

Component	Code	District Strategic Plan Description	Building Level Plan Content Team Plan	Building Level Action Steps Content Team Action Steps	Building Level Quarterly Progress Content Team Quarterly Progress/Results	Building (LCTC) Results
Goal	I	Student Performance	Student Performance	Student Performance	Student Performance	Student Performance
Objective	A	Educators will improve student learning through the implementation of research based strategies and school reform initiatives.	Educators will improve student learning through the implementation of research based strategies and school reform initiatives.			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	The LCTC Building Leadership Team (BLT) will monitor the progress of the following CTE initiatives: embedded credit, CTE Power Standards, student self-monitoring, interventions, enrollment, attendance, standard grading practices, and MSIP College and Career Readiness standards 1-6 – COMPASS, ACT/SAT, ASVAB; placement; and industry recognized credentials and/or dual credit.			<p><b>2013-2014 BLT members</b> are: Garry Briscoe, Kathy Hueste, Tim Keeney, Bill Kurtz, Chuck Poe, Gail White, Cassie Wilmes, and Jackie Wilson.</p> <p><b>2012-13 BLT members</b> are: Garry Briscoe, Kathy Hueste, Melissa Jackson, Tim Keeney, Bill Kurtz, Ryan Neal, Amy Wackerman, Gail White, and Cassie Wilmes.</p> <p><b>2011-12 BLT members</b> were: Garry Briscoe, Bob Hayes, Kathy Hueste, Tim Keeney, Joe Schwandt, Amy Wackerman, Jerri Webb, and Gail White.</p>
Progress Measures		Meet the district performance goal on local common power standard assessment (District Performance Goal), state assessment (Established State Proficiency or Growth Targets) The Camdenon 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).	<p><b>Student Performance Power Standards - Embedded Credit &amp; CTE:</b></p> <p><b>2013-14 Progress Measures:</b> During the school year, 80% of students will obtain 80% or greater in "embedded" credit(s) – Tech. English, Math, or Science. 80% of students will obtain at least 80% or greater on the designated Power Standard in their CTE class. The remaining 20% of the students will demonstrate at least 25% growth in their attainment of the identified Power Standard after receiving interventions and being reassessed. 80% of students will pass the IRC or have passed with at least a "B" to obtain Dual Credit (where available) by the time they graduate – MSIP 5 – CCR *4.</p> <p><b>2012-13 Progress Measures:</b> During the school year, 80% of the CTE students enrolled in "embedded" credit(s) will obtain an 80% average.</p> <p><b>2011-12 Progress Measures:</b> During the school year, 80% of the CTE students enrolled in "embedded" credit(s) will obtain the 80% average in order to gain at least one-half unit of "embedded" credit.</p>	<p>Continue using a standardized grading/reporting process utilizing SIS K-12.</p> <p>Utilize COMPASS assessment for all new 11<sup>th</sup> and 12<sup>th</sup> grade students and upon request, 10<sup>th</sup> grade students, in the fall.</p> <p>Oversee assessments and activities that are being used by each instructor as evidenced by a notebook or portfolio along with graded projects.</p> <p>As part of the annual Fall LCTC Administrator's meeting, provide an update on Embedded Credit along with data collected.</p> <p>Revise/implement assignments that are rigorous and relevant and are identified as Power Standards for CTE and Embedded Credit.</p> <p>Administer COMPASS assessment for 12<sup>th</sup> grade students in the spring who did not</p>	<p><b>Quarters 1, 2, 3 &amp; 4</b> Expectations are that staff members enter grades weekly. This has been an ongoing expectation and communicated to the staff.</p> <p><b>Quarter 1</b> Juniors and Seniors (not tested last year) were tested in September. Data was shared at collaboration with all staff members.</p> <p><b>Quarters 1, 2, 3 &amp; 4</b> Activities, assessments, and graded projects are monitored by the respective certified instructors.</p> <p><b>Quarters 1, 3, &amp; 4</b> N/A</p> <p><b>Quarter 2</b> Update was given at the fall Administrator's Meeting in November. Minutes attached. <a href="#">Administrator's Meeting Outcomes.November 12.docx</a></p> <p><b>Quarters 1, 2, 3 &amp; 4</b> Curriculum update occurred (Phase II) during last school year. Documentation was sent to Central Office.</p> <p><b>Quarters 1, 2 &amp; 3</b> N/A</p>	<p>New : 2013-14 - IRC/DC data. Available June 2014.</p> <p>New: 2013-14 - CTE Power Standard data by semester.</p> <p><b>Embedded Credit Data 2012-2013:</b> 100% of <u>Communication Arts</u> students met the Power Standards/Assessments identified (146/146 students). <b>Goal Met</b></p> <p><b>Tech English Post-Test</b> - 146/146 = 100% <b>R1H Post-Test</b> – 157/160 = 98%</p> <p>96% of <u>Math</u> students met the Power Standards/Assessments identified (107/112 students). <b>Goal Met</b></p> <p>100% of <u>Science</u> students met the Power Standards/Assessments identified (60/60 students). <b>Goal Met</b></p> <p><b>Embedded Credit Data 2011-2012:</b> 99% of <u>Communication Arts</u> students met the Power Standards/Assessments identified (146/148 students). <b>Goal Met</b></p> <p>99% of <u>Math</u> students met the Power Standards/Assessments identified (130/131 students). <b>Goal Met</b></p> <p>98% of <u>Science</u> students met the Power Standards/Assessments identified (49/50 students). <b>Goal Met</b></p> <p><b>Embedded Credit Data 2010-2011:</b> 94% of <u>Communication Arts</u> students obtained .5 units of credit (80/85 students). <b>Goal Met</b></p> <p>91% of <u>Math</u> students obtained .5 units of credit (49/54 students). <b>Goal Met</b></p>

			<p><u>Science:</u> The science Embedded Credit team will develop common assessments and measure student progress through implementation of those common assessments.</p>	<p>already meet the COMPASS, ACT/SAT or ASVAB MSIP 5 CCR standard.</p> <p>Revise/develop and administer common assessments to track student achievement.</p> <p>Expect all students to revise work (within instructor determined time frame).</p> <p>Provide resources and support for IRC and/or Dual Credit opportunities. MSIP 5 – CCR *4</p> <p><u>Science:</u> Utilize Pre &amp; Post Tests.</p> <p>The team will utilize standard scoring guides and tests for Science Embedded Credit.</p> <p>The team will meet once per quarter to assess progress and implement changes.</p>	<p><b>Quarter 4</b> COMPASS results were provided to students at end of each session. CCR 1-3 information was reported. 2012-13 – 65.47% <a href="#">CCR 1-3.2013 2014.pdf</a></p> <p><b>Quarters 1, 2, 3 &amp; 4</b> Ongoing - Common assessments are reviewed by content experts as well as collaboration team.</p> <p><b>Quarters 1, 2, 3 &amp; 4</b> An 80% average is required to obtain credit. Students must earn 80% each semester and pass their LCTC class in order to be eligible for credit.</p> <p>Have been working with SFCC and Linn Tech to coordinate 2<sup>nd</sup> semester dual credit offerings. Continue to align curriculum to IRC during the first semester.</p> <p><b>Quarter 1</b> In progress. Gave pre-test and energy transfer post-test.</p> <p><b>Quarter 2</b> In progress. Gave vocabulary post-test.</p> <p><b>Quarter 3</b> In progress. Gave properties of substances post-test.</p> <p><b>Quarter 4</b> Gave science research post-test. Completed.</p> <p><b>Quarter 1</b> In progress. Utilized common exams for pre-test and energy transformations.</p> <p><b>Quarter 2</b> In progress. Utilized common exams for vocabulary.</p> <p><b>Quarter 3</b> In progress. Utilized common exams for properties of substances.</p> <p><b>Quarter 4</b> Utilized common scoring guide for science research. Completed.</p> <p><b>Quarter 1</b> In progress. Team met on 9/30/13 &amp; 9/13/13.</p> <p><b>Quarter 2</b> In progress. Team met 11/14.</p>	<p><b>Embedded Credit Data 2009-2010:</b> 90% of <u>Communication Arts</u> students obtained .5 units of credit (44/49 students). <b>Goal Met</b> 92% of <u>Math</u> students obtained .5 units of credit (49/53 students). <b>Goal Met</b></p>
--	--	--	--	--	---	---

				<p>Use LEAD time and other appropriate interventions for students who don't meet minimum standards.</p> <p>Expanding test banks for all assessed power standards.</p> <p>Students will complete a power standard tracking sheet throughout the year to track progress.</p>	<p><b>Quarter 3</b> In progress. Team met 2/20.</p> <p><b>Quarter 4</b> Team met 4/8, 5/7. Completed.</p> <p><b>Quarters 1, 2 &amp; 3</b> In progress.</p> <p><b>Quarter 4</b> Completed. TS1A- 100% at 80% or above TS1B- 98% at 80% or above TS1C- 100% at 80% or above TS1D- 100% at 80% or above</p> <p>Power standards were reviewed and it was decided to add a genetics power standard for 2013-2014 school year.</p> <p>New for 2013-14.</p>	
Strategy 1	1	Improve student motivation and engagement	Improve student motivation and engagement			Improve student motivation and engagement
Action Steps (Motivation)	M	<ol style="list-style-type: none"> <li>The faculty of the Camdenon R-III School District will facilitate student academic goal creation.</li> <li>The faculty of the Camdenon R-III School District will create methods for student self-monitoring on scoring template over time.</li> <li>The faculty of the Camdenon R-III School District will provide opportunities for meaningful student feedback.</li> <li>Individual school buildings will create building-wide discipline plans that address behavior, safety, and climate.</li> </ol>	<p><b>Self-Monitoring:</b></p> <p><b>2013-14:</b> Develop a system for students to monitor their academic achievement for both CTE content and embedded credit.</p> <p><b>2012-13:</b> Each quarter Embedded Credit Communication Arts students monitor and track their own progress using a Portfolio Checklist. The checklist includes the due date, assignment, Course Level Expectations (CLE)/Power Standards addressed, and grade earned. The student has an area in which to write a student reflection and the English instructor has a place to include comments.</p> <p>In math students can see their pretest scores, common assessment scores and can see their hands-on math tasks. This is not yet implemented in all classes, but was discussed at the October embedded credit meeting.</p>	Provide examples and support for development of self-monitoring instruments.	Content teams have been bringing examples to collaboration on tracking student progress. This is also being collected at the end of each quarter for review.	<p><b>2012-13 - 2<sup>nd</sup> Semester Self-Monitoring information available for review for:</b> Technical English Technical Science</p> <p><b>2012-13 - 1<sup>st</sup> Semester Self-Monitoring information available for review for:</b> Technical English Technical Math Technical Science Collision Repair Culinary Arts Health Occupations II</p>
Action Steps (Engagement)	E	<ol style="list-style-type: none"> <li>The faculty of the Camdenon R-III School District will communicate high expectations for all students.</li> <li>The faculty of the Camdenon R-III School District will develop meaningful assignments in all subject areas, specifically in disciplines such as science</li> </ol>	<p><b>Placement – MSIP 5 CCR *5-6</b></p> <p><b>Ongoing:</b> Progress Measures: Each year, prior to attending LCTC, students will receive career guidance information in order to select a related career and technical program that will assist students in making the transition from LCTC to related employment, continuing education, or entering the military consistent with their expressed interests at a minimum of 88.7%</p>	The number of CTE students placed in employment, post-secondary education, or the military will increase by 5% each year until 98% placement is achieved.	<p><b>Quarter 1</b></p> <p>Follow-up activities thus far includes: Survey link on the LCTC website and on the front page of the district website. Colleges (OTC, SFCC, Linn State, and Ranken) have provide us with students attending those institutions; booth at Car Show, FFA Alumni BBQ, distributed to the LCTC staff prior to parent/teacher conferences; script distributed to new staff members; FaceBook page (LCTC Alumni) open with link to survey; information provided to CHS CTE.</p>	<p><b>Follow-Up Data 2011-12:</b> 94.12% <b>Goal Met</b></p> <p><b>Follow-Up Data 2010-11:</b> 92.1% <b>Goal Met</b></p> <p><b>Follow-Up Data 2009-10:</b> 91% <b>Goal Met</b></p> <p><b>Follow-Up Data 2008-09:</b> 80% <b>Goal Not Met</b></p> <p><a href="#">8 years follow up 2005 to 2012.doc</a></p>

		<p>(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.</p>	<p>placement rate (as set by the State).</p>	<p>Each year the number of students who enroll in each CTE course should reach and maintain 95% capacity of enrollment.</p>	<p><b>Quarter 2</b> The following data was taken from MOSIS and was distributed at the Fall 2012 Administrator’s Meeting.</p> <p>Both the Consortium (91.46%) and Camdenon (90.29%) did not met the goal of 94,25%.</p> <p><a href="#">Perkins Core Indicators 09-10 to 11-12.xls</a></p> <p><b>Quarter 3</b> N/A</p> <p><b>Quarter 4</b> Student information for follow-up was collected during LEAD time. Asked for contact information and intended plans. This is for those who will graduate in May 2013.</p> <p><b>Quarter 1</b> 2012-2013: 1- hour classes – 56% met; 44% not met; 2- hour block classes – 81% met; 19% not met; 3-hour block classes – 67% met; 23% not met; Adult Marine – 0% met.</p> <p>2011-2012: 1-hour classes – 63% met; 37% not met; 2- hour block classes – 80% met; 20% not met; 3-hour block classes – 77% met; 23% not met; Adult Marine – 100% Met. Total – (30/41) 73% met; (11/41) 27% not met.</p> <p>2010-2011: 1-hour classes – 80% met; 20% not met; 2- hour block classes – 53% met; 47% not met; 3-hour block classes – 70% met; 30% not met; Adult Marine – Not met Total – 27/41 met = 66%; 14/41 not met – 34%</p> <p><a href="#">Enrollment Figures 5 Years FY 2013.xlsx</a></p> <p><a href="#">Retention Charts 2012-2013.xls</a></p> <p><a href="#">Pre Enrollment Comparisons 09-10 - 10-11 - 11-12 - 12-13.doc</a></p> <p><a href="#">Pre Enrollment Comparisons 12-13 - 11-12 - 10-11 - 9-10.doc</a></p> <p><a href="#">CHS Student Population Comparison.xlsx</a></p> <p><b>Quarters 2 &amp; 3</b> N/A</p> <p><b>Quarter 4</b> Interviewing of students in Mr. Poe’s class occurred as part of a pilot with regards to classes that have more requests then slots. Overall, there was minimal difference when</p>	<p><b>2011-12 school year:</b> Neither the Consortium nor Camdenon met the goal of <b>94.25%</b>. Consortium was 91.46% and Camdenon was 90.29%. Perkins data is always a year behind. <b>Goal Not Met</b></p> <p><b>2010-11 school year:</b> Both the Consortium and Camdenon <b>met the goal of 94%</b>. This was a .2% increase over the previous year. Perkins data is always a year behind. <b>Goal Met</b></p> <p><b>2009-2010 school year:</b> Camdenon exceeded the State Adjusted Performance Level (which was .25% higher than the previous year) by .05%. Perkins data always run one year behind. <b>Goal Met</b></p> <p><b>2012-13 – 28/42 = 67% met; 14/42 = 23% not met.</b></p> <p><b>2011-12 – 30/41 = 73% met; 11/41 = 27% not met.</b></p> <p><b>2010-11 – 27/41 = 66% met; 14/41 = 34% not met.</b></p> <p><b>2009-10 – 72% of the classes met the goal.</b></p>
--	--	---	--	---	--	--

“Blue” text – Bldg. Level

“Orange” text - Content Team.

			<p><u>Community Relations:</u> The team will implement the following CTE initiatives: enrollment and placement (CCR 5-6).</p>	<p>Feature each program during LEAD/Lunch shifts at Camdenton &amp; Sending Schools throughout the year. Participate in Tech Expo at CHS- First Robotics competition.</p> <p>Complete student tours for pre-enrollment (or career exploration) for 8<sup>th</sup> CMS and sending schools; 9<sup>th</sup> grade CHS and 10<sup>th</sup> grade sending schools. Conduct 5<sup>th</sup> grade tours for all feeder schools. RACE into Reading with 3<sup>rd</sup> grade students at all schools.</p> <p>Short verbal survey of a small, random sample of students will be conducted by designated student helpers on days of tours. Example would include riders to/from Ag. Building.</p> <p>Complete Graduate Follow Up for all graduates &amp; review results</p>	<p>looking at solely the scoring guide then adding the interview portion.</p> <p><b>Quarter 1</b> Sign-up sheet was posted and distributed at Oct. staff meeting. Will begin in November and conclude in Jan.</p> <p><b>Quarter 2</b> Programs are being featured at CHS during LEAD and Lunch shifts.</p> <p><b>Quarter 3</b> All programs have been featured at CHS during LEAD/Lunch time. Assistant Director went to Macks Creek to discuss options with students.</p> <p><b>Quarter 4</b> Pre-Enrollment data shows 904 students pre-enrolled. This was a 6.9% increase from the previous year. <a href="#">Pre Enrollment Comparisons 13-14 12-13 - 11-12 - 10-11 - 9-10.doc</a></p> <p><b>Quarter 1</b> Middle School FACS class tours during the quarter.</p> <p><b>Quarter 2</b> 8<sup>th</sup> grade tours are set for December 12. Ms. Jansen will make presentations to each of the sending schools while Mrs. Forsythe will present to CMS prior to the tour.</p> <p><b>Quarter 3</b> CHS 9<sup>th</sup> &amp; Sending School 10<sup>th</sup> grade tours were conducted on January 10. Osage 5<sup>th</sup> graders toured LCTC.</p> <p><b>Quarter 4</b> Osage Beach &amp; Hurricane Deck afterschool club “SLICK” tour LCTC. Middle School FACS class tours during the semester. Osage 3<sup>rd</sup> &amp; 4<sup>th</sup> grader Career Fair hosted by LCTC students at their school.</p> <p><b>Quarters 1 &amp; 4</b> N/A</p> <p><b>Quarters 2 &amp; 3</b> Data comparisons with previous surveys.</p> <p><b>Quarter 1</b> Follow-up began beginning of October. Survey was posted on District website. Table set up at Car Show and FFA Alumni BBQ. Colleges contacted for info. Expectation set that Parent/Teacher conferences would be used to also contact May 2013 graduates.</p>	
--	--	--	---	--	--	--

			<p><b>Attendance:</b></p> <p><b>2013-14</b> Progress Measures: Each year, students will demonstrate responsibility within the technical program as exhibited by: maintaining an attendance rate of 95%.</p> <p><b>2011-12 &amp; 2012-13</b> Progress Measures: Each year, students will demonstrate responsibility within the technical program as exhibited by: maintaining an attendance rate of 95.1% (as set by the State).</p>	<p>Open House to promote CTE/LCTC.</p> <p>Follow the district attendance policy. Compare with previous year(s) data. Provide attendance reports to instructors monthly.</p>	<p><b>Quarter 2</b> Follow-up continues during 2<sup>nd</sup> quarter. Phone calls made during Parent/Teacher conferences. Goal is to have it completed by Christmas break.</p> <p><b>Quarter 3</b> Submitted via MOSIS- Feb. 2013: <a href="#">180-Day Follow Up Reports - 2012 Graduates.xls</a></p> <p>Submitted via MOSIS- Feb. 2012: <a href="#">Follow Up Reports - 2011.xls</a></p> <p><b>Quarter 4</b> N/A</p> <p><b>Quarters 1, 2 &amp; 4</b> N/A</p> <p><b>Quarter 3</b> Will hold Open House in conjunction with Chamber of Commerce on Feb. 27, 2014.</p> <p><b>Quarter 1</b> August 2013 Attendance: 95.7% August 2012 Attendance: 96.7% August 2011 Attendance: 96.2% August 2010 Attendance: 95.4% August 2009 Attendance: 96.5%</p> <p>Sept. 2013 Attendance: 93.8% Sept. 2012 Attendance: 94.8% Sept. 2011 Attendance: 93.7% Sept. 2010 Attendance: 93.9% Sept. 2009 Attendance: 93.9%</p> <p><b>Quarter 2</b> Oct. 2012 Attendance: 93.2% Oct. 2011 Attendance: 92.9% Oct. 2010 Attendance: 93.2% Oct. 2009 Attendance: 91.1%</p> <p>Nov. 2012 Attendance: 89.9% Nov. 2011 Attendance: 89.6% Nov. 2010 Attendance: 91.3% Nov. 2009 Attendance: 91.4%</p> <p>Dec. 2012 Attendance: 91.5% Dec. 2011 Attendance: 91.2% Dec. 2010 Attendance: 90.1% Dec. 2009 Attendance: 92.6%</p> <p><b>Quarter 3</b> Jan. 2013 Attendance: 91.6%</p>	<p><b>Attendance Data 2012-2013: 92.9% Goal Not Met</b> <i>Cannot currently run reports for 90/90 new State Goals</i></p> <p><b>Attendance Data 2011-2012: 92.8% Goal Not Met</b></p> <p><b>Attendance Data 2010-2011: 92.9% Goal Not Met</b></p> <p><b>Attendance Data 2009-2010: 92.3% Goal Not Met</b></p>
--	--	--	---	---	---	---

“Blue” text – Bldg. Level

“Orange” text - Content Team.

			<p><u>Attendance &amp; Recognition:</u> Implement multiple incentives within the classroom and building to encourage exemplary attendance. Develop and implement classroom practices and awards to increase the attendance ate in the building to achieve 95%+ rate.</p>	<p>Students who have at least 98% attendance at LCTC at the end of each semester will qualify for an activity.</p> <p>Students who have at least 95% (A) grade at LCTC at the end of each semester will qualify for an activity.</p> <p><b>*Please note that 3 tardies and/or leaving early equals one absence per semester.*</b></p>	<p>Jan. 2012 Attendance: 91.4% Jan. 2011 Attendance: 91.5% Jan. 2010 Attendance: 92.6%</p> <p>Feb. 2013 Attendance: 92% Feb. 2012 Attendance: 91.8% Feb. 2011 Attendance: 90.8% Feb. 2010 Attendance: 91.1%</p> <p><b>Quarter 4</b> Mar. 2013 Attendance: 91.7% Mar. 2012 Attendance: 91.8% Mar. 2011 Attendance: 91.6% Mar. 2010 Attendance: 92.2%</p> <p>April 2013 Attendance: 91.9% April 2012 Attendance: 91.6% April 2011 Attendance: 90.8% April 2010 Attendance: 90.4%</p> <p>May 2013 Attendance: 92.3% May 2012 Attendance: 92.6% May/June 2011 Attend: 91.9% May 2010 Attendance: 90.8%</p> <p><a href="#">..\Recognition and Attendance\13-14 Monthly Attendance.xlsx</a></p> <p><b>Quarter 1</b> <b>2013-2014</b> – 55.9% of the students (347/621) had 98% or higher <u>attendance</u> for 1<sup>st</sup> qtr.</p> <p><b>2012-2013</b> – 53.8% of the students (326/606) had 98% or higher <u>attendance</u> for 1<sup>st</sup> qtr.</p> <p><b>2011-2012</b> – 52.2% of the students (321/615) had 98% or higher <u>attendance</u> for 1<sup>st</sup> qtr.</p> <p><b>2010-2011</b> - 57.5% of the students (344/598) had 98% or higher <u>attendance</u> for 1<sup>st</sup> qtr.</p> <p><b>2013-2014</b> – 46.5% of the students (289/621) had 95% or higher <u>achievement</u> for 1<sup>st</sup> qtr. in their CTE class and 78.9% of the students (258/327) had 95% or higher <u>achievement</u> for 1<sup>st</sup> qtr. for Embedded Credit.</p> <p><b>2012-2013</b> - 44.9% of the students (263/606) had 95% or higher <u>achievement</u> for 1<sup>st</sup> qtr. in their CTE class and 53.5% of the students (193/361) had 95% or higher <u>achievement</u> for 1<sup>st</sup> qtr. for Embedded Credit.</p> <p><b>2011-2012</b> - 44.23% of the students (272/615) had 95% or higher <u>achievement</u> for 1<sup>st</sup> qtr.</p>	
--	--	--	--	---	--	--

“Blue” text – Bldg. Level

“Orange” text - Content Team.

					<p><b>2010-2011</b> - 38.5% of the students (224/598) had 95% or higher <u>achievement</u> for 1<sup>st</sup> quarter.</p> <p><b>Quarter 2</b>  <b>2012-2013</b> – 37.3% of the students (224/600) had 98% or higher <u>attendance</u> for 2<sup>nd</sup> quarter.</p> <p><b>2011-12</b> – 32.3% of the students had 98% or higher <u>attendance</u> for 2<sup>nd</sup> quarter.</p> <p><b>2010-11</b> - 36.1% of the students had 98% or higher <u>attendance</u> for 2<sup>nd</sup> quarter.</p> <p><b>2012-13</b> – 31.5% of the students (189/600) had 95% or higher <u>achievement</u> for 2<sup>nd</sup> quarter in their CTE class. 37.6% of the students (133/356) had 95% or higher <u>achievement</u> for 2<sup>nd</sup> quarter for Embedded Credit (new this year).</p> <p><b>2011-12</b> - 37.42% of the students had 95% or higher <u>achievement</u> for 2<sup>nd</sup> quarter.</p> <p><b>2010-11</b> - 27.5% of the students had 95% or higher <u>achievement</u> for 2<sup>nd</sup> quarter.</p> <p><b>2012-13 - 1<sup>st</sup> Semester Recognition – Exemplary Attendance (248/600) 41.3% and Superior Achievement (189/600) 31.5%.</b></p> <p><b>2011-12 - 1<sup>st</sup> Semester Recognition – Exemplary Attendance 29.14% and Superior Achievement 36.59%.</b></p> <p><b>2010-11 - 1<sup>st</sup> Semester Recognition – Exemplary Attendance – 36.6% and Superior Achievement 26.4%.</b></p> <p><b>Quarter 3</b>  <b>2012-2013</b> – 39.1% (220/563) of the students had 98% or higher attendance for 3<sup>rd</sup> quarter.</p> <p><b>2011-2012</b> – 39% (226/577) of the students had 98% or higher <u>attendance</u> for 3<sup>rd</sup> qtr.</p> <p><b>2010-2011</b> - 33% (199/603) of the students had 98% or higher <u>attendance</u> for 3<sup>rd</sup> qtr.</p> <p><b>2012-13</b> – 33.2% (187/563) of the students had 95% or higher <u>achievement</u> for 3<sup>rd</sup> quarter in their CTE class. 29.8% of the students (97/325) had 95% or higher <u>achievement</u> for 3<sup>rd</sup> quarter for Embedded Credit.</p> <p><b>2011-2012</b> – 34.5% (199/577) of the students had 95% or higher <u>achievement</u> for 3<sup>rd</sup> qtr.</p>
--	--	--	--	--	---

DRAFT



				<p>Seniors and adults must have at least an A- (90%) grade for the first semester as well as the third quarter progress grade at LCTC; average 95% attendance during the current year and complete at least a two hour block to be eligible for a passport.</p> <p>Recognition for attendance will include:</p> <ul style="list-style-type: none"> <li>• Each student with at least 95% attendance will be rewarded on a monthly basis.</li> <li>• Students will be rewarded for having at least 98% attendance at the end of each quarter and semester for each LCTC class he/she attends.</li> <li>• End of Year – Recognition for students who have at least 98% attendance at LCTC will be made.</li> </ul> <p><b>*Please note that 3 tardies and/or leaving early equals one absence per semester.*</b></p>	<p><b>2010-2011</b> - 30.7% (185/603) of the students had 95% or higher <u>achievement</u> for 3<sup>rd</sup> quarter.</p> <p><b>Quarter 4</b>  <b>2012-2013</b> – 41.19% (229/556) of the students had 98% or higher attendance for 4<sup>th</sup> quarter.  <b>2011-2012</b> – 37.1% (212/571) of the students had 98% or higher <u>attendance</u> for 4<sup>th</sup> qtr.  <b>2010-2011</b> - 33.8% (203/600) of the students had 98% or higher <u>attendance</u> for 4<sup>th</sup> quarter.  <b>2012-13</b> – 31.29% (174/556) of the students had 95% or higher <u>achievement</u> for 4<sup>th</sup> quarter in their CTE class. 35.28% of the students (109/309) had 95% for 2<sup>nd</sup> semester Embedded Credit.  <b>2011-2012</b> – 29.8% (170/571) of the students had 95% or higher <u>achievement</u> for 4<sup>th</sup> qtr.  <b>2010-2011</b> - 26.7% (160/600) of the students had 95% or higher <u>achievement</u> for 4<sup>th</sup> quarter.  <b>2011-12</b> – 2<sup>nd</sup> Semester Recognition – <u>Exemplary Attendance</u> 30.3% and <u>Superior Achievement</u> 26.8%</p> <p><b>Quarters 1, 2 &amp; 3</b> N/A</p> <p><b>Quarter 4</b>  <b>2012-2013</b> – 26% of seniors received a Passport. 31/120  <b>2011-2012</b> – 25% of seniors received a Passport. 30/121  <b>2010-2011</b> – 20% of seniors received a Passport. 29/148  <b>2009-2010</b> – 16% of seniors received a Passport. 22/140</p> <p><b>Quarter 1</b> Students who had Superior Achievement in their CTE class or Embedded Credit or Exemplary Attendance were rewarded on Oct. 31 (see data above).</p> <p>Pizza and soda during LEAD was decided as the reward for 1<sup>st</sup> semester.</p> <p><a href="#">12-13 Monthly Attendance.xlsx</a></p> <p><b>Quarter 2</b> 2<sup>nd</sup> Quarter Recognition day will be Wed., Jan. 11. 1<sup>st</sup> Semester Recognition activity will be on Jan. 15 at LCTC and Jan. 18 at CHS (data listed above).</p> <p><b>QUARTER 3</b></p>	
--	--	--	--	--	--	--

“Blue” text – Bldg. Level  
 “Orange” text - Content Team.

				<p>Recognition for superior achievement will include:</p> <ul style="list-style-type: none"> <li>Students will be rewarded for having at least a 95% (A) grade at the end of each nine week period and the semester for each LCTC class he/she attends including embedded credit courses.</li> </ul>	<p>3<sup>rd</sup> Quarter Recognition day – has been set for 3/21/13. (See data above).</p> <p><b>Quarter 4</b>  <b>2012-13</b> – 2<sup>nd</sup> Semester Recognition – <u>Exemplary Attendance</u> 30.2% and <u>Superior Achievement</u> 41.4%</p> <p><b>2011-12</b> – 2<sup>nd</sup> Semester Recognition – <u>Exemplary Attendance</u> 30.3% and <u>Superior Achievement</u> 26.8%</p> <p><i>Student Survey asking effectiveness of recognition program: Motivates students to be at school every day:</i></p> <p><b>2012-2013</b>                  Superior – 41%                  Satisfactory – 43%                  Poor – 10%</p> <p><b>2011-2012</b>                  Superior – 38%                  Satisfactory – 44%                  Poor – 13%</p> <p><b>2010-2011</b>                  Superior – 41%                  Satisfactory – 43%                  Poor – 13%</p> <p><b>2009-2010</b>                  Superior – 36%                  Satisfactory – 40%                  Poor – 17%</p> <p><b>2008-09</b>                  Superior – 32%                  Satisfactory – 47%                  Poor – 15%</p> <p><b>2007-08</b>                  Superior – 39%                  Satisfactory – 40%                  Poor – 16%</p> <p><b>2006-07</b>                  Superior – 40%                  Satisfactory – 36%                  Poor – 19%</p>	
Strategy 2	<b>2</b>	Improve instructional strategies	Improve instructional strategies		N/A	Improve instructional strategies
Action Steps (Literacy)	<b>L</b>	<p>The faculty of the Camdenton R-III School District will:</p> <ol style="list-style-type: none"> <li>Implement strategies to improve early literacy.</li> <li>Continue MRI at middle and secondary levels.</li> <li>Continue emphasis on consistent writing process with an emphasis on non-fiction.</li> </ol>	<p><b>Literacy:</b>                  Continuation of English/Language Arts embedded credit as well as Professional Development for all staff to address reading, writing, and verbal communication skills implementation in CTE programs.</p> <p>MSIP 5 – CCR *1-3: COMPASS, ACT/SAT and ASVAB data will be utilized to measure students’ literacy skills.</p> <p><u>Communication Arts:</u> By the end of the school</p>			<p><b>College &amp; Career Readiness 1-3</b>                  (COMPASS, ASVAB, ACT/SAT)                  1-1.25 - 36/118 = 30.5%                  .25 - .75 – 82/118 = 69.5%                  Points Earned – 77.25 (65.47%)  <a href="#">CCR 1-3.2013 2014.pdf</a></p> <p><b>COMPASS Pre/Post Data:</b>  <u>Writing Skills</u>                  Fall 2012 pre-testing delayed due to Diagnostic COMPASS.</p>
				<u>Communication Arts:</u>	<b>Quarter 1</b>	

“Blue” text – Bldg. Level

“Orange” text - Content Team.

			<p>year, the Communication Arts Collaboration Team will evaluate and promote student progress through:</p> <p>1 – the beginning-and-end-of-program COMPASS test;</p> <p>2 – Writing Responses; and</p> <p>3 – Portfolio Requirements for each CTE course.</p>	<p>Administer, evaluate, and utilize COMPASS test data.</p> <p>Establish standard and differentiated assignments for all programs offering CA Embedded Credit.</p>	<p>Compass has been administrated to respective students and data shared at collaboration.</p> <p><b>Quarter 2</b> COMPASS diagnostic has been piloted and deemed applicable to students. Testing scheduled in January.</p> <p><b>Quarter 3</b> Testing has not occurred.</p> <p><b>Quarter 4</b> Testing has not occurred due to programming complication.</p> <p><b>Quarter 1</b> Assignments were established and implemented in all programs offering CA Embedded Credit.</p> <ul style="list-style-type: none"> <li>• TE Pretest</li> <li>• PE pretest</li> <li>• Resumes completed.</li> <li>• Letters of Application started.</li> </ul> <p><b>Quarter 2</b> Assignments were established and implemented in all programs offering CA Embedded Credit.</p> <ul style="list-style-type: none"> <li>• R1H Posttest</li> <li>• Article Summary</li> <li>• Career Research Summary and Reflection</li> <li>• Resume Rough Draft</li> </ul> <p><b>Quarter 3</b> Assignments were established and implemented in all programs offering CA Embedded Credit.</p> <ul style="list-style-type: none"> <li>• Resume</li> <li>• Employment Portfolio Rough Draft</li> <li>• Mock Interview</li> <li>• Application</li> <li>• Recommendation Letter Request</li> </ul> <p><b>Quarter 4</b> Assignments were established and implemented in all programs offering CA Embedded Credit.</p> <ul style="list-style-type: none"> <li>• Pre-Employment letters</li> <li>• Employment Portfolio</li> <li>• Mock Interviews</li> <li>• Workplace Communication: email</li> <li>• Reflective Writing</li> <li>• TE posttest</li> <li>• P1E posttest</li> </ul> <p><b>Quarter 1</b></p>	<p><b>Seniors 2012</b> Ready for English Comp I Pre – 34.06%; Post – 41.96%; +7.9% change <b>Improvement Made</b></p> <p><b>Seniors 2011</b> Ready for English Comp I Pre – 18.84%; Post – 31.16%; +12.32% change <b>Improvement Made</b></p> <p><b>Seniors 2010</b> Ready for English Comp I Pre – 36.43%; Post – 44.36%; +7.93% change <b>Improvement Made</b></p> <p><b>Reading Skills</b> Fall 2012 pre-testing delayed due to Diagnostic COMPASS.</p> <p><b>Seniors 2012</b> No Reading Skills Class Required Pre – 46.38%; Post – 39.29%; -7.09% change <b>Improvement Not Made</b></p> <p><b>Seniors 2011</b> No Reading Skills Class Required Pre – 28.26%; Post – 40.58%; +12.32% change <b>Improvement Made</b></p> <p><b>Seniors 2010</b> No Reading Skills Class Required Pre – 45.74%; Post – 44.38%; -1.38% change <b>Improvement Not Made</b></p>
--	--	--	---	--	---	--

Make use of Communication Arts to

“Blue” text – Bldg. Level  
 “Orange” text - Content Team.

				<p>improve mastery of the content area.</p> <p>Improve writing.</p> <p>Use LEAD time and other appropriate</p>	<p>Lessons and assignments were based on content from programs. Magazine article was used that was provided by content teacher based on their current area of study.</p> <p><b>Quarters 2 &amp; 3</b>        Lessons and assignments were based on content from programs. Articles, career research, and resumes were completed based on their current area of study.</p> <p><b>Quarter 4</b>        Lessons and assignments were based on content from programs. Pre-Employment letters, emails, reflections, interviews, and employment portfolios were completed based on their current area of study.</p> <p><b>Quarter 1</b>        Students are required to follow the nonnegotiables writing standards. (W2E) Students wrote to improve writing.</p> <p><b>Quarter 2</b>        Students are required to follow the nonnegotiables writing standards. (W2E)        Students wrote to improve writing.</p> <ul style="list-style-type: none"> <li>• Article Summary</li> <li>• Career Research</li> <li>• Summary and Reflection</li> <li>• Resume Rough Draft</li> </ul> <p><b>Quarter 3</b>        Students are required to follow the nonnegotiables writing standards. (W2E)        Students wrote to improve writing.</p> <ul style="list-style-type: none"> <li>• Resume</li> <li>• Employment Portfolio Rough Draft</li> <li>• Mock Interview</li> <li>• Application</li> <li>• Recommendation Letter Request</li> </ul> <p><b>Quarter 4</b>        Students are required to follow the nonnegotiables writing standards. (W2E)        Students wrote to improve writing.</p> <ul style="list-style-type: none"> <li>• Pre-Employment letters</li> <li>• Employment Portfolio</li> <li>• Mock Interviews</li> <li>• Workplace Communication: email</li> <li>• Reflective Writing</li> <li>• TE posttest</li> <li>• P1E posttest</li> </ul> <p><b>Quarters 1, 2, 3 &amp; 4</b></p>	
--	--	--	--	--	--	--

“Blue” text – Bldg. Level

“Orange” text - Content Team.

				<p>interventions for students who do not meet minimum standards.</p> <p>Utilize SISK-12 for grading, reporting, and communicating with parents and staff.</p> <p>EC Instructor will provide mini-lessons to help students with the four CA skill areas of reading, writing, listening, speaking.</p> <p>CTE teachers will provide non-fiction reading material or activity for AIR time during LEAD time. EC Instructor will provide resources as necessary.</p>	<p>LEAD time was utilized to make up missing work or reteach if students failed to follow nonnegotiables or scored less than 80% on any assignment.</p> <p><b>Quarters 1, 2, 3 &amp; 4</b> SISK-12 was utilized for grading, reporting, and communicating with staff.</p> <p><b>Quarter 1</b> Mini-lessons were provided on:</p> <ul style="list-style-type: none"> <li>• W2E: nonnegotiables</li> <li>• Resumes.</li> <li>• Letters of Application.</li> </ul> <p><b>Quarter 2</b> Mini-lessons were provided on:</p> <ul style="list-style-type: none"> <li>• R1H/W3A/W2E: Article Summary</li> <li>• P1E/W3A/W2E: Career research summary/ reflection and resume rough drafts</li> <li>• W2E: nonnegotiables</li> </ul> <p><b>Quarter 3</b> Mini-lessons were provided on:</p> <ul style="list-style-type: none"> <li>• P1E/W3A/W2E: Applications, Mock Interviews, Resume, Employment Portfolios, and recommendation letter requests</li> <li>• W2E: nonnegotiables</li> </ul> <p><b>Quarter 4</b> Mini-lessons were provided on:</p> <ul style="list-style-type: none"> <li>• R1H/PE1/W2C/W2E/ W3A: Pre-Employment letters, Employment Portfolio, Mock Interviews, and Workplace Communication: email</li> <li>• Reflective Writing W2E: nonnegotiables</li> </ul> <p><b>Quarters 1, 2, 3 &amp; 4</b> Teachers will provide materials for students that are non-fiction and related to the CTE content.</p>	
<p>Action Steps (Unique Programming)</p>	<p><b>U</b></p>	<p>Action steps: The faculty of the Camdenon R-III School District will address the needs of unique student demographic groups by:</p> <ol style="list-style-type: none"> <li>1. Focusing on developing background knowledge and vocabulary.</li> <li>2. Maintaining high expectations for all students.</li> <li>3. Facilitating poverty training and simulations on a routine basis for faculty.</li> </ol>	<p><b>High Expectations for Students:</b> <b>2013-14:</b> Each month students will be introduced and assessed on the following attributes/behaviors: Attitude, Attendance, Appearance, Ambition, Accountability, Acceptance, and Appreciation.</p> <p><b>Parent Involvement:</b> Distribute and encourage parent and student portal usage to track both grades and attendance.</p>	<p>“Bring Your A Game” will be implemented using the behaviors identified. Each month a new topic will be introduced and assessed while spiraling back to the previous behavior learned (new for 2013-14 school year).</p>	<p><b>Quarter 1</b> During this quarter the Attitude lesson plan was distributed to all staff and the common assessment. A collaboration session was used to grade the written question and establish consistency. This is recorded as a Power Standard AST in SIS K-12.</p> <p><b>Quarter 1</b> Parent Portal forms were mailed with Meet the Teacher night information and were also available that evening. <b>2013-14</b> – 432/572 (76%) have signed up as of 10.31.13 <b>2012-13</b> – 434/601 (72%) have signed up as of 10.4.12.</p>	<p><b>2012-2013</b> parent portal sign up rate at LCTC as of May 8, 2013 was 74%. <b>This is a 7% increase from 2011-12 to 2012-13.</b></p> <p><b>2011-2012</b> parent portal sign up rate at LCTC as of May</p>

“Blue” text – Bldg. Level

“Orange” text - Content Team.

		<ol style="list-style-type: none"> <li>4. Continuing buddy pack program and expand the distribution of necessities to students who need this support.</li> <li>5. Creating buddy learner program.</li> <li>6. Meeting families in their homes and neighborhood.</li> <li>7. Continuing the exploration of avenues to increase parental involvement.</li> <li>8. Expanding access to assistive technology and address unique programming issues.</li> <li>9. Pre-planning the use of evidence-based strategies to address unique learning needs.</li> </ol>			<p><b>2010-11</b> - 401/610 (66%) have signed up.  <b>2010-11</b> - 335/603 (56%) have signed up.  <b>2009-10</b> – 35% of parents have signed up.</p> <p><b>Quarter 2</b>                  Parent Portal forms were made available during Parent/Teacher Conferences in Oct.                  As of Dec. 12, <b>2012</b> – 431/595 (72%) have signed up.                  As of Dec. 1, <b>2011</b> – 399/600 (67%) have signed up.  <b>2010-2011</b> - 339/595 (57%) have signed up.  <b>2009-2010</b> - 35% of parents have signed up.</p> <p><b>Quarter 3</b>                  Parent Portal participation:                  As of Mar. 8, <b>2013</b> – 409/562 (72.78%) have signed up.                  As of Mar. 2, <b>2012</b> – 380/566 (67%) have signed up.  <b>2010-2011</b> – 333/578 (58%) have signed up.  <b>2009-2010</b> – (161) 37% have signed up.</p> <p><b>Quarter 4</b>                  Parent Portal participation:  <b>2012-2013</b> (as of May 8<sup>th</sup>) 407/553 = 74% signed up.  <b>2011-2012</b> (as of May 1<sup>st</sup>) 375/560 = 67% signed up.  <b>2010-2011</b> - 332/570 (58.2%) signed up.  <b>2009-2010</b> – (160/424) 37.7% signed up.</p>	<p>1, 2012 was 67%.  <u><b>This is a 8.8% increase from 2010-11 to 2011-12.</b></u></p> <p><b>2010-2011</b> parent portal sign up rate at LCTC was 58.2%.  <u><b>This is a 20.5% increase from 2009-10 to 2010-11.</b></u></p> <p><b>2009-2010</b> parent portal sign up rate at LCTC was 37.7%.</p>
Action Steps (Mathematics)	<b>M</b>	Action steps: The faculty of the Camdenton R-III School District will implement effective instructional strategies designed to: <ol style="list-style-type: none"> <li>1. Improve number sense.</li> <li>2. Create a deeper understanding of algebraic relationships.</li> <li>3. Place a greater emphasis on relevant application.</li> </ol>	<p><b>Mathematics:</b>                  Continuation of mathematics embedded credit as well as Professional Development for all staff to address math usage in CTE programs.</p> <p>MSIP 5 – CCR *1-3: COMPASS, ACT/SAT and ASVAB data will be utilized to measure students' math skills.</p> <p><b>Mathematics:</b> The Math Embedded Credit team will implement Embedded Credit and standard grading procedures into applicable programs.</p>	<p><b>Mathematics:</b>                  Assess math curriculum independently and record assignments/assessments separately utilizing SIS K12.</p>	<p><b>Quarter 1</b>                  Gave course specific pre-test and common math pre test. Each program has given its first common assessment as chosen by the instructor.</p> <p><b>Quarter 2</b>                  Each instructor has scheduled the second common assessment prior to Dec. 12. Results can be found in SIS K-12 by utilizing PULSE.</p> <p><b>Quarter 3</b>                  Gave the Mid-test exam. Also gave the progress #2 and the common formative assessment according to teacher's schedule. 3<sup>rd</sup> common will be given by the end of the quarter.</p> <p><b>Quarter 4</b>                  Final common and progress tests are in progress of being</p>	<p><b>College &amp; Career Readiness 1-3</b>                  (COMPASS, ASVAB, ACT/SAT)                  1-1.25 - 36/118 = 30.5%                  .25 - .75 – 82/118 = 69.5%                  Points Earned – 77.25 (65.47%)  <a href="#">CCR 1-3.2013 2014.pdf</a></p> <p><b>COMPASS Pre/Post Data: Math Skills</b>                  Fall 2012 - Data to be summarized.</p> <p><b>Seniors 2012</b>                  Ready for College Algebra                  Pre – 5.07%; Post – 6.25%; +1.18% change  <b>Improvement Made</b></p> <p>Ready for Tech Math II                  Pre – 5.8%; Post – 7.14%; +1.34% change  <b>Improvement Made</b></p> <p><b>Seniors 2011</b>                  Ready for College Algebra                  Pre – 0.72%; Post – 3.62%; +2.9% change  <b>Improvement Made</b></p> <p>Ready for Tech Math II                  Pre – 7.25%; Post – 7.97%; +.072% change  <b>Improvement Made</b></p> <p><b>Seniors 2010</b>                  Ready for College Algebra</p>

“Blue” text – Bldg. Level

“Orange” text - Content Team.

				<p>Utilize pre, mid, and post-tests specific to the participating programs.</p> <p>The team will meet periodically to assess progress and implement changes.</p> <p>The team will refine the use of scoring guides for Math Embedded Credit.</p> <p>Compile examples of assessments and activities submitted quarterly to team leaders.</p>	<p>completed. Post-Tests will be given by May 8.</p> <p><b>Quarter 1</b> Reviewed data from first common assessments and discussed weaknesses. This data can be used to prevent problems in programs yet to test.</p> <p><b>Quarter 2</b> Mid-test will be administered this semester. It will be used as a 1<sup>st</sup> semester summative assessment.</p> <p><b>Quarter 3</b> Pre-mid-post Test data were reviewed along with standard-specific common assessments according to each teacher’s schedule.</p> <p><b>Quarter 4</b> Reviewed data of all common and progress assessments 4-10-2013.</p> <p>Reviewed data of Post-Tests and overall achievement in percentages of the mastery of embedded credit mathematics 5-17-2013.</p> <p><b>Quarter 1</b> 8-30-13, 9-13-13, &amp; 10-17-13</p> <p><b>Quarter 2</b> 11-14-12, 11-28-12, 12-12-12</p> <p><b>Quarter 3</b> 2-6-13, 2-20-13, 3-6-13</p> <p><b>Quarter 4</b> 4-10-13, 4-24-13, 5-8-13</p> <p><b>Quarter 1</b> Math Task List utilized.</p> <p><b>Quarter 2</b> Teachers reviewed, modified, and approved modified math task sheet for us beginning 2013-2014 school year.</p> <p><b>Quarter 3</b> Post-Test form 3 was constructed and questions changed or reworded according to Team recommendations.</p> <p><b>Quarter 4</b> All assessments were completed by May 8<sup>st</sup>.</p> <p><b>Quarters 1, 2, 3 &amp; 4</b> Examples of assessments available.</p>	<p>Pre – 3.1%; Post – 6.77%; +3.67% change <b>Improvement Made</b></p> <p>Ready for Tech Math II Pre – 8.53%; Post – 17.29%; +8.76% change <b>Improvement Made</b></p>
Strategy 3	3	Increase persistence to Graduation.	Increase persistence to Graduation.			Increase persistence to Graduation.

<p>Action Steps</p>		<p>The District will:</p> <ol style="list-style-type: none"> <li>Utilize data from the common indicators for students failing to persist to graduation to design programming that will address student needs.</li> <li>Create an at-risk summer school program for students meeting common indicators for at-risk students.</li> <li>Create and implement an ongoing monitoring program for students identified as potential drop-outs.</li> </ol>	<p><b>LEAD – Success Tutorials:</b></p> <p><b>2013-2014 Progress Measures:</b> 80% of AM black students attending Success Tutorials during LEAD time will pass their academic class(es) at their home high school and/or LCTC.</p> <p><b>2011-12 &amp; 2012-13 Progress Measures:</b> 70% of AM block students attending Success Tutorials during LEAD time will pass their academic class(es) at their home high school and/or LCTC.</p>	<p>During LEAD time, provide assistance to students who have been identified as needing help in improving skills in math, communication arts, science, and social studies as well as other areas in need of remediation.</p>	<p><b>1<sup>st</sup> Quarter</b>                  Voluntary tutorials began in August. After the first 3 week grading period, directed assistance (in class, directed study hall, or tutorials) began.</p> <p><b>2013-14</b> – 60% (33/55) success rate. Strategies are also tracked. <a href="#">..\LEAD\LCTC Tutorial Success Rate Strategies - Qtr 1 2013-2014.xls</a></p> <p><b>2012-13</b> – 83% (78/94) success rate. Strategies are also tracked. <a href="#">LCTC Tutorial Success Rate Strategies - Qtr 1 2012-2013.xls</a></p> <p><b>2011-12</b> – 69% (47/68) success rate. Strategies are also tracked. <a href="#">LCTC Tutorial Success Rate Strategies - Qtr 1 2011-2012.xls</a></p> <p><b>2010-11</b> - 32 students attended tutorials 1<sup>st</sup> quarter with an overall success rate of 78%.</p> <p><b>2<sup>nd</sup> Quarter</b>                  Tutorials have continued during 2<sup>nd</sup> quarter. Students may attend voluntary, be referred by the core academic teacher, their LCTC teacher, or the Intervention team. Tutorial lists are distributed the day before with updated information.</p> <p><b>2012-13</b> – 91% (131/144) success rate. Strategies are also tracked. <a href="#">LCTC Tutorial Success Rate Strategies - Sem 1 2012-2013 Final January 2013.xls</a></p> <p><b>2011-12</b> – 81% (84/104) success rate. Strategies are also tracked. <a href="#">LCTC Tutorial Success Rate Strategies - Sem 1 2011-2012.xls</a></p> <p><b>2010-11</b> – 87% (64/74) success rate.</p> <p><b>3<sup>rd</sup> Quarter</b>                  Tutorials have continued during 3<sup>rd</sup> quarter. Students may attend voluntary, be referred by the core academic teacher, their LCTC teacher, or the Intervention team. Tutorial lists are distributed the day before with updated information.</p> <p><b>2012-2013</b> – 65% (34/52) success rate. Strategies are also tracked. <a href="#">LCTC Tutorial Success Rate Strategies - Qtr 3 2012-2013.xls</a></p> <p><b>2011-12</b> – 60% (34/57)  <a href="#">2nd Semester Tutorial Data Feb 2012.docx</a> <a href="#">LCTC Tutorial Success Rate Strategies - Qtr 3 2011-2012.xls</a></p> <p><b>2010-11</b> - Success rate was 70%.</p>	<p><b>LEAD – Success Tutorials 2012-13 data:</b>                  1<sup>st</sup> semester: 91% (131/144) <b>Goal Met</b>                  2<sup>nd</sup> semester: 86% (81/94) <b>Goal Met</b></p> <p><b>LEAD – Success Tutorials 2011-12 data:</b>                  1<sup>st</sup> semester: 81% (84/104). <b>Goal Met</b>                  2<sup>nd</sup> semester: 81% (87/107). <b>Goal Met</b></p> <p><b>LEAD – Success Tutorials 2010-11 data:</b>                  1<sup>st</sup> semester: 86% (64/74). <b>Goal Met</b>                  2<sup>nd</sup> semester: 87% (116/133). <b>Goal Met</b></p> <p><b>LEAD – Success Tutorials 2009-10 data:</b>                  1<sup>st</sup> semester: 67% (24/36). <b>Goal Not Met</b>                  2<sup>nd</sup> semester: 79% (57/72). <b>Goal Met</b></p>
---------------------	--	--	---	--	---	---



			<p><b>LEAD:</b> The LCTC LEAD team will implement the interventions CTE initiative.</p>	<p>Intervention teams will identify AM block LCTC students who are failing and/or in danger of failing any core academic subject at their home high school after each 3-week grading period and will meet with each student to determine appropriate placement during LEAD time.</p> <p>Provide academic interventions to AM block LCTC students who have been identified as needing assistance in the core academic subject areas three times a week on Monday, Wednesday, and Friday.</p> <p>LCTC classroom teachers monitor individual student progress grade reports and identify</p>	<p><b>4<sup>th</sup> Quarter</b> Tutorials have continued during 4<sup>th</sup> quarter. Students may attend voluntary, be referred by the core academic teacher, their LCTC teacher, or the Intervention team. Tutorial lists are distributed the day before with updated information.</p> <p><b>2012-13 2<sup>nd</sup> Semester Success rate – 86% (81/94)</b> <a href="#">LCTC Tutorial Success Rate Strategies - Sem 2 2012-2013.xls</a></p> <p><b>2011-12 2<sup>nd</sup> Semester Success rate – 81% (87/107)</b> <a href="#">LCTC Tutorial Success Rate Strategies - Sem 2 2011-2012.xls</a></p> <p><b>2010-11 – Success rate was 87% (116/133).</b></p> <p><b>1<sup>st</sup> Quarter</b> Students are placed into tutorials based on 3-week grading reports and referrals.</p> <p><b>2<sup>nd</sup> Quarter</b> Continuation of voluntary placement or referral occurred during 2<sup>nd</sup> quarter.</p> <p><b>3<sup>rd</sup> Quarter</b> Continuation of voluntary placement or referral occurred during 3<sup>rd</sup> quarter.</p> <p><b>4<sup>th</sup> Quarter</b> Continuation of voluntary placement or referral occurred during 4<sup>th</sup> quarter.</p> <p><b>1<sup>st</sup> Quarter</b> Tutorials are held in the following rooms: Science #108 – Jansen; Math #115 – Kirtley Social Students #109A – Rauba; Communication Arts #109B – Forsythe; Directed Study Hall #104/113 – Hueste/White</p> <p><b>2<sup>nd</sup> Quarter</b> Tutorials are held M/W/F at LCTC. When needed, students go to CHS for assistance.</p> <p><b>3<sup>rd</sup> Quarter</b> Tutorials are held M/W/F at LCTC. When needed, students go to CHS for assistance.</p> <p><b>4<sup>th</sup> Quarter</b> Tutorials are held M/W/F at LCTC. When needed, students go to CHS for assistance.</p> <p><b>1<sup>st</sup> Quarter</b> Instructors monitor 3-week grades and refer as needed.</p>	
--	--	--	---	---	--	--

“Blue” text – Bldg. Level

“Orange” text - Content Team.

				<p>students who have declining grades every 3-weeks. Meet with students identified as having declining grades to identify underlying reason(s) and determine the type of assistance that may need to be provided to the students. Teachers should monitor students during “in class” tutorial during LEAD time.</p>	<p>Expectation was to contact during P/T conferences all parents of LEAD time students.</p> <p><b>2<sup>nd</sup> Quarter</b> Time is built into the LEAD calendar to discuss grades with students after each 3-week grading period.</p> <p><b>3<sup>rd</sup> Quarter</b> Time is built into the LEAD calendar to discuss grades with students after each 3-week grading period.</p> <p><b>4<sup>th</sup> Quarter</b> Time is built into the LEAD calendar to discuss grades with students after each 3-week grading period.</p>	
--	--	--	--	---	---	--

DRAFT