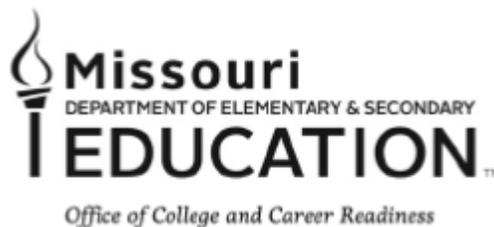


Technical Centers That Work (TCTW)

School Summary Reports 2016-2017 School Year



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Introduction

The Missouri Department of Elementary and Secondary Education has partnered with the Southern Regional Education Board (SREB) 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. The 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 2016-17 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 (MMGW)

Bismark R-5 Jr/Senior High School

Summary Report and New Year Planning

The 2016-17 school year is the 5th and final year of the grant for Bismark R-5.

Throughout the last five years, we have worked hard to implement the 10 key practices of MMGW in our school. We have made great progress toward the implementation of the 10 key practices, but like any school, we are striving to maintain a cycle of continuous improvement. Our main focus continues to be on the following beliefs: 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 2016-17 school year that has just ended were as follows:

- 75% of our students in grades 6-8 reading at or above grade level.
- Maintain an attendance rate of 90% in grades 6-8.
- Increase student achievement on state testing in the four core areas.
- Provide a focus on “domain-specific” vocabulary in all core and non-core classes through implementation of the vocabulary bowl program.
- Continue to provide career education to all junior high students and develop an in-house career fair.
- Begin the process of moving to standards-based grading, beginning with the implementation of student-led conferences.

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 2016-2017 school year alone were remarkable. Some of these results include: (1) Our school has been able to maintain a high percentage of students reading at grade level, finishing the school year at 73% for the second consecutive year. (2) In order for students to achieve at a high level, they must have a high level of attendance. Our students have maintained a high attendance rate this year, ending at 93% for 2016-2017. (3) We have implemented required reading courses at the middle grades level, and students have continued to meet the requirements of reading a minimum of 20 newspaper, magazine, and online articles, two books, completing seven-eight small papers, and completing oral presentations throughout the school in each non-core class (4) Interest in reading is at an all-time high, with students working to meet reading challenges, and being rewarded with field trips each quarter for it. (5) We have implemented career education course at the middle grades level. This has included guest speakers in various career fields, as well as trip to the Mineral Area College Career Fair and the Unitec Career Center. (6) Student led conferences were implemented in 16-17, both in the fall and the spring. The stage

is now set for us to explore standards based grading and standards based report cards for 2017-2018. (7) Our teacher collaborative teams focused on improving as educators through a staff let book study over David L. Steinberg's books "Lead Like The Legends: Advice and Inspiration for Teachers and Administrators".

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.

Although this was the last year of the grant, our district will continue to implement the 10 key practices through Professional Learning Communities. Our quest for academic excellence will continue. We are better prepared and better off for having been afforded the opportunity to participate in MMGW. We will do everything in our power to continue the good work. We owe it to our students.

Cape Girardeau Career and Technology Center Summary Report and New Year Planning 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 credits for the school year. The Cape Girardeau Career and Technology Center currently offers 24-nine month technical programs. Of those 24 programs, 20 of them have 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 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, and embedded math and English program was established as 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.

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 2016-16 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 continue 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

**Cass Career Center
Technical Centers That Work Grant
Summary Report and New Year Planning
June 1, 2017**

The 2017-2018 school year will be Cass Career Center's fourth year of implementation for the TCTW grant in partnership with Harrisonville Middle school. CCC and HMS worked together for the past three year to increase student achievement, and create a link between the middle school and the career center.

Summary of 2016-2017

Goals:

1. Implement Project Based Learning to increase student achievement at Harrisonville Middle School and Cass Career Center
2. Continue to strengthen the relationship and curricular links between Harrisonville Middle School and Cass Career Center

The 2016-2017 grant year we focused on the project-based learning initiative. During the summer SREB conference in Louisville, Kentucky we were able to send four middle school teachers and 2 career center teachers along with an administrator from each building. As the conference the two CCC teachers each presented a session on integrating academics at the career center.

Marty Sugerick from SREB kicked off our school year in August with two full days of training on project-based learning and how teachers could implement it in the classroom. All of the Cass Career Center instructors and the PBL team from Harrisonville Middle School attended the training. Upon completion of the training teachers turned in a project they could implement in their classroom. As a follow-up in November we had a CCC team provide training to the entire middle school staff on implementing project based learning. We also has a team present on PBL during a district professional development day to start the second semester. Throughout the school CCC administrator worked with the Career Center teachers on the development and implementation of project based learning in their classrooms.

The grant allowed Cass Career Center to send a group of four to the TCTW Forum conference in Mobile, Alabama. At this conference the instructors presented twice on integrated academics and project based learning. This conference allowed the group to take a deep dive into where our career center currently ranks on the TCTW initiatives. Teachers were able to share a summary of the conference with the entire staff upon returning.

As a result of our efforts Cass Career Center increased the number of students taking the technical skill assessment from 111 to 135, and passing the tests from 93-113. For the 2016-2017 school year the CCC had a pass rate of 83.7%, far above the state's recommended score of 74%.

Planning of 2017-2018

Goals:

1. Continue to develop and integrate Project-Based Learning into each program area
2. Implement the Work Keys assessment
3. Integrate MO DESE's CTE Program Evaluation and Improvement Plan Self-Evaluation Tool
 - a. Review and Update Curriculum Maps

During 2017-2018 Cass Career Center and Harrisonville Middle School will continue to work on strengthening and improving the project based learning initiative started during the 2016-2017 school year. A team from both schools will attend the SREB conference in Nashville, Tennessee this summer. This will allow staff to gain valuable resources and an opportunity to collaborate with other professionals. Grant funds will be used to send teachers from both buildings on related professional development opportunities.

Cass Career Center will be exploring the opportunity with a new industry partner to become a testing site for the Work Keys assessment. This assessment will benefit a number of students in several program areas. CCC is looking at piloting this exam with the construction technology class during the 2017-2018 school year. The results of the assessment will complement the work students are currently doing on their senior portfolios in integrated academics. Grant funds will be used for initial fees to establish the building as a testing site.

Teachers will be working through the MO DESE's CTE program evaluation and improvement plan self-evaluation tool during the 2016-2017. This will allow teachers to see what areas they're successful in and what areas need improvement. As part of this process teachers will be making adjustments as needed to their curriculum. The goal will be for all CTE programs to have their updated curriculum approved by the board during the 2017-2018 school year. TCTW funds will be used to provide needed professional development and resources for areas of concern as teachers work through the process.

Columbia Area Career Center TCTW Summary Report and New Year Planning

Columbia Area Career Center is completing its third 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.

2016-17 Goals

During the 2016-17 school year, the primary goal for CACC was the continuation of project based learning training and implementation. Fifteen teachers and administrators from CACC attended the HSTW/TCTW Summer Conference in July 2016 and fourteen of the fifteen were involved in the presentation of five different sessions at the conference, all related to PBL. Marty Sugerik from SREB was retained to continue with year-long PBL training and PBL coaching training. The expectation for all CACC teachers this year was they would either revise their year-one PBL, implement a new PBL, or develop a cross-curricular gold-standard PBL in their classrooms during the 2016-17 school year. Again this year, there was a share-out to peers and invited guests of implemented PBLs during a teacher collaboration day in March 2017. Grant funds for the 2016-17 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, the three-year curriculum review and program evaluation cycle continued with a new group reviewing curriculum, one group moving curriculum mapping and the third group conducting program evaluation and their three-year improvement plan.

Our goals for the 2017-18 school year will be:

- Further PBL implementation and development of a common format for written PBLs
- Implementation of coaching by the established instruction focus team for training of new teachers and further support for all teachers
- Continued explorations of implementation of workplace simulation
- Continuation of curriculum review and program evaluation (three-year cycle)

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

Changed as a result of grant funding

One hundred percent of our teachers implemented a PBL using the gold-standard rubric in their classrooms. All teachers presented results of their PBL to their peers during the March collaboration day or subsequent faculty meetings in April and May. Teachers either implemented a second iteration of their PBL, developed a new PBL, or worked with a teacher in a different discipline on a cross-disciplinary PBL. A number of teachers revised their first PBL and developed a second PBL (or more). As teachers become more comfortable and

knowledgeable in the essential elements of a PBL, the projects have become much stronger and challenging.

Members of the Instruction Focus Team participated in coaching training and will begin providing training for our new teachers next year.

At this summer's HSTWn-CTW Summer Conference, CACC will be presenting four sessions related to our work this past year that focuses mainly on our work with PBL.

During our second 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, seven of our program areas began reviewing their curriculum to identify essential skills by program area and by course, and eight program areas worked on curriculum mapping.

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 two 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 2016-17 Technical Center That Work Summary Report and New Year Planning

Please include a narrative of goals and objectives from the previous and upcoming grant years with your 2018 TCTW FV4 request for funding. All funds from this grant must be used to implement the plan, and any subsequent revisions to your plan, developed as a result of your school's initial TAV.

The following questions can guide you in your narrative:

1. How many years has your school been involved with the TCTW grant? 3rd year
2. What is the focus of your grant/TCTW plan? Professional Development for all stake holders at Crowder Technical Education Center.
3. What were your goals for the school year just ended? To have all CTEC instructors plan and develop a true Project Based project.
4. What are your goals for the upcoming school year? To have all CTEC instructors implement their PBL project and work on their second project.
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.). Our instructors have embraced the PBL instructional philosophy and our students have seen the benefits of this change. The PD that we are able to have our instructors attend with this grant are outstanding. We have seen an increase in our attendance dew directly to how our instructors have made positive changes within their classrooms. This has led to higher TSA/IRC pass rates within a majority of our programs. We have seen a jump in our placement rate also, because our students are more prepared for the challenges that face them.
6. What is your plan for continuation of this work once the grant funds have ended? We have been discussing with a couple of our sending schools to try to get them to go in with us and continue this Grant.
7. Other information you would like to provide such as unintended consequences of the grant.

Please put your school name and school year in the footer of the document.

Thank you.

David Webber

Dallas County Technical Center (DCTC)

Technical Centers That Work

2016-2017 Summary Report and New Year Planning

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

Dallas County Technical Center (DCTC) is in year one of the Technology Centers That Work (TCTW) grant. DCTC is committed to educational excellence through career and technical preparation. Our mission is to equip all students for lifelong learning and responsible citizenship. Through the opportunities afforded by use of the TCTW resources, we feel strongly about our ability to increase academic challenges for students through a culture of continuous improvement for staff and students alike. Professional development opportunities through SREB and TCTW allow teachers to ready themselves as lifelong learners and implement SREB Key Practices, thus modeling educational success and working towards school improvement goals.

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

DCTC, in our efforts to prepare students for postsecondary training and gainful employment, recognizes the importance of creating rigorous assignment and projects with emphasis on alignment to industry standards and certification requirements within each program. Our focus remains strong and relationships with industry personnel, community stakeholders, postsecondary institutions, and sending schools are key priorities. Ultimately, Dallas County Technical Center aims to provide academically enriched courses, raise expectations for students to master 21st century skills, and provide an environment of excellence in which teachers and students alike grow personally and professionally through high quality professional development.

The Technical Assistance Visit in September 2016 highlighted five priorities for DCTC to use as guidance as we move to develop a long term plan for improvement and to help set short term goals as steps toward the vision of success. The five priorities identified by the TA team are:

1. Priority One: Improve the quality of the CTE curriculum and instruction at DCTC.
2. Priority Two: Provide guidance and counseling for career planning, including proper placement of students in programs and recruitment.
3. Priority Three: Provide extra help to DCTC students to support their academic and CT studies and to make smooth postsecondary transitions.
4. Priority Four: Increase communications and collaboration with feeder high schools, parents, industry, and communities.
5. Priority Five: Continue the momentum in providing leadership and focus to grow a culture of continuous improvement using data to drive decision making.

Beginning in 2017-2018 school year, DCTC will begin to address the identified priorities, focusing on improving instructional strategies, creating common lesson and unit plans, and increasing internship opportunities for students. We also plan on increasing our social media presence and increasing marketing for programs. Professional development

obtainable through the SREB summer conference and TCTW forum will be critical first steps. DCTC plans on supplementing district professional development by inviting guest trainers to address specific and targeted needs of DCTC teachers.

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

In year one of the TCTW grant, DCTC set goals to write the grant, prepare for and host a Technical Assistance Visit, send teachers to the SREB summer conference in Louisville, Kentucky and to the forum in Mobile, Alabama. We also were fortunate to utilize a district PD day to bring in a guest speaker to begin learning research-based teaching strategies aligned to key practices established by SREB. Finally, we established a building leadership team and scheduled a site-development workshop led by an SREB consultant. Discussions began in regards to adding a full-time administrator back to DCTC as an identified priority by the TAV team and DCTC teachers. Dallas County School administration listened and in May 2017 this position was filled. To conclude this school year and in preparation for the next, the leadership team adopted a common syllabus template and collaborated with all DCTC teachers to convert syllabi to the new format. This will be an important step as we move into year 2.

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

2017 – 2018 will be year 2 for DCTC to utilize TCTW grant funds and our plans include sending teachers and administrators to the summer conference in Nashville, Tennessee and to the forum in February. We will begin working on common lesson and unit plan formats in all programs as well as rubrics for grading to ensure program alignment to rigorous academic and CTE standards. We will continue learning research-based instructional strategies, increase internships and work-based learning opportunities for students, and begin using a work-ethic rubric to assess students' workforce readiness. DCTC teachers will learn how to use and implement improved instructional strategies into daily lessons and will be expected to participate in peer modeling. DCTC will increase marketing strategies in year 2 by increasing its social media presence, updating the school website, pinning DCTC website to sending school websites, and creating posters to place in each sending school informing potential students of course offerings and opportunities afforded by the technical center. One of our main goals next year is to begin recruiting more college and career motivated students and properly placing them in programs. Finally, next year DCTC will conduct student surveys in areas of program interests with the ultimate goal of adding an additional course the following year. Discussions will continue with building and district leaders about adding additional support staff at DCTC for year 3.

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.).

Year 1 of the TCTW grant allowed DCTC to participate in a Technical Assistance Visit, which provided great insight into best practices as well as areas of potential improvement. Prior to the TAV, DCTC identified the following planned next steps to the TA team:

1. Increase number of students obtaining Industry-Recognized certifications
2. Increase TSA scores
3. Expand program offerings

4. Increase student internship opportunities
5. Provide appropriate instructional resources
6. Improvement student learning environment
7. Promote parental and community involvement

Based on these seven goals, the TA team helped identify for DCTC its strengths and weaknesses. Action steps were provided for each priority (listed in question 2), a leadership team was established, action steps were prioritized, and a five year plan was created. Data collection at DCTC is an area needing improvement, but TSA and IRC pass rates for the 2016-2017 school year are listed in the tables below. Data has been separated by program and by sending school. This information will be helpful in meetings with superintendents, principals, and counselors, as well as for communicating expectations for future students. Overall, the TSA/IRC pass rate for DCTC is 92%.

Program	Number of students eligible for	TSA number of students	TSA number of students pass	TSA pass rate percenta	TSA /IRC combined	TSA/IRC combined pass	TSA/IRC combined pass rate
Auto Tech	13	13	6	46	13	13	100
Collision Repair	7	7	4	57	7	7	100
CIS	7	7	3	43	7	7	100
Criminal Justice	0	0	0	NA	0	0	NA
Graphic Arts	12	12	6	50	12	6	50
Health Science	18	1	1	100	18	18	100
Welding	15	15	15	100	15	15	100

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

The TCTW grant provides schools with high quality, research based resources difficult to fund. DCTC is intentionally including the district high school in grant opportunities with the goal of working together to write the HSTW grant in 4 years. This will enable more educators and administrators to have a greater impact on student achievement by allowing opportunities to share SREB resources. Long term plans include working with the middle school as well. Teaching strategies incorporating rigor and relevance with 21st century skills across grade levels and guided data collection plans will be established to monitor effectiveness and areas of improvement. This will ensure that the Dallas County School District will develop a strategic plan for growth as it moves forward with district initiatives.

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

Even though DCTC is in year of the grant, we have already started processes which foster teachers becoming peer leaders, a culture of continuous improvement, and a positive self-image. We look forward to working towards our goals, addressing priorities, incorporating action steps, and strengthening our plan for success.

**Eldon Career Center
Technical Center That Work
Summary Report 16-17 and New Year Planning 17-18**

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

This is the second 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. Our middle school was partnered with us from the beginning, but they do not receive any funds for being a MMGW site.

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." We also have focused on the key practices to fulfill our high school mission, "Graduate every Mustang in four years prepared for a post-secondary education or a career." The Eldon Career Center mission states we will, "Empower Every Student with Skills & Knowledge to Lead & Succeed." Our plan is to incorporate more rigor by infusing more literacy and math into our CTE curriculum so a student can be a success.

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

Create an opportunity to take two Agriculture teachers to the winter forum so they can better understand the foundations of TCTW.

Create a clear, functional mission statement.

Continue training and implementation of the LDC and MDC initiatives.

Allow paid time for teachers to collaborate within their department to write and update curriculum.

Add more rigor and organization to the Pre-engineering and computer science curriculum by adopting PLTW.

Allow our administration to attend national conferences so they can appreciate and adopt best practices from practitioners around the nation.

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.

Confirm and adopt the value statements that were collected in the 2016-2017 school year.

Help our home school and our sending schools with career counseling by implementing the Counseling 4 Careers Program through SREB.

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 has been going up every year. Last year it was at a high of 93.8% and this year it was 95.6% 132 less Fs per year than we started our journey

ACT raised to 19.2 as of 2016 which is at the state avg. Before 2009 we were below state average

EOC highest scores than in the last 10 years in Alg 1, Eng 2, and Govt

Students received 118 more dual credits

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 raining 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. We have also had longevity in our administration since joining our different buildings together to work on the SREB initiatives so everyone has the same goals which will help sustain the system when the money is gone.

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

We have taken a look at our existing curriculum and programs and made decisions to add PLTW and Advanced Careers to our course load. We did not set out with that goal in mind, but we realized quickly that students needed rigorous relevant curriculum to be ready for careers and college that meet the high demand needs of our industry and business.

Excelsior Springs Area Career Center Technical Center That Work Summary Report and New Year Planning 2017

Excelsior Springs Area Career Center (ESACC) has just completed the fourth year of the TCTW Grant. The planning sessions and site visit from year one of the grant 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 school wide academic rigor. Each year we have built around these initial goals and annual progress has steadily improved our effectiveness as a school. Year four, in particular, was a turning point for ESACC as we offered a math integrated credit and also implemented Simulated Workplace.

ESACC has been steadily involved in TCTW professional development at the national level. Each year we have sent a team of teachers to both summer and winter National TCTW conferences. We've attended previous conferences in New Orleans, Nashville, Georgia, Charleston, Greenville, and Atlanta to receive excellent professional development, which has assisted us in our math, employability, and technology integration in the classroom. This academic year, ESACC sent a team of teachers in the summer to Louisville, and followed by sending a team to the winter conference in Mobile, Alabama. ESACC teachers presented at the winter conference on the topic of Simulated Workplace. ESACC has a contingent of teachers going to Nashville summer conference as well. The counselor and director will be presenting on the topic of academic rigor. We have included high school administrators and district administrators on these trips and our middle school administrators will join us on the trip to Nashville. We hope to get them to sign on for the next five year cycle of the grant.

ESACC has built our math program each year since the grant started. After a math-oriented breakout session at the Greenville winter conference in year one of the grant, our staff came back determined to start a journey that would eventually lead to students earning a math credit. We began by hiring a math coach, who helped us transform our emphasis on this critical subject that is so deeply embedded in all of our program curriculum. Now we are proud to have a fully integrated math credit that is offered at our school, and we have hired a math teacher and coach. The math credit, as well as our English credit, has elevated our school progress as there is added rigor to the students' curriculum, and the math and reading strategies positively affect our program curriculum as well.

Another game changer for us, which we attribute to the TCTW grant, is Simulated Workplace. A team of teachers went to the winter conference in Charleston, and were inspired by a breakout session on the West Virginia state-wide initiative. After the conference, ESACC staff spent the spring collaborating on how we could implement Simulated Workplace at our school. We have just completed year one of implementation, and we are very proud of how the initiative has transformed students, teachers, and the classroom.

Quality instruction has improved steadily in each of our grant years, which reflects in our student achievement data. I'm very proud to say our TSA scores have been improving annually since the last three years, and we have developed a school wide data collection system

to monitor our progress with TSAs. Each year we collaborate to improve our efforts in the area in Work Based Learning. Implementing Simulated Workplace, collaborating with businesses to increase program internships, developing community business partners, and improving advisory committee processes- all have a hand in the progress we have made in recent years. Many partnerships have been formed and have resulted instudent opportunities.

In year five, we expect continued progress in the area of instruction, Work Based Learning, and academics. We will start year two of both Simulated Workplace, as well as our Integrated Math Credit. We are dedicating collaboration time to improving each initiative and creating a sustained effort. Another goal will be to work with the middle or high school to sign up for another five year grant cycle. Also, due to an increased focus on academic rigor, English, HVAC, Electrical Trades, and Carpentry classes will offer duel credit courses next year. The TCTW grant has been a catalyst for change in many ways Each year we have started our back to school in-service with the information we learn at the summer conference, and we will continue to do so this upcoming school year.

Hillyard Technical Center Technical Centers that Work Summary Report and New Year Planning

Hillyard Technical Center has been involved with the TCTW grant for 4 years. We have focused this past year on high expectations, work based learning, teacher collaboration, student engagement and a fostering a culture of continuous improvement. We have taken steps to allow for focus to remain on these areas including incorporating Data Teams comprised of all faculty members and focusing on strategies that ensure student achievement. This grant has allowed for faculty members to attend various SREB professional development opportunities to learn about work based learning and to exercise teacher collaboration with instructors within similar programs.

Hillyard Technical Center specifically had a goal of 100% of students who complete their Career and Technical programs to leave with a National Career Ready Certificate. During the 2015-16 school year (our first year of implementation) we had 97% of students earn a certificate. For the 2016-17 school year, we tested 168 students and of those, 162 earned a National Career Ready Certificate. This is 96.4% which is slightly below our previous year's results. In order to gain the results we want, we will make these skills a major portion of our Data Teams study throughout the 2017-18 school year. Our goal for the 2017-18 school year will be to have 100% of completers leave Hillyard Technical Center leave with a National Career Ready Certificate in addition to their Industry Recognized Credential (IRC).

Funds from the TCTW grant have been a major part of helping to improve instruction and student performance at Hillyard Technical Center. Data to support this is included below:

- Approximately 90% of staff achieved their SLO targets. These include the staff members that rated themselves at both acceptable and exceptional attainment. Those that did not meet their targets have already analyzed how to accomplish their goal for next year.
- 229 students participated in either a TSA or ORC for the 2016-2017 school year. Of those students that were tested, 191 passed allowing an 83% passage rate. There is always room for improvement within this number and we continue to analyze strategies within instruction that will increase the passage rate.
- During the 2016-2017 school year, our beneficial partnerships continued and increased. Hillyard Technical Center once again partnered with the St. Joseph Chamber of Commerce and Missouri Western State University to offer students access to obtaining a MT1 certification. This was identified by our community as a need for local manufacturing businesses. Also this year, Hillyard Technical Center participated in Manufacturing Day with sponsorship from local businesses and the St. Joseph Chamber of Commerce. Approximately 500 student toured local businesses to witness manufacturing first hand. Hillyard Technical Center continues to increase our articulation

agreements with various education institutions and added three new opportunities for our students this year.

- Once the TCTW grant funds have ended, Hillyard Technical Center 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 will continue to foster these relationships for increased student achievement. Hillyard Technical 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 St. Joseph Public School District, and will be supplemented by Perkins Funding and other alternative funding sources such as a variety of grants.

Lake Career & Technical Center (LCTC)

TCTW Progress Report for the 2016-2017 School Year

The Technology Centers That Work (TCTW) grant was awarded to Lake Career & Technical Center (LCTC) beginning the 2014-2015 school year. The current LCTC Director has been at LCTC since the 2014-2015 school year.

The Camdenon R-III district has partnered with SREB since 2014-2015, and a draft for a three-year “Plan of Support for Camdenon Schools” from SREB was a part of the original TCTW grant submitted to DESE on April 21, 2014. The school district has participated in multiple trainings with SREB in the areas of MDC, LDC, PBL, Programs of Study, Attendance, and Transitions. The primary focus for SREB district consultants for the last two years have been in the areas of MDC, PBL, Leadership, and Curriculum “unpacking” as it relates to the MO Learning Standards.

While LCTC has participated in all district-wide trainings, we have utilized our TCTW funds in areas of (1) professional development and, (2) instructional design training specific to LCTC. In the areas of professional development, LCTC personnel have attended the 2014, 2015, and 2016 HSTW Summer Conference, and the 2015 and 2017 TCTW Forum. (We were not able to attend the 2016 TCTW Forum due to our district-wide AdvancED accreditation site visit). Late this spring (April 2017), a team of three classroom teachers and administrators traveled to West Virginia and visited two career centers to view the simulated workplace model, with the goal of piloting simulated workplace in the upcoming 2017-2018 school year. We will pilot simulated workplace model in the areas of Automotive Technology, Marine & Power Sports Technology, and Computer Integration. Our instructional design training was in response to our TAV report in the 2015-2016 school year with focused training in the spring 2016 semester. This training has allowed us to align our focus on teaching and learning and has provided an excellent structure for our dedicated PLC time held every Friday afternoon. Instructors are provided dedicated time to work specifically on instructional design. Primarily the LCTC faculty have been working on unit planning. As with any curriculum work – it is a work in progress, and the district goal is to have all unit plans completed by the end of the 2017-2018 school year. During the 2016 HSTW Summer Conference, the LCTC Director, Embedded English instructor, and SREB trainer presented regarding the processes we went through to begin our curriculum work. Interestingly enough, our August 2016 district-wide administrative retreat facilitated by the district’s SREB consultants focused on the “unpacking of standards” with the goal of lesson plan development.

LCTC has developed focus teams which are led by instructors. Based off of our work with SREB and the TCTW Grant it was evident we needed a focus team devoted to Instructional Design and Employer Engagement (IDEE). The IDEE team has promoted the completion of at least one PBL project from each instructor, and the development of more students participating in some form of Work-Based Learning (WBL) experience.

This summer we will have all three central office administrators attending the summer HSTW conference, and our new CTE math and English teachers will be attending the SREB Literacy Ready and SREB Math Ready training. LCTC will have both of these courses within our building to help support our CTE students who are pursuing post-secondary

education. 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 couple of 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

Lebanon Technology and Career Center Technical Centers That Work Summary Report & New Year Planning

1. LTCC just completed the third year of being a TCTW center. FY18 will be our 4th year incorporating the TCTW program.
2. LTCC focused on continued collaboration with “Blended Teams” during the district scheduled PD days. With a new superintendent, the LTCC Leadership Team assisted in writing a new BSIP for FY18 focusing on insuring students are “College & Career Ready”. LTCC’s new BSIP also includes a focus on Literacy & Numeracy. Our primary focus as we progressed through the years of receiving the grant have been on the 9 Key Practices related to quality improvement.
3. LTCC’s goals focused on the continued practices recommended from the TCTW TAV with Professional Development being the top priority related to “Blended Teams”. This included focus for the 2nd year related to three “Blended Team” areas; Instruction, PBL (Round 2), and Technology (specifically Google.docs). 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. Four LTCC faculty received Professional Development during the TCTW Leader’s Forum in Alabama. The LTCC Professional Development committee members along with the Lebanon High School members developed a plan to jointly implement PD in the “Ed Camp” format. LTCC continues to build relationships with share timed high schools as anticipated enrollment for 2017-18 remains constant at over 50 students. Recruitment, student relationships, and professional development related to quality CTE instruction will continue to be top priorities for LTCC.
4. In focusing on the 9 key practices, LTCC just this week received 2 days of outstanding PD from SREB Consultant Lynn Anderson related to Counseling 4 Careers. LTCC, Lebanon High School, and the Lebanon Middle School made plans to implement C4C in the fall of 2017 to assist ALL students in preparing for their future career pathway. LTCC will contract will SREB for continued PD related to implementing the C4C in FY18. Another goal aligned to instructor’s PD Plans are to integrate and/or embed more strategies/activities related to Literacy and Numeracy as indicated by LTCC’s BSIP. After the SREB Conference, plans will be made to possibly include SREB Consultants to assist in integrating MDC and LDC components into the curriculum.
5. The “Blended Team” concept was a huge success with over 95% of the LTCC instructors stating it enhanced their instruction. Over 98% on the instructors agreed that student learning and outcomes were enhanced by implementing resources produced during allotted PD time. In focusing on the 9 key practices, the greatest impact on student achievement was the development of “high expectations” for student learning. One hundred twenty nine students completed a program with 113 students passing their TSA or IRC. LTCC is very proud to have met the Perkins target of 74% as our rate is 87.5%. LTCC strives to meet the Perkins CTE targets plus moving toward more IRC’s as

curriculum is developed to meet MSIP5 College & Career Readiness indicators. LTCC will be implementing a 3rd PLTW program, Computer Science in the fall of 2017. LTCC is also in its 2nd year of offering Apprenticeship programs in Machining and Welding which has been very beneficial in reviewing current curriculum as aligned to industry expectations. Plans are being made to implement Apprenticeships in Automotive and Construction Technology in FY18.

6. LTCC plans on continued progress related to the 9 Key Practices, especially focusing on the C4C program. Our goal is to have it established with data related to student outcomes. LTCC plans on writing a new TCTW Grant in conjunction with Lebanon High School once our current grant cycle expires. Various LHS faculty have attended the SREB Summer Conference leaving wanting more of the PD offerings and related research.
7. SREB has established an outstanding program through TCTW. From the very beginning after the TAV, LTCC faculty have “bought” in to the concepts, research, and practices. It’s relative to their beliefs and has become an integral part of LTCC. LTCC continues to improve Career & Technical Education for our students because of receiving the TCTW and the SREB staff.

Lex La-Ray Technical Center Technical Centers That Work

Lex La-Ray Technical Center has been involved with the TCTW Grant for a total of seven 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 second year of implementation of the new grant.

During this second partnership year, the main focus was to implement PBL at both the Middle School and Technical Center and to continue to expand the partnership between Lex La-Ray Technical Center and Lexington Middle School teachers.

Goals this year included:

1. By May 2017, District teachers will engage in technology integration training, strategically plan curriculum for all courses taught utilizing the Google platform and implement 2 meaningful learning activities for students.
2. During the 2016-17 school year. Lex La-Ray and Middle School teachers will engage in professional learning around Project Based Learning to increase student cognitive engagement and rigor in the classroom with the goal of increasing student achievement as evidence by increased rigor in essential questions, implementation of critical thinking and cognitive engagement strategies in the classroom daily.

Lex La-Ray Technical Center had a TSA pass rate of 79.5% building wide, during the 2015-16 school year. This year the overall pass rate increased to 82%. All but one program surpassed the minimum standard of 70%. Middle School students increased ELA MAP Scores as follows:

2016-2017 MAP Comparison (Communication Arts) -Percent of Advanced and Proficient 6th Grade

2017 – 49.2% 2016 – 29.6% (+19.6%)

7th Grade

2017 – 46.4% 2016 – 38.7% (+7.7%)

8th Grade

2017 – 46% 2016 – 43.8% (+2.2%)

Mutually beneficial teaching partnerships have continued to develop. This year both Lex La-Ray Technical Center and Lexington Middle School were trained in and began implementing Project Based Learning. Future training plan will be worked out with the SREB. Both buildings have also implemented 1:1 technology. Lex La-Ray is currently offering a middle school level summer school course called Career Camp. In this class the students will spend two days in each of the following areas: Culinary Arts, Automotive Technology, Early Childhood Professions, Health Occupations, Agriculture, Computer Maintenance &

networking and Building Trades. An industry field trip will occur for most programs as well.

Lex La-Ray and LMS are fortunate to have three 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 2017-18 school year will bring about some re-teaching yet again, as both the key players at the middle school (principal and counselor) have turned over. Both of these new staff members will attend summer conference. The district will also have a new Superintendent and Director of Curriculum and Instructional Technology.

**Manual Career and Technology Center
 Technical Centers That Work
 Summary Report and New Year Planning
 School Year 2016-2017**

Manual Career and Technology Center is completing the 4th year of the TCTW grant cycle. MCTC applied and was granted an award in the spring of 2013 to implement for the 2013-2014 school year. The grant allotments are listed below:

Year 1	2013-2014	\$12,500
Year 2	2014-2015	\$25,000
Year 3	2015-2016	\$18,750
Year 4	2016-2017	\$15,650 (current year)
Year 5	2017-2018	\$12,500

MCTC strives to create a culture of high expectations from our administration team to our instructional staff to our students. Our mission is “Transitioning to careers through focused education.” The TCTW initiative has provided great guidance for us to work toward our mission as we continue to plan for improvement and work toward the TCTW goal of providing high-quality CTE studies to high school students. Our focus is striving for continuous improvement in all of our CTE programs. This school year, we added on new ½-time program-EMT – with the plan to expand it to full time program in 2017-2018. In addition, we will be adding a full time CTE Coordinator in the upcoming school year in order to better service our sending schools.

Below is the required narrative regarding the use of the TCTW funds granted from the Missouri Department of Elementary and Secondary Education. The report will answer the 7 topics provided to show alignment of the school's goals to the grant's purpose and objective.

- 1. How many years has your school been involved with the TCTW grant?**
 - a. MCTC submitted and was rewarded the 5-year TCTW grant in the spring of 2013. The first grant year was 2013-2014 with an initial funding amount of \$12,500.
- 2. What is the focus of your grant/TCTW plan?**
 - a. In the current year, the focus has been on increasing teacher knowledge and use of research-based teaching strategies, marketing our CT programs, and increasing the participation in the CTSO (SkillsUSA). Gina Smith, SREB educational consultant, worked with our instructional and administrative staff throughout the year. Ms. Smith did classroom observations, worked with teaching staff individually and as a group, provided professional development, and helped to develop documents, templates, and other resources. She worked with the director and counselor to develop and implement a MCTC Chapter of the National Technical Honor Society.
- 3. What were your goals for the school year just ended?**
 - Develop program brochures for each CTE program
 - Develop newsletter template for Director for quality distribution

- Increase participation in CTSOs
- Plan for HSTW Summer Conference attendance and MCTC presenter
- Review of 2014 TAV CT program evaluation tool
- Develop common syllabi
- Classroom observations by trainer and plan PD based on needs

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

- Upcoming year goals: continue to inform, support, and train instructors as we build on the 10 Key Practices of the TCTW initiative
- Distribute Director newsletter quarterly
- Implement new CTSO (HOSA); increase participation in all CTSOs
- Use marketing brochures for student recruitment in all programs
- Selected staff members attend HSTW Conference with focus on PBL
- The major focus in the upcoming year is to train all CTE teachers in project-based learning; the goal will be for each teacher to learn, create, and implement on Gold Standard PBL project by the end of the 2017-2018 school year.

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. We began the first of the year with the SREB coach offering support and information to staff about expectations of being a TCTW site. Staff was updated on TAV promising practices and action steps in order to develop vision for MCTC and provide input on professional development plan for year.
- b. All instructors have implemented new teaching strategies to help in student engagement, higher-order thinking, and planning rigorous assignments.
- c. All instructors updated their syllabi to a comprehensive syllabus using a common format.
- d. The number of students participating in/competing in Skills USA increased 100% from previous year. One student qualified to compete at the state competition. There have been 0 students participating in SkillsUSA in the previous five years.
- e. MCTC used TAV and SREB CT Evaluation data to focus on professional development needs for current year and following year
- f. The numbers of students completing IRCs increased to 134 this year with 39 receiving a passing score. There were also 106 students that completed TSAs with 85 receiving a passing score.

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

- a. The 2017-18 school will be our final year with the current TCTW grant. We have much more work to do in order to align to the Ten Key Practices of Technology Centers that Work. At the completion of the 2017-2018 school year, we plan to write another grant with the hope of continuing the momentum we have, and at the same time, bring along one of our sending high schools or middle schools. Receiving this grant has been

very helpful in terms of aligning to the TCTW initiative and having the resources of SREB available to help guide us in the right direction. In addition, we would like to continue to give instructors the opportunity to attend conferences and training opportunities to keep up to date on skills and strive to ensure all students are successful.

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

- a. Chef Dan Hogan will present with Gina Smith, SREB Educational Consultant at the 2017 HSTW Summer Conference in Nashville, TN. They will present on research-based teaching strategies that are effective.

We are thankful for the support of Missouri DESE in helping us to grow and strengthen our CTE programs and our teaching strategies. Our teachers are appreciative they have received as they seek to improve.

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 was to improve instruction and identify areas in need of improvement. NRTC had a great deal of teacher and administrator turnover at that time and the leadership team believed TCW could guide the efforts of our center as we moved forward with new staff. The team knew NRTC needed to improve and that modeling our efforts after the outstanding centers that participate in TCTW could be effective.

The focus of our TCTW plan has been to improve instruction across all CTE program areas. As our center has grown over that past four years so has our focus. This year we are implementing a long range plan for improvement using the 10 Key practices as a framework. We partnered with TCTW to develop a building improvement plan and establish three focus teams. Our focus areas are: Work Based Learning, CTSO's, and Literacy.

During the past school year our primary objective was to establish our building improvement plan. We contracted SREB personnel for two of our professional development days to conduct a needs assessment and planning meeting. Though these efforts we developed a three year improvement plan and fully mapped year one. Our building focus teams will, with the support of TCTW, work to map the next two years and collect data on our progress.

Another goal area for us has been to develop a local CTE credential that recognizes the accomplishments of our students. The credential combines elements from TCTW, WorkKeys, and best practices of other centers which sets high expectations for performance. We have utilized TCTW grant funds to implement the initial stages of this project and will continue to do so next year.

Instruction and student performance have benefited from the TCTW grant. Classroom instruction has improved through the use of common planning tools, common syllabi, project based learning, and new grading system. Nearly all teachers are implementing the system effectively and we have continued to provide all teachers support through professional development. We have seen small improvements in the performance of students on the WorkKeys assessment and will continue to focus on this measure in the future. Where we have seen the biggest improvements has been on TSA/IRC attainment with a 23% increase in our building pass rate since beginning our TCTW grant cycle

When the current grant cycle ends we plan to apply for another grant in partnership with the Nevada RV 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 4rd 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
- Year 5, 2017-2018: \$12,500 (Current Year)

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 fifth 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 four 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 continued in 2016-2017 and will continue in 2017-2018.
 - 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 staff have been leaders in presentation at TCTW Conferences for the past 12 months.
- 3. What were your goals for the school year just ended?**
- a. NCC needed to make progress with its implementation of Simulated Workplace. This goal supports Core Measures related to technical performance (A1), Student employability (A2), Student Relevant Experience (CU1), Graduate Placement (CP2), and Customer Satisfaction (CP3).
- 4. What are your goals for the upcoming school year?**
- a. Over the first four years of our strategic plan (2013-2017), NCC has taken on many new initiatives that have caused the school to be in a constant implementation cycle. For this upcoming school year, NCC will focus on just plain getting better at what it is already doing. NCC is very much focused on implementing key initiatives from SREB, but has lacked time and focus to do so. With great confidence, it is easy to see that there is an opportunity to get better without any new initiatives!
- 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 year where the data was not as favorable as it has been in the past. NCC has 10 new teachers and only 3 veteran teachers on its secondary instructional team. While it is exciting that the culture has changed in a very positive manner, some of the “quality” has been lost as student performance took a slight downward turn in 2016-2017. There is a lot of optimism about the potential growth of each of the programs for 2017-2018.

6. **What is your plan for continuation of this work once the grant funds have ended?**
 - a. NCC is working hard to secure Platte County High School as its partner moving forward. NCC has greatly benefited from the TCTW grant and wants to continue its alliance with the Department of Elementary and Secondary Education & the TCTW network. The continuous improvement displayed at NCC is just getting started.
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 (See accompanying document). 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.

APPENDIX LIST:

1. **Outline of NCC’s Strategic Plan**
2. **NCC Big Rocks for Instruction**
3. **NCC Partnership Model**
4. **NCC’s Dashboard**
5. **Process to Add a New Program**
6. **NCC Instructional Agenda Sample**
7. **PD Survey from October 101016**
8. **PD Survey from February 021017**



NORTHLAND CAREER CENTER

College Ready | Career Ready | Life Ready

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
- **Employability Scoring Guide**
- 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

NCC's Big Rocks in building our toolbox

Instructional Planning Tools - SREB/TCTW

- Syllabus
- Curriculum Framework (EPIC 2.2, 2.5, 3.2)
- Curriculum Map (EPIC 2.2, 2.5, 3.2)

Integrated Focus of Skills

- Related/Integrated Academics (EPIC 2.3)
- **Essential Employability Skills** (EPIC 4.3, 4.4, 4.5)
- Integrated/Instructional Technology (1 to 1 Plan) (EPIC 3.3, 3.4)

New Learning since 2014-2015

- Simulated Workplace (EPIC 1.2, 1.3, 1.4, 4.2, 4.5, 5.6)
- Project-Based Learning (EPIC 2.4, 3.1, 3.3)
- Formative Assessment (EPIC 4.1, 4.3)
- Effective CTE Lesson Design (EPIC 2.6, 3.1, 4.1) (Coursework, NTI, SREB Sessions)
- Business Partnerships (EPIC 5.6)

How does **EPIC** play a part in this?

How do the ⁴³items above fit into our VMV & Plan?



Preparing Students for a Continually Changing World by Providing Relevant Experiences through Partnership

Welcome to Northland Career Center





NCC DASHBOARD

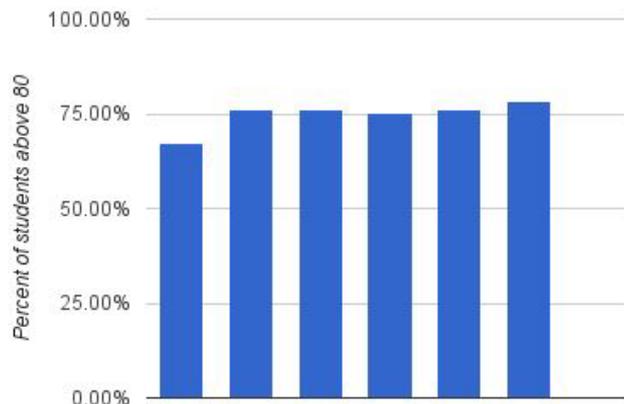


Employability

Average 3 Week Scores - All Students

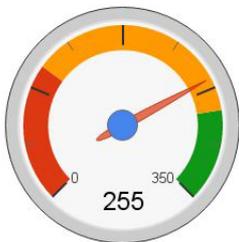


% of Employable NCC Students

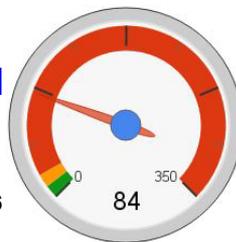


Semester 1 (3 week cycle)

NCC Students meeting Employability Standards



NCC Students working toward meeting Employability Standards



3 week scoring cycle

Connection to Strategic Plan:
 Students graduating from NCC will be deemed college and career ready in the area of employability/21st century skills.

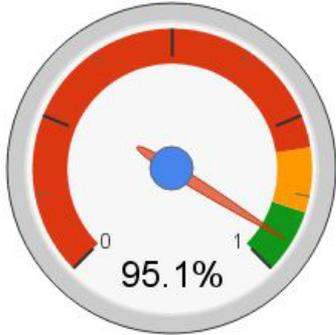


NCC DASHBOARD

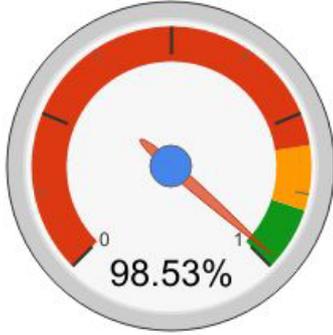


Attendance and Career Technical Student Organizations

NCC Attendance

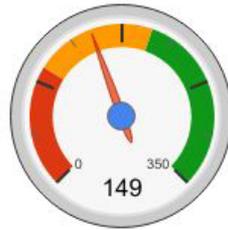


NCC 90% of students at 90% or higher

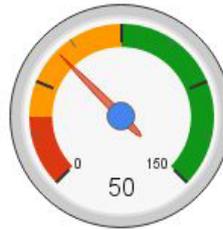


Connection to Strategic Plan:
90% of NCC student population will have a 90% or higher attendance rate (MSIP5).

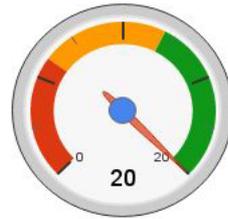
SkillsUSA Membership



SkillsUSA Participation



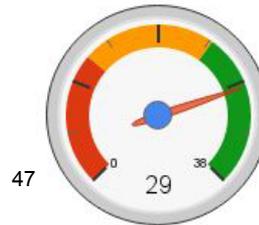
FFA Membership



FFA Participation



NTHS Membership



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

Northland Career Center's Approach to Exploring Manufacturing as a Program



Spring/Summer 2016 – Lisa Weatherly attends meetings/forums in Northland focused on manufacturing

June 2016 – Brian Noller and Lisa Weatherly meet to discuss Manufacturing as a program. Identified that no space is available on campus.

July/August – Brian Noller met with MCC Business and Technology Staff to determine if an off campus partnership could be formed. This was confirmed through two face to face meetings and one official email.

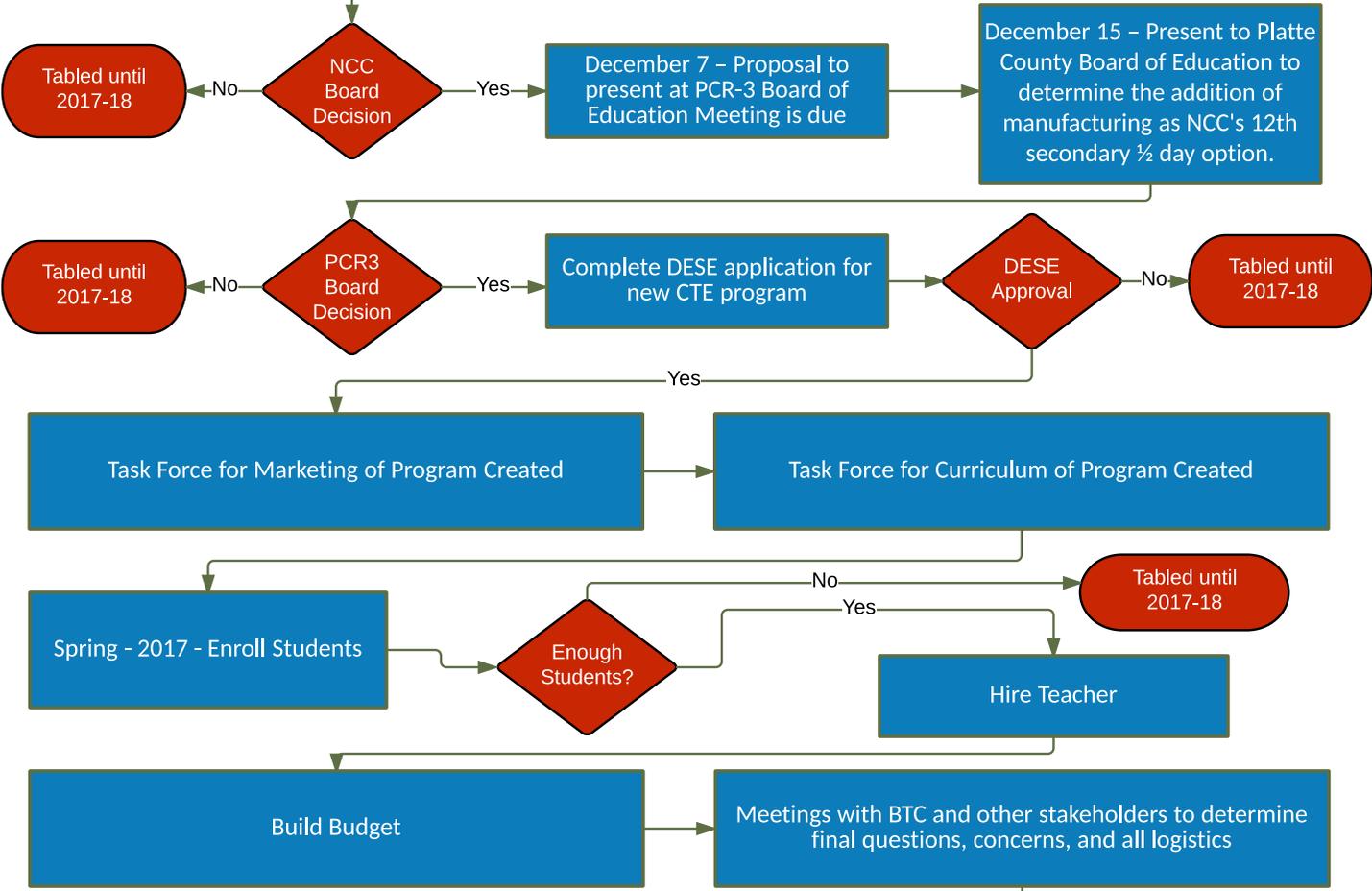
September 28 – Manufacturing idea was presented briefly to NCC Advisory Board. Discussed that a structured presentation and conversation would follow at the next board meeting.

October 2016 – Manufacturing tours, events, meetings take place. NCC students as well as other PCR-III and Park Hill students participate in Manufacturing Day events

- October NCC Board Meeting:
- Lisa Weatherly will present data to board:
 - National Employment Data and Economic Trends
 - Regional Information from MARC
 - Local Information from Focus Groups (with help from CJ & RF)
 - Brian Noller will facilitate a conversation about Manufacturing & NCC
 - What is manufacturing in the Northland?
 - What is different about manufacturing in 2016 versus 10-20 years ago?
 - How can NCC support an off-campus ½ day program?
 - What is the vision for a two year manufacturing program?
 - What skills should a student graduating from this program possess?
 - How does NCC differentiate a new manufacturing program from NCAPS Advanced Manufacturing and Engineering program? How does this support or partner with other NCC programs?
 - How will NCC Successfully market this program to high school sophomores and juniors?
 - The NCC Board will vote to continue to explore the idea with a vote on moving forward to be held December 1.

November 2016 – Brian Noller and Lisa Weatherly work to address NCC Advisory Board Concerns prior to December 1 Meeting using data collected from October meeting.

December 1 – NCC conducts 2nd quarter board meeting where information is presented regarding board questions/concerns.



First Day of School and Manufacturing Program - 2017-18





Northland Career Center
 Instructional Collaboration Team
 Wednesday's 9/14/2016
 7:45 - 10:40
 TP Classroom



Purpose: For 2016-2017

To prepare NCC instructional Faculty, by providing the necessary "tools" for the instructional tool box to better serve our students.

Agenda:

Time	Topic/Outcome/Relationship to Strategic Plan	Facilitator(s) and Participants
9-14-2016	1 Consensogram Activity Part 1	Lisa
	2 Tie to Strategic Plan - What values and focus areas? How excellence in Academics?	Lisa
	3 Employability Process is being completed by all teachers	Tables/Jeff
	4 Collaborate with peers on scoring and sharing feedback	Tables/Jeff
	5 Questions	Tables/Jeff
	6 Method of Charting and Graphing Data	Jeff
	7	
	8 Data Packet Introduction	Jeff
	9	
Talking Points	Data Team Questions How long should each person be able to talk? Who is the leader in the group? Do we need to set norms?	

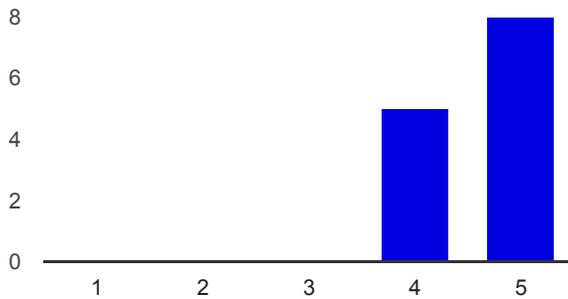
[Edit this form](#)

13 responses

[Publish analytics](#)

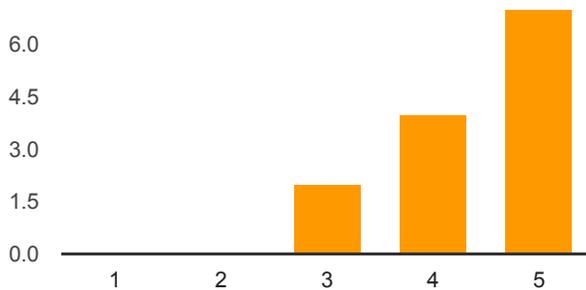
Summary

The Professional Development Aligned to NCC's Vision, Mission, Values, and Goals



Strongly Disagree: 1	0	0%
2	0	0%
3	0	0%
4	5	38.5%
Strongly Agree: 5	8	61.5%

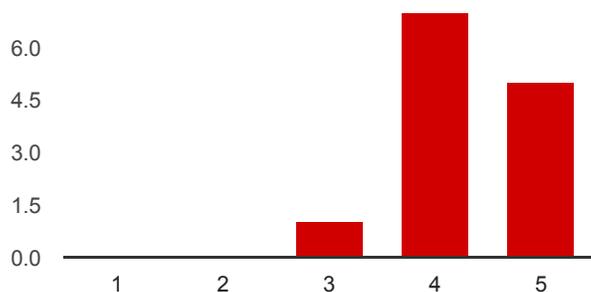
The Professional Development Sessions were aligned to my professional goals



Strongly Disagree: 1	0	0%
2	0	0%
3	2	15.4%
4	4	30.8%

Strongly Agree: 5 **7** 53.8%

The Facilitators of the Sessions were well prepared and made the sessions relevant.



Strongly Disagree: 1	0	0%
2	0	0%
3	1	7.7%
4	7	53.8%
Strongly Agree: 5	5	38.5%

In looking at +/-, What plus/positives can you share about NCC's 10/10 PD Sessions

- it was good
- Plenty of time to finish required document.
- Like the smaller groups and knowing what everyone else is doing.
- It was good for instructional pieces in the classroom
- Tailored to our EPIC standards
- The PD tied directly to my EPIC and now I have a better understanding of how to incorporate PBL into my program.
- I got to build on PBL.
- They have been relevant and tailored to what I need
- +Individualized learning. -A lot of information
- honesty
- It was helpful to have the input from the group to compare what we need to do for NCC standards.
- It was great to stay in-house to carry some of our own initiatives forward. It was also nice to have some time in the afternoon
- PBL - deeper look @ process

In looking at +/-, What -/Deltas can you share about NCC's 10/10 PD Sessions

it was good

Really didn't need tour of annex.

Need worktime to do instead of get and not have worktime

Put the information in Google based format

I wish I could have had more time to pick Frank's brain about PBL

When doing my technology session I am focusing on Google Classroom and I feel like I would of had more benefit from working on this rather than Google Certification as this is less important to me right now.

Nothing at this time

+All great learning - Not enough time

none

The PN program is not fully incorporated into all areas it could be- finding areas as we go to try to be more united.

For me, PBL isn't directly an initiative I'm working on. I understand I can play a support role, but it didn't feel quite as relevant for me.

n/a

What other feedback do you have to offer regarding the session(s)?

It went smooth and was well thought out!

I thought things went great considering we lost our main presenter.

More snacks. =)

I like that we could breakout and do what we were focusing on.

Nothing at this time

Time to get work started - relevant

more breaks

Appreciate the opportunity.

It was a nice pace. Sometimes meetings feel a little frantic to fit everything in, but it seemed like a great pace for our PD day.

n/a

October 19 & November 2 have PD Time built into them. Are there topics that you want to address beyond what you chose for your EPIC focus? Please share. If we cannot address all topics, we will do our best to do so in upcoming Wednesday sessions.

simulated workplace

Have some time to get with Kurt and discuss with his room and instructional strategies.

Simulated workplace classroom ideas and how we can get them implemented

I'd like to hear how some of the programs are combating some issues I am having with employability; such as active participation in class, bad attitudes, and being accountable.

I would like to take some of this time to work on Google Classroom with Melanie as I feel I understand what she is using with this program.

Working on Curriculum

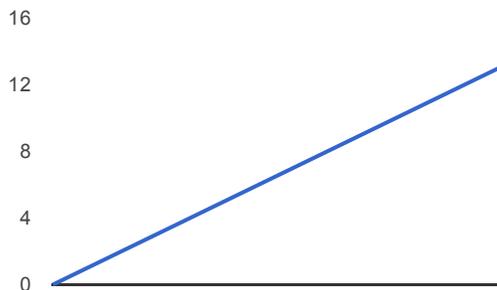
Continue with what we already started!

Want to continue to work on curriculum, syllabi, Baldrige standards, etc.

I would love to spend more time developing newsletters and assessments I plan to use in the future. (Both will likely be part of my EPIC.) Thanks for asking!

employability

Number of daily responses





8 - February 10 NCC Professional Development Day

QUESTIONS

RESPONSES 12

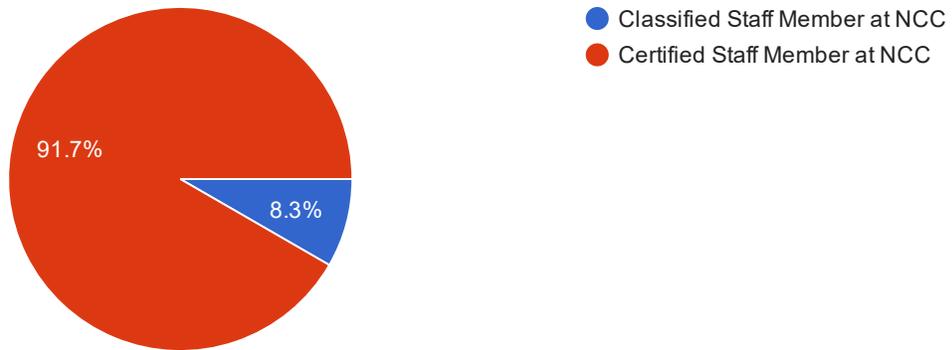
12 responses



- SUMMARY
- INDIVIDUAL

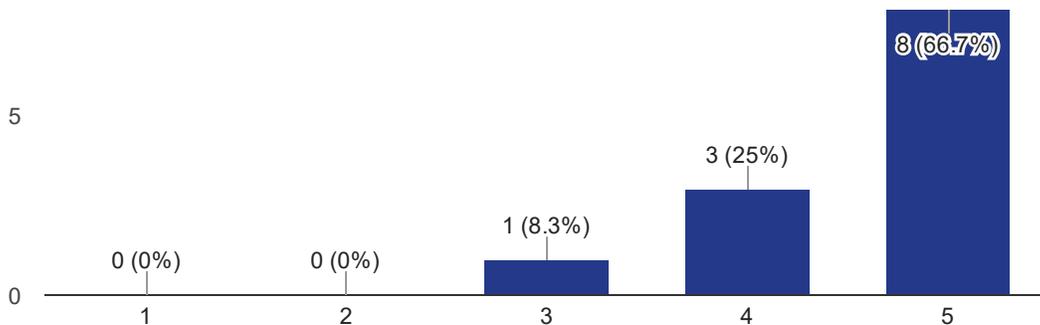
Accepting responses

Which answer best describes you? (12 responses)



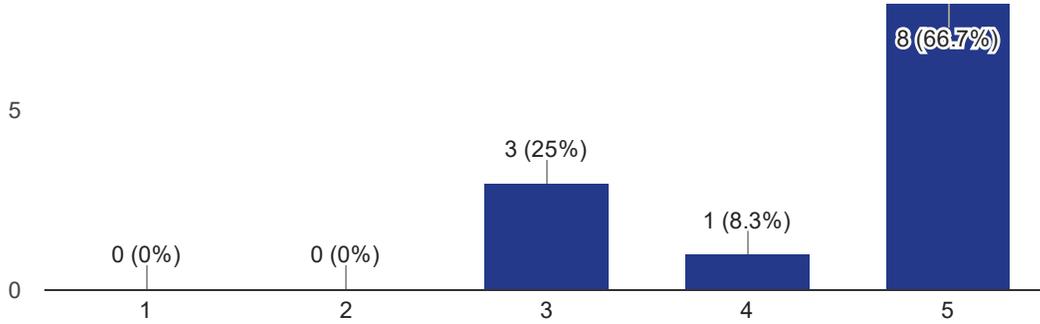
The Professional Development Aligned to NCC's Vision, Mission, Values, and Goals

(12 responses)



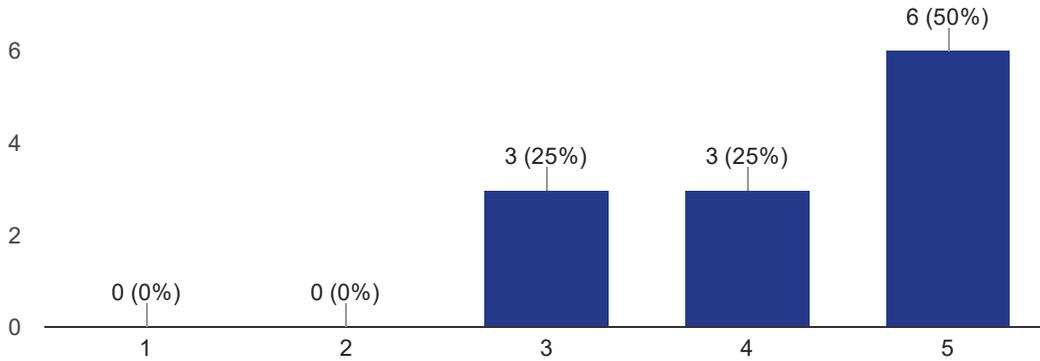
The Professional Development Sessions were aligned to my professional goals

(12 responses)



The Facilitators of the Sessions were well prepared and made the sessions relevant.

(12 responses)



In looking at +/-, What plus/positives can you share about NCC's 2/10 PD Experiences

(12 responses)

It afforded instructors the opportunity to get out and meet directly with industry to gain understanding of their needs and connect with them for future partnership opportunities

I was not that excited about going, but after visiting the places I learned a lot and will share a lot with my class

Time to connect with business and to have discussions of how they can help students.

I was able to make connections with business and colleges to help my students.

Very much enjoyed the panel discussion and expertise provided.

good to see 5s in action

They thanked me for doing my job and that they were impressed with how far the program has come. Got ideas for what to do in the future.

Faculty was able to attend a training that we directly related to his/her program. B/I panel was very informative.

LOVED IT!!!!!! I would like to do another session with my people. I gained more from talking with her than anything else!

For someone outside the teaching loop (counselor), tours of the industries we emulate is a huge help! I understand so much more when I see what types of careers our students could go into.

In looking at +/-, What -/Deltas can you share about NCC's 10/10 PD Experiences

(10 responses)

While Lisa did a great job helping me secure them, I personally should have reviewed both companies more closely as they were in the same industry. I would have liked to have had more diversity between them.

The panel we had from 1:00-2:30 was good, but most of the questions and answers were repetitive

To know that we can have time to meet with business connections yearly.

It was hard getting it set up.

None come to mind.

none

None that I can think of

N/A

As the English teacher, it was nice to observe what this new program may entail, although it still seemed a lot of program decisions were up in the air at this point. I came away with a broad overview but not a lot of details on how I can support the new program.

Could have been all day so we could have scouted out more spots.

What other feedback do you have to offer regarding the Experiences?

(10 responses)

I can only say that it was a well spent morning and believe I have opened communication for future experiences for my students.

It was a great day!

None

none

N/A

We need to continue experiences such as these to grow, but then once back at NCC we need time to create and implement a strategy or two we learned/saw. Please consider some PD time to work on our workforce strategies, curriculum, or simply grading papers and looking to see which students understand the concepts being taught and how to help those who don't. It all takes time and we never have enough time.

Need to do more often

It is great when NCC is able to create its on PD time that is relevant to what we do here.

I fully support the approach we had on that PD day. I think if I had been able to connect with some HR representatives or folks who do the hiring in the future, it could be really helpful.

Was good

How can the academic leadership team better support your EPIC/CPIC Goals for the remainder of the year?

(10 responses)

Similar activities that will help me grow my implementation of workplace simulation as well as project based learning opportunities.

?

Not sure

nothing

Give us time to do independent work related to PD instead of having every minute of every meeting filled to the end.

If you see us doing something right, maybe tell us that you see it.

Set aside some uninterrupted time to work in our classrooms so we are ready for students.

N/A

Just as we plan to do tomorrow - allowing time for working on them.

TIME

CERTIFIED ONLY: What other partnership experiences should we offer in the future? Outside the building? Bringing partners on Campus?

(9 responses)

I like the experience of being at their facility. I extended offers to both to become members of the program advisory as well as visit our facility.

?

More tours and setting up more internship opportunities

no suggestions at this time

Can't think of anymore that wasn't already discussed.

A B/I panel for students or a guest speaker at an all school assembly on 1-2 topics, nothing overwhelming but they need to hear from business and industry just as much as we do.

Yes, bringing partners on campus

Colleen Jones said that there are 18,000 industries represented in MO. I would love to see as many of them as possible:)

As I mentioned, for me, some connection with HR staff seems like it would be a good fit. I enjoyed both being outside the building and bringing partners in. It's great to have a direct connection to what is happening in the job sector.

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 third year. We have attended the HSTW summer conference for four 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 2016/17

Goals for 2016/17 and through the end of 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 number and analyze
- Explore bridge courses for English and Math as a move toward adding the 4th math credit
 - Can we close the gap between 34% of seniors taking math during their senior year while 70% of seniors go on to college?
 - Increase embedded credit
- Reflect labor market needs
 - The LEA is trying to increase the percentage of students who pass the ACT WorkKeys Assessment. This goal was met.
- 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 7-9 mathematics courses.

- Align 7-8 mathematics with state standards, high school readiness, and conjunction with the k-6 curriculum.
- Mathematics' pedagogy will be aligned with the Balance Mathematics Framework from Ainsworth and Christenson. The LEA will use local funds to enhance professional learning around the mathematics' goals.

Joint Goal

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

2017-2018 Goals

High School Priorities

- ┌ Continue to expand PPOs
- ┌ Implement the MA bridge course and explore the ELA bridge course
- ┌ In a phase plan, suggest/market 4 units of math for graduation (includes embedded CTE math credit and the bridge course)
- ┌ Expand and market the "Diploma Plus" program
- ┌ Be intentional about the 9 to 10 transition

Junior High Priorities

- ┌ Raising rigor in mathematics – Rigor will be explored through instructional collaboration around student achievement within data teams (formative data, summative data, and state achievement data).
- ┌ Look at Project-Based Learning and how that fits into the academic core and student achievement expectations – Action research will look at how to expand PBL into the JH in the future.
- ┌ Raise the rigor through better questioning – LEA will continue to work with an in-house expert on questioning strategies within PLC weekly collaboration times.
- ┌ Increase engagement and rigor (better assignments – have clear evidence of mastery across all disciplines) – This will be tied into the first goal with writing curriculum in ELA and MA.
- ┌ Be intentional about the 7 to 8 and 8 to 9 transitions / PPOs – The 8th to 9th transition team is looking at Link Crew to figure out how to make meaningful use of those students.

District Office/Leadership Priorities

- ┌ Assist both building in meeting their prioritized goals
- ┌ Create externships for teachers
- ┌ Expand personalization while creating better written curriculum and alignment
- ┌ Assist in the rollout of the Diploma & program
- ┌ Mentor the new Ozark High School principal in TCTW/HSTW/MMGW

DATA and Results, 2016-17

Goals for 2016-17 and through the end of grant TCTW/HSTW

- Continue work on Personal Plans of Study
 - 2016-17 All students who were enrolled the majority of the year completed a PPOS. From the HS CSIP: To continue our “interest Based Personal Plan of Study” initiative and raise our parent participation rate from 65% last year to at least 80% the 2016-17 SY. This goal was not achieved and will remain the same for the 2017-18 SY.
 - Weekly Naviance assignments for all students during advisory
 - Monthly grade level meetings for all students
- Increasing the number if students who graduate with Diploma &.
 - The baseline date for 2015-16 was 52%. This lagging indicator will be complete in August 2017. Currently numbers indicate that we have met the goal of an increase of 10%
- Explore bridge courses for English and Math as a move toward adding the 4th math credit.
 - A 4th level math course is on the course schedule for 2017-18
 - 2017-18 will include exploration of the ELA bridge course
- AS a part of the CSIP and an indirect connection to the TCTW goals, the LEA is trying to increase the percentage of students who pass the ACT WorkKeys Assessment. This goal was met.
 - 2015 -- 16 Pass rate of 83%
 - 2016 – 17 Pass rate of 88.9%
 - Secondary goal is to increase the rate of students who pass at the Silver level or greater. The 2016 – 17 baseline is 58.3%

MMGW

- Increase the rigor, alignment, and instructional viability of the 7-9 mathematics courses.
 - Align 7-8 mathematics with state standards, high school readiness, and in conjunction with the k-6 curriculum.
 - Both at the 8th grade MA and 8th grade Algebra course level increased in percentage of students who were proficient or advanced on the MAP/EOC.

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. Potentially the district will resubmit for grant money specifically targeting the TCTW connections with STEM and rigor in assignments in mathematics and science leading from grades 6 – 12. The district is committed to increasing students’ ability to succeed in grade 13 however that may look. Thus the implementation of the Ozark *Diploma &* program will continue to guide the LEA toward success-ready graduates. 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.

Unintended consequences for this grant has effected the whole southwest Missouri region with the implementation of the GO CAPS program which started from a conversation between Ozark and Springfield. Ozark's desire to increase internships grew into a beautiful regional collaboration that has been meaningful for 13 school districts. GO CAPS is expanding to include 16 school districts for the 2017-18 school year.

Accordingly, collaboration around this grant has highlighted the need to be very intentional in our efforts to help students have a plan for post-graduation. Ozark High School is rolling out the *Diploma &* program to create a systematic approach to student success after graduation. Every graduate will walk across the platform with their diploma AND a foot forward in the pathway they choose. The goal is to have 100% of students in the graduating class of 2020 qualify for *Diploma &* status.

Diploma &

- College Credit
- Job Experience
- Advanced Industry Credentials
- Personal Plan of Study
- A+ Scholarship
- Military Advanced Enlistment
- Vocational Rehabilitation Plan

Willow Springs High School 2016-17 HSTW Summary Report

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 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. Additionally, a four-week summer school course is offered to incoming 9th graders to allow an early introduction to freshmen core subjects.
3. 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
4. Goals for 2017-18
 - Communication arts (LA II): 75% proficient and advanced
 - Math (Algebra I & Algebra II): 70% proficient & advanced
 - Science (Biology): 80% proficient & advanced
 - Social Studies (Government): 75% proficient & advanced, 0% below basic
 - Student attendance: 95%
 - Graduation rate: 100%
5. 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	2016-17
	27	28	15	3	6	2	0	0	0	0	0 YTD

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%	97.7%

% Freshmen 1st semester failures	2010	2011	2012	2013	2014	2015	2016
	13.2%	14%	14%	16.8%	7.4%	10%	9%

- 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