

LEGAL NOTICE

In compliance with state school statutes, the Camdenton R-III School District will accept a declaration of candidacy from any person interested in running for a position on the School Board, who meets the qualifications, in the April 2, 2013, election. Persons interested may file with personnel at the Superintendent's Office, located in the Administration Building of the Camdenton R-III Schools, 172 DARE Blvd., Camdenton, MO 65020.

Filing will begin on December 11, 2012, at 8:00 a.m. Candidates filing on the first day will be listed on the ballot in random order. Filing will continue during the District's regular business hours, which are Monday through Friday from 8:00 a.m. to 4:30 p.m. Filing will not occur on days that the School District's offices are closed due to inclement weather. Filing will also not occur on the following holidays when the School District's offices are closed: December 24 through January 6. Filing will end on January 15, 2013, at 5:00 p.m.

There are two positions available for three-year terms.

To be published: November 27, 2012

January 8, 2013

Recommendation for Snow Removal 2012 -2013

Heavy Snow Removal:

Scott's Concrete- Front end loaders \$85.00 per hour

AB Rental – Bobcat Track Rental \$85.00 per hour or \$600.00 per day

	Osage Beach	Hurricane Deck	De-Ice	Shovel Walks	Ice Melt
<u>Heidco INC</u>	No Bid	No Bid	No Bid	No Bid	No Bid
<u>Paulsens Plowing</u>	No Bid	No Bid	No Bid	No Bid	No Bid
<u>L-O Grounds</u>	1-4" \$140 per serv.	1-4" \$150 per serv.	\$140 per app	\$30 per hour	\$.55 per lb
<u>PlowBoy</u>	1-6" \$150 per serv	1-6" \$220 per serv	\$165 per app		\$.55 per lb

(HD price includes the parking lot, playground, and all sidewalks— Snow removal)

(OB price includes the parking lot, playground and all sidewalks—Snow removal)

> Recommending Scott's Concrete for heavy snow removal

> Recommending PlowBoy for normal snow removal

All four companies were contacted by Kerry Dickemann

STUDENT ADVISORS TO THE BOARD

The Camdenon R-III Board of Education recognizes the unique perspectives held by students on issues impacting the school district. Therefore, two high school students of the Camdenon R-III School District will serve as nonvoting advisors to the Board pursuant to this policy.

Students interested in serving as a student advisor to the Board will submit a one- to two-page essay to the Camdenon High School Guidance Department and an appointed Board member explaining how they would represent the students on the Board. The Camdenon High School Guidance Department and an appointed Board member will select four (4) or five (5) candidates to be presented to the Camdenon High School student body for election to the Board as a student advisor. The election will be held in December. One term will begin January 1 each year and end on December 31 of the same year. The first year of this program one term will serve from January 1 through May 31. Thereafter, in the future, one term will serve from September 1 through August 31. Student advisors may only serve one (1) term. Student advisors exist at the discretion of the Board.

A student must be a sophomore, junior, or senior to be eligible for these positions. In addition, the student must be enrolled as a full-time student (may include dual enrollment) in the district throughout his or her one-year term. The students selected may not have been suspended from high school or suspended from any high school-sponsored activities before or during his or her term. The Board reserves the right to remove a student as student advisor for any reason including, but not limited to, situations where the student is suspended from school, violates the law, fails to attend the necessary meetings, or is no longer enrolled in school. In the event a vacancy is created due to a removal or resignation, the Camdenon High School Guidance Department and appointed Board member will nominate another student for the remainder of the term upon appointment by the Board.

Student advisors are expected to attend all regular Board meetings unless excused by the Board. Student advisors may be directed by the Board to report on particular issues. Student advisors will be expected to communicate with district students on a regular basis. Student advisors may not vote on any issue and will not have access to closed information. Student advisors will receive the same Board packet distributed to the rest of the Board, except for any closed information. Once appointed, student advisors will meet with the Board president, superintendent or designee for training. Minimally, student advisors will be informed of the Sunshine Law, basic parliamentary procedure and Board policies affecting the operation of Board meetings.

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<p>Note: The reader is encouraged to check the index located at the beginning of this section for other pertinent policies and to review administrative procedures and/or forms for related information.</p>
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	Inc. Operations	Teachers	Capital Proj.	Lease Purch.	Sub Total	Debt Service	Grand Total	Medical SI Acct
Rev. Rec	12,702,886.77	378,895.53	3,974,975.29	1,849,504.67	18,906,262.26	1,155,210.09	20,061,472.35	2,015,428.99
Expend.	434,707.21	966,624.13	3,056.36	6,802.88	1,411,190.58	5,389.74	1,416,580.32	371,499.33
*Transfer	1,629,774.51	2,016,119.55	85,887.05	-	3,731,781.11	-	3,731,781.11	441,950.28
Ending Bal	10,837,219.58	-	3,892,144.60	1,856,307.55	16,585,671.73	1,160,599.83	17,746,271.56	1,944,978.04
Prev. Year	8,805,020.97	-	4,975,678.55	1,377,141.53	15,157,841.05	851,667.63	16,009,508.68	1,849,342.68
YTD Interest	4,321.52	366.61	36.78	-	4,724.91	180.65	4,905.56	369.70
YTD Sum.								
Beg Bal	14,369,544.54	72.76	4,784,092.51	1,797,673.71	20,951,383.52	1,745,956.93	22,697,340.45	2,587,708.04
Rev Budget	19,312,423.00	22,745,806.00	609,823.32	1,357,348.68	44,025,401.00	2,143,133.00	46,168,534.00	
Rev YTD Actual	1,735,088.39	3,862,361.99	85,923.56	191,249.28	5,874,623.22	61,730.40	5,936,353.62	1,004,269.35
Exp Budget	16,100,494.24	25,441,780.81	1,912,635.00	1,487,692.00	44,942,602.05	2,220,475.00	47,163,077.05	
EXP YTD Actual	4,596,813.46	4,533,034.64	977,871.47	132,615.44	10,240,335.01	647,087.50	10,887,422.51	1,646,999.35
*Transfer	670,599.89	670,599.89	-	-	-	-	-	-
Ending Bal	10,837,219.58	-	3,892,144.60	1,856,307.55	16,585,671.73	1,160,599.83	17,746,271.56	1,944,978.04
Bank Recon								
1st Nat'l A/P 2895	1,465,909.12							
1st Nat'l Payroll	91,291.26							
Central A/P	1,049,800.63							
Central Payroll	1,013,093.66							
Revolving	3,000.00							
Cred Card	9,147.11							
Escrow 0150022007	108,000.00							
Escrow 0150022008	778,526.50							
Central Debt Acct	24,884.96							
1st Nat'l Debt Acct	61,810.82							
Mospip Debt Acct	184,977.55							
MOSIP	12,902,907.30							
Central Lunch Acct.	10,736.65							
CD	-							
Grand Total	17,704,085.56							
Medical SI Acct.	1,944,978.04							

*Transfer: Zero Teacher Fund

17,746,271.56 Fund Accounts
 17,704,085.56 Bank Accounts
42,186.00 Payroll Liabilities
 17,746,271.56

	Inc. Operations	Teachers	Capital Proj.	Lease Purch.	Sub Total	Debt Service	Grand Total	Medical SI Acct
Rev. Rec	12,702,886.77	378,895.53	3,974,975.29	1,849,504.67	18,906,262.26	1,155,210.09	20,061,472.35	2,015,428.99
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*Transfer	1,629,774.51	2,016,119.55	85,887.05	-	3,731,781.11	-	3,731,781.11	441,950.28
Ending Bal	670,599.89	670,599.89	3,892,144.60	1,856,307.55	16,585,671.73	1,160,599.83	17,746,271.56	1,944,978.04
Prev. Year	8,805,020.97	-	4,975,678.55	1,377,141.53	15,157,841.05	851,667.63	16,009,508.68	1,849,342.68
YTD Interest	4,321.52	366.61	36.78		4,724.91	180.65	4,905.56	282.19
YTD Sum.								
Beg Bal	14,369,544.54	72.76	4,784,092.51	1,797,673.71	20,951,383.52	1,745,956.93	22,697,340.45	2,587,708.04
Rev Budget	19,312,423.00	22,745,806.00	609,823.32	1,357,348.68	44,025,401.00	2,143,133.00	46,168,534.00	
Rev YTD Actual	1,735,088.39	3,862,361.99	85,923.56	191,249.28	5,874,623.22	61,730.40	5,936,353.62	267,947.87
Exp Budget	16,100,494.24	25,441,780.81	1,912,635.00	1,487,692.00	44,942,602.05	2,220,475.00	47,163,077.05	
EXP YTD Actual	4,596,813.46	4,533,034.64	977,871.47	132,615.44	10,240,335.01	647,087.50	10,887,422.51	835,154.96
*Transfer	670,599.89	670,599.89						
Ending Bal	10,837,219.58	-	3,892,144.60	1,856,307.55	16,585,671.73	1,160,599.83	17,746,271.56	2,020,500.95
Bank Recon								
1st Nat'l A/P 2895	1,465,909.12							
1st Nat'l Payroll	91,291.26							
Central A/P	1,049,800.63							
Central Payroll	1,013,093.66							
Revolving	3,000.00							
Cred Card	9,147.11							
Escrow 0150022007	108,000.00							
Escrow 0150022008	778,526.50							
Central Debt Acct	24,884.96							
1st Nat'l Debt Acct	61,810.82							
Mosip Debt Acct	184,977.55							
MOSIP	12,902,907.30							
Central Lunch Acct.	10,736.65							
CD	-							
Grand Total	17,704,085.56							
Medical SI Acct.	1,944,978.04							

*Transfer: Zero Teacher Fund

17,746,271.56	Fund Accounts
17,704,085.56	Bank Accounts
<u>42,186.00</u>	Payroll Liabilities
17,746,271.56	



**CAMDENTON R-III SCHOOL DISTRICT State
and Federal Grants / Programs**

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**CAMDENTON R-III SCHOOL DISTRICT State and Federal
Grants / Programs Summary**

<u>PROGRAM NAME</u>	<u>STATE/FEDERAL</u>	<u>LOCAL MATCH</u>
State Programs		
Adult Education and Literacy	47,520.00	0
Services for At-Risk Students	30,000.00	0
Career Education Enhancement	105,948.00	30,284.00
State 50/50 Funds	50,075.00	25,037.50
Subtotal	233,543.00	55,311.50

<u>Federal Programs</u>	<u>STATE/FEDERAL</u>	<u>LOCAL MATCH</u>
Project P.A.S.S./21 st Century Cohort 5	520,000.00	0
Project Pass/21 st Century Cohort 7	395,552.00	0
Title I - ESEA	982,467.00	0
Title I.C Migrant	0	0
Title I.D Delinquent	18,515.00	0
Title II A - Teacher & Principal Quality Professional	163,694.00	0
Title II C - Perkins	119,185.00	0
Title II C - Perkins Post Secondary	1,143.00	0
Title III - Immigrant/ELL	12,010.00	0
Title VI.B - Rural/Low Income	91,675.00	0
McKinney Vento Homeless (Now part of Title I funds)		
Subtotal	2,296,292.00	0
TOTAL	2,529,835.00	55,311.50

**Camden R-III School District
Federal Program Data and Evaluation**

- I. **Program/Data Information**
 - a. Type of program data
 - i. Federal and state grant programs
 - b. Personnel responsible for programs
 - i. Title IA- Brian Henry and Christy Page
 - ii. Title IIA- Brian Henry
 - iii. Title IID- Roma France
 - iv. Title III- Kristy Kindwall
 - v. Title VI.B- Brian Henry
 - vi. Homeless and Immigrant- Roma France and Laura O'Quinn
 - vii. Title II. C Perkins- Gail White
 - viii. Title II.C Perkins, Post-Secondary- Gail White
 - ix. Adult Education and Literacy- Gail White and Ryan Neal
 - x. Services for At-Risk Students- Gail White
 - xi. Career Education Enhancement- Gail White
 - xii. 50% Matching Funds- Gail White
 - xiii. PASS/21st Century- Sherry Comer
 - c. Level
 - i. K-12
 - d. Month of review
 - i. November 2012
- II. **Evaluation of Program Data**
 - a. Overview
 - i. Brian Henry- Deputy Superintendent
 - b. Vision
 - i. Everyone learning every day.
 - c. Mission
 - i. To create a learning community that maximizes each individual's performance for future Success.
- III. **Current status of program/data-** State and federal program funds must be directed to help the district meet it stated goals. The goal areas of the Camden R-III School District as stipulated by our strategic plan are as follows:

- I. **Student Performance-** Develop and enhance quality educational/instructional programs to improve performance and enable students to meet their personal, academic, and career goals.
- II. **Facilities, Support, and Instructional Resources-** Provide and maintain appropriate instructional resources, support services, and functional and safe facilities.
- III. **High Quality Staff-** Recruit, attract, develop, and retain highly qualified staff to carry out the LEA (local educational agency)/District mission, goals, and objectives.
- IV. **Parent and Community Development-** Promote, facilitate, and enhance parent, student, and community involvement in LEA/District educational programs.
- V. **Effective Governance-** Govern the LEA/District in an efficient and effective manner providing leadership and representation to benefit the students, staff, and patrons of the district.

- IV. **District Student Performance Goal**
 - a. 80% of students will achieve 80% (or "proficient" [3 on standards-based scale]) or better on local common power standard assessments or other key measures in core subject areas. Those students who do not achieve 80% will make a minimum of a 25 percentage point gain (or 1 level on standards-based scale) after receiving specific interventions.

V. Student Performance Goal, Objectives, Strategies, and Action Steps

Component	Code	Description
Goal Area	I	Student Performance
Objective	A	Educators will improve student learning through the implementation of research based strategies and school reform initiatives.
Persons Responsible		Deputy Superintendent for Academic Services, Building Administrators, Faculty
Progress Measures		<ol style="list-style-type: none"> 1. The Camden R-III School District will meet the District Performance Goal on local common power standard assessment and established state proficiency or growth targets on state assessments. 2. The Camden R-III School District will increase the graduation rate, as calculated by the Department of Elementary and Secondary Education, to 88% by 2015 (85-2013, 86-2014).
Strategy 1	1	Improve student motivation and engagement

Action Step(s) (Motivation)	M	<ol style="list-style-type: none"> The faculty of the Camdenton R-III School District will facilitate student academic goal creation. The faculty of the Camdenton R-III School District will create methods for student self-monitoring on scoring templates over time. The faculty of the Camdenton R-III School District will provide opportunities for meaningful student feedback. Individual school buildings will create building-wide discipline plans that address behavior, safety, and climate.
Action Step(s) (Engagement)	E	<ol style="list-style-type: none"> The faculty of the Camdenton R-III School District will communicate high expectations for all students. The faculty of the Camdenton R-III School District will develop meaningful assignments in all subject areas, specifically in the disciplines of science (including conservation and real world experiences) and social studies, creating and implementing lessons that incorporate relevant material and utilizing authentic literacy (use of contemporary topics and non-fiction reading and writing to address real world issues) as a vehicle to improve performance in comprehension, writing, and student engagement.
Strategy 2	2	Improve instructional strategies
Action Step(s) (Literacy)	L	<p>The faculty of the Camdenton R-III School District will:</p> <ol style="list-style-type: none"> Implement strategies to improve early literacy. Continue MRI at middle and secondary levels. Continue emphasis on consistent writing process with an emphasis on non-fiction.
Action Step(s) (Unique Programming)	U	<p>The faculty of the Camdenton R-III School District will address the needs of unique student demographic groups by:</p> <ol style="list-style-type: none"> Focusing on developing background knowledge and vocabulary. Continuing to hold high expectations for all students. Facilitating poverty training and simulations on a routine basis for faculty. Continuing Buddy Pack program and expand the distribution of necessities to students who need this support. Creating buddy learner program. Meeting families in their homes and neighborhoods. Continuing the exploration of avenues to increase parental involvement. Expanding access to assistive technology and address unique programming issues. Pre-planning the use of evidence-based strategies to address unique learning needs.
Action Step(s)	M	The faculty of the Camdenton R-III School District will implement effective

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(Mathematics)		Instructional strategies designed to:
		<ol style="list-style-type: none"> Improve number sense. Create a deeper understanding of algebraic relationships. Place a greater emphasis on relevant application.
Strategy 3	3	Increase persistence to graduation
Action Step(s)		<p>The District will:</p> <ol style="list-style-type: none"> Utilize data from the common indicators for students failing to persist to graduation to design programming that will address student needs. Create an at-risk summer school program for students meeting common indicators for being at-risk. Create and implement an ongoing monitoring program for students identified as potential drop-outs.

VI. High Quality Teachers Goal, Objective, Strategies, and Action Steps

Component	Code	Description
Goal Area	II	High Quality Teachers
Objective	A	The Camdenton R-III School District will provide professional development to enhance classroom instruction.
Persons Responsible		Deputy Superintendent for Academic Services, Professional Development Committee, Building Administrators and Leadership
Progress Measure(s)		Faculty perception surveys regarding effectiveness of professional development initiatives (80% of faculty rating effectiveness of activity at the agree or strongly agree level)
Strategy 1	1	Continue and enhance professional collaboration efforts
Action Step(s)		<p>The Camdenton R-III School District will:</p> <ol style="list-style-type: none"> Continue current amount of time allotted for collaboration. Provide flexible time for collaboration when needed. Offer staff summer stipends to address specific educational and instructional needs. Research avenues to reduce the demands placed on parents in regard to child care during collaboration time.
Strategy 2	2	Implement a peer observation model
Action Step(s)		The Camdenton R-III School District will:

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		<ol style="list-style-type: none"> Create model teaching classrooms at the building level. Include preparation and debriefing for faculty for the peer observation process.
Strategy 3	3	Empower teachers
Action Step(s)		<p>The Camdenton R-III School District will:</p> <ol style="list-style-type: none"> Provide greater avenues for teacher involvement in building-level professional development.
Objective	B	The Camdenton R-III School District will recruit and retain faculty by enhancing hiring practices to identify potential teaching candidates who embrace the District vision of learning and are willing to continue professional learning.
Persons Responsible		Superintendent, Assistant Superintendent for Human Resources, Building Administrators
Progress Measure(s)		A minimum of three action steps will be accomplished by 2015.
Strategy	1	Enhance incentives for teachers
Action Step(s)		<p>The Camdenton R-III School District will focus efforts to improve the following:</p> <ol style="list-style-type: none"> Teacher salaries. Incentives for advanced degrees. Incentives for performance. Opportunities for faculty to enroll in college coursework.

VII. Explanation of the use of federal funding

- Federal funds are obligated to Title buildings and district programs with the intent of supporting student performance; therefore, these funds are applied almost exclusively to the student performance and high quality teachers goal areas.
- Title I funding is being used in our Title buildings to increase the number of faculty members available to work with students in the areas of reading and mathematics. Examples include literacy coaches, Reading Recovery Teachers, and push in/pull out reading support for students.
- Title IIA funding is set aside for professional development and is budgeted for professional development expenditures as well as teacher quality and recruitment. Title II funds substitute teachers for professional development at the building level as well as vertical teams, ad hoc teams, and other district level trainings. A portion of the Title IIA workshop funds are being used for MRI training, external consultants (math and literacy), and PLC training.

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- Title III funding is obligated to the instruction of English Language Learners and these students follow district and building student performance goals and objectives. Additional personnel have been hired with this funding and exist in an instructional support position as well as assistance with translating for Spanish speaking students.
- This year we were granted Title VI B funds based on our rural geography and percentage of students living in poverty (as determined by the free and reduced lunch rate). Approximately \$90,000.00 were awarded to the district through this fund and will be used to hire a focus room supervisor for Oak Ridge Intermediate School and supplement learning needs related to technology (specifically the Acuity Assessment System).

VIII. Strategies to Close the Gap Between Current Status and Vision

- Federal funds have allowed us to make the necessary additions in staffing and professional development to continue the improvement our district has demonstrated for the past four school years.

IX. Evaluation Method/Program Personnel

- Each of our strategic planning templates include a progress update toward meeting district objectives and targets at the district and building levels as well as utilizing the following measures:
 - Missouri Assessment Program
 - Annual Performance Report
 - The percentage of students scoring proficient or advanced on state assessment
 - Acuity assessment scores
 - Scholastic Reading Inventory
 - Local common assessment

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STATE AND FEDERAL GRANTS / PROGRAMS SUMMARY

Program Name: Adult Education & Literacy

Director: Mr. Ryan Neal

X State	X Federal	X Competitive Grant	Entitlement
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Allocation for 2012-2013: \$47,520 Local Match Required: \$0

General Description of Services Provided:
Adult Education & Literacy Instruction, GED on-line instruction

Salaries and Benefits Covered: \$42,136	Amount Budgeted: \$42,136
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(6100 and 6200)

Position	Building
Adult Education & Literacy Teachers	MO Career Center, Camden County Justice Center

(6300) Purchase of Service Activities	Amount Budgeted: \$2000
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Activity	Recipient	Building
Professional Development	AEL Instructors	MO Career Center & Camden County Justice Center

(6400) Instructional Supplies and Material	Amount Budgeted: \$3384
GED Testing Materials	
ESL Materials	

(6500) Capital Outlay	Amount Budgeted: \$0
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Description

N/A

Funding Expectations for 2013-2014: \$47,520

STATE AND FEDERAL GRANTS / PROGRAMS SUMMARY

Program Name: Services for At-Risk Students

Director: Dr. Gail White

X State	Federal	Competitive Grant	X Entitlement
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Allocation for 2012-2013: \$30,000 Local Match Required: \$0

General Description of Services Provided:
Assist students with Communication Arts skills. Provide direction and support for Embedded Credit Communication Arts Initiative.

Salaries and Benefits Covered: \$30,000	Amount Budgeted: \$60,178.60
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(6100 and 6200)

Position	Building
Technical English Instructor (Embedded Credit)	Lake Career & Technical Center

(6300) Purchase of Service Activities	Amount Budgeted: \$0
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Activity	Recipient	Building
N/A		

(6400) Instructional Supplies and Material	Amount Budgeted: \$0
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(6500) Capital Outlay	Amount Budgeted: \$0
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Description

N/A

Funding Expectations for 2013-2014: Individuals at DESE have stated that this will most likely become a competitive grant for the next school year. LTCG will seek to write and obtain funding for continuation of this financial support. In all likelihood the funding level will decrease from information verbally communicated by DESE staff.

STATE AND FEDERAL GRANTS / PROGRAMS SUMMARY

Program Name: Career & Technical Education Enhancement Grant

Director: Dr. Gail White

X State	Federal	Competitive Grant	X Entitlement
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Allocation for 2012-2013: \$105,948 Local Match Required: \$30,294

General Description of Services Provided: Equipment for high-demand occupations receives 75% reimbursement for equipment and 50% reimbursement for software and leases, curriculum, renovations, and non-instructional student equipment. Award typically is reduced by a certain percentage and items crossed off by DESE staff.

Salaries and Benefits Covered: \$0	Amount Budgeted: \$0
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(6100 and 6200)

Position	Building
N/A	

(6300) Purchase of Service Activities	Amount Budgeted: \$0
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Activity	Recipient	Building
N/A		

(6400) Instructional Supplies and Material	Amount Budgeted: \$0
N/A	

(6500) Capital Outlay	Amount Budgeted: \$105,948
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Description

CHS Business/Accounting/Computer Applications - \$10,114: Point of Sale Cash Register, Quickbooks Site License, SNAP 2010 web-based training and assessment site license, and marker boards.
CHS Marketing - \$972: Industrial paper trimmer and comb binding machine.

LCTC Agriculture/Animal - \$1,382: Food products/processing systems curriculum.
LCTC Agriculture/Plant - \$2,588: Digital camera, bead filter & pump, and torch set.
LCTC Automotive - \$40,298: Dynamometer system.
LCTC Building/Construction Trades - \$8,280: Jet variable speed mini lathe, scroll saw with stand, saw blades/dado set, cordless impact driver, jigsaw kit, computer, and wobble light.
LCTC Computer Repair/Networking - \$20,975: 20 computers, clicker/response system, and SMART slate.
LCTC Culinary Arts - \$6,472: 6-commercial stand mixers, knife sharpener, serving dishes, linens, dry food bin set, and hanging rack for equipment.
LCTC Graphics/Photography - \$13,050: 20 camcorders, lighting, and screen printing sets.
LCTC Health Sciences - \$2,012: CNA teaching kit and oxygen concentrator.
LCTC Metal Fab - \$2,565: Digital readout for mill and Plasma Cam silhouette art.

Funding Expectations for 2013-2014: Anticipate continuation of funding with reduction in award (line item and/or percentage) as has become common practice over the years.

STATE AND FEDERAL GRANTS / PROGRAMS SUMMARY

Program Name: 50% Matching Funds

Director: Dr. Gail White

X State	Federal	Competitive Grant	X Entitlement
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Allocation for 2012-2013: \$50,075 Local Match Required: \$25,037.50

General Description of Services Provided: Equipment funds for program areas that do not fall on the current high-demand list and are not eligible for Enhancement Grant funding are submitted via this stream of funding.

Salaries and Benefits Covered: \$0	Amount Budgeted: \$0
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(6100 and 6200)

Position	Building
N/A	

(6300) Purchase of Service Activities	Amount Budgeted: \$0
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Activity	Recipient	Building
N/A		

(6400) Instructional Supplies and Material	Amount Budgeted: \$0
N/A	

(6500) Capital Outlay	Amount Budgeted: \$50,075
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Description

CHS Personal Finance and Business Operations - \$39,575: 28 laptops, mobile cart, Aruba access point, clicker/response system, SMART slate, tables & chairs, and vendor cart.

LCTC Collision Repair Technology - \$6,000: paint mixing room extension, paint gun, wheel dollies, dentfix tram gauge, and reversible air drill.

LCTC Marine Service Technology - \$2,900: CDI electronics marine engine diagnostic system.

LCTC Teacher Education - \$1,600: Clicker/response system.

Funding Expectations for 2013-2014: This is contingent upon state budget - but there have been 50% matching funds available every year with reductions.

(6300) Travel, Workshop Fees, Purchased Services Amount Budgeted: \$68,000.00
In Title I buildings

Activity	Recipient	Building Budget
Reading Recovery - Continuing Contact PD	Reading Recovery teachers- Dogwood and Hurricane Deck	9307.20
Travel	Dogwood	1188.60
Travel	Hawthorn	683.20
Travel	Oak Ridge	901.60
Travel	Hurricane Deck	225.40
Workshop Fees	Dogwood	5943.00
Workshop Fees	Hawthorn	3416.00
Workshop Fees	Oak Ridge	4508.00
Workshop Fees	Hurricane Deck	1127.00
Purchased Services	Dogwood	19,100.00
Purchased Services	Hawthorn	12,000.00
Purchased Services	Oak Ridge	6,900.00
Purchased Services	Hurricane Deck	3000.00
Sample Activities: Staff Development for Teachers, Journeys training in Title buildings, Foundations training, Wilson training, workshops tied to building improvement plan.		

(6400) Instructional Supplies and Material Amount Budgeted: \$102,000.00

Activity	Recipient	Building Budget
Supplies	District	51,994.56
Supplies	Dogwood	19,694.88
Supplies	Hawthorn	11,453.76
Supplies	Oak Ridge	15,062.16
Supplies	Hurricane Deck	3794.64
Title I is the source of funding for all materials and supplies necessary to implement various activities. Title I provides books and instructional materials that support the district reading and math programs. It also provides materials and supplies to increase parent involvement. Supplies money budgeted to the district is utilized to purchase materials for		

all buildings for the core instructional programs used throughout district (e.g. Journeys) In Title buildings.

(6500) Capital Outlay Amount Budgeted: 0

Funding Expectations for 2013-2014: Approximately \$980,000.00
 Approximately \$147,000.00 adjusted carry-over

Title I-C Migrant Education

STATE AND FEDERAL GRANTS / PROGRAMS SUMMARY

For the 2012-2013 school year, the district has received no monies for Title I-C.

Title I-C of the No Child Left Behind (NCLB) Act requires identification and recruitment of children who are "migratory children" and eligible to receive migrant education services. The basis of the child's eligibility must be properly recorded on a Certificate Of Eligibility (COE). Allocations and funding are contingent upon this eligibility determination.

The term "migratory child" means a child who is, or whose parent or spouse is, a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent or spouse, in order to obtain, temporary or seasonal employment in agricultural or fishing work -

- (A) has moved from one school district to another;
- (B) in a State that is comprised of a single school district, has moved from one administrative area to another within such district; or
- (C) resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity.

The following are questions in the district's enrollment packet.

1. YES ___ NO ___ Have you moved to this area in the past three (3) years?
2. YES ___ NO ___ Have any members of your family worked in any of the following areas in the last three (3) years? If so, which ones?
 - Planting or harvesting crops
 - Transporting farm products to market
 - Feeding poultry, gathering eggs, working in a hatchery
 - Processing meat, poultry, fish, vegetables, dairy products
 - Milking cows on a dairy farm
 - Cutting firewood or logs to sell
 - Commercial fishing or working on a fish farm
 - Growing and tending trees to be sold
1. YES ___ NO ___ If you checked any of the boxes above, did you move to seek or obtain that job?

School Year	Number of Migrant Students
2004-2005	0
2005-2006	0
2006-2007	0
2007-2008	0
2008-2009	0
2009-2010	0
2010-2011	0
2011-2012	0
2012-2013	0

Program Name: Title I.D - LEA Delinquent Institution Program

Director: Mrs. Rorna Lee France

X State	Federal	Competitive Grant	X Entitlement
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Allocation for 2012-2013: \$16,513 Local Match Required: \$ 0

New Allocation for this year was \$4,185 with additional funds carried over.

General Description of Services Provided:

Monies will be used to purchase license renewals for OdysseyWare software which provides online learning for the students. Disposable headsets were purchased along with miscellaneous classroom supplies.

Salaries and Benefits Covered \$0 Amount Budgeted: \$0

(6100 and 6200)

Employee's Name	Position	Building
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(6300) Purchase of Service Activities Amount Budgeted: \$14,000

Purchase of OdysseyWare licenses: \$14,000

Activity	Recipient	Building
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(6400) Instructional Supplies and Material Amount Budgeted: \$859.28

Purchase of disposable headsets and miscellaneous supplies for students: \$288

(6500) Capital Outlay: \$0 Amount Budgeted: \$0

Description

Funding Expectations for 2013-2014: \$4,000

STATE AND FEDERAL GRANTS / PROGRAMS SUMMARY

Program Name: Title II A

Director: Dr. Brian Henry

<input type="checkbox"/> State	<input checked="" type="checkbox"/> Federal	<input type="checkbox"/> Competitive Grant	<input type="checkbox"/> Entitlement
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Allocation for 2012-2013:	163,804.00
Adjusted carry-over 2011-12:	92,472.86
Total	\$256,276.86

General Description of Services Provided:

Title IIA is designed to enhance the recruitment, training, and retention of highly qualified teachers as well as bolstering district professional development initiatives to improve instructional opportunities for our students. This year, Title IIA funds will be used for class size reduction purposes at Hawthorn Elementary (one teacher will be paid on Title IIA funds to keep class sizes at an optimal level for instruction), the design and purchasing of recruitment information for new teachers, stipends for successfully completed Praxis exams for teachers who have not completed this requirement in Title buildings, and district professional development initiatives such as assessment training, MRI, inquiry based math training for teachers, writing training, and PLC training opportunities. Also, we have allocated significant funds toward our peer observation initiative in the district, which provides opportunities for teachers to observe other teachers and discuss effective instructional strategies. In addition, these funds supplement substitute teacher cost for training activities.

Salaries and Benefits Covered	Substitutes for training	Amount Budgeted: \$146,257.22
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(6100 and 6200)

Position	Building	Budget
Teacher	Hawthorn	\$57,257.22
Substitute teacher payment for professional development, stipends for peer observation leaders (work outside contracted time), mentor and buddy teacher stipends, stipends for new teachers/mentors/buddies during new teacher orientation.	All buildings	\$89,000.00

(6300) Travel/Workshop Fees/Purchased Services Amount Budgeted: \$50,000.00

Activity	Recipient	Building Budget
MRI Training	MS, HS	\$7,000.00
PLC training	All buildings	\$5,500.00
Common Core Conference	Common Core Team	\$14,000.00
Common Core Conference-Travel	Common Core Team	\$5,000.00
Travel/Fees/Cost for Recruiting	District	\$11,000.00
RPDC- Training for Curriculum Coordinators	Curriculum Coordinators	\$6,000.00
SMCA- Training for Curriculum Coordinators	Curriculum Coordinators	\$1,500.00

(6400) Instructional Supplies and Material Amount Budgeted: \$15,000.00

Activity	Recipient	Building Budget
Professional Development Books and Supplies	District	\$5,000.00
Recruiting Supplies	District	\$10,000.00

(6500) Capital Outlay Amount Budgeted: 0

Description

Funding Expectations for 2013-2014: Approximately \$163,000.00
Approximately \$24,000.00 adjusted carry-over

STATE AND FEDERAL GRANTS / PROGRAMS SUMMARY

Program Name: Title II C: Perkins

Director: Dr. Gail White

<input type="checkbox"/> State	<input checked="" type="checkbox"/> Federal	<input type="checkbox"/> Competitive Grant	<input checked="" type="checkbox"/> Entitlement
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Allocation for 2012-2013: \$113,188 Local Match Required: Not Required

General Description of Services Provided: Camden-ton R-11 Schools is the fiscal agent for the consortium that includes School of the Ozage, Macks Creek, and Climax Springs. Funds all come to Camden-ton and the breakdown is as follows: Camden-ton - \$66,235, Climax Springs - \$6,987, Macks Creek - \$36,963, and School of the Ozage - \$51,982. The other three districts do not have sufficient size or scope of CTE offerings in order to stand alone. Sending School funds are used to offset tuition costs and fund Technical Skills Assessments. Services include career and technical education programming support; professional development, career and technical student organization support for advisors, marketing materials, career guidance activities and supplies to support these activities, and advisory committee support. A minimum of 5% is required for Professional Development.

Salaries and Benefits Covered: \$91,450	Amount Budgeted: \$125,190.75
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(6100 and 6200)

Position	Building
Health Sciences Instructor (100%)	Lake Career & Technical Center
Technical Math Instructor (50% of position)	Lake Career & Technical Center
CTSO Stipends - Ag., Computer Repair, and Graphics Instructors (100%)	Lake Career & Technical Center

(6300) Purchase of Service Activities Amount Budgeted: \$17,738

Activity	Recipient	Building
Professional Development	All LCTC Staff Members	Lake Career & Technical Center
Career & Technical Student Organization Advisor Support (travel and registration)	Student Organization Advisors	Lake Career & Technical Center
Technical Skill Attainment Assessments	Seniors who are completers w/ 3 sequential CTE credits	LCTC, Camden-ton HS, Macks Creek, Osage & Climax Springs

(6400) Instructional Supplies and Material Amount Budgeted: \$4,000

Advisory Committee Functions	LCTC & CHS
Printed materials for Marketing	LCTC
Supplies for Guidance Activities	LCTC

(6500) Capital Outlay Amount Budgeted: \$0

Description

N/A

Funding Expectations for 2013-2014: Perkins IV is scheduled to end this year and there has been information shared verbally that this could become a competitive, partner-based grant. Historically after the Perkins cycle has "come to its end" - there has been an extension for several years before the next cycle begins.

STATE AND FEDERAL GRANTS / PROGRAMS SUMMARY

Program Name: Title II C: Perkins Post-Secondary

Director: Dr. Gail White

<input type="checkbox"/> State	<input checked="" type="checkbox"/> Federal	<input type="checkbox"/> Competitive Grant	<input checked="" type="checkbox"/> Entitlement
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Allocation for 2012-2013: \$1,143 Local Match Required: \$0

General Description of Services Provided: Funding is based on Pell Grants adult students received the previous year. LCTC is in a consortium with Rolla Public Schools as the fiscal agent. We do not receive enough funding to stand on our own nor do any of the other schools. Other districts in the consortium include Eldon, Lebanon, Waynesville, and Dallas County. Rolla receives 5% for administering these funds and 5% is also required for Professional Development. The remainder of the funds supports accreditation fees for NCA CASI. This is the accreditation agency for post-secondary in order for students to receive Title IV funds.

Salaries and Benefits Covered: \$0	Amount Budgeted: \$0
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(6100 and 6200)

Position	Building
N/A	

(6300) Purchase of Service Activities Amount Budgeted: \$75

Activity	Recipient	Building
Professional Development	Director	Lake Career & Technical Center

(6400) Instructional Supplies and Material Amount Budgeted: \$1,011

NCA CASI Postsecondary Accreditation Fees	Lake Career & Technical Center
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(6500) Capital Outlay Amount Budgeted: \$0

Description

N/A

Funding Expectations for 2013-2014: Post-Secondary Perkins IV is scheduled to end this year and there has been information shared verbally that this could become a competitive, partner-based grant. Historically after the Perkins cycle has "come to its end" - there has been an extension for several years before the next cycle begins.

STATE AND FEDERAL GRANTS / PROGRAMS SUMMARY

Program Name: Title III: English Language Learners (ELL)

Director: Dr. Kristy Kindwall

State Federal Competitive Grant Entitlement

Allocation for 2012-2013 \$12,010.00 Local Match Required: \$0

General Description of Services Provided:

Salaries and Benefits Covered \$12,010.00	Amount Budgeted: \$12,010.00
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(6100 and 6200)	Position	Building
ELL para-educator		Osage Beach Elementary

(6300) Purchase of Service Activities	Amount Budgeted: \$0
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Activity	Recipient	Building
N/A		

(6400) Instructional Supplies and Material	Amount Budgeted: \$0
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(6500) Capital Outlay	Amount Budgeted: \$0
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Description

Funding Expectations for 2013-2014:

Title III: English Language Learners (ELL)

Submitted by Leslie Luttrell, District Assistant Director of Interventions

For the 2012-2013 school year, the district has received \$12,010.00 from Title III monies for this school year. These monies are being utilized for part of the pay for an ELL para-educator/interpreter.

Current Status of Program:

English Language Learners (ELL) is an instructional program ensuring all students who are potentially LEP (Limited English Proficient) and LM (Language Minority) are assessed, identified, and provided appropriate services if needed. The definitions of LM and LEP are as follows:

- Limited English Proficient (LEP) – an LM student whose proficiency in reading, writing, listening, or speaking English is below that of grade- and age-level peers. LEP status is based on assessment of a student's English language proficiency.
- Language Minority (LM) – a student whose linguistic background, such as country of birth or home environment, includes languages other than English. LM status is based solely on a student's background and not on proficiency of English.

The ELL Program has three certified ESOL teachers: Twyla Doyle, Melissa Ari, and Jacqueline Williams. All of their caseloads are currently full at this time. Juan Acosta assists the teachers in providing direct and consultant services to children, providing translation services for written and verbal exchanges between school and home, completing required paperwork and testing, and inclusion assistance. Juan Acosta, Jacqueline Williams, and Twyla Doyle speak fluent Spanish and English. Melissa Ari speaks Japanese and fluent English, and she has acquired some basic skills in speaking Spanish as well. We have the availability of other staff members who are also bilingual:

Program of Study/Building	Language	Teacher
Parents as Teachers	Spanish	Juan Acosta, Twyla Doyle
Preschool and ECSE	Spanish	Twyla Doyle, Juan Acosta
Dogwood Elementary	Spanish	Twyla Doyle, ELL teacher
Hurricane Deck Elementary	Spanish	Marjory Hill, Secretary - Dept of Interventions, French
Osage Beach Elementary	Spanish	Access to Twyla Doyle, ELL teacher
Hawthorn Elementary	Spanish	Juan Acosta, Spanish
Oak Ridge Intermediate	Spanish	Twyla Doyle, ELL teacher
Middle School	Spanish	Twyla Doyle, ELL teacher
High School	Spanish	Sharon Herz, teacher, Chinese
After School PASS Program	Spanish	Jacqueline Williams, ELL teacher

Our district continues to become more diverse with parents speaking different languages. Direct services of students who fall into the category of ELL continues to be very flexible and ranges from 60-80 students a year while monitoring of students who are English language learners increases as students stay in the area longer and acquire skills in English. The district continues to have more translating

services for the families of students who speak other languages. The Hispanic, Russian, Chinese, and Vietnamese populations have parents who only speak their native languages. Communication at school events such as parent nights, parent teacher conferences, teacher phone calls, School Reach messages, teacher notes and emails require translation. In some cases, our families are unable to read in their native language or English and require a phone call.

Students who are LEP (Limited English Proficient) and LM (Language Minority) must take the W-APT when they first enter our district as well as the ACCESS (a language acquisition assessment) annually in January or February. This is in addition to the MAP test, EOCs, the district-adopted Terra Nova in the grades that administer it, the ASVAB, and core subject common assessments given to all students in the district.

- 2011-2012 SMART Goals: 1. MAP data: 90.5% or 10% gain
 2. 80% of ELL students will make adequate progress as determined by MELL requirements on ACCESS testing from 2010-2011 testing to 2011-2012 testing or a $\geq 20\%$ gain.
 3. 80% of ELL students will obtain $\geq 80\%$ or increase scores on ESOL pull-out language acquisition assessments from pre-test to post-test by $\geq 20\%$.

2011-2012 Goal Progress Update:

- MAP Data
 - 3rd - 2011: 0% 2012: 0% Not Met
 - 4th - 2011: 0% 2012: 0% Not Met
 - 5th - 2011: 0% 2012: 0% Not Met, but moved 6.7% from below basic to basic
 - 6th - 2011: 0% 2012: 0% Not Met
 - 7th - 2011: 0% 2012: 33% Met
 - 8th - 2011: 0% 2012: 0% Not Met
 - E1 - 2011: 33/3% 2012: 12.5% Not Met
 - E2 - 2011: 50% 2012: 0% Not Met
 - Overall - 2011: 15% 2012: 20%
- WIDA requirements indicate an acceptable gain to be 1 proficiency level point and/or an increase in test level difficulty combined with maintenance or growth in proficiency level.
 - OBE Met at 88%
 - DE Met at 88%
 - HE Met at 80%
 - ORI Met at 100%
 - MS Met at 100%
 - HS Met at 87%
 - HDE Met at 100%
 - Department Met at 90%
- Teacher 1: Hawthorn: 16/17 or 94% of Vocabulary Units assessed had 100% of ELL students either score $\geq 80\%$ or grow $\geq 20\%$ from pre-test to post-test. 87.5% of ELL students did this on the remaining assessment.
 Hawthorn DRA scores:
 68% of ELL students were proficient on end of year testing
 80% of ELL students grew more than 20% from beginning of year to end of year (1 student went down?)

90% of students were either proficient or grew 20%
 Oakridge DRA scores: (Does not have a pull out ESOL class-has an ESOL resource class)

66.6% of ELL students were proficient on end of year testing
 83.3% of ELL students grew more than 20% from beginning of year to end of year
 83.3% of ELL students either were proficient or grew 20%

Summary: Hawthorn: Goal Met Oakridge: Goal Met

Teacher 1: Goal Met

Teacher 2: Dogwood: 95.16% of students reached goal of scoring $\geq 80\%$ or 20% gain on vocabulary assessments given in the pull out ESOL classroom.

Middle School: ELL Students scored $\geq 80\%$ on 76% of the vocabulary assessments given

ELL Students showed $\geq 20\%$ growth pre-test to post-test on 64% of the Vocabulary tests administered

ELL Students either scored $\geq 80\%$ or grew $\geq 20\%$ on 95% of assessments

67% of Middle School ELL students scored an overall score of $\geq 80\%$ on vocabulary assessments this year

100% of Middle School ELL students grew an average of $\geq 20\%$ from pre-test to post-test on vocabulary assessments this year

100% of Middle School students either averaged $\geq 80\%$ for the year or grew $\geq 20\%$ pre-test to post-test on vocabulary assessments this year

Teacher 2: Goal Met

Teacher 3: High School: 18/22 or 81.8% of Vocabulary Units assessed had 100% of ELL students either score $\geq 80\%$ or grow $\geq 20\%$ from pre-test to post-test. The remaining 4 assessments a student either did not take the pre or the post-test. As a result 83.3% of ELL students scored $\geq 80\%$ or grew $\geq 20\%$ on those assessments.

Teacher 3: Goal Met

MSP Requirements

According to the federal No Child Left Behind Act of 2001 (NCLB), states are required to establish English Language Proficiency (ELP) standards and to assess Limited English Proficient (LEP) students served by language instructional programs funded under Title III. States and districts are accountable for meeting three Annual Measurable Achievement Objectives (AMAOs):

- AMAO 1: annual increase in the percentage of children making progress in learning English;
- AMAO 2: annual increase in the percentage of children attaining English proficiency;
- AMAO 3: making adequate yearly progress (AYP) for the LEP subgroup as described in Title I, Section 1111(b)(2)(B). The Title I minimum for a subgroup of 30 applies to this calculation.

The 2011-2012 data from DESE indicates that the standards for AMAOs were met as follows:

- AMAO 1: Met
- AMAO 2: Met
- AMAO 3: Not Met

Missouri has opted to join a group of states in a consortium (WIDA). As a result we will now administer the WIDA ACCESS Placement Test (W-APT) to all newly enrolled LEP students as well as the ACCESS language proficiency test administered in January/February of every year.
Pertinent MAP Results As of September 2012

Mathematics	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Annual Proficiency Target	8.3	9.0	10.3	17.5	26.6	35.8	45.0	54.1	63.3	72.5	81.7
School Total (All Kids) Proficiency	29.5 *	26.9 *Y	32 *Y	29.1 *Y	54.1 *Y	50.5 *Y	52.9 *Y	52.7 *Y	56.2 *Y	58.4 *NP	63.25 *G
LEP Proficiency	100	0	25	25	30.8	17.2	27.3 *NP	35.3 *CI	30.6 *NP	16.7 *NP	21.27 *NP
Communication Arts	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Annual Proficiency Target	18.4	19.4	20.4	26.6	34.7	42.9	51.0	59.2	67.4	75.5	83.7
School Total (All Kids) Proficiency	37.6 *	34.4 *Y	38.6 *Y	39.8 *Y	48 *Y	43.3 *Y	49.4 *CI	52.5 *G	55.4 *NP	56.1 *NP	62.4 *G
LEP Proficiency	50	2	0	33.3	11.5	10.3	15.4 *NP	23.5 *SC	25 *NP	15.0 *NP	20.0 *NP

***APP MET Symbols:**
 Y Annual Proficiency Target Met
 CI Annual Proficiency Target Met with confidence interval
 G Annual Proficiency Target Met using Growth
 S Annual Proficiency Target Met using Safe Harbor provision
 SC Annual Proficiency Target Met using the confidence interval for Safe Harbor
 APP NDF MET Symbols:
 * Annual Proficiency Target Met, but did not have a participation rate of at least 95%
 ** Annual Proficiency Target Met with the confidence interval, but did not have a participation rate of at least 95%
 NP Annual Proficiency Target Not Met
 NN Annual Proficiency Target Not Met and participation rate was less than 95%

The ELL Program goals must be aligned to Camdenton R-III School District goals and MSIP requirements.

2012-2013 ELL Department SMART Goals:

AMAO 1:

- > K-12: 80% of Students will either score $\geq 80\%$ or have $\geq 25\%$ increase on ELL pull out classroom assessments from pre-test to post-test.
 - > 1-8: 80% of Students will either score at proficiency level for their grade or improve DRA, SRI and Acuity scores by 25% on end of year testing compared to beginning of the year testing
- AMAO 2:** 80% of students will increase ACCESS scores by one proficiency level and/or take a higher level test and maintain their score.
- AMAO 3:** 10% increase of proficient or advanced on MAP/EOC testing

2012-2013 Program Strategies: Increase language proficiency in ELL students.

ACTION STEPS 2012-2013:

- IAPs will be submitted by Oct. 1st and goals will be measurable.
- Academic vocabulary will be an area of focus in pull-out groups. Data will be collected on the use of academic vocabulary and included in end-of-the-year data collection.
- Parent contact will be made after a student accrues more than 5 absences.

DATA:

Teachers provide direct services to 67 Limited English Proficient (LEP) students and monitoring services to 17 students. This includes 11 students who are considered immigrants and 16 students who are considered homeless. DESE considers students who have been in the USA ≤ 3 years immigrants. 10 students were dismissed from the program since last year, but still attend school in the district. Eight students who were identified as LEP last year no longer attend school in this district. At this time, our program is full. The students exiting the program are still considered LM, but do not receive services. A historical count follows:

Yearly Count for Students Receiving Direct Services from September 2008- September, 2012

Year	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2008		10-S 1-C	5-S 1-R 1-U 1-P	4-S 1-R 1-U	4-S 3-S	2-S 1-V 1-R	4-S 1-R	4-S 1-V 1-R 1-C	2-S 1-R	3-S 1-S	3-S 1-S	1-S 1-P	2-S 3-R	3-S	58
2009		5-S 1-C	9-S 2-C	6-S 1-T 1-U	5-S 1-R	3-S 1-R	4-S 1-R	4-S 1-V 1-R 1-F	5-S 1-V 1-R 1-C	2-S 1-R	3-S 1-R	3-S 1-R	2-S 1-R	6-S 3-R 1-T	77
2010		2-S	8-S 1-K 1-U 1-C	4-S 1-R 1-F	6-S 1-C	6-S 2-T 1-V 1-U	4-S 1-R	4-S 1-R 1-F	7-S 1-V	3-S 1-C 1-F	3-S 4-S	3-S 1-R	3-S 1-R	1-S 1-T 1-R	83
2011		4-S 1-H	7-S 1-U 1-H	10-S 1-C 1-F	3-S 1-L 1-H	4-S 2-C	8-S	5-S	3-S 1-F	3-S 1-F	5-S 1-F 1-C	5-S 1-C	2-S	0	69
2012		6-S	9-S 2-R 1-H	7-S 1-U 1-CZ	8-S 1-L	2-S 1-C	5-S 1-C	6-S	3-S	4-S 2-S	3-S 1-C	3-S 1-FA	4-S 1-FA	0	67

Historical Perspective by Language 2007- September 2012

Year	Bulgarian (B)	Chinese (C)	French (F)	German (G)	Haitian (H)	Korean (K)	Mexican (M)	Polish (P)	Russian (R)	Spanish (S)	Tamil (T)	Ukrainian (U)	Vietnamese (V)	Chinese-American (CA)	Latino (L)	Hispanic (HP)	Fast (FA)
2007						1	2			53		2	1				
2008							2		7	45		2	1				
2009									8	68		3	1	1			
2010									7	62		3	2	2	1		
2011										62					1	3	
2012										62					1	1	2

Having more ELL students in the regular classrooms requires more modifications, accommodations and differentiated instruction from the general education classroom teacher and ELL teacher in order for the students with lower skills in English to be successful. The following charts show the ELL distribution by building in the district.

LEP Distribution by Building from 2009-10 to 2012-13 for Direct and Monitoring Services

2009-2010 LEP (direct and monitoring) The distribution of students is as follows: As of end of October, 2009, with monitoring in ()

	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
DW	2	3	6												11
HE				5 (1)	2 (1)										7 (2)
OB	6	3	6	2 (2)	1	1									19 (3)
HD															2
OR							5								10 (3)
MS								7 (1)	2 (1)						9 (2)
HS										3	4	2	10		19
Total	6	5	11	8 (2)	6 (3)	3 (1)	5 (2)	7 (1)	2 (1)	3	4	2	10		77 (9)

2010-2011 LEP (direct and monitoring) The distribution of students is as follows: As of end of October, 2010, with monitoring in ()

	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
DW	2	4 (1)	3 (1)	2 (1)											11 (3)
HE					6	6 (1)									12 (1)
OB	3	6	1	4 (2)	6 (2)	1									18 (4)
HD				2 (1)											2 (1)
OR							6 (1)								11 (1)
MS					5 (2)	7 (3)	7 (3)								14 (8)
HS								5 (2)	4	3	2				14 (2)
Total															83 (25)

2011-2012 LEP (direct and monitoring) The distribution of students is as follows: As of end of September 2011, with monitoring in ()

	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
DW	1	5	7 (3)	2 (1)											14 (5)
HE					4 (1)	6 (1)									10 (2)
OB	5	4	4 (1)	4	2 (1)	2 (1)									15 (1)
HD															1 (1)
OR							5 (1)	3 (1)							8 (2)
MS									4 (2)	3 (4)					7 (6)
HS											6 (3)	5 (1)	2 (2)	1 (1)	15 (7)
Total	(6)	9	11	7 (1)	6 (2)	8 (4)	5 (1)	3 (1)	4 (2)	3 (4)	6 (3)	5 (1)	2 (2)	1 (1)	69 (33)

2012-2013 LEP (direct and monitoring) The distribution of students is as follows: As of end of September 2012, with monitoring in ()

	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
DW	1	4	5		2 (2)										12
HE						2	4								6
OB	6	8	3	3	3 (1)	2									18
HD						1									1
OR							6 (2)	3 (1)							9
MS									4 (1)	2 (2)					6
HS											4	4 (1)	5 (1)	1 (1)	14
Total															67 (17)

STATE AND FEDERAL GRANTS / PROGRAMS SUMMARY

Program Name: Title VI.B

Director: Dr. Brian Henry

State	<input checked="" type="checkbox"/> Federal	Competitive Grant	<input checked="" type="checkbox"/> Entitlement
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Allocation for 2012-2013: \$91,675.84

Local Match Required: \$0

General Description of Services Provided:

Salaries and Benefits Covered: \$24,000.00	Amount Budgeted: \$24,000.00
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(6100 and 6200)

Position	Building
Paraprofessional	Oak Ridge Intermediate

(6300) Purchase of Service Activities	Amount Budgeted: \$60,000.00
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Activity	Recipient	Building Budget
Acuity Assessment Software	District	\$60,000.00

(6400) Instructional Supplies and Material	Amount Budgeted: \$7,000.00
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Activity	Recipient	Building Budget
Training and Materials for Acuity	District	\$7,000.00

(6500) Capital Outlay	Amount Budgeted: 0
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Description

Funding Expectations for 2013-2014: This funding stream varies by year. We have received funds through this stream in three of the last four years. Approximate expectation for 2013-2014 would be \$90,000.00.

STATE AND FEDERAL GRANTS / PROGRAMS SUMMARY

Program Name: McKinney Vento: Homeless Education (Set Aside in Title I ESEA)

Director: Mrs. Laura O'Quinn

<input checked="" type="checkbox"/> State	Federal	Competitive Grant	<input checked="" type="checkbox"/> Entitlement
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Allocation for 2012-2013: \$43,600.00

Local Match Required: \$0

General Description of Services Provided:

\$43,600.00 has been allocated from federal funds for use in the 2012-2013 school year for homeless students in the district. Approximately \$10,000 will be used to purchase Rosetta Stone software. This software will be available in after school programs, which all homeless students have access to. The software will also help our growing population of homeless, ELL students. Approximately \$17,000 will be used to purchase a mobile lab which will be housed at the building with the highest amount of homeless students. The mobile lab will also be made available for homeless students that may not have access to a computer during after school hours. Plans include using future funds to add one mobile lab per year until all buildings are equipped.

Salaries and Benefits Covered \$0	Amount Budgeted: \$0
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(6100 and 6200)

Employee's Name	Position	Building

(6300) Purchase of Service Activities	Amount Budgeted: \$0
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Activity	Recipient	Building

(6400) Instructional Supplies and Material	Amount Budgeted: \$43,600.00
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(6500) Capital Outlay	Amount Budgeted: \$0
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Description

Funding Expectations for 2013-2014: At least \$43,600.00, but dependent on the homeless population of our school district.

District Professional Development Plan 2012-2013

Mission

Stimulate and encourage professional growth of new and experienced teachers and support staff of Camdenton R-III District.

Goals

- I. (Strategic Plan Goal Area: High Quality Teachers; Objective: Provide professional development to enhance classroom instruction). We will offer collegial support and practical assistance to beginning teachers to help polish their skills and improve their chances for success and encourage them to stay in the teaching profession. Mentor teachers are teachers working with beginning teachers (new to the profession). Buddy teachers are assigned to individuals new to our district or to a building but having experience in the field of education.

Strategies

- Have a mentor, a teacher who has completed the mentor application process and been selected by the building Principal, assigned to each new staff member and provide an orientation before school starts and midway during the year to help the beginning teacher accomplish the goals identified in the Professional Development Plan and acquire needed professional skills during the first two years. In addition, beginning teachers will have monthly meetings to enhance their knowledge of effective instructional practice.
- Ensure that each beginning teacher has an annual "Professional Development Plan" which meets certification requirements that include goals that deal with areas such as discipline, understanding of district policies, and use of curriculum guides, equipment, and materials.
- Assist teachers with certificate up-grades.
- Provide district approved in-service on "Mentoring" to assist the mentor teachers.
- Up-date Mentoring Handbook.
- Offer in-services pertaining to completion of Professional Development

Plan.

- Collect data from new teachers and their mentors (e.g. perceptual surveys and other data relevant to the growth of the new teacher).
- Continue an extra day in the New Teacher Orientation for professional development activities.
- Conduct New Teacher Academy on a monthly basis for beginning teachers in the district.
- Design a curriculum for the second year of mentoring required of all beginning teachers in the school district.

II.

(Strategic Plan Goal Area: High Quality Teachers; Objective: Provide professional development to enhance classroom instruction. Objective: Enhance incentives for teachers). We will expand professional development activities to enhance the effectiveness of the staff as they work to meet the objectives of the District School Improvement Plan.

Strategies

- Conduct a needs assessment of all faculty members annually to aid in the development of in-services applicable to our district to meet the goal of increasing student achievements and success.
- Have staff members evaluate all in-service workshops that our district offers to assess the strengths and weaknesses and use this information to improve future in-service days.
- Provide district sponsored Professional Development day(s) during the school year.
- Provide for district-wide collaboration time on early release days.
- Provide district sponsored in-service and grant district salary schedule credit for participation.
- Train Professional Development Committee members as needed to ensure implementation of state mandates.

building leadership teams and maintain oversight responsibility for professional development. The district PDC member shall serve as their building PDC representative.

- Maintain building level staff development goals and guidelines.

Strategies

- Bulletin posted on district website.
- Include information for teachers of district policy as needed.
- Include information on building level professional development activities.

III.

(Strategic Plan Goal Area: Parent and Community Development; Objective: Improve parent communication at the building level). We will maintain positive parent involvement.

Strategies

- Provide registration, travel, and substitute teacher pay to permit teachers to participate in planned professional development activities during the regular school day.
- Continue to offer graduate level course offerings on our campus through various colleges and universities.
- Plan and offer high-quality professional development activities to staff that meet the objectives of the School Improvement Plan.
- Implement a team incentive that supports peer observation opportunities.
- Work with the administration to plan and coordinate the Parent/Teacher Conference Day(s) for the school year and send evaluation forms out afterward. The results will be used to improve future Parent/Teacher Conference Days.
- Provide materials for teachers on conferencing skills and improved parent involvement.
- Provide building level support for parent involvement activities.

IV.

(Strategic Plan Goal Area: High Quality Teachers; Objective: Provide professional development to enhance classroom instruction). We will continue building level Professional Development Committees to meet the objectives of the building level School Improvement Plans.

Strategies

- Work with building level administrators to review guidelines on how many members each building committee should have and how they will be selected.
- Retain a district level Professional Development Committee to assist the

(Strategic Plan Goal Area: Student Performance, Objective- Educators will improve student learning through the implementation of research based strategies and school reform initiatives; Strategic Plan Goal Area: High Quality Teachers; Objective: Enhance incentives for teachers) We will provide stipends for teacher participation in curriculum and assessment development and related work during the summer, weekends, and evening hours as approved by the school administration.

Strategies

- Develop and revise curriculum as determined by the school administration to include:
 - Revise curriculum to meet Missouri Performance Standards and MSIP 5.
 - Revise curriculum to incorporate Grade Level expectations as they are finalized as well as the Missouri Core Academic Standards.
 - Create common assessments based on the Grade Level Expectations.
- Implementation of school improvement and professional development through the Advanced/North Central and MSIP processes.
- Continue to provide professional development for the purpose of aligning assessment activities with state assessment standards and creating appropriate assessment/scoring strategies.

- Maintain a focus on providing professional development for mathematical instructional strategies and literacy education, which includes but is not limited to: Spelling Connections, Journeys, 6 Traits Writing, and guided

reading strategies.

- VIII. (Strategic Plan Goal Area: Student Performance; Objectives: Educators will improve student learning through the implementation of research based strategies and school reform initiatives). We recommend that the Assessment Committee, the Technology Committee, and Vertical Teams continue to function.

Strategies

- Each committee/team will continue to make recommendations for changes on an annual basis.
- The Technology Committee will continue to develop and implement the District Technology Plan.
- Continue to provide district approved in-service related to technology and assessment.

- IX. (Strategic Plan Goal Area: Student Performance; Objective: Educators will improve student learning through the implementation of research based strategies and school reform initiatives). We will continue to re-evaluate our curriculum and instructional program to meet the requirements of the MSIP 5 and the Missouri Common Academic Standards implementation in the state of Missouri.

Strategies

- Maintain content specific curriculum development committees to assist in the implementation of the Grade Level Expectations and the Missouri Core Academic Standards in each curriculum area at each level and assessment system.
- Recommend the continued inclusion of representatives of the community, school board, parents, and teachers and administrators from each level on the various curriculum development committees.

- X. We will continue to prepare for future MSIP reviews.

- XI. We will maintain and make available a current Professional Development Manual.

- XII. We will evaluate the District Professional Development Program annually.

Strategies

- We will collect data through the use of surveys from teachers and administrators.
- We will report annually to the Board.

- XIII. (Strategic Plan Goal Area: Student Performance, Objective- Educators will improve student learning through the implementation of research based strategies and school reform initiatives; Strategic Plan Goal Area: High Quality Teachers; Objective: Provide professional development to enhance classroom instruction; Objective: Enhance incentives for teachers). We will develop an internal system for professional development that rewards local experts or content teams with stipends to lead training at the site level. In addition, all faculties will be involved in peer observation and reflection on high yield instructional strategies.

- The format for action research will be utilized by collaborative teams to target high yield strategies and monitor growth in student performance.
- Stipends will be provided for teams to lead professional development as well as engage in peer observation and reflection.
- Coverage will be provided for teachers to engage in the peer observation process.

Last Modified on 11/12/2012 9:58 AM