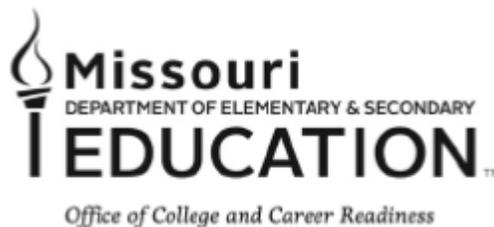


Technical Centers That Work (TCTW)

School Summary Reports 2017-2018 School Year



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Table of Contents

| | |
|---|------------|
| Section I-Introduction | Page 3 |
| Section II Summary Reports..... | Pages 4-38 |
| Cass Career Center, Harrisonville, MO..... | Page 4 |
| Dallas County Technical Center, | Page 6 |
| Eldon Career Center, Eldon, MO..... | Page 11 |
| Hillyard Technical Center, St. Joseph, MO | Page 14 |
| Kirksville Area Technical Center, Kirksville, MO..... | Page 16 |
| Lake Career and Technical Center, Camdenton, MO..... | Page 19 |
| Lex-La-Ray Technical Center, Lexington, MO | Page 21 |
| Manual Career and Technology Center, Kansas | Page 23 |
| Nevada Career Center, Nevada, MO | Page 26 |
| Northland Career Center, Platte City, MO | Page 27 |
| Ozark R-VI School District, Ozark, MO..... | Page 29 |
| Warrensburg Area Career Center, Warrensburg, MO..... | Page 35 |
| Willow Springs High School, Willow Springs, MO | Page 37 |

Introduction

The Missouri Department of Elementary and Secondary Education has partnered with the Southern Regional Education Board (SREB) for several years to assist schools interested in implementing the Technical Centers That Work (TCTW) initiative. The TCTW school improvement initiative was formed in 2007 to help career and technology centers identify and implement the actions needed to produce graduates who will be leaders in their selected careers. The network now includes more than 180 sites across the nation and 19 in Missouri. Missouri has pioneered work to enhance TCTW by encouraging career centers to partner with sending middle or high schools. In doing this, career centers across the state have aligned SREB's Making Middle Grades Work (MMGW) and/or High Schools That Work (HSTW) with TCTW to implement innovative program improvement models.

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.

Nineteen schools participated in the TCTW grant program during the 2017-18 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.

This report is a compilation of the reports submitted by each grant recipient. They were not edited by DESE staff.

Cass Career Center
Technical Centers That Work Grant
Summary Report and New Year Planning
June 10, 2018

The 2018-2019 school year will be Cass Career Center's fifth year of implementation for the TCTW grant in partnership with Harrisonville Middle school. CCC and HMS have worked together for the past four years to increase student achievement, and create a connection to career education for students earlier in their middle school years. There has also been a focus on increasing the understanding and usage of project based learning strategies with the middle school teachers.

Summary 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 and Curriculum Maps

The 2017-2018 grant year we continued focused on the project-based learning initiative. During the summer SREB conference in Nashville, Tennessee we were able to send 3 middle school teachers and 4 career center teachers along with an administrator from each building. Sessions materials were brought back to share with staffs from both buildings.

It was the middle school's year to take advantage of a day of personal SREB training. Despite many efforts to have them take advantage of this, they did not. They felt the district was pushing them to focus more on Project Lead the Way teaching and the initiative for ramping up project based learning initiatives ways sidetracked at the middle school level. We had hoped to get Marty Sugerik from SREB to the middle school during the year to reinforce what he had done to start of the career center's year in 2016 - 2017. The career center will be taking advantage of this benefit for the 18 - 19 school year. As we have many new staff members, and a few that were new when Marty was last here, we are considering a 1-day refresher/intro to PBL for our newer staff members as we feel this was some of the best training we have had and our newer staff was a little overwhelmed when it was first introduced.

We did use SREB resources to focus on strengthening curriculum and getting the CTE program evaluation (CCQI) base points set for all programs. Obviously this will be an on-going process of strengthening programs and evaluating our efforts to do so in the years ahead.

Our efforts to incorporate Work Keys fell through for a variety of reasons (changes in staff and administration who were spearheading the project, misinformation from source who thought they could fund for us, etc.). This will be a goal for us again in the year ahead.

As a result of our efforts Cass Career Center increased the number of students taking the technical skill assessment from 135 to 150, and passing the tests from 113 to 131. For the 2017-2018 school year the CCC had a pass rate of 87.3%, far above the states recommended score of 75.0%.

Planning of 2018-2019

As described in the above encapsulation of last year's efforts, highlights and short falls, the Cass Career Center will use this last year of grant money toward the following efforts:

1. Continue to develop and integrate Project-based learning into each program area.
2. Implement the Work Keys assessment
3. Continue to strengthen teacher understanding and value in incorporating and updating the MO DESE's CTE Program Evaluation and Improvement Plan Self-Evaluation Tool on an annual basis.

During 2018-2019 Cass Career Center will continue to work on strengthening and improving the project based learning initiative started during the 2016-2017 school year. The middle school has opted out of sending a team of teachers to the 2018 SREB summer conference, however the CCC will be sending 3 teachers and 1 administrator to the conference. The administrator will also be presenting a session at the summer conference to help give back to this fantastic professional development opportunity.

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 2018-2019 school year. We will have a new assistant director and construction technology teacher, however we believe they will both be able to focus on this initiative and make it happen this 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 continuing efforts to gain understanding and insight through the use of MO DESE's CTE program evaluation and improvement plan self-evaluation tool during the 2018-2019 school year. 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 2018-2019 school year. TCTW funds will be used to provide needed professional development and resources for areas of concern as teachers work through the process.

Dallas County Technical Center

Technical Centers That Work 2017-2018 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 two 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 assignments 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 communication 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.

Academic year 2018-2019 will allow DCTC to foster a culture of continuous improvement. Focusing on the established priorities, DCTC will attend the summer conference and winter forum and learn ways to strengthen CTE curriculum, advisory

committees, job shadowing/internships, and data collection. Teachers will research additional certifications and credentials for students as programs grow and industry needs change. Dual credit opportunities will be explored and dual credit offerings will be expanded. Teachers will work within the district-required learning management system Canvas to organize, plan, implement, and evaluate CTE curriculum, thus strengthening and diversifying each program's instructional delivery methods and student achievement.

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

In year 2 of the TCTW grant, DCTC set the following improvement goals:

- a. Attend summer conference, Nashville, TN July 2017
- b. Develop common unit plans and lesson plans
- c. Post daily objectives
- d. Learn and use rubrics aligned to rigorous academic and CTE standards for grading
- e. Develop and use work ethic rubrics
- f. Learn strategies and methods for IEP accommodations
- g. Increase knowledge and use of a variety of research-based instructional strategies
- h. Increase internship/work-based learning opportunities for students
- i. Increase marketing of programs
- j. Increase social media presence
- k. Develop plan for student recruitment and proper placement within programs
- l. Identify need for the return of a full time counselor
- m. Attend winter forum, Orlando, FL January 2018
- n. Administer staff and student surveys to gather baseline data

DCTC met most goals for year 2 of the grant. DCTC teachers utilized TCTW grant funds to attend both the summer conference and forum. A guest trainer worked with teachers in January 2018 to introduce a common template for unit plans, lesson plans, and rubrics for grading, ensuring program alignment to rigorous academic and CTE standards. Teachers began posting daily objectives and each person modeled one research-based instructional strategy at a monthly staff meeting and demonstrated how to implement each strategy in a CTE classroom. The DCR1 director of special education met with DCTC teachers about accommodation help for IEP students mid-year. Marketing strategies included the utilization of the DCTC Facebook page and pinning the updated DCTC website and Facebook page to sending school websites. Posters of each program have been created and will be rotated through each sending school, increasing the visibility of programs within each sending school to promote opportunities at DCTC. Recruitment strategies involved meetings with groups of all sophomores at each sending school, 4th grade, 8th grade, and 10th grade tours of all programs at DCTC, and offering program-specific block visits to future students considering enrollment the following year. A student application was developed by DCTC teachers and administration using input from advisory committees and other career and technology centers and has been used by every sending school as part of next year's enrollment process. The intent is to communicate to schools and students suggested requirements for success at DCTC and to properly place students

in programs at DCTC. Staff and student surveys were administered to collect baseline data. DCTC has added a program for the 2018-2019 academic year, Teacher Preparation, based on student interest surveys. DCTC has also added a full time counselor starting the same year.

DCTC did not increase internship opportunities or develop and implement a work-ethic rubric in year 2, but will continue efforts in year 3.

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

In year 3 of the TCTW grant, DCTC has set the following goals:

- a. Attend summer conference in Orlando, FL July 2018
- b. Begin discussions of adding integrated academic instructors to replace embedded English and math
- c. Explore dual credit and articulated credit opportunities for each program
- d. Use knowledge of lesson plans and unit plans from year 2 to develop rigorous CTE curriculum within the DCR1 required learning management system Canvas, resulting in curriculum maps for each program
- e. Research state-approved credentials and additional certifications as programs grow and industry needs change
- f. Establish a team to collect and evaluate data used to drive decision-making
- g. Set SMART goals to develop a student retention plan for DCTC based on data
- h. Strengthen advisory committees and work with community growth initiatives (GRO) to increase community partnerships
- i. Increase internships and work-based learning opportunities for students by working with community growth initiatives (GRO)
- j. Develop and implement work ethic rubric to use in all programs

The DCR1 district is moving to a 1:1 devices for all students next school year, including planning for sending school students to have devices, and all teachers are expected to utilize the learning management system Canvas within their classrooms. This lesson delivery format will allow DCTC teachers to easily implement rubrics for grading and collect student performance data from their own programs. Teachers will be asked to research dual credit opportunities, additional certifications and credentials available to students, and work-based learning opportunities relevant to their programs and their own certifications. The Dallas County Economic Development Group has begun a GRO initiative, trying to connect community, business, and school. Through participation with this group, many avenues for community partnerships will result, thus strengthening our advisory committees and increasing opportunities for student work-based learning.

DCTC will also create a data team starting next school year. Information from staff and student surveys, TSA, IRC, student performance, and other measures of success will be their focus as we begin to make data-driven decisions about our next steps.

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.).*

Through grant funds, DCTC was able to bring in an outside trainer to help teachers with templates for lesson planning, unit planning, and rubrics for grading. An in-district guest speaker led a PD meeting to share important concepts and additional techniques to use in the classroom for IEP students who need additional support for academic success. DCTC also used funds to purchase “Teach Like A Champ” by Doug Lemov and each month, one teaching strategy or technique was demonstrated and teachers were challenged to try each strategy at least once. Together, these templates, strategies, and techniques have helped strengthen our overall approach to classroom instruction as we work to integrate rigor and relevance to maximize student achievement.

One of our goals is to increase TSA and IRC pass rates. The Criminal Justice and Graphic Arts programs administered DESE-approved IRCs this year and that data has been added to the table below. Pass rates declined for all programs except welding and health science this year, and is most likely due to our current student population and a lack of availability of content on the new assessments.

DCTC 2017-2018 TSA/IRC Data by Program

| Program | Number of students eligible for testing | TSA number of students tested | TSA number of students pass | % TSA pass rate | IRC number of students tested | IRC number of students pass | % IRC pass rate | TSA/IRC combined students tested | TSA/IRC combined pass | % TSA/IRC combined pass |
|------------------|---|-------------------------------|-----------------------------|-----------------|-------------------------------|-----------------------------|-----------------|----------------------------------|-----------------------|-------------------------|
| Auto Tech | 13 | 8 | 0 | 0% | 5 | 5 | 100% | 13 | 5 | 38% |
| Collision Repair | 5 | 2 | 0 | 0% | 3 | 3 | 100% | 5 | 3 | 60% |
| CIS | 8 | 6 | 1 | 17% | 2 | 2 | 100% | 8 | 3 | 38% |
| Criminal Justice | 3 | 3 | 0 | 0% | 3 | 0 | 0% | 3 | 0 | 0% |
| Graphic Arts | 3 | 1 | 0 | 0% | 2 | 2 | 100% | 3 | 2 | 66% |

| | | | | | | | | | | |
|----------------|----|----|----|----|----|----|------|----|----|-------------|
| Health Science | 20 | NA | NA | NA | 20 | 20 | 100% | NA | NA | 100% |
| Welding | 15 | NA | NA | NA | 15 | 15 | 100% | NA | NA | 100% |

In 2016-2017, DCTC's overall TSA/IRC pass rate was 92%. This year, pass rates have decreased to an overall 57%. As we establish a data team next year we can focus on these results to make decisions and to better prepare students for success.

TSA pass rate: 13%

IRC pass rate: 86%

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 3 years. This will enable more educators and administrators to have a greater impact on student achievement and allow opportunities to share SREB resources. 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.

Using the 5-year plan, or our local site guide as reference, DCTC is able to focus on priorities established previously and based on the TAV. We utilize this document regularly and visit it often. This offers a level of accountability for teachers and administrators to focus grant efforts and will help guide professional development for the coming school year. The foundational efforts of the TCTW grant focus on student achievement but the processes to get better student results first start with quality instruction. The resources accessible through this grant help create teacher leaders, a culture of continuous improvement, and a positive self-image for DCTC. We look forward to continuing our efforts next year and beyond as we gain momentum.

Technical Centers That Work

Eldon Career Center

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 has 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 were 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 training of our staff. Through this effort some of them have become trainers themselves and they have and will be able to continue teaching and supporting our teachers in their efforts with little additional funding. 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 consequences 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.

Technical Centers that Work Summary Report

Hillyard Technical Center has been involved with the TCTW grant for 5 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. Our goal for the 2017-18 school year was once again to have 100% of completers leave Hillyard Technical Center with a National Career Ready Certificate in addition to their Industry Recognized Credential (IRC). We tested 189 seniors and 180 left with a National Career Ready Certificate. This led up to 95% of students leaving our school with that certification in addition to their program certification.

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 80% 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.

- 298 students participated in either a TSA or IRC for the 2017-2018 school year. Of those students that were tested, 263 passed allowing an 88% 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 2017-2018 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. Hillyard Technical Center once again participated in Manufacturing Day with sponsorship from local businesses and the St. Joseph Chamber of Commerce. Approximately 650 students toured local businesses to witness manufacturing first hand. This year Project Lead the Way students from St. Joseph middle and high schools joined the tour.
- 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.

Kirksville Area Technical Center

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Technical Centers That Work

Summary Report and New Year Planning

TECH CENTERS THAT WORK GRANT YEAR 1

2017-2018 was Year 1 of the Tech Centers that Work (TCTW) grant for Kirksville Area Technical Center (KATC). Following is a timeline of TCTW events that occurred at KATC:

| | |
|----------|--|
| May 2017 | Received notification of grant |
| July | Four staff members attended National Conference in Nashville |
| October | Completed Technical Assistance Visit |
| December | Workshop/Identified top priorities |
| January | Three staff members attended Winter Forum in Orlando |
| April | Completed student/staff survey |

GRANT FOCUS

The focus of KATC's TCTW grant was pretty broad with the theme being improvement in the following areas: student achievement; college-and career-ready graduates; professional development; collaboration; curriculum; and stakeholder satisfaction.

YEAR 1 GOALS

- Increase staff understanding of the TCTW framework of Key Practices
- Identify strengths and priority action items through the TCTW Needs Assessment Visit
- Develop plan for Year 2
- Complete biennial student and staff survey

YEAR 2 GOALS

As a result of the Needs Assessment Visit, KATC staff prioritized the recommended priority action items and will focus on the top 5 during the 2018/2019 school year. They are as follows:

- Continue to identify new ways to communicate with sending schools; familiarize counselors and sending school teachers with KATC programs to ensure proper placement of students in programs.

- KATC needs to continue working with Kirksville High School counselors and sending school counselors to ensure students are placed in programs that align with their career goals.
- Develop a team to identify all opportunities for articulated and dual credit for high school CTE students. Be sure all parties are knowledgeable of the credit available and all agreements are up to date.
- Use true project-based learning to increase student success by developing their technical, academic, and 21st century skills.
- Expand and improve access to quality work-based learning to ensure that every student has an opportunity to experience job shadowing and/or internship.

There were no surprises when the priority action items were shared with us. We have discussed these in the past and have attempted improvement efforts; however, we are better equipped now with a focus and TCTW resources.

The priority action items already being addressed at KATC are as follows:

- The school should adopt a structured instructional design process to address objectives, lesson and unit planning, curriculum mapping, instructional strategies, and assessment. This is a Kirksville R-III district-wide mandate; as a district, we have been working on the instructional design process and hope to have it fully implemented by 2020.
- Develop a plan for “extra help” for struggling students. This is something the KATC staff has attempted but with no support or structure. As a result of our trauma-informed training, KATC is implementing Check and Connect and investigating PBS for high schools.

INSTRUCTION AND STUDENT PERFORMANCE

Because this was KATC’s Year 1, instruction and student performance did not experience significant change; however, we are excited to complete project-based learning training during Year 2. In addition, as we work on the other priority action items, instruction and student performance will be positively affected.

TCTW SUSTAINABILITY

By the end of Year 5, it is expected that KATC will have addressed all priority action items recommended during the Technical Assistance Visit and have implemented the TCTW Framework of Key Practices which will ensure sustainability for the future. Furthermore, KATC will apply for the TCTW grant funding again in partnership with the Kirksville High School.

OTHER INFORMATION

The Needs Assessment Visit was the best learning experience for the KATC staff. What an incredible resource for school improvement!

Members of the Needs Assessment Visit team (who aren't CTE) might view KATC more favorably as a result of serving on the team.

The priority action items have given KATC staff a sense of focus and structure toward school improvement.

Note: I was interested in TCTW the first time I learned of the grant at a directors' conference; however, I didn't think KATC was prepared for it. The information sat in a pile on the corner of my desk for a few years. Janice and Gina assured me that KATC was ready for it, and we took the plunge! It is the best decision I have made as KATC director. I am so excited to see what the next four years bring to KATC and our students! Thank you! Sheryl Ferguson, Director

Lake Career and Technical Center

TCTW Progress Report for the 2017-2018 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 Camdenon R-III focus for all buildings is on Teaching and Learning. While LCTC has participated in all district-wide trainings facilitated by SREB, we have utilized our TCTW funds in the areas of (1) instructional design training specific to LCTC, and (2) instructor and administrator professional development.

In the areas of instructional support, LCTC utilized TCTW funds several years ago to gain specific training with SREB consultant as it relates to CTE standards and unit planning. SREB consultants have provided support and facilitated trainings and coaching support for administrators and instructors. The LCTC instructors are provided dedicated time during early release to continue their work related to instructional design. In other areas of instruction, TCTW funds were used to support our Technical Math and Technical English teachers in obtaining official SREB Readiness training in the areas of Math and English during the 2017 HSTW Summer Conference. Both our math and English teachers implemented the SREB Readiness courses this school year. Instructors report there were challenges in implementation, yet the challenges were not necessarily curriculum related. Overall all students in these courses did show growth in their learning and assessment scores! Lastly, as we continued our research on Advance Careers (AC), we knew we would need to hire another instructor to teach such a course. At this time, the hiring of another instructor was not feasible.

In the areas of professional development, LCTC personnel have attended the 2014, 2015, 2016 and 2017 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). In the 2017-2018 school year LCTC piloted the Simulated Workplace model in three programs areas – Automotive Technology, Marine & Power Sports Technology, and Computer Integration. (These same instructors traveled to West Virginia in April 2017 to view and discuss simulated workplace with two different career centers. This was made possible with TCTW grant funds). In meeting with teachers throughout the school year, instructors will make some adjustments based off this school year, yet found the model to be ideal for their programs.

The TCTW Forum was “in flux” for a while on whether it would occur, and as the education leader of the building I wanted our CTE educators to see and understand a “broader view” of education. Most classroom teachers, especially in a secondary setting, are focused specifically on their program or content area, and I believe it is important for classroom teachers to understand or be familiar with the “bigger picture” of education. About 10 years ago, I was fortunate to attend an ASCD conference which allowed me to see multiple aspects of education. In March 2018, two instructors and two administrators were able to experience the ASCD Empower 2018 conference. The instructors and administrators came away with learning strategies, creating or building the leadership capacity in others, educational research related to improving student achievement, and we were able to hear from 10 innovative schools and practices they implemented. One instructor and administrator will be attending the Model Schools Conference in June 2018 to hear from Dr. Daggett and other education experts.

Our work with SREB from the beginning brought about the concept of developing Focus Teams. In the 2017-2018 school year, we had a slight shift from our 2016-2017 focus teams. The Instructional Design and Employer Engagement (IDEE) team separated into two separate teams – Instructional Design (ID) and a second team – Employer Engagement (EE). The third team, Community Action Team (CAT) remained intact. Each team is led by instructors and the teams set a minimum of one goal to reach throughout the school year. The ID team incorporated PBL – Project Based Learning as part of their goal, while the EE team worked toward a greater emphasis in promoting work-based learning (WBL) experiences for our students. Our WBL emphasis will focus more on the development of registered apprenticeships. The CAT team worked to promote our community events such as our Open House held in February and the Car Show in September. The development of the Focus Teams has provided another avenue for “teacher voice” and input; as well as, highlighting and building teacher leadership.

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

Submitted by:

Jackie Jenkins

Jackie Jenkins, Director
Lake Career & Technical Center

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 eight 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 third year of implementation of the new grant.

During this third partnership year, the main focus was to continue and expand implementation of 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. District teachers will engage in technology integration training, strategically plan weekly lessons utilizing the Google platform and implement meaningful learning activities to integrate technology into learning for students 1 in the Fall Semester and 2 in the Spring Semester.
2. Each program will have 80% of students pass the TSA or the program pass rate will be increased by minimum of 10%.
3. Teachers will continue PBL training, create and implement one new or revised project utilizing the PBL format.

Both Lex La-Ray and Lexington Middle School completed the second year of implementing 1:1 technology. This year training was provided, via the Instructional Technology Coach, based on individual teacher need. Staff members were also able to share best practices utilizing technology during staff meetings.

Lex La-Ray Technical Center had a TSA pass rate of 82% building wide, during the 2016-17 school year. This year the overall pass rate increased to 93%. All but one block programs surpassed the minimum standard of 80%, with 6/8 programs reaching a 100% pass rate. The one hour Agriculture program also obtained a 100% pass rate. Middle School MAP data is not yet available.

The 2017-18 school year brought about several transitions. The district had a new Superintendent, Director of Curriculum and Instructional Technology/Student Services, Director of Operations, High School Principal, Middle School Principal and Counselor, and Elementary Principal. There was also a large turnover in Middle School staff. Staff that was previously trained in PBL continued to implement the strategy, but were not able to expand their training or implementation. The Lex La-Ray Director and Middle School principal have met and discussed re-training and plans to move forward in 2018-19.

Mutually beneficial teaching partnerships have continued to develop. Lex La-Ray will be offering a middle school level summer school course called Career Camp for the second year. This year we will service 20 students per section in 2 sections. This is an increase from last year's enrollment of 15 students in one section. Of the 20 students enrolled, 7 are returning from last summer. In this class the

students will spend two days to one week in each of the following areas: Culinary Arts, Collision Repair, Health Occupations, Building Trades, and Welding. Industry field trips will occur in some program areas as well. FACS and Agriculture classes will continue to be offered to middle school students as an elective during the 2018-19 school year. Additional CTE activities with seventh graders are being worked on by Counselors and the VRE.

Lex La-Ray and LMS are fortunate to have two years of the grant remaining. Utilizing the money to have staff trained at conferences and on-site via an SREB consultant, staff will have the 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.

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 in working 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 one new ½-time program – EMT – with the plan to expand it to a 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 quarterly 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 one 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 in creating student engagement.

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 of the assistance they have received as they seek to improve.

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. Through 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 R-V high school. There have been several partnership activities so far and we believe it would be mutually beneficial. However, even if another grant is not available we plan to continue to utilize SREB professional development through our Perkins funds.

Northland Career Center 2017-2018 TCTW Grant Report

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

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

- Year 1, 2013-2014: \$12,500
- Year 2, 2014-2015: \$25,000
- Year 3, 2015-2016: \$18,750
- Year 4, 2016-2017: \$15,625
- **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. NCC just completed our fifth year of 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 five 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. Northland Career Center has become a leader in the Simulated Workplace Initiative. All programs participate in this initiative and various programs are at various stages of implementation. Students are exposed to a simulated environment similar to work. NCC has developed a framework for this program based on industry feedback and used principals learned through being a TCTW member.
- 3. What were your goals for the school year just ended?**
- a. Northland Career Center has a very well developed strategic plan that was collaboratively developed by 50 of its stakeholders during the 13-14 school year. NCC's focus on project-based learning supports seven of its core measures including: A1 – Technical Competence, A2 – Employability, A3. – Related Academic Achievement, B3 – Relevant programming, CU1 – Student experience, CS1 – Staff Expertise, and CP3 – Customer Satisfaction. Our goal with TCTW and PBL was to learn in year one, develop and implement in year 2-3. NCC was able to informally develop key projects that were publicized widely by the Northland community and revered by its patrons.
- 4. What are your goals for the upcoming school year?**
- a. In 2018-2019, NCC will move forward with continuous improvement in areas it already has implemented but systematically needs to improve upon.
- 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 has continued to improve the number of students who have passed the TSA or earned an IRC Point. Students involved in the CTSO have also found more success. Students are also exposed to, taught and assessed on an Essential Employability Curriculum.
- 6. What is your plan for continuation of this work once the grant funds have ended?**
- a. NCC has applied for a partnership grant to work collaboratively with Platte County High School and has been awarded this grant. This partnership is exciting and those documents are also attached to this email as part of the report.
- 7. Other information you would like to provide such as unintended consequences of the grant.**
- a. NCC will be awarded the SREB Pacesetter Award in July at the National Conference. NCC has grown its reputation locally, state-wide, and across the TCTW network as a school that serves customer needs and is focused on quality continuous improvement.

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

Question #1

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

Question #2

Focus: The *TCTW* grant has allowed OHS/career center the opportunity to build teacher and leader capacity at all of our 8 – 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.

Question #3

2017-18 Goals

High School Priorities:

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

Junior High Priorities:

- Raise 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 buildings in meeting their prioritized goals – bring in national consultant to help with leadership training around PLC, data implementation, and the transition process as it relates to systematic change.
- 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

Question #4

2018-19 Goals

High School Priorities:

- Continue to expand ICAP
- Implement the MA redesign of courses grades 10 - 12
- Increase marketing the “Diploma &” program
- Be intentional about the 9 to 10 transition
- Increase the amount of students who pass the ACT WorkKeys with a silver or higher

Junior High Priorities:

- Implement the MA redesign of courses grades 8 - 9
- Implement new MA, ELA, and SCI curriculum to include PBL (where appropriate), increased engagement strategies, and rigorous/relevant assignments.
- Raise the rigor through better questioning—LEA will continue to work with an in-house expert on questioning strategies within PLC weekly collaboration times.
- Be intentional about the 7 to 8 and 8 to 9 transitions / ICAP.

District Office / Leadership Priorities:

- Assist both buildings in meeting their prioritized goals – bring in national consultant to help with leadership training around PLC, data implementation, and the transition process as it relates to systematic change.
- Expand externships for teachers
- Expand personalization while monitoring the implementation of new written curriculum and alignment

- Assist in the marketing of the Diploma & program
- Mentor the Ozark High School principal in TCTW/HSTW/MMGW as a year-2 principal

Question #5

DATA and Results, 2017-18:

2017-18 Goals with notes about data

High School Priorities:

□ Continue to expand PPOS This year the PPOS process expanded by tying the PPOS to other processes. 310 of 411 seniors completed the PPOS and qualified for Diploma &. The PPOS had to be completed before scheduling for next year and the master schedule for the building was driven by student requests. The parent participation rate stayed in the 60% area. Weekly Naviance assignments and monthly grade level meetings continued.

□ Implement the MA bridge course and explore the ELA bridge course. At the 9th grade level, students who need more time and interventions will be allowed to take Algebra Investigations which includes the addition of a lab class so that students can voluntarily take math every day. It is the goal to allow students who are struggling with Algebra to catch back up and be prepared for higher level math the next year. This class is more project based and includes more concrete instructional strategies. During 18/19 school year, Algebra 2 students will have the opportunity for additional support by taking Algebra 2 Enhancement in addition to their Algebra 2 class. The bridge class Senior College Ready Math was implemented in 2017/18 and will have increased sections during 18/19. This SREB class includes project based learning and allows students to strengthen their math skills before going on to post-secondary training. **We will receive a Pacesetter Award for work in math at the 2018 HSTW summer conference.**

□ In a phase in plan, suggest/market 4 units of math for graduation (includes embedded CTE math credit and the bridge course) The LEA is marketing for all students to take 4 units of mathematics either as embedded courses or as 4 sequenced courses. The Pacesetter Award was given for the work that the LEA has accomplished in creating new mathematic pathways for students to leave the senior year with advanced math past Algebra II. The mathematics instructional coach has worked to build capacity within the teachers to systematically provide accelerated learning strategies and multiple tiers of instruction to help struggling students master the mathematics skills needed to succeed in postsecondary education and the workplace.

□ Expand and market the “Diploma &” program *Diploma &* was marketed throughout the community in public meetings, on the district website, and inside the high school by counselors and teachers. The 2018 seniors were the first students to receive the *Diploma &* recognition. They were recognized through cords during the graduation ceremony, in the program, and in the electronic presentation of awards and scholarships. The growth for *Diploma &* is the following:

- Baseline data in 2016: 52%
- First year to collect real data in 2017: 63%

- First year to recognize graduates with *Diploma* & in 2018: 75.4%

Data associated with MSIP standards 3.1 – 3 showed increases and remain in the 20/20 category. Sample data include the increase of students who pass the ACT WorkKeys Assessment:

- 2015 – 16 Pass rate of 83%
- 2016 – 17 Pass rate of 88.9%
- 2017 – 18 Pass rate of 91% with at least a bronze

□ Be intentional about the 9 to 10 transition The 9th grade transition included touring freshmen through the 10-12 building, panel discussions with 11th and 12th graders, including freshmen in 10 – 12 curricular and co-curricular activities/athletics, intentional counselor guidance help, continued work in Naviance, and parent nights with the 9th graders to update/revise their PPOS.

Junior High Priorities:

□ Raise rigor in mathematics—Rigor will be explored through instructional collaboration around student achievement within data teams (formative data, summative data, and state achievement data). Mathematics courses were the focus for the 8th and 9th grade administrators and teachers during the 17/18 school year. An additional course, Algebra Investigations, was added to give all students an opportunity to take grade-appropriate mathematics. Students who were math resistant or were strugglers in math took both a lab class as an elective and the algebra credit. Data show more students who are taking Geometry as 10th graders than previous years.

□ 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. Junior High science teachers did a book study on *Rigorous PLB by Design: Three shifts for developing confident and competent learners* by Michael McDowell.

□ Raise the rigor through better questioning—LEA will continue to work with an in-house expert on questioning strategies within PLC weekly collaboration times. This goal is in progress.

□ 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. The LEA 8 – 12 vertical teams rewrote MA and ELA curriculum aligned to the MO GLE's including better engagement strategies and rigor. The 18/19 SY will be the first full implementation year.

□ 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. The counseling team conducted tours of the building, had guidance sessions for students emphasizing the differences between taking classes and collecting credits. During advisory students worked hard on PPOS and making HS plans for grades 9 – 12/grade 13.

District Office / Leadership Priorities:

□ Assist both buildings in meeting their prioritized goals – bring in national consultant to help with leadership training around PLC, data implementation, and the transition process as it relates to systematic change. The LEA hosted two national consultants this year to help with leadership

training (Doug Reeves) and with PBL implementation (SREB consultant). The grant partially paid for the consultant; however, the LEA paid for the majority of these costs through local funds.

- Create externships for teachers Externships continued through the GOCAPS. Teachers participated in 17/18 and are planning to implement through 18/19.
- Expand personalization while creating better written curriculum and alignment Curriculum was written for both ELA, MA, SCI, and SS.
- Assist in the rollout of the Diploma & program The *Diploma* & recognition data posted above. The district office created online videos and other promotional materials/community events for the rollout.
- Mentor the new Ozark High School principal in TCTW/HSTW/MMGW The Assistant Superintendent mentored Mr. Jeremy Brownfield for his first year as head principal of Ozark High School. The mentoring included work in success-ready graduates.

Future planning beyond the grant-funded years:

PPOS/ICAP 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.

Increasing the conversations about careers readiness, success ready grads, and post-secondary readiness has impacted the staff and help with the visioning process for all of our CTE work. To accommodate more students in work based experiences, the LEA restructured the COE (CCE) course to create a broader network of Ozark businesses and community connections. Restructuring CCE class will allow more students to experience work based learning and professionalism skills. This class will have a stronger focus on internships and job shadowing, as opposed to paid employment so that students may have experiences in their chosen career field. The new CCE course will be in effect for the 18/19 SY.

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
- Missouri Seal of Biliteracy



Warrensburg Area Career Center

CHILHOWEE CREST RIDGE HOLDEN KINGSVILLE KNOB NOSTER LEETON WARRENSBURG

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Warrensburg Area Career Center Summary Report and New Year Planning June 11, 2018

The Warrensburg Area Career Center is completing its first year of the implementation of the Technology Centers That Work grant. Our institutional mission is to “develop distinguished graduates by providing relevant career and technical education leading to gainful employment or continued education” and the focus of our TCTW plan is to increase the relevancy of the education we provide in order to hone and improve the experiences our students gain. Our vision is that we aspire to “be recognized and respected as a leader in career and technical education excellence” and we will strive to use the TCTW support and priorities to realize that vision.

The focus of this inaugural year of TCTW has been to host the Needs’ Assessment Visit (NAV) and to reflect on the outcomes of the visit in order to strategically plan for the future. The NAV was conducted in November and our site development workshop was held in February. During this time we were able to articulate what Priority/Action Steps we felt were most pertinent. Our initial vision was to increase student engagement and in that pursuit, we have introduced the Project Based Learning initiative with a 2 day workshop facilitated through SREB. We also set a goal to begin examining and evaluating our programs’ syllabi. Our faculty were able to collaboratively begin the process of revamping their syllabi as well. We participated in the Year One student/faculty survey process and those results should help to guide our future goals as well.

For the coming 2018-2019 school year, we will:

- First be sending the leadership team to the SREB Staff Development Conference in July 2018.
- We seek to more fully immerse our programs in Project Based Learning and provide ongoing professional development for our faculty in that area. Specifically we will facilitate the implementation and assessment of 2 PBL units by each instructor/program.
- We also have a plan in place to partner with consultants from the local Regional Professional Development Center in order to streamline our curriculum design including creating objectives for daily teaching, lessons, and units from prioritized standards.
- We will collect data so that our efforts can be correlated into gains in student achievement academically, in gaining proficiency in Industry Recognized Credentialing, and in employability skills while continually gauging the efficacy of our process.
- We plan to send 2 representatives from the WACC to the Leaders' Forum for networking and further assistance on how we can better serve the needs of our student population.

As we have just begun the TCTW journey, our student performance results have not been formally assessed school-wide. Although we had explored PBL during our collaborative meeting times within the past 2 years, with the more comprehensive guided professional development centered on PBL at the close of this school year we feel that there will be a marked shift in instruction in the coming years. The nature of PBL lends itself to increased partnerships with industry professionals and the local community and we will be able to evaluate the number of contacts made as well.

Once grant funds have been exhausted, we are prepared to continue the initiatives in order to maintain the progress in student achievement that we anticipate making as a result of the grant. We will explore the possibility of partnering with another school in the Warrensburg District and in doing so complete the steps to re-apply for the program/grant funding.

After completing this first year we feel as though a clear direction for use of the funds and allocation of time has been established. We have established a leadership team of 5 faculty and 1 administrator to aid in advancing the action steps for our goals.

2017-18 HSTW Summary Report
Willow Springs High School

1. Willow Springs High School became a High Schools That Work school in 2002. Throughout the five-year grant cycle, the Ten Key Practices were implemented and sustained by the district when the grant cycle ended in 2007. One particular initiative, Senior Projects, has evolved into a much anticipated annual event completed by **every** senior before graduation. Practices such as Homework Lab, GAP (advisor/advisee), and extra help have simply become common practice in the high school. The district also continued to fund participation in the annual HSTW Summer Conference for six to eight member teacher teams each year.
2. In 2012, Willow Springs High School was awarded a second grant to implement HSTW/MMGW, focusing on a smooth transition for 8th graders coming 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% |

6. 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