

# ANNUAL SCHOOL EVALUATION

## Washington County Career and Technical Centers 2008-2009

Mr. Brian Johnson, Principal and Jackson Barker and Mike Mitchell, Assistant Principals presented information regarding the annual evaluation of the Comprehensive Plan for the Washington County Career and Technical Centers. The information presented related to the accomplishments for the 2008-2009 school year and the goals for the 2009-2010 school year.

The primary focus for the Washington County Career and Technical Centers for the 2008-2009 school year was in the areas of program improvement and student credentialing. The administration and staff worked collaboratively to improve the students understanding of math in relation to their CTE courses and the end of course test. This school-wide initiative led to improved test scores. The staff at the Career Centers strives to align their curriculum with the end of course credentialing exam. This resulted in an increased number of credentials earned by students and eligible employees with industry recognized certifications.

The Washington County Career and Technical Centers have initiated the following goals for school improvement for the 2009-2010 school year:

- enhance mathematical skills of CTE students
- use stranded data to align curriculum with professional assessments
- professional development activities to promote instruction and higher level thinking skills

The faculty and staff of the Washington County Career and Technical Centers should be commended for their many achievements throughout the 2008-2009 school year. It is evident that the staff works for the benefit of the students and the community.

# CURRICULUM AND INSTRUCTION

## Washington County Career and Technical Centers 2008-2009

1. *Work to improve instruction at the Washington County CTE Centers in accordance with Objective 2 under Curriculum & Instruction in the Comprehensive Plan.*

### OBJECTIVE:

To continue to provide an instructional program in CTE mathematics that will lead to opportunities for student success in all levels.

### Strategies:

- Differentiate instruction in math classes to meet the needs of individual learners.  
This has been accomplished. Our lead resource teacher, Sue Havola, has taken training to become “highly qualified” in math. We have developed a Resource math class during our 5<sup>th</sup> period Algebra I, Part I with Mrs. Ball and Mrs. Havola team teaching. This development has allowed us to increase our numbers at the Technical School by serving students who normally would have to receive their math training at the home high school. We also make full use of our Resource Aide, Mrs. Jandrasits, and make sure she is involved in challenging classes
- Incorporate more technology into math instruction.  
The mathematics teachers have fully integrated technology into their classroom. Smart boards are being used to their full capability (including simulated white board use w/ electronic magic markers). High interest activities such as learning games have been brought into the classroom, including the math version of “Deal or No Deal”----a popular game show. A talking game show host appears on the screen
- Make CTE math relevant to individual CTE classes.  
The mathematics teachers at the Washington County Technical School developed a plan for giving the CTE teachers and students real life, working examples of how math is used in each of their classes. A copy of the plan that the math teachers used is attached along with a Powerpoint presentation that the math teachers gave during the in-service week.

### Indicators:

- 70% pass rate in all math SOL score  
This was achieved. WCTS math instructors had a pass rate of XX%.
- Benchmark Testing  
All students enrolled in the math classes at the Technical School were given the Benchmark tests.
- Use of Smart Boards and other technology resources in the math class room.

Smart Boards are being fully utilized in the math classrooms and their uses range from being used as a screen for educational games and Powerpoint presentations to simulated white boards.

- Fully use services of Resource staff

The Resource staff is being fully utilized as indicated in the remarks above.

2. *Work to improve the training at the Washington County Career and Technical Centers in accordance with Objective 3 under Curriculum & Instruction in the Comprehensive Plan.*

“Provide an instructional program that reflects a commitment to Career and Technical Education.”

#### OBJECTIVE:

Classes that have a professional credentialing test will have a pass rate of 70% or higher.

#### Strategies:

- Instructors will revise their pacing guides in accordance with both the Virginia Department of Education standards and the criterion associated with their program’s professional certification test.  
All teachers were required to update their on-line pacing guides. All instructors complied with this objective and proceeded to build their lesson plans around the competencies found in the pacing guide (example attached).
- Instructors will develop relevant weekly lesson plans and submit them to the office for review.  
All instructors at both campuses were given a directive to do this. They complied and administrators critiqued and help the teachers revise lesson plans into a workable format. Teachers were also required to create five (5) emergency lesson plans and place them in a designated wall-hung folder for substitutes.
- Teachers will be given the results of pre-tests, if any are available, as well as stranded data designed to help them focus on areas of weakness. Administration will advise instructors on instructional strategies to help them improve test scores.  
The assistant principals took a lead role in testing and provided teachers with data to help them improve their test scores. Mr. Barker administered the NOCTI. He broke the test into strands and created a chart that showed teachers areas of strength and weakness (example attached).

#### Indicators:

- A pass rate of 70% or higher on the professional credentialing test.  
This objective was achieved for our completing seniors (scoring Matrix attached).
- Marked improvement between pre-test scores and post-test scores.  
This was also achieved. The teachers used the pre-test as a diagnostic tool and improved their scores on the post-test.