

2012-2015 Camdenton R-III Strategic Planning Template

Building Name: Lake Career & Technical Center (LCTC) – Annual Report to the Board of Education

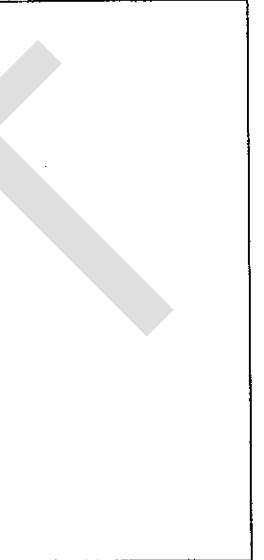
Year: Fall 2012 Note: The most recent data available is utilized for the report.

| Component | Code | Description | Building Level Plan | Building Results |
|---------------------|------|--|--|---|
| Goal | I | 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, interventions, enrollment, placement, attendance, and standard grading practices. | <p>2011-12 BLT members were: Garry Briscoe, Bob Hayes, Kathy Hueste, Tim Keeney, Joe Schwandt, Amy Wackerman, Jerrri Webb, and Gail White.</p> <p>2012-13 BLT members are: Garry Briscoe, Kathy Hueste, Melissa Jackson, Tim Keeney, Bill Kurtz, Ryan Neal, Amy Wackerman, Gail White, and Cassie Wilmes.</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 Camdenton 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>Embedded Credit:</p> <p>2011-12 Progress Measures: 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>2012-13 Progress Measures: During the school year, 80% of the CTE students enrolled in "embedded" credit(s) will obtain an 80% average.</p> | <p>Embedded Credit Data 2011-2012:</p> <p>99% of Communication Arts students met the Power Standards/Assessments identified (146/148 students). Goal Met</p> <p>99% of Math students met the Power Standards/Assessments identified (130/131 students). Goal Met</p> <p>98% of Science students met the Power Standards/Assessments identified (49/50 students). Goal Met</p> <p>Embedded Credit Data 2010-2011:</p> <p>94% of Communication Arts students obtained .5 units of credit (80/85 students). Goal Met</p> <p>91% of Math students obtained .5 units of credit (49/54 students). Goal Met</p> |

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| | |  | | <p>Embedded Credit Data 2009-2010: 90% of Communication Arts students obtained .5 units of credit (44/49 students). Goal Met</p> <p>92% of Math students obtained .5 units of credit (49/53 students). Goal Met.</p> |
| Strategy 1 | 1 | | <p>Improve student motivation and engagement</p> | <p>Improve student motivation and engagement</p> |
| Action Steps (Motivation) | M | <ol style="list-style-type: none"> 1. The faculty of the Camdenton R-III School District will facilitate student academic goal creation. 2. The faculty of the Camdenton R-III School District will create methods for student self-monitoring on scoring template over time. 3. The faculty of the Camdenton R-III School District will provide opportunities for meaningful student feedback. 4. Individual school buildings will create building-wide discipline plans that address behavior, safety, and climate. | <p><i>Self-Monitoring:</i> 2012-13: 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> | <p>No data available – Implemented 2012-13 school year.</p> |
| Action Steps (Engagement) | E | <ol style="list-style-type: none"> 1. The Faculty of the Camdenton R-III School District will communicate high expectations for all students. 2. The faculty of the Camdenton R-III School District will develop meaningful assignments in all subject areas, specifically in disciplines such as science (including conservation and real world experiences) and social studies, creating | <p><i>Follow-Up:</i> 2010-11 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</p> | <p>Follow-Up Data 2010-11: 92.1% Goal Met.</p> <p>Follow-Up Data 2009-10: 91% Goal Met.</p> <p>Follow-Up Data 2008-09: 80% Goal Not Met.</p> |

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| | | <p>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>88.7% placement rate (as set by the State). Attendance: 2011-12 & 2012-13 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>Attendance Data 2011-12: 92.8% Goal Not Met. Attendance Data 2010-11: 92.9% Goal Not Met. Attendance Data 2009-10: 92.3% Goal Not Met.</p> |
| <p>Strategy 2 Action Steps (Literacy)</p> | <p>2</p> | <p>Improve instructional strategies The faculty of the Camdenon R-III School District will: 1. Implement strategies to improve early literacy. 2. Continue MRI at middle and secondary levels. 3. Continue emphasis on consistent writing process with an emphasis on non-fiction.</p> | <p>Improve instructional strategies Literacy: 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. COMPASS data will be utilized to measure students' literacy skills.</p> | <p>Improve instructional strategies COMPASS Pre/Post Data: Writing Skills Seniors 2012 Ready for English Comp I Pre – 34.06%; Post – 41.96%; +7.9% change Improvement Made. Seniors 2011 Ready for English Comp I Pre – 18.84%; Post – 31.16%; +12.32% change Improvement Made. Seniors 2010 Ready for English Comp I Pre – 36.43%; Post – 44.36%; +7.93% change Improvement Made. Reading Skills Seniors 2012 No Reading Skills Class Required Pre – 46.38%; Post – 39.29%; -7.09% change Improvement Not Made. Seniors 2011 No Reading Skills Class Required Pre – 28.26%; Post – 40.58%; +12.32% change Improvement Made. Seniors 2010 No Reading Skills Class Required Pre – 45.74%; Post – 44.38%; -1.38% change Improvement Not Made.</p> |

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| <p>Action Steps (Unique Programming)</p> | <p>U</p> | <p>Action steps: 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"> 1. Focusing on developing background knowledge and vocabulary. 2. Maintaining high expectations for all students. 3. Facilitating poverty training and simulations on a routine basis for faculty. 4. Continuing buddy pack program and expand the distribution of necessities to students who need this support. 5. Creating buddy learner program. 6. Meeting families in their homes and neighborhood. 7. Continuing the exploration of avenues to increase parental involvement. 8. Expanding access to assistive technology and address unique programming issues. 9. Pre-planning the use of evidence-based strategies to address unique learning needs. | <p>High Expectations for Students: 2012-13: Each quarter students self-assess using a Work Ethics Scoring Guide. Categories include: Attendance, Time Management, Ethical Behavior, Personal Responsibility, and Interpersonal Skills. The instructor reviews and makes additional comments and/or adjustments. The grade is coded into the student management system under the "Work Ethics" category. This is a Power Standard common throughout LCTC and is extracted utilizing Pulse.</p> <p>Parent Involvement: Distribute and encourage Parent Portal usage.</p> | <p>Work Ethics Scoring Guide 2012-13 1st Quarter % of students who scored 80% or higher:</p> <p>Adults – 87.4% Seniors – 91.19% Juniors – 90.56% Sophomores – 90.93% Freshmen – 92.29%</p> <p>Parent Portal Data: % of Parents Signed Up 2012-13: 434/601 (72%) as of 10.4.12.</p> <p>% of Parents Signed Up 2011-2012: 375/560 (67%).</p> <p>% of Parents Signed Up 2010-2011: 332/570 (58%).</p> <p>% of Parents Signed Up 2009-2010: 160/424 (38%).</p> |
| <p>Action Steps (Mathematics)</p> | <p>M</p> | <p>Action steps: The faculty of the Camdenton R-III School District will implement effective instructional strategies designed to:</p> <ol style="list-style-type: none"> 1. Improve number sense. 2. Create a deeper understanding of algebraic relationships. 3. Place a greater emphasis on relevant application. | <p>Mathematics: Continuation of mathematics embedded credit as well as Professional Development for all staff to address math usage in CTE programs.</p> <p>COMPASS data will be utilized to measure students' math skills.</p> | <p>COMPASS Pre/Post Data: Math Skills Seniors 2012 Ready for College Algebra Pre – 5.07%; Post – 6.25%; +1.18% change Improvement Made.</p> <p>Ready for Tech Math II Pre – 5.8%; Post – 7.14%; +1.34% change Improvement Made.</p> |

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| | | | | <p>Seniors 2011 Ready for College Algebra Pre – 0.72%; Post – 3.62%; +2.9% change Improvement Made.</p> <p>Ready for Tech Math II Pre – 7.25%; Post – 7.97%; +0.72% change Improvement Made.</p> <p>Seniors 2010 Ready for College Algebra Pre – 3.1%; Post – 6.77%; +3.67% change Improvement Made.</p> <p>Ready for Tech Math II Pre – 8.53%; Post – 17.29%; +8.76% change Improvement Made.</p> |
| <p>Strategy 3</p> | <p>3</p> | <p>Increase persistence to Graduation.</p> <p>The District will:</p> <ol style="list-style-type: none"> 1. Utilize data from the common indicators for students failing to persist to graduation to design programming that will address student needs. 2. Create an at-risk summer school program for students meeting common indicators for at-risk students. 3. Create and implement an ongoing monitoring program for students identified as potential drop-outs. | <p>Increase persistence to Graduation.</p> <p>LEAD – Success Tutorials: 2011-12 & 2012-13 Progress Measures: 70% of AMI block students attending Success Tutorials during LEAD time will pass their academic class(es) at their home high school and/or LCTC.</p> | <p>Increase persistence to Graduation.</p> <p>LEAD – Success Tutorials 2011-12 data: 1st semester: 81% (84/104). Goal Met. 2nd semester: 81% (87/107). Goal Met.</p> <p>LEAD – Success Tutorials 2010-11 data: 1st semester: 86% (64/74). Goal Met. 2nd semester: 87% (116/133). Goal Met.</p> <p>LEAD – Success Tutorials 2009-10 data: 1st semester: 67% (24/36). Goal Not Met. 2nd semester: 79% (57/72). Goal Met.</p> |



Developing Skills for a Lifetime

Career & Technical Education

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PROGRAM EVALUATION AND IMPROVEMENT PROCESS

PURPOSE:

The purpose of program evaluation and improvement is to provide documented information which will aid school officials in the planning and decision-making processes for the utilization of resources in meeting the educational goals and objectives of the school and to assure appropriate student learning experiences, and/or outcomes.

ANNUAL SCREENING OF PROGRAMS

- A. Each State approved career and technical program at Lake Career & Technical Center will be assessed annually by building administration. Programs that meet four, or more, of the minimum criteria listed immediately below (based upon the previous five years) will be excluded from further review. However, any program not meeting the criteria for advisory committee will automatically be reviewed. Any remaining programs will be studied to determine an appropriate plan of action.
1. A five-year enrollment of 70% of capacity, or greater, based upon the official enrollment counts as reported to the State annually.
2. A five-year placement rate of 87.7%, or greater, based upon annual reports to the State (180-day follow-up).
3. Five-year total includes:
• Secondary Technical Skills Assessment (effective Spring 2009) – pass rate of 61.6% in 2008-09 and 2009-10; 62% in 2010-2011.
• Postsecondary Technical Skills Assessment (effective Spring 2009) – pass rate of 71% in 2008-09; 71.25% in 2009-10; and 71.5% in 2010-2011.
• Essential Skills - 80% of program exiters achieve 80% mastery of all essential skills as determined by the standards and measures report submitted to DESE annually (prior to Spring 2009).
4. Retention
Stayed in Program Stayed at LCTC
3-Hour Block – 65% 3-Hour Block – 75%
2-Hour Block – 50% 2-Hour Block – 70%
5. Evidence of an active program advisory committee.
B. Programs that are identified in the above screening process as needing immediate review will be evaluated using the following questions.
1. Enrollment Questions
a. What are the identifiable reasons for low enrollment?
b. What effort has been made and by whom to increase enrollment?

- c. Are there any significant concerns identified in the student evaluation of the program?
- d. What are recent trends in the industry?
- 2. Placement Questions
 - a. What are the reasons students are not placed?
 - b. What efforts are made to help students in placement?
 - c. What are the current and projected labor market conditions that may impact placement?
- 3. Technical Skill Assessment/Essential Skills Questions
 - a. Is the assessment/essential skill listing accurate?
 - b. Are there reporting problems?
 - c. Why are students having difficulty in passing the assessment?
- 4. Retention Questions
 - a. Why are students leaving the program?
 - b. Why are students not returning to LCTC?
- 5. Advisory Committee Questions
 - a. What are the reasons for lack of an active advisory committee?
 - b. What can be done to develop an active advisory committee?

C. Possible Actions To Be Taken

The screening and program evaluation as described above will be shared with the instructor(s) and the program advisory committee. Recommendations concerning program modification or discontinuance will be made by the administration with input from the advisory committee and instructor(s) to the Board of Education.

- 1. No Action. The findings of the review indicate that the targeted items are not a cause for modification, or discontinuance.
- 2. Modify program by upgrading curriculum, equipment, staff, recruitment, placement, or other appropriate action(s). A short-term plan of action for program improvement will be developed by the instructor and the program advisory committee.
- 3. Discontinue program. If a recommendation to discontinue a program is made, the administration is responsible, with input from advisory committee, to present to the Board of Education.

Revised 10/09

TSA Rates updated 10/10 to reflect DESE standards.

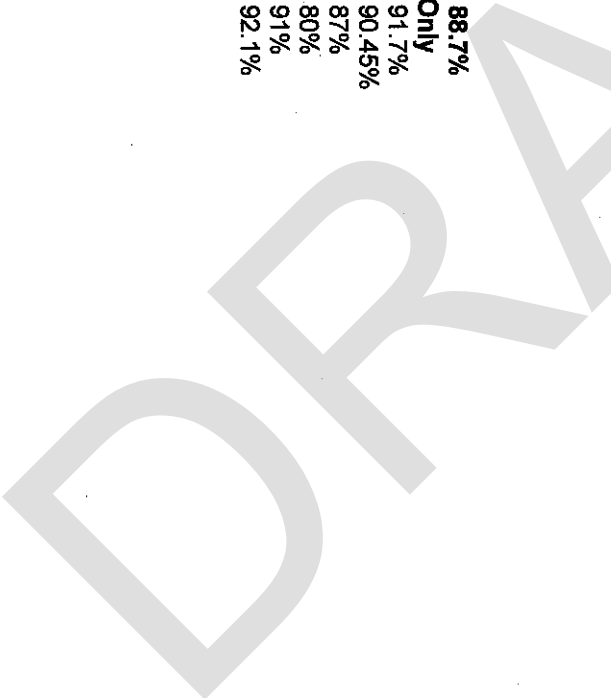
**CAREER & TECHNICAL EDUCATION
PROGRAM EVALUATION SUMMARY NOVEMBER 2012**

| PROGRAM | ENROLLMENT | | | PLACEMENT MISP - 88.7% | | | TECHNICAL SKILLS Standard | | | RETENTION - 3 HR Block Standard | | | RETENTION - 2 HR Block Standard | | | ADVISORY COMMITTEE Standard | | |
|-------------------------------|------------|---------|---------------|---------------------------|---------|---------------|------------------------------|---------|---------------|------------------------------------|---------|---------------|------------------------------------|---------|---------------|--------------------------------|--|--|
| | Met | Not Met | 1 Year 5 Year | Met | Not Met | 1 Year 5 Year | Met | Not Met | 1 Year 5 Year | Met | Not Met | 1 Year 5 Year | Met | Not Met | 1 Year 5 Year | | | |
| Agriculture/Horticulture | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | | | |
| Automotive Technology | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | | | |
| Collision Repair Technology | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | | | |
| Computer Integration | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | | | |
| Construction | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | | | |
| Culinary Arts | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | | | |
| Graphics | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | | | |
| Health Sciences | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | | | |
| Marine Service Tech. - Adults | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | | | |
| Marine Service Tech. - Sec. | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | | | |
| Metal Fabrication | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | | | |
| Teacher Education | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | | | |

1 Retention Standard
3-Hour Block - Stayed in Program - 65%
2-Hour Block - Stayed in Program - 50%

Blue = Met Goal
Yellow - Did not meet Goal

Placement - Standard - 88.7%
Combined
2006 - 88.7%
2007 - 87.7%
2008 - 84.3%
2009 - 78.8%
2010 - 87.8%
2011 - 89.5%
CHS Only
2006 - 91.7%
2007 - 90.45%
2008 - 87%
2009 - 80%
2010 - 91%
2011 - 92.1%



Lake Career & Technical Center Enrollment for Adult/Community Education & AEL

| Adult/Community Education | Fall 2005 | Spring 2006 | Fall 2006 | Spring 2007 | Fall 2007 | Spring 2008 | Fall 2008 | Spring 2009 | Fall 2009 | Spring 2010 | Fall 2010 | Spring 2011 | Fall 2011 | Spring 2012 |
|-------------------------------------|-----------|-------------|-----------|-------------|-----------|-------------|-----------|-------------|-----------|-------------|-----------|-------------|-----------|-------------|
| Classes Offered | 59 | 69 | 62 | 63 | 45 | 49 | 80 | 72 | 76 | 73 | 72 | 59 | 76 | 67 |
| Classes Held | 42 | 45 | 44 | 36 | 36 | 36 | 50 | 48 | 41 | 44 | 46 | 42 | 37 | 39 |
| % of Classes Held | 61% | 65% | 71% | 57% | 80% | 73% | 63% | 67% | 54% | 60% | 64% | 71% | 49% | 58% |
| Students Enrolled | 404 | 434 | 360 | 364 | 316 | 302 | 402 | 361 | 328 | 357 | 382 | 342 | 300 | 340 |
| | 2005-2006 | | 2006-2007 | | 2007-2008 | | 2008-2009 | | 2009-2010 | | 2010-2011 | | 2011-2012 | |
| Adult Education & Literacy Students | # | Total Hours | # | Total Hours | # | Total Hours | # | Total Hours | # | Total Hours | # | Total Hours | # | Total Hours |
| Missouri Career Center | 307 | 6,103.75 | 183 | 4,205.00 | 240 | 4,413.25 | 270 | 5,425.00 | 228 | 5,502.25 | 175 | 5,662.75 | 190 | 7,614.50 |
| Camden County Justice Center | | | | | | | 45 | 819.00 | 51 | 1,104.75 | 56 | 1,228.25 | 30 | 745.50 |
| Totals Both Facilities | 307 | 6,103.75 | 183 | 4,205.00 | 240 | 4,413.25 | 315 | 6,244.00 | 279 | 6,607.00 | 231 | 6,891.00 | 220 | 8,360.00 |
| Students Passed GED | 24 | | 30 | | 23 | | 36 | | 20 | | 8 | | 16 | |