Survey of Instrucitonal Staff		Brian Noller		None	Unknown	Completed
D1.6	Partner staff together for learning partners	Based on Mentors	8/17/2015	Lisa Weatherly/Jeff Green/Lori Mann	Brian Noller	none	1	Completed
D1.7	Develop an effective employability tool that is systematic	Feedback from Staff and Students on Survey	10/19/2015	Brian Noller/Jeff Green	Brian Noller/Advisory Board	None	Continuous	Completed

D1.8	Work with Simulated Work Place Processes to answer QCI Questions. Travel to WV to see it in action	QCI Classroom Rubric	10/1/2015	Brian Noller	Mike Brown	\$1,200	2 Days	Completed
D1.9	Use professional development time to learn more about how to implement project-based learning	Implementation of projects by programs	10/21/2015	Brian Noller	Stephani Reynolds	\$7,150.00	4 Days	In Progress
D1.10	Share information learned in West Virginia regarding Simulated Workplace to staff, administration, advisory Board	Feedback from stakeholder groups	11/15/2015	Brian Noller/Frank Stafford	Mike Brown	none	3 different sessions	Completed
D1.11								
D1.12								
D1.13								

[Continue to Cycle 1 "Study"](#)

[Return to "Plan"](#)

NCC 5 Year TSA Data Completers (No MKT or CIE)



**2015-16 Northland Career Center - TSA Data - Completers
No Marketing or CIE**

TSA AVERAGE SCORES BY SENDING SCHOOL 2015-16								
Sending School	Number of Completers taking Assessment	Students Reaching the National Norm or Test Goal	% of Students Reaching the National Norm or Test Goal	IRC	Number of Special Needs Completers Taking the Assessment	Special Needs Students Reaching the National Norm or Test Goal	% of Special Needs Students Reaching the National Norm or Test Goal	IRC
Liberty	4	3	75.0%	2	1	1	100.0%	1
Liberty North	13	9	69.2%	3	1	0	0.0%	0
North Kansas City	13	12	92.3%	12	1	1	100.0%	1
North Platte R1	2	2	100.0%	1	0	0		0
Park Hill	24	20	83.3%	6	8	6	75.0%	2
Park Hill South	15	13	86.7%	8	3	2	66.7%	0
Platte County R3	43	34	79.1%	23	9	5	55.6%	3
Oak Park	13	9	69.2%	6	1	0	0.0%	0
Smithville	21	17	81.0%	9	6	4	66.7%	2
Staley	13	8	61.5%	5	5	4	80.0%	2
West Platte R2	3	2	66.7%	1	0	0		0
Winnetonka	11	9	81.8%	8	3	2	66.7%	2
TOTALS	175	138	78.9%	84	38	25	65.8%	13

2015-16 Northland Career Center - All Program - TSA Data Summary - Completers Only No Marketing or CIE

Program	Number of students taking exam	TSA Post Test Average	National Norm or Test Goal	Percentage above national average or goal	Number of students scoring above national norm or test goal	% of Students Reaching the National Average, Test Goal, or 65%	Number of IRC's
Agriculture Education	7	52.6%	48.2%	4.4%	7	100.0%	7
Aviation Technology	0	15.5%	70.0%	-54.5%	0	0.0%	
Construction Trades Technology	10	55.5%	70.0%	-14.5%	3	30.0%	3
CSI/Law Enforcement	21	61.6%	60.0%	1.6%	15	71.4%	
Culinary Arts	7	63.8%	70.0%	-6.2%	5	71.4%	3
Diesel Technology	26	55.5%	51.3%	4.2%	18	69.2%	13
HVAC / R	15	61.4%	70.0%	-8.6%	7	46.7%	7
Health Sciences	39	1.1%	1.1%	0.1%	35	89.7%	35
Industrial Welding	11	64.3%	59.6%	4.7%	11	100.0%	6
IT Professionals	23	82.1%	73.3%	8.8%	23	100.0%	5
Teaching Professions	16	77.1%	75.7%	1.4%	14	87.5%	5
NCC Totals	175				138	78.9%	84

Ozark R-VI School District
TCTW/HSTW/MMGW
Summary Report and New Year Planning

The Ozark R-VI district has been involved with the TCTW/HSTW/MMGW initiative since fall 2014. We have just completed our second year. We have attended the HSTW summer conference for three years and the on-site TAV visit occurred in October of 2015.

Focus: The *TCTW* grant has allowed OHS/career center the opportunity to build teacher and leader capacity at all of our 7 – 12 buildings: the Ozark Career Center, the Ozark High School, the Finley River School, and Ozark Junior High. The Ozark Board of Education desires for graduates to be prepared to enter the workforce with collaborative, work-ready, and academic skills. The *TCTW* allows for leadership team development, implementation of programs of study and the *TCTW* philosophy which addresses the challenges that are hindering optimal student achievement.

Ozark School District is committed to continuing and refining the programs to assure student success and transition students into more strenuous academic requirements and more focused career pathways. By improving students' skills in the core areas, students will be career-ready upon graduation, or prepared to advance to higher levels of technical education after graduation. The success we have seen in personal plans of study has already been a boost in parental involvement in planning for student success.

Goals 2015/16:

The goals for 2015/16 were around building capacity among teachers and leaders, operationalizing personal plans of study, and reflecting/planning toward our future steps.

- Continue to expand understanding and implementation of TCTW philosophies and connection to LEA- specific to freshmen transition and personal plans of study.
- Technical Assistance Visit with a reflective response to TAV/SREB recommendations and data.

Goals for 2016/17 and through the end of the grant:

TCTW/HSTW

- Continue work on Personal Plans of Study
- Increasing the number of students who graduate with diploma +.
 - Investigate and calculate last year's numbers and analyze
- Explore a bridge courses for English and Math as a move toward adding the 4th math credit.
 - Can we close the gap between 34% of seniors take math during their senior year while 70% of seniors go on to college?
 - Increase embedded credit
- Reflect labor market needs

- Build capacity among teachers and leadership through strategic choices of professional learning opportunities (HSTW Summer Conference, TCTW Leadership Forum, Going to other sites to learn from them)
- The grant will also cover the participation fee for TCTW \$2000.00

MMGW

- Increase the rigor, alignment, and instructional viability of the 7 – 8 mathematics' courses.
 - Align 7 – 8 mathematics with state standards, high school readiness, and in conjunction with the K – 6 curriculum.
- Mathematics' pedagogy will be aligned with the Balanced Mathematics Framework from Ainsworth and Christenson. The LEA will use local funds to bring in a national speaker and consultant.

JOINT Goal

- Change K-8 conversations to preparing students to be High School Ready and 9-12 to be College /Career Ready as we rewrite and realign curriculum to meet the Missouri DESE standards.

DATA and Results:

The goals for 2015/16 were around building capacity among teachers and leaders, operationalizing personal plans of study, and reflecting/planning toward our future steps.

- 2014/15: high school and junior high counselors went to HSTW and looked at various vehicles for implementing Personal Plans of Study. The district selected Naviance as the tool and this influenced training, collaboration, and communication throughout the rest of the year.
- Continue to expand understanding and implementation of TCTW philosophies and connection to LEA- specific to freshmen transition and personal plans of study.
 - PPOS
 - Weekly Naviance assignments for all students during advisory.
 - Monthly grade level meetings for all students.
 - Monthly training for 100% of secondary teachers in the use of Naviance and how to advise students around interest, career opportunities, and post-secondary choices.
 - Personal Plan of Study Night: Year One- 65% of freshman parents attended and 60% overall attendance.
 - Freshmen Transition Activities
 - Enrollment night in April: 85% of freshman parents and students attended
 - Orientation day in August: 90% of freshman students attended in 2015.
 - At this event students developed relationships with upper class leaders, received their schedule and personal computer, ate lunch in the cafeteria, toured the building, participated in a get to know your computer lesson, and took a test-run of their schedule.
 - Students met their Link Leader for the year.
 - Overall, students familiarized themselves with their new learning environment and made connections between what they were used to at the

junior high and how those things were similar and different in their new school.

- Link Leaders visited advisory weekly during first semester to lead lessons related to freshman transition.
- Fall freshman events included a movie night and dodgeball
- Cocoa and Cram in December: A study session for the freshmen who took high school finals for the first time.
- Technical Assistance Visit with a reflective response to TAV/SREB recommendations and data.
 - As a result of the TAV visit we plan to work on increasing the number of students who graduate diploma +, exploring a bridge class in both English and Math, and changing K-8 conversations to prepare students to be High School Ready and 9-12 to be College /Career Ready as we write curriculum to meet the new standards
 - The Superintendent and Assistant Superintendent attended the TCTW Forum and presented on the topic of “Blurring The Lines With The Business Community, Ozark Schools and Springfield Area Chamber of Commerce=Relevant, Authentic Learning.”
 - The on site follow up visit from SREB will occur June 9th, 2016. At that time we may adjust the goals for 2016/17.

Future planning beyond the grant-funded years:

PPOS will be firmly established by the end of the 5 year grant. The hope will be that the culture has changed to encapsulate the HSTW/TCTW/MMGW philosophies. The district is committed to increasing students’ ability to succeed in grade 13 however that may look. Students need to have a thorough content base and professional skills to thrive and compete within 2-year, 4-year, technical, employment, or military. The district will continue to use local funds to remain a top-tier district within the state. The district mission is, “Student-dedicated every day, student driven in every way.” If we live within our mission, students will succeed.

Other information you would like to provide such as unintended consequences of the grant.

Our district has had an interest in expanding internship programs over the last 4 year. Attending the HSTW summer conferences gave staff the opportunity to attend sessions about internships in other school districts. During the 2015/16 school year our superintendent spearheaded a regional group to look into internships and externships. The regional decision was to explore the CAPS program in Northland CAPS (north of Kansas City, MO). This program was launched in 2015/16. It will be expanded in 2016/17. In addition, we continue to explore other internship opportunities for our students. Additionally, we plan to include teacher externships into the regional business community.

2015-16 HSTW Summary Report
Willow Springs High School

1. Willow Springs High School became a High Schools That Work school in 2002. Throughout the five-year grant cycle, the Ten Key Practices were implemented and sustained by the district when the grant cycle ended in 2007. One particular initiative, Senior Projects, has evolved into a much anticipated annual event completed by **every** senior before graduation. Practices such as Homework Lab, GAP (advisor/advisee), and extra help have simply become common practice in the high school. The district also continued to fund participation in the annual HSTW Summer Conference for six to eight member teacher teams each year.
2. In 2012, Willow Springs High School was awarded a second grant to implement HSTW/MMGW, focusing on a smooth transition for 8th graders coming in to high school. An additional area of focus was to explore areas of support to improve attendance and graduation rate. The High School 101 Curriculum has provided curricular materials to prepare incoming ninth grade students. The implementation of the 9th Grade Academic Fair has improved parent participation and communication and improved confidence among incoming ninth grade students.
3. Goals for 2015-16:
 - Communication arts: **75%** proficient
 - Math: **65%** proficient
 - Science: **85%** proficient
 - Social Studies: **75%** proficient
 - Student attendance: **95%**
 - Graduation rate: **100%**
 - SLO Implementation: **100%**
 - Collaborative Work: Assessment development/expected learnings
4. Goals for 2016-17:
 - Communication arts: **75%** proficient
 - Math: **70%** proficient
 - Science: **87%** proficient
 - Social Studies: **80%** proficient
 - Student attendance: **95%**
 - Graduation rate: **100%**
 - SLO Implementation: **100%**

CW: Data results monitoring, writing, vocabulary and technology integration

- Data indicates that the dropout rate has decreased, the graduation rate has increased and the freshmen failure rate has improved.

Dropout Data	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
	27	28	15	3	6	2	0	0	0	0

Graduation Rate	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
	78.8%	74.8%	72.5%	83.2%	81.2%	91.0%	98.6%	100%	98.1%	

% Freshmen 1st semester failures	2010	2011	2012	2013	2014	2015
	13.2%	14%	14%	16.8%	7.4%	10%

- The training received and programs implemented as a result of High Schools That Work grant funding have positively impacted student achievement at Willow Springs High School. These programs and procedures are reviewed annually by the high school faculty leadership team to determine effectiveness. The Willow Springs R-IV School District understands the value of the High Schools That Work initiatives and is committed to sustaining those efforts for continued improvement.

Respectfully submitted,

Jimalee L. James, principal