Technical Centers That Work (TCTW)

School Summary Reports 2018-2019 School Year

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Introduction

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

Nineteen schools participated in the TCTW grant program during the 2018-19 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.
2019 TCTW Grant Summary Report

The Cape Girardeau Career and Technology Center (CTC) first received a Technology Center’s That Work (TCTW) grant in 2007. CTC is a shared-time career education center which receives students from 12 high schools. Since first receiving the TCTW grant, the focus of CTC’s 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. The first grant was in partnership with Jackson High School, while the second was with Delta High School. The grant under which we are currently operating is a joint effort between CTC and Cape Central High School (CHS). The main goal of our partnered TCTW/HSTW initiative is to better prepare students for post-secondary training and the world of work. The focus is on the following key practices:

- increase student engagement, provide extra help to students and strive for continuous improvement.

The identified goals from the 2018-19 school year were as follows:

- To increase the number of CHS students who enroll in a three hour career preparation course.

- To provide professional development activities to CHS faculty to increase their awareness of the HSTW key practices.
• To increase the integration of 21st century soft skills into the curriculum to better prepare students for post-secondary options.

• To increase the rigor and overall academic expectations for communication arts by revamping the current program, and to increase the number of students utilizing the program (result of NAV).

• Increase and expand knowledge of CTC via participation in CHS parent nights and improvement to branding and marketing (result of 2017 NAV).

All of the above stated goals were met in some form or fashion during the 17-18 school year but will continue to be a focus of continuous improvement in upcoming years.

The identified goals for the 2019-20 school year include the continuation of all of the above, with the addition of the following goals:

• Provide CHS faculty professional development activities at CTC that will expand their knowledge regarding the benefits of career and technical education, as well as provide them with information about the courses offered at CTC. Such knowledge will allow CHS instructor to better inform and advise students of their educational opportunities and expand student access to career and technical education.

• Increase the number of CHS students who enroll in a three hour career education program.

• Increase work-based learning opportunities for CTC students.

Both CTC and CHS have benefited greatly as a result of the TCTW grant. Changes are outlined below:

• There was a 90% increase in the number of CHS faculty who attended the National SREB Making Schools Work Conference.

2019 TCTW Grant Summary Report-Cape Girardeau Career & Technology
• The need for a soft skills curriculum was identified and added to the Cape Girardeau Public Schools district-wide strategic plan. A soft skills curriculum was introduced during CHS advisory period, in which 100% of CHS students enroll, this past school year. CTC is currently on the third year of teaching soft skills in the classroom, and the curriculum is continually being revised and improved. The CTC’s soft skills curriculum is also one portion of the employability grade that is issued to each student two times per year. Details of employability grade can be provided, if needed.

• 100% of CHS twelfth grade students at CTC are enrolled in embedded communication arts. In addition, the embedded communication arts program underwent a complete overhaul as a result of collaboration between the instructor and career program teachers. The rigor and academic expectations of the program has increased dramatically. An outline of new embedded communication arts curriculum can be provided, if needed.

• The CTC counselor increased participation in CHS parent nights by 50%. Also, 100% of marketing materials were redesigned.

• 100% of CTC instructors utilized at least two Project Based Learning (PBL) activities in their classrooms.

• 100% of CTC instructors met their Student Learning Outcomes (SLO’s).

• 83% of students earned a passing score on their TSA/IRC, an increase from 67% in 2016.

In order to continue striving for excellence once the grant funds have ceased, CTC 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/HSTW

2019 TCTW Grant Summary Report-Cape Girardeau Career & Technology
grant with three of our twelve high schools. During the next grant cycle, we would like to partner with one of our other sending schools, in order to introduce them to the 10 key practices and goals for continuous improvement. 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.
The Carrollton Area Career Center is completing its first year of the implementation of the “Technology Centers That Work” grant. Our institutional mission is to “Educate, Achieve, Succeed for Tomorrow’s Careers” and the focus of our TCTW plan is to increase the rigor of the education we provide and focus on continuous improvement of our programs.

Summary of 2018-19

1. Hosted the TCTW Need’s Assessment Visit (NAV).
2. Conduct the SREB Student and Staff Surveys.
3. Attend the SREB Winter Forum.
4. Workshop over the TCTW Curriculum and Instruction Review.
5. Set priorities and goals from the findings from TCTW Need’s Assessment Visit.

The goal of the CACC for year one of TCTW has been to host the Needs’ Assessment Visit (NAV) with a focus on increasing staff understanding of the TCTW framework of Key practices, Identifying strengths and weaknesses, and develop goals while planning for year two of the grant. The NAV was conducted in October and our site development workshop was held in March where we found areas of strengths and improvement from the review and surveys. As a staff we prioritized the findings and set goals for year two of the grant.

For the coming 2019-2020 school year, we will:

1. First the CACC will be sending the leadership team to the SREB Staff Development Conference in July 2019.
2. We will bring in professional development from the the local Regional Professional Development Center RPDC to train staff on how to properly run “Focus” groups.
3. The staff will be broken up into three “Focus” groups to work on the goals set.
   a. Work-Based Learning
   b. Project-Based Learning
   c. Higher level of Questioning
4. We will collect data so that our efforts can be correlated into gains in student achievement academically in each goal, also in gaining proficiency in Industry Recognized Credentialing, and in employability skills while continually gauging the efficacy of our process.
5. We plan to send 2 representatives from the CACC to the Winter Leaders’ Forum for networking and further assistance.
As we have just begun the TCTW process, our student performance results have not been formally assessed school-wide. The CACC has been exploring Project-Based Learning and Work-based learning for a few years. The TCTW grant allowed us to take the next steps. Having professional development in these areas and implementing these into our programs throughout the career center will be a benefit to our staff and students. The higher level of Questioning goal has come from the NAV findings and will be a true measurable benefit as our students work towards Industry Recognized Credentials, 21st century skills, academic and technical skills.

As we plan for the next four years of the grant using the TCTW framework and our NAV findings we are prepared to continue the initiatives using student and program data to track the success of student achievement that we anticipate making as a result of the grant by year 5. We will explore the possibility of partnering with another school in the Carrollton R-7 School District and in doing so complete the steps to re-apply for the program/grant funding.

After completing this first year the CACC staff feels that the NAV, student and staff surveys, and goal setting was a true benefit to our programs. The direction for improvement that it has given us is very welcomed. The goals that have been set will allow the staff and students to work for continuous improvements while giving us the resources to achieve the CACC goals.
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 have worked together for the past three years 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. At the conference the two CCC teachers each presented a session on integrating academics at the career center.

Marty Sugerik 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 had a team present on PBL during a district professional development day to start the second semester. Throughout the school CCC administrators 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 to 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 and 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 fifth 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.

2018-19 Goals

Our goals for the 2018-19 school year were:

- Continued PBL implementation by providing support for instructional staff.
- Support IFT in strengthening the coaching model.
- Continuation of a second three-year cycle for curriculum review and program evaluation.
- Support and collaborate with Jefferson Middle School in implementation of PBL.

Grant funds for year 5 were used for conference attendance and SREB on-site training costs.

2019-20 Goals

CACC plans to submit a continuation grant with the following goals:

- CACC instructors will work with JMS instructors to increase the academic rigor in their CTE programs.
- JMS will gain valuable input from CACC instructors on development of quality PBL projects that address real-world problems in an academic classroom.
- CACC and JMS will work together to develop clear alignment between middle school exploratory courses and CTE courses.
- Explore avenues for connecting middle school students to high school courses.

Changes as a result of grant funding

Through our PBL work in the last five years, CACC teachers have strived to develop CTE projects that engage students in rigorous and challenging content while motivating them to meet high expectations through intellectually demanding classroom activities and frequent feedback. Teachers have enhanced existing projects and developed new projects that incorporate critical thinking and problem-solving skills needed in the workplace or post-secondary education.
While there is no concrete data that reflects an increase in student achievement, 100% of CACC instructors have developed and implemented at least one PBL that they continue to improve each year after each iteration. Many instructors have developed multiple projects, some which are cross-curricular within CACC. Teachers have been routinely surveyed about their experiences with PBL within their classrooms and have indicated that through PBL, academic learning has been enhanced through more writing, math, and presentations. Teachers note there is also an increase in opportunities for students to collaborate, communicate, use critical thinking and creativity. Teachers continue to look for ways to increase the rigor of projects through use of a public audience before, during and at project’s end.

This reform was made possible because of this grant and our ability to hire Mr. Sugerik, a high-quality dedicated SREB consultant who worked diligently with our teachers during professional development training and continued communications via email. Mr. Sugerik also introduced PBL to instructors at JMS during this school year, paving the way for continued interactions in the next five years.

**Continuation of work at grant’s end**

Our plan is to continue to collaborate with Jefferson Middle School, which will officially be considered a STEAM (science, technology, engineering, arts, math) middle school in 2020. CACC and JMS have already developed a working relationship that has included the following events: JMS attended a PBL gallery walk at CACC where CACC teachers presented their projects for review; CACC and JMS shared training time with the SREB consultant (Marty Sugerik) to continue improvement of CACC projects and to begin training of PBL with JMS teachers; and meetings between JMS and CACC administrators and Mr. Sugerik have occurred throughout the year in preparation for renewal of this grant.

One of the barriers for our CTE instructors has been incorporation and teaching of focused academic content within projects. While many program areas have high math and science content, our instructors will benefit from working with academic content teachers in the teaching of academic content. Additionally, JMS instructors have been challenged to modify teaching practices that focus on academic content to incorporate more STEM through PBL. Through teacher collaboration and a commitment to continuous learning, CACC and JMS instructors will work together to increase the academic rigor in CTE courses and development of high quality projects in the middle school academic content areas.
Technical Centers That Work
Crowder Technical Education Center
Project Summary Report 18-19 and New Year Planning 19-20

1. How many years has your school been involved with the TCTW grant?
This is the fifth year that we implemented the TCTW grant at Crowder Technical Education Center.

2. What is the focus of your grant/TCTW plan?
CTEC used the grant to “build meaningful relationships, rigorous learning, and make relevant real world applications.” We also have focused on the key practices to move our instructors forward and to 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 see the relevance of core classes.

3. What were your goals for the school year just ended?
Create an opportunity to take two CTE teachers to the winter forum so they can better understand the foundations of TCTW.
Create a clear, needs and assessment.
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 staff 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 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 measurable objectives in place and include a quality LDC/MDC module.
Help our students services 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 (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.).
Since our journey began in 2014, 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%
IRC pass rate has raised from 80% to 88%
Every teacher has created one to four LDC/MDC modules
Teacher attendance has increased and the culture of the school has been very positive.

6. What is your plan for continuation of this work once the grant funds have ended?
CTEC is 100% behind the TCTW/HSTW/MMGW initiative and is the process of partnering with Neosho High School for an extension of the grant. One of the many activities we have funded has been deep training of our staff. Through this effort some of them will be able to continue teaching and supporting our new teachers. Increase collaboration with our sending schools, by creating opportunities for regular ed instructors to meet with CTE instructors in relevant PD.

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. 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. We have hired a math instructor to assist our CTE instructors to add rigor and relevance to their lessons.
1. How many years has your school been involved with the TCTW grant?

Dallas County Technical Center (DCTC) is in year three 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.

In academic year 2019-2020, DCTC will continue to foster a culture of continuous improvement and increase rigor within programs. Focusing on the established priorities,
DCTC will attend the summer conference and learn ways to strengthen CTE curriculum through Project-Based Learning. Teachers will continue to explore options for student credential opportunities within CTE programs and additional TSA or IRC tests to increase our pass rates. DCTC will continue to monitor our local data and use this information to identify strengths and weaknesses, as we remain focused in our efforts to communicate benefits of CTE to our local community, business partners and sending schools.

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

In year 3 of the TCTW grant, DCTC set the following improvement 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

DCTC met all goals set for year 3 of the grant. DCTC teachers utilized TCTW grant funds to attend both the summer conference and winter forum. The addition of a certified English instructor for a new Teacher Prep program has allowed DCTC to begin planning for integrated English across all programs next year. CTE content teachers were able to start working this year with the English teacher to plan for next year’s roll out and implementation. Depending on the success of the English integration, math integration will follow in a future year.

In 2018-2019, DCTC teachers explored dual credit opportunities available within their program areas and reviewed articulated credit agreements. Although we need to update some of our articulation agreements, four programs added dual credit through MSU-West Plains (Health Science I – 3 hrs, Health Science II – 4 hrs, Computer Information Systems - 6 hrs, and Teacher Prep – 7 hrs). Next year, dual credit will be added to Criminal Justice – 6 hrs, and to Integrated English – 3 hrs. Our current hours of articulated credit offered includes Computer Information Systems – 4 hrs OTC, Graphic Arts – 4 hrs OTC, Welding – 16 hrs OTC, 24 hrs State Tech, and 18 hrs State Fair.

As the DCR1 district became a technology 1:1 district this year, DCTC teachers had opportunities to review curriculum, state and national standards, and evaluation criteria as
each one created a Canvas course. Teachers were able to use knowledge of lesson plans and unit plans from year 2 to develop rigorous CTE curriculum and improve their capabilities to implement rubrics for grading. Successful creation of a Canvas course led to successful creation of curriculum maps for each program. Collection and analysis of student performance data was simple with Canvas and allowed adjustments to be made to classroom instruction. Teachers also used Canvas as resource management for their programs.

As additional support for teachers to create rigorous assignments, an SREB guest trainer worked with teachers in November 2018 to teach literacy and cognitive engagement strategies in CTE. During this training day, teachers learned and practiced implementation of strategies, and created a strong lesson plan incorporating a new literacy strategy to teach this school year. As a group, teachers discussed their lessons, evaluated their success, and discussed possible changes for next time. Most teachers used this literacy lesson in their programs in 2018-2019.

DCTC teachers understand the value of student certifications for success in the workforce or for postsecondary transitions. Certification opportunities are also part of DCTC’s student recruitment and retention plan. Data from IRC pass rates will continue to be collected and evaluated to measure program and student success. Through research of state approved certifications, visiting other career centers and collaborating with peers at various conferences, DCTC added student certifications in 2018-2019 and has plans to add another in 2019-2020. Certifications added this year included Forklift, Valvoline, and the Pre-Pac certification. Next year Health Science II will add Phlebotomy certification.

DCTC assembled a data team this school year to analyze local student data. Measures of IRC and TSA pass rates, graduation rates, and follow up data were collected. This data was analyzed by program and by sending school. Information gleaned will help guide decisions moving forward about student placement and recruitment as well as help facilitate communications with sending schools in regards to student placement within programs and data implications. Information from our data collection may also be used to communicate relevance of CTE to our business and industry partners, local community members, and advisory committees.

Advisory committees have been strengthened in year three as all programs worked to update member lists and recruit more members willing to participate and provide input. Teachers held face-to-face meetings in the fall and either face-to-face or online meetings in the spring. Offering a different meeting format allowed some members to participate that had been unable to attend an evening meeting, thus increasing partnerships between school and community and between program and advisory committee.

DCTC teachers have taken time this year to explore additional internship and work-based learning opportunities for students. Although we have increased our participation, we have room to improve in this area for our skilled and technical programs. Last year, 51 students participated and this year, 66 students participated. Part of this change is due to the addition of programs and increased enrollment. Other factors related to increased student participation include improved student placement within programs and increased support from community business and industry partners.
Finally, DCTC has implemented a work ethic rubric this year in all programs. Some teachers are using a paper version, others have created assignments in Canvas, and others have created Google forms. All teachers are having students evaluate themselves and individually discussing progress with them every three weeks before assigning a grade. Teachers appreciate the opportunity to discuss employability skills and soft skills in objective terms and have seen improvements in students since implementation began. As we continue in our quest to prepare students for the world of work, each instructor intends to continue using this tool to increase student preparation for employment.

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

In year 4 of the TCTW grant, DCTC has set the following goals:

a. Attend summer conference in Baltimore, MD July 2019
b. Possibly attend winter forum 2020
c. Increase pass rates of state-approved credentials for each program
d. Continue to monitor progress and local data to identify strengths and weaknesses
e. Explore additional dual credit opportunities for CTE programs
f. Strengthen and renew articulated credit opportunities for CTE programs
g. Implement integrated English in all programs
h. Continue discussions of adding an integrated academic instructor to replace embedded math
i. Continue development of a student retention plan for DCTC based on data and results of previous efforts
j. Strengthen advisory committees and work with community growth initiatives (GRO) to increase community partnerships
k. Increase internships and work-based learning opportunities for students by working with community growth initiatives (GRO) and by adding an approved apprenticeship program
l. Utilize SREB resources to train DCTC teachers and academic teachers in the DCR1 district in Project-Based Learning
m. Continue utilizing work ethic rubric in all CTE programs to help communicate employability and soft skills to high school students

Information learned and practical techniques from the SREB summer conferences and winter forums have been an asset to our school community. Teachers from our career center as well as our local high school have been able to participate in high quality professional development that may otherwise not be possible without TCTW grant funds.

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 SREB trainer to help teachers learn literacy and cognitive engagement strategies in CTE programs. Teachers new to CTE as well as staff from our own high school were able to attend SREB conferences, learn new strategies, and share with others during PD time. Using data analysis to establish baseline student performance for TSA and IRC pass rates, DCTC has made informed decisions in choosing exams and expanding certification opportunities. As teachers created courses in Canvas as part of our district 1:1 initiative, each one simultaneously created curriculum maps. This has allowed them to identify learning targets within their programs, increase rigor, and realign curriculum to state, national and industry standards. IRC pass rates increased from 86% in 2018 to 90% in 2019 and TSA pass rates, although only administered to students who did not pass IRC exams, increased from 13% in 2018 to 38% 2019.

<table>
<thead>
<tr>
<th>Program</th>
<th>Number of students eligible for testing</th>
<th>TSA number of students tested</th>
<th>TSA number of students pass</th>
<th>% TSA pass rate</th>
<th>IRC number of students tested</th>
<th>IRC number of students pass</th>
<th>% IRC pass rate</th>
<th>TSA/IRC combined students tested</th>
<th>TSA/IRC combined pass</th>
</tr>
</thead>
<tbody>
<tr>
<td>Auto Tech</td>
<td>19</td>
<td>8</td>
<td>0</td>
<td>0%</td>
<td>19</td>
<td>11</td>
<td>58%</td>
<td>19</td>
<td>11</td>
</tr>
<tr>
<td>Collision Repair</td>
<td>9</td>
<td>2</td>
<td>2</td>
<td>100%</td>
<td>9</td>
<td>7</td>
<td>78%</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>CIS</td>
<td>4</td>
<td>2</td>
<td>0</td>
<td>0%</td>
<td>4</td>
<td>2</td>
<td>50%</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Criminal Justice</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>67%</td>
<td>0</td>
<td>0</td>
<td>NA</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Graphic Arts</td>
<td>11</td>
<td>0</td>
<td>0</td>
<td>NA</td>
<td>11</td>
<td>10</td>
<td>91%</td>
<td>11</td>
<td>10</td>
</tr>
<tr>
<td>Health Science</td>
<td>20</td>
<td>0</td>
<td>0</td>
<td>NA</td>
<td>20</td>
<td>20</td>
<td>100%</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Teacher Prep</td>
<td>5</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>5</td>
<td>2</td>
<td>40%</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>Welding</td>
<td>10</td>
<td>1</td>
<td>1</td>
<td>100%</td>
<td>10</td>
<td>9</td>
<td>90%</td>
<td>10</td>
<td>10</td>
</tr>
</tbody>
</table>
Due to efforts to align CTE curriculum to state, national and industry standards and teachers’ efforts to increase rigor in programs, DCTC’s overall TSA/IRC pass rates have increased from 57% in 2018 to 76% in 2019. Establishing a data team and hiring a full time counselor have also helped focus attention on improvement strategies.

<table>
<thead>
<tr>
<th>2017-2018</th>
<th>2018-2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>TSA Pass Rate: 13%</td>
<td>TSA Pass Rate: 38%</td>
</tr>
<tr>
<td>IRC Pass Rate: 86%</td>
<td>IRC Pass Rate: 90%</td>
</tr>
</tbody>
</table>

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 that would otherwise be 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 2 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.
1. How many years has your school been involved with the TCTW grant?

This is the fourth 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 in the world of work.

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

Continue training and implementation of the LDC and MDC initiative. Our goal this year was to bring back the MDC trainer to re-energize our veteran teachers and train our new teachers.

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

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

Conduct a book study over, “What Great Teachers Do Differently”, by Dr. Todd Whitaker. We also learned first-hand from the author as he presented to the entire school district staff on two separate occasions.
Staff would continue training in social-emotional learning so they could learn to work with our students that suffer many negative life happenstances.

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.

Bring MAX Teaching with Reading & Writing Trainer to our district for two full professional development days to instruct and refocus staff of highly effective teaching strategies. MAX Teaching with Reading & Writing focuses on literacy strategies for the 21st century and . This will be a shared training for the career center, high school and middle school staff.

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

Update curriculum with measurable 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.

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 together as a middle school, high school and career center. We firmly believe that it is a true partnership between academics and career and technical education and our accountability measures prove the partnership is paying off.

In 2014-15, using the key practices we have learned, we developed an ACT preparatory portion to our advisory period for all students in grades 9-12. 2018-19 results are as follows:

Junior ACT results: 81 juniors have taken the ACT with an average score of 22.27
Senior ACT results: 83 seniors have taken the ACT with an average score of 22.13
Three years prior to 2018-19, the average was in the 19's. For 12 years prior to that, the average was in the 20's.

ADA was 93.3%. One main area we identified that needs improvement is the percentage of positive placement on the 180-day follow-up. We studied past data and we found a need for focusing on seniors that need guidance in entering the workforce. Our plan is to implement the JAG program, which is notated further in this document.

Attendance Growth: This year we implemented a late start, changing our start time from 7:50am to 8:30pm and our attendance rate has risen 1.0%. One percent over an entire year helps tremendously and we reached the 90% benchmark for 2018-19.

2018 EOC Scores:
State Average in Algebra I - 44%, Eldon High School - 52.1%
State Average in Algebra II - 45%, Eldon High School - 77.2%
State Average in English I - 59%, Eldon High School - 74.9%
State Average in English II - 57%, Eldon High School - 73.5%
State Average in Government - 59.3%, Eldon High School - 66.6%

Dual credit and articulated credit offerings have grown consistently over the past several years. In 2018-19, over 140 dual credits were earned. Eldon Career Center grew their articulation offerings by partnering with Ozarks Technical Community College in 7/10 programs.

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 and the school board 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 grant funding is gone.

7. Other information you would like to provide such as unintended consequences of the grant.
Our climate and culture has grown each year. Staff take pride in creating rigorous and relevant curriculum and the positive test scores are proof. The staff knows that we will revise every year if there are improvements to be made.

A couple of years ago we made improvements to Drafting and Computer Science by adopting the PLTW curriculum. This year the high school will add the PLTW Biomedical curriculum because of the career surveys that students took showed a great interest in the medical field. Students will be able to get some hands-on medical experience through this class addition.

Taking a deep look into our placement issues helped us find the JAG (Jobs for America’s Graduates) program which we will begin in the 2019-2020 school year. We realized that we had too many students not working 180 days after graduation, and others that were not placed in competitive wage markets. Hopefully the JAG Coordinator will build lasting relationships with his students and because of that caring relationship, he will be able to build their leadership and workplace essential skill set which will help them secure a career that will give them pride and security.
How many years has your school been involved with the TCTW grant?

Four Rivers Career Center is in year two of the Technology Centers That Work (TCTW) grant. FRCC is very excited to expand opportunities for educators to participate in quality learning opportunities that allow them to connect with business and community partners. This connection allows them to better serve students when implementing the curriculum in the most authentic and relevant ways. By exposing a group of teachers to local industries, we will expand the leadership capacity of teachers, counselors, and administrators in our school district. Our goal is to ensure our students are college and career ready, thus we recognize that in today’s world, students must be able to communicate in multiple ways, critically think, and problem solve. We want to support our teachers as they work to become creative lesson planners and facilitators. The Tech Centers That Work project opens those doors, providing clarity for teachers as they make quality connections between school and the ever-changing world of work.

What is the focus of your grant/TCTW plan?

Four Rivers Career Center wants to expand awareness around what it truly means to be college and career ready today and in the future. Education must evolve as the demands of the workforce change. Educators are critical to this endeavor and we must support their ability to meet the needs of students in this most appropriate and authentic way. A statistical comparison utilizing our 180 day follow-up data will assist in determining the effectiveness of our professional development through Tech Centers That Work.

Platform for our framework:

- Employer engagement
- Pathways (our strains) for future employment opportunities
- Career Guidance
- Infrastructure and curricular support

Career Pathway Strands of Focus:

- Industrial, Manufacturing and Engineering
- Biosciences
- Business, Technology & Media
- Human Services

These four pathway strands are the areas of emphasis for the School District of Washington. We recognize these pathways as high demand areas. State and national data indicates a significant need for qualified employees in STEM related fields. The more specific areas of workforce demand include the fields of construction, engineering, medical care, and technology. Additionally, there is a need for entrepreneurship that grows our economy and quality education candidates to prepare
the next generation. We have participated in economic development conversations as well as proudly reside in a Workforce Ready Community. With that said, we also recognize that each individual student must explore his or her interests and passions before making decisions that impact the rest of their life. It is our responsibility as educators to ensure they have the opportunities to do just that.

What were your goals for the school year just ended?

FRCC BSIP Goals for 2018 - 2019
1. **Student attendance**: Four Rivers Career Center staff, instructors, and administration will promote improved student attendance.
2. **Student performance**: Four Rivers Career Center will improve instruction and student learning by emphasizing academic integration within career and technical competencies.
3. **Focus on Instructional Growth**: Four Rivers Career Center will increase and/or maintain financial support for the acquisition of equipment that provides for students’ hands-on training in order to be work-place ready or prepared for further training.
4. **Focus on Instructional Growth**: Four Rivers Career Center will continue to increase professional growth opportunities for certified staff.
5. **Communication**: Four Rivers Career Center will increase communication about FRCC’s programs and student performance to sending school personnel, including guidance departments, building level administrators, district level administrators, and to the community.

TCTW Goals
1. Create an opportunity to take two instructors to the summer conference so they can better understand the foundations of TCTW.
2. Continue training and implementation of the Missouri Reading initiatives.
3. Allow instructors to collaborate within the business and industry community to write and update curriculum that represent the rigor and relevance needed in today’s economy.
4. Allow our administration to attend national conferences so they can appreciate and adopt best practices from practitioners around the nation.

What are your goals for the upcoming school year?

1. Continue to create curriculum that provides both broad and customized college/career exposure.
2. Emphasis of growth mindset for instructors and utilize TCTW professional development that exposes, trains, and fosters this approach to professional learning.
3. Create a climate that students provide ownership through agency.
4. Innovative strategies- PBL, cross curricular approaches, relevant experience/connections, practical application, etc.
5. Create courses and update current course curriculum to meet the needs of the economic world.
6. Update curriculum with measurable objectives in place and include a quality Embedded Math and English component based on Missouri Reading Initiative.
7. Build relationships and a support system for our students we serve by equipping teachers to work with our high percentage of students with trauma.

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

We have made some noticeable gains in our data that we believe are directly related to the professional development our instructors have done through as a result of TCTW. This includes:

- WorkKeys scores have improved in the three batteries given.
  - Graphic Literacy  2017 Average Score 4.4  2019 Average Score 4.9
  - Applied Mathematics  2017 Average Score 4.03  2019 Average Score 4.28
  - Workplace Documents  2017 Average Score 4.01  2019 Average Score 4.7

- 422 Students attend Four Rivers Career Center
- 93% of completers scored above a Bronze National Career Readiness Certificate
  - 30% Bronze, 34% Silver, 20% Gold, 7% Platinum
- 74% passed their TSA / IRC
- 92% positive 180 day follow-up
- 94.7% Graduation Rate
- 96.2% Attendance Rate

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

The Board and administration are excited about the opportunities TCTW offers the career center. Administration is supportive of developing a solid foundation of career and technical education in Washington that provides academic support and accountability. FRCC has a strong advisory group that supports and encourages relationships that connect students to their career goals. Washington Chamber of Commerce and the Washington Economic Development boards support this initiative and will be a leading force in developing the collaborative community partnership with local businesses and business leaders.

The School District of Washington is dedicated to providing an inspiring educational environment by means of challenging, relevant, and purposeful learning experiences designed to prepare students for their future. We are also committed to an engaged and customized approach to education. We encourage innovation and creativity developed to help our students explore their purpose and passion as they acquire the skills and attributes necessary to be college, career and life ready. Tech Centers That Work is considered to be the catalyst that engages CTE instructors in this process.
Other information you would like to provide such as unintended consequences of the grant.

Having the focus on increasing the rigor of our technical programs as we have had an increase academic achievement for FRCC students. To meet State and National standards as they are written today, we have to continually update and improve our curriculum. Through the continued support of our community partners, combined with our professional development in meeting industry standards, our career center instructors have had an active part in developing and incorporating a challenging and rigorous curriculum as it relates to both internal and external standards.
TECH CENTERS THAT WORK GRANT YEAR 2

2018-2019 was Year 2 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:

- **July**: Four staff members attended National Conference in Orlando
- **October**: Introduction to Project-Based Learning
- **November**: Project-Based Learning training
- **February**: Four staff members attended Winter Forum
- **March**: In-class Project-Based Learning coaching
- **April**: Project-Based Learning training

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 2 GOALS and RESULTS

As a result of the Needs Assessment Visit, KATC staff prioritized the recommended priority action items and focused 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.
  
  *Efforts included the following: improved social media presence, counseling newsletter, STEAM Summit, tours, career fairs, 7th-grade challenge, 8th-grade technical exploration class.*

- 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.
  
  *Ongoing.*
• 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.
  A team is in place to identify college-credit opportunities and educate students, parents, educators, and general public about these opportunities. All agreements are up to date.

• Use true project-based learning to increase student success by developing their technical, academic, and 21st century skills.
  The KATC staff completed the Project-Based-Learning training with SREB during the 2018/2019 school year and is ready to implement during the 2019/2020 school year.

• Expand and improve access to quality work-based learning to ensure that every student has an opportunity to experience job shadowing and/or internship.
  In progress.

INSTRUCTION AND STUDENT PERFORMANCE

Because our Project-Based Learning training was completed in April, instruction and student performance did not experience significant change due to teachers finishing up and/or revising their PBL unit; however, we are excited to implement these units during Year 3. In addition, as we work on the other priority action items, instruction and student performance will be positively affected. In addition, TCTW has helped us develop a structured and realistic improvement plan.

KATC was able to address a Priority Action Item not in the top 5: Develop a plan for “extra help” for struggling students.” Staff received Check and Connect training and will implement the program during the 2019/2020 school year.

YEAR 3 GOALS

• Implementation of Project-Based Learning in all programs.
• Implement Check and Connect.
• Increase the quality of programs’ syllabi through the use of the TCTW CT syllabus rubric.
• Establish a data team; determine how data will be used to improve instruction.
• Continue working on Year 1 goals.

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 a sending high school.

OTHER INFORMATION

SREB Tech Centers That Work and our 5-year plan have added validity to our professional development.
Repeated from last year but still relevant this year:

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 three years bring to KATC and our students! Thank you! Sheryl Ferguson, Director
TCTW Progress Report for the 2018-2019 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 2018-2019 school year was the last year for the 5-year grant.

The Camdenton R-III district has collaborated with SREB since 2014-2015, and a draft for a three-year “Plan of Support for Camdenton Schools” from SREB was a part of the original TCTW grant submitted to DESE on April 21, 2014. The Camdenton 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) TCTW surveys, and (3) instructor and administrator professional development. Our TCTW goals align with our district and building goals – Teaching, Learning, and Relationships!

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.

Most of the LCTC faculty have also been trained in PBL – Project-Based Learning by SREB Consultant, Bob Stokes. PBL training has provided faculty a better insight to students experiencing a “productive struggle” and “forcing” students to do their own thinking versus a teacher simply providing the answer. Students now are having more communication with customers versus the teacher conversing with customers. One LCTC instructor commented that when he asked students to reflect on what they learned through a PBL – his students came up with more topics then he had predicted they would mention.

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. Instructors lead each team and the teams set a minimum of one goal to reach throughout the school year. The development of the Focus Teams has provided another avenue for “teacher voice” and input; as well as, highlighting and building teacher leadership.

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 2018-2019 school year, LCTC administrator and two instructors presented at the TCTW Forum in San Destin, Florida. As our school district has dedicated time for PLC – Professional Learning Community, LCTC
wanted to share with other shared time centers the process LCTC used to determine our building-wide PLC for the 2018-2019 school year. In short, LCTC utilized data from the DESE Common Criteria & Quality Indicators tool, as well as, Focus Team feedback from faculty to determine the “common thread” that encompasses all CTE programs.

Last school year, through the use of TCTW funds, LCTC instructors along with building administrators were fortunate to attend the ASCD Empower 18 conference. In 2018-2019, we were able to return to ASCD Empower 19, and the attendees included the Middle School Principal and High School Assistant Principal. LCTC works closely with our local high school and academy deans to support students and advising of students. Camdenton Middle School and LCTC work together as CMS develops their middle school Areas of Career Interest (ACI) program. Both the middle school and high school administrator have never had the opportunity to attend an ASCD conference. The administrators came away with a wealth of knowledge and learning tools from national speakers such as Ron Clark, Dr. Todd Whitaker, Dr. Doug Reeves, Jay McTighe, Rick Wormeli, and Eric Sheninger to name just a few.

LCTC also participated in the TCTW faculty and student surveys in March 2019. We are anxious to get our results and review them to determine our areas of growth.

Thank you to DESE for allowing schools to apply for the TCTW grant to assist teachers and administrators in their own professional development. LCTC will continue to focus on Teaching, Learning, and Relationships as our priorities.

Submitted by:

Jackie Jenkins

Jackie Jenkins, Director
Lake Career & Technical Center
1. LTCC has completed 5 years of being a TCTW site. FY19 was our 5th year of receiving the TCTW Grant.
2. As various TCTW initiatives and strategic practices from previous years continue to be developed and grow, LTCC remains focused on implementing all 9 Key Practices.
3. LTCC established multiple goals for the 2018-19 calendar year. Many of the goals were continued efforts by instructors from previous year TCTW training and Professional Development. A description of the efforts being incorporated by the instructors include the following:
   - Challenging Instruction & Assignments: All instructors continue to develop new Units of Instruction (UOI) focused on 3 key elements; competencies related to their area of CTE expertise & program, integration and academic alignment to the Missouri Learning Standards (MLS) in English and Math, and competencies related to 21st Century Skills.
   - Literacy and Math Readiness: Competency Based implementation of core MLS in 7 of 15 program areas with 4 additional programs (Computer Repair & Maintenance/PLTW) being added in 2018-19 with students having the opportunity to receive 1 full credit of Integrated English and Integrated Math.
   - Project-Based Assignments: Many instructors developed Project-Based Assignments through PD made available by the TCTW grant in previous years. Revisions and development of new Project-Based Assignments continue as UOI’s are completed.
   - Simulated Workplace & Work-Based Learning: LTCC continues to grow a Registered Youth Apprenticeship program in Welding Technology and Machine Technology. In 2018-19, LTCC will offer students the opportunity to enroll in Cooperative Education courses with local business and industry. All of the 15 programs will offer a work based component, either a Cooperative Education Program, Internship, and/or Apprenticeship. Instructors
   - Career Counseling & Career Pathways: In 2017-18, LTCC contracted with SREB consultant Lynn Anderson to introduce the Counseling for Careers program for LTCC, Lebanon High School, and Lebanon Middle School personnel including administrators, counselors, and instructors. LHS and LTCC jointly began a student FLIGHT Time to assist students in developing their career pathway with a focus on building relationships, developing personal skills, and with a focus on their future. After 2 years of offering FLIGHT Time to all Lebanon High Students, continued progress of establishing a career focused program including incorporating Missouri Connections, Jostens Reissuance Videos, and a future focus on Academies.
   - Earn up to 30 Credits: Many LTCC programs secured dual credit courses with Missouri State University-West Plains as LTCC continues to offer more opportunities for students to gain college credit while still in high school.
4. Continuous Improvement: Lebanon School District just developed and implemented a 5 year CSIP. The LTCC Leadership Team has selected multiple Action Steps to be implemented over the course of the next 5 years. LTCC’s focus will remain to continually promote, develop, and improve the programs and initiatives listed in number 3. A group of instructors, counselors, and administrators presented at the SREB Conference in Orlando in July 2018 related to C4C and FLIGHT Time.

5. As instructors develop their UOI’s and competencies, data is limited. Instructors are pretesting and post-testing their students on already developed UOI’s with students demonstrating various levels/percentages of growth. Rubrics have been (and still are being) developed for Project Based Learning activities so students know the CTE expectations, as well as the Literacy, Numeracy, and Technology expectations. TSA and IRC data indicates continued success with 95 of the 128 seniors earning a credential, a 74.2% passage rate. Of the 69 seniors that took the NCRC, 66 of them passed with 10 seniors earning the platinum level. Partnerships with business and industry are continually being developed through the Apprenticeship programs, internships, and now the Cooperative Education option. Data related to the TCTW Instructor and Student Reports were analyzed and reviewed for areas of improvement and success. Data indicated that LTCC scored relatively high in the Redesigned Senior Year component focused on preparing students for the next step in reaching their career goals. One area of concern is the Culture of High Expectations and Continuous Improvement. In reference to this concern, continued development of quality UOI’s focused on student performance meeting industry standards should assist in improving the indicating scores. Continued integration of Literacy Standards is a focus of the Lebanon R-III School District.

6. Although 2018-19 is our last year for the grant, LTCC will continue to improve for many years because of the outstanding PD, Conferences, and the dedication of SREB Consultants. LTCC continues to engage our shared time students and strives to build positive relationships with parents, instructors, counselors, and administrators in our surrounding communities.

7. As mentioned in previous reports, SREB has established an excellent program through TCTW as instructors and staff have “bought” in to the concepts, research, and practices. It’s relative to their beliefs becoming an integral part of LTCC. Over the past 5 years, LTCC has improved instructional practices, established more rigorous course work, and has made a positive impact on student outcomes due to the staff and consultants of TCTW and SREB.
LEX LA-RAY TECHNICAL CENTER
~~Empowering students to build a successful career~~

Technical Centers That Work

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

During this fourth partnership year, the main focus continued to be expanding 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.

Lex La-Ray Technical Center had a TSA pass rate of 93% building wide, during the 2017-18 school year. This year the overall pass rate increased to 97%. All, but one, block programs surpassed the minimum standard of 85%, with 7/9 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.

Mutually beneficial teaching partnerships have continued to develop. Middle School and Technical Center staffs continue to attend the summer conference and collaborate for the upcoming year. Lex La-Ray is offering a third year of a middle school level summer school course called Career Camp. This year we will service 35 students in 2 sections. The format has been adjusted to allow more focus in program areas. Students will spend half a day, for two weeks, each in Culinary Arts and Automotive Technology/Collision Repair.

FACS and Agriculture classes will continue to be offered to middle school students as an elective during the 2019-20 school year. We are expanding middle school exploratory electives by adding Auto Upkeep. This year we were able to have eighth grade sending schools participate in on site tours, and staff participated in additional CCR activities at Lexington Middle School. We hope to incorporate CTSOs, or an after school CTE club there this school year.

Lex La-Ray and LMS are fortunate to have one year 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.

Lex La-Ray Technical Center/Lexington Middle School

2018-19
The Nevada Regional Technical Center originally entered into the TCTW Grant under the direction of Dr. Phillip Witt for the 2013-2014 school-year. Throughout the first 5 years of the grant cycle, Dr. Witt and the staff at NRTC utilized TCTW funding by allocating a large portion of funds to the development and support of curriculum and instruction through professional development and resources aligned with the improvement goals established from their original Needs Assessment Visit (then called a Technical Assistance Visit). The 3 major goals that were identified by the CIR Team and subsequently adopted by NRTC were: 1) increasing opportunity and involvement in CTSO’s, 2) improving work-based learning opportunities for students, and 3) increasing the rigor and relevance of literacy tasks and activities (specifically in the areas of technical reading and writing). At the onset of the 2018-2019 school year, NRTC entered into a second 5 year grant cycle with TCTW. Dr. Witt and I wrote a new grant application during the spring of 2018 which identified Nevada High School as a partner school for the new grant. During the next 5 years, NRTC and NHS will focus on common goals aligned to the career readiness of our shared students.

In the fall of 2018, two SREB Curriculum and Instruction Review Teams assessed the current performance of both the Nevada Regional Technical Center and Nevada High School. Over a 3-day period, the teams visited every program and nearly every classroom on the two campuses. Their evaluation led to the following shared recommendations:

1. Increase rigor of assignments
2. Increase opportunities for dual credit/articulation
3. Increase opportunities for WBL, industry, and community partnerships
4. Increase student achievement in core academics
5. Increase student engagement
6. Integrate mathematics and literacy integration into skills training
7. Expand career counseling and exploratory experiences
8. Implement problem-based learning
9. Increase quality of assignments
10. Disaggregate and analyze data to drive instruction

During the subsequent 2-day follow-up workshop hosted at NRTC with instructors from both campuses, a list of potential goals was identified that linked the CIR Team recommendations to a shared building level school improvement plan. Here is a summary of the shared building level school improvement plan that was developed.
Nevada High School and NRTC
Building School Improvement Plan

Focus Area 1: Instructional Resources
Empower all learners by increasing the rigor and relevance of learning tasks through research-based instructional strategies.

Focus Area 2: Quality
All staff will actively participate in meaningful professional development aligned to District CSIP goals and SREB recommendations.

Focus Area 3: Culture
Develop a culture focused on career and college readiness through the fostering of positive relationships through collaboration between campuses.

Focus Area 4: School Operations
Establish and maintain a technology infrastructure that supports the efforts of staff and students by directing financial resources to the classroom.

Focus Area 5: Community
Partner with parents, business leaders, other community stakeholders to provide relevant college and career readiness opportunities for all students.

Focus Area 6: Governance
Leaders across the district including superintendent, central office, principals, board of education, and teacher leaders are focused on accountability efforts.

Leading Today, Together...
To support progress toward the stated goals, NRTC will continue to focus on the improvement of CTSO participation, work-based learning opportunities, and the quality of literacy based learning tasks. In addition, NRTC will employ new strategies that foster cooperation between the NRTC and Nevada High School to demonstrate progress in recommended areas for improvement as identified by the Needs Assessment Visit.

Participation in this grant over the past year has led to a number of improvements toward our building goals. In July of 2018, six teachers (3 from NRTC and 3 from NHS) attended the SREB HSTW Summer Conference in Orlando Florida. These teachers were chosen based upon their potential for integration of traditional academic curricula with career and technical skills. Throughout the school year these high school teachers and career and technical instructors shared best practices and even aligned some of their content to increase rigor and relevance for students. Through our TCTW grant, great strides have been made toward our literacy goals. Explicit vocabulary development has been a focus and over 75% of our instructors are utilizing interactive word walls as a fundamental strategy. Work toward our literacy goal translated into improvement in our ACT WorkKeys assessment data. In the 2018-2019 school year only 3 seniors out of the 126 that were tested failed to meet the Bronze Certification threshold. In the past, the NRTC has never had a student qualify for Platinum status. This year we had 7 reach the Platinum level and 1 student who received all 7’s. From Auto Tech to Graphic Design, students in numerous programs are experiencing a significant increase in “live work” in support of our work-based learning goals. Student participation in CTSO’s is trending positively and students are having great success at competition. As a result of outstanding performances at state level competitions, NRTC is sending six students from three programs to national level competitions this year. Not to mention that for a second year in a row (and for only the third time in our chapter’s history) the Missouri FFA Officer Team will feature a Nevada FFA representative.

The Nevada Regional Technical Center has focused the majority of TCTW expenditures on professional development, conferences and training for staff, as well as resources that help establish a new culture of rigor and relevance across all programs. The effort to forge a more effective partnership with Nevada High School in order to increase the career readiness of all students, will provide benefits long after the TCTW grant cycles have expired. The financial resources provided through the TCTW grant are assisting with the development of foundational best practices that will serve these students and their community well into the future.

Sincerely,

Eric Schneider
NRTC Director
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 стратегического плана с целями/целями проекта TCTW. 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.
Overall Placement

Year | Placement | Related Placement
---|---|---
2014 (2013 Grads) | 88.96% | 57.14%
2015 (2014 Grads) | 91.71% | 65.28%
2016 (2015 Grads) | 91.58% | 66.32%
2017 (2016 Grads) | 88.79% | 55.6%
2018 (2017 Grads) | 88.53% | 54.59%
2019 (2018 Grads) | 91.49% | 68.2%
Program Related Placement

2016  2017  2018  2019

AG  AT  CA  CT  DT  HCC  HS  IT  IW  LE/CSI  PT  TP
Data Dashboard

TSA Scores by School Year

- 2016-17
- 2017-18
- 2018-19

<table>
<thead>
<tr>
<th>Program</th>
<th>2016-17</th>
<th>2017-18</th>
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<tr>
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<td>164</td>
<td>232</td>
<td>302</td>
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<tr>
<td>Health Sciences</td>
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<td>53</td>
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<tr>
<td>IT Professionals</td>
<td>12</td>
<td>17</td>
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</tr>
<tr>
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<td>8</td>
<td>16</td>
</tr>
<tr>
<td>CSI/Law Enforcement</td>
<td>5</td>
<td>3</td>
<td>15</td>
</tr>
<tr>
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<tr>
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<tr>
<td>Diesel Technology</td>
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<td>9</td>
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<tr>
<td>Heating/Cooling/Climate Ctrl</td>
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<td>8</td>
</tr>
<tr>
<td>Production Technologies</td>
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<td>3</td>
</tr>
<tr>
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</tr>
<tr>
<td>Construction</td>
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Grand total: 164 232 302

IRC Count by School Year
## Employability - Historical

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<tr>
<th></th>
<th>Fall 2016</th>
<th>Spring 2017</th>
<th>Fall 2017</th>
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<tbody>
<tr>
<td>90%</td>
<td>83.4%</td>
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NCC Overall

- 84.52% (Spring 2018)
- 87.39% (Spring 2019)
Attendance - Historical

<table>
<thead>
<tr>
<th></th>
<th>18-19 Sem 1</th>
<th>18-19 Sem 2</th>
<th>18-19</th>
<th>19-20 Sem 1</th>
<th>19-20 Sem 2</th>
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<td>Avg %</td>
<td>96.07%</td>
<td>95.18%</td>
<td>94.91%</td>
<td>95.03%</td>
<td>99.16%</td>
<td>48</td>
</tr>
</tbody>
</table>

Total 18-19 Sem 1 18-19 Sem 2 18-19 19-20 Sem 1 19-20 Sem 2 19-20
Question #1
The Ozark R-VI district has been involved with the TCTW/HSTW/MMGW initiative since fall 2014. We have just completed our fifth 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
**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 Work Keys 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:**
Assistant 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 #4**
**LEA Priorities:**
- Continue with the current implementation of best practices gained in part as a result of the TCTW grant.
- Explore the expansion of CTE courses for the 2021-22 school year with a 7 – 12 focus of CTE and academic seamlessness.
- Implementation of new math redesign for 8 – 12.

**Question #5**
**High School Priorities:**
- Continue to expand ICAP. 374 of 425 seniors completed their Individual Career and Academic Plan. The LEA is requiring students to have ICAPs complete prior to course scheduling. The master schedule for the building was driven by student requests. The parent participation rate for ICAP nights was up to 64%. The LEA desires to have at least 80% participation for ICAP meetings. Weekly Naviance assignments and monthly grade level meetings continued.

- Implement the MA bridge course. At the 9th grade level, students who need more time and interventions are 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 collaborative problem solving and includes more concrete instructional strategies. During the 19/20 school year, Algebra 2 students will have the opportunity for additional support by taking Algebra 2 Investigations. Students will be able to take traditional Algebra 2, Algebra 2 Investigations and can add the optional math lab class to either of the Algebra 2 courses. The bridge class Senior College Ready Math was implemented in 2017/18 and had 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 received 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
The 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. The LEA is bringing in a consultant for the summer of 2019 to do a three day training for the senior level Math Ready course.

- 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. Diploma & students are recognized through cords during the graduation ceremony, in the program, and in the electronic presentation of awards and scholarships. 341 of 425 seniors qualified for Diploma &. In 2019, 81% of graduating seniors walked across the stage to receive a diploma AND had finished his/her ICAP AND had at least one of the following items: Advanced Industry Credentials, Job Experience, Vocational Rehabilitation Plan, A+ Scholarship Program, College Credit, Missouri Seal of Biliteracy, and/or Military Advanced Enlistment.

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%
- Seniors who graduated Diploma & in 2019: 81%

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
- 2018 - 19 Pass rate at 90% with at least a bronze, 56.4 scoring at silver NCRC or higher

Our future goal is for the pass rate with a score of silver or higher to increase. Students are allowed to choose if they will take the ACT WorkKeys test which gives more meaning to the test.

- 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). With the mathematics redesign, students chose the appropriate course to match their plan of study for math. The MAP/EOC data are not complete; however, the raw scores at the Junior High for EOC went up. Through department dashboards and the principal scorecard, the LEA will continue to monitor better rigor in the mathematics classrooms.

- Raise the rigor through better questioning—LEA continued 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 goal was monitored through PLC collaboration meetings. Evaluate scores increased at the JH level; however, MAP/EOC data are not available. The 18/19 SY was the first full implementation year.

Be intentional about the 8 to 9 transitions / ICAP—Over 90% of all Junior High students have completed ICAPs and have a general pathway of study. Through this goal the LEA has increased the amount of 8th and 9th graders taking summer school as a tool to meet ICAP goals.

**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 will host a training this summer in mathematics. Additionally, the LEA is using local funds to bring in Dr. Douglas Reeves and Dr. Eric Twadell in August for a PLC reboot. The reboot includes data team training to continue the academic achievement of the district.

- Create externships for teachers Externships continued through the GOCAPS. Teachers participated in 17/18 and 18/19. The LEA will write a Pathways Grant for 19/20 externships.

- 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 second year Ozark High School principal in TCTW/HSTW/MMGW The Assistant Superintendent mentored Mr. Jeremy Brownfield. The mentoring included work in success-ready graduates.

**Question #6**

**Future planning beyond the grant-funded years:**
The TCTW grant allowed the LEA to expand the role of academics in the CTE, the use of data throughout the secondary, the use of SREB focus teams at Ozark High School, the redesign of the senior year, and a complete change of mathematics course offerings. Each of these have enabled the LEA to gain momentum and greater success in MSIP CCR points. The LEA continues to promote the aforementioned systemic changes.
In 2019-20 the Ozark High School plans to increase student awareness of careers, pathways, and general self-awareness through implementing a new advisory program. Advisories (Tiger Time) will be hosted in student career cluster of interest. Students will be exposed to additional opportunities within their career cluster during advisory time.
In 2019-23 the LEA will follow the long-range plan passed by the school board. The long range plan includes expansion and upgrading all CTE programs.

**Question #7:**

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 helped with the visioning process for all of our CTE work.
The long range plan recently passed by the school board was heavily influenced by the work of the past 5 years of the grant. Graduation data for career readiness was impacted by the grant. Ozark graduates who took the ACT Work Keys not only increased in number of students taking the assessment, of those students who took it, 56% in 2019 received either a silver or gold.
2018-2019 TCTW Goals and Year in Review

Current Year
As we complete our second year of the TCTW grant, it continues to be a major benefit to the staff and the school. We were able to send a group to the HSTW/TCTW Summer conference and the TCTW Leaders Forum. We also started PBL training and worked on our goal of improving the impression of CTE in our sending schools and community.

As we plan for the third year, we are looking to continue our PBL and marketing work as well as attend the summer conference and Leaders Forum.

Our primary goals from our NAV continue to be:
1. Improve community involvement
2. Expand work-based and authentic project-based learning
3. Improve our teaching practice

2018 HSTW/TCTW Summer Conference
We were able to send two instructors and the Director to the 2018 Summer Conference. As usual, this conference provided each attendee with some additional ideas and plans to help improve instruction and student engagements. While not every idea was able to be implemented, we are making strides towards implementing a Simulated Work Place in at least three of our classes (Auto Collision, Auto Service, and Law Enforcement). Our goal is to continue working towards that in those three classes and then start training the other instructors in this model. This model ties in with our PBL training and the marketing as both of those items are instrumental to our Simulated Work Place plans.

2019 Leaders Forum
Another valuable conference for the PLTC staff. We again sent two instructors and the Director. In this conference, we were able to work on plans to help improve our TSA and IRC pass rates by getting more “buy-in” from our instructional staff. Additionally, our instructors left with additional ideas on student engagement and instructional practice.

PBL
In keeping with our top two goals of work-based and project-based learning, and expanding community involvement, we partnered with Results Matter Leader Development (RMLD) to share strategies and plans for both areas. Two full days of professional development with the entire staff were scheduled along with two split-half days to work primarily on the project-based learning.
During the two full days, RMLD team members presented concepts and strategies to the PLTC staff to develop high-quality project-based learning projects. Each instructor was tasked with developing and implementing a PBL project before spring break. Most of the projects were existing projects that were refined to be better PBL projects. The staff members had opportunities to work in teams to implement the project across program areas or to work just within their program area.

The split half-days were set up where half of the staff had a sub in the morning session and the other half had a sub in the afternoon session. All of the staff came together at the end of the day. During the first split day, staff members worked on finalizing their PBL plans. This allowed collaboration and interaction. During the second split day, staff members worked with RMLD to critique and improve their PBL plans.

All of the classes were able to implement at least one PBL project prior to spring break. Most of the instructors will be re-using these PBL projects in future years and will be expanding their PBL offerings.

**Marketing**
In addition to the PBL planning and implementation, RMLD also worked with the PLTC staff on the message that we send to the community. This took place utilizing aspects of Story Branding as the staff worked to develop and present “elevator speeches” revolving around their programs. There was also some significant time devoted to how to use the marketing ideas to fund student activities and growth opportunities for the school.

As part of the marketing/community involvement improvement, RMLD worked with the staff to film and create some short videos about the school and the individual programs to use to showcase our students and programs. The tagline “I’m Ready! I’m Career Ready!” was developed through this process.

We plan to continue these videos during the next school year.
Technical Centers That Work - Poplar Bluff Technical Career Center

Summary Report 18-19 and 2nd Year Planning 19-20

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

This is the conclusion of the 1st year that we implemented the TCTW grant at the Poplar Bluff Technical Career Center.

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

In homage to our School’s Mission Statement, we are approaching this grant and the materials provided to always be, “Achieving Excellence Through Learning: Every Child, Every Hour, Every Day.” We have focused on the following major key practices to fulfill our School’s mission, by focusing on Student Literacy, Improving Program Advisory Committees, Providing Work Based Learning Experiences, Increasing Postsecondary Dual Credit and Advanced Credential Opportunities, Improving Counseling and Advisement Opportunities, Student Intervention Systems, The Poplar Bluff Technical Career Center will better prepare students for the workforce and society in general.

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

Create an opportunity to take two members of our team to the SREB summer conference and one to the winter forum so they can better understand the foundations of TCTW and report back to our staff. Create a clear, functional plan with specific steps for improvement in agreed upon areas. Conduct a NAV and gather data using SREB surveys to guide the improvement process. Develop and allow teacher time during PLC days for teachers to collaborate within their departments to write and develop plans to improve learning at PBTCC. Invite and allow our District 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 Primary TCTW Key Practices by being a part of SREB and sending them to conferences and conduct training to facilitate growth. Create opportunities to update curriculum that have high expectations and to place emphasis on Literacy, update and create opportunities for current course work and curriculum to meet the needs of the local industry as well as be aligned with programs of study that allow for smooth transition to the students’ next steps. Update course syllabi to have essential elements displayed in a uniform and easy to disseminate format. Begin building an understanding and supportive system of intervention for our struggling students. Review SREB’s Primary TCTW Goals for Continuous Improvement and develop strategies based on our current local improvement goals as well as develop new goals as necessary. Begin the process of helping 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 we just completed our first year, the Poplar Bluff Technical Career Center does not have a lot of data. IRC percentages were up across most of our programs, and the collaboration that was had among programs about developing and implementing change based on the SREB principals was some of the most engrossing PD we have had in recent memory. The Advisory meetings held this year discussed the improvement process and our preliminary goals, as a result more advisory members are taking active roles in internships (added several High School opportunities), collaboration was extended and a Booster organization is being developed to meet student and program needs not currently being met. Enrollment is also up by 34% in comparison with the previous year and 21% compared to the past six years average.
6. What is your plan for continuation of this work once the grant funds have ended?

Our superintendent is behind the TCTW’s process and will be joining our team during the summer conference as is the High School Principal. They are both interested in the processes and the possibility of expanding the work to the local High School at the conclusion of the original 5 year grant. It was the opinion of many of the Poplar Bluff Technical Career Center staff, that relations and common cause needed to be increased, so these partners are being brought in early during our improvement process in order to maximize the likelihood of continued participation and improvement based on both sets of staff being trained in similar proven methods. This will best prepare both staffs when we do work on the SREB initiatives in the future (everyone will have the same goals) which will help sustain the system when the current funding has expired.
The Warrensburg Area Career Center is completing its second year of the implementation of the Technology Centers That Work grant. Our current 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 our second year of TCTW has been to reflect on the learning that our faculty have acquired at the HSTW/TCTW summer conferences and to set in motion a school-wide initiative to refine, revise and enhance our collective curricula. We partnered with our local Regional Professional Development Center housed at the University of Central Missouri who facilitated a guided approach to our curricula revitalization. We began to use a standard template which centered around identification of priority standards, alignment to appropriate state or industry standards, creation of student achievement level descriptors and inclusion of assessments. The Project Based Learning initiative that we undertook at the end of the 2017-2018 school year was bolstered by these curriculum workshops. The faculty were tasked with creating and implementing a new PBL unit which was included with their yearly Growth Plans.
For the coming 2019-2020 school year, we will:

- Be sending 9 faculty and administrators to the SREB Staff Development Conference in July 2019.
- 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 continue our partnership with consultants from the local Regional Professional Development Center in order to provide professional learning centered around effective teaching strategies in the classroom and laboratory setting.
- 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 a representative from the WACC to the Leaders’ Forum for networking and further assistance on how we can better serve the needs of our student population.

In our continuation of the TCTW journey, we have also undertaken the process of updating our institutional Mission, Vision, Values & Goals to ensure they are reflective of the type of organization we aspire to be. This process has been aided by the data from the NAV and the report prepared for us. Having an outside perspective has proved extremely valuable in examining our school practices which should ultimately be to the benefit of our students, faculty/staff, and stakeholders.

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 or a current sending school and in doing so complete the steps to re-apply for the program/grant funding.

After completing this second year we feel as though a clear direction for use of the funds and allocation of time has been established. Although we have established a leadership team of 5 faculty and 1 administrator to aid in advancing the action steps for our goals, we are expanding opportunities for all of our faculty and encouraging new participation in the HSTW/TCTW conference and other relevant professional development.