

# ANNUAL SCHOOL EVALUATION

## Career and Technical Centers 2009-2010

Mr. Brian Johnson, Principal, presented the annual evaluation of the Comprehensive Plan for the Career and Technical Centers. The information was presented to the evaluation committee and related the accomplishments for the 2009-2010 school year as well as the goals for the 2010-2011 school year.

The Career and Technical Centers goals that were reported were to continue to provide an instructional program in CTE mathematics that would lead to opportunities for students to succeed in all levels and classes, to use data strands from professional certifications tests to enable instructors to align their instruction with their assessments, and to provide professional development to help student understanding through 4-mat learning and higher level thinking skills.

The Career and Technical Centers have accomplished the goals they set for themselves. The CTE mathematics classes included differentiated instruction throughout the classes to meet the needs of each individual student. Through the Standards of Learning (SOL) tests in the spring they achieved a passing score of 95% in Algebra I and 90% in Geometry. To make instruction more relevant for students, CTE teachers had an in-service for teachers sharing examples of CTE problems that students may encounter. They continued to gather examples from other instructors as the year progressed.

NOTCI pre-tests gave the faculty data to analyze finding the strengths and weaknesses of students. This information provided in-services and professional development for the entire staff of the Career and Technical Centers. Teachers shared information on how they were able to prepare their students using this data and state competencies were listed in lesson plans. Plans were also developed for those students who failed to meet the average strand data.

The administration presented the 4-mat learning method of teaching and additional methods of student engagement for the staff to experiment with in the classroom. Classroom observations were conducted to see the progress.

The Career and Technical Centers need to be commended for their accomplishments of the 2009-2010 school improvement goals. The goals that the Career and Technical Centers have set for the 2010-2011 school year are as follows:

- To introduce a technical writing model across the curriculum,
- To improve student attendance, and
- To provide professional development for staff to facilitate student understanding through 4-mat learning while focusing on note-taking procedures.

# CURRICULUM & INSTRUCTION

## Career & Technical Centers 2009-2010

OBJECTIVE: To continue to provide an instructional program in CTE mathematics that will lead to opportunities for students to succeed in all levels and classes.

### Strategies

- Differentiate instruction in math classes to meet the needs of individual learners.  
This has been accomplished. We have a resource teacher/aid in most of our math classes. Our lead resource teacher, Mrs. Havola is “highly qualified” in math and co- taught a resource math class. This has allowed our numbers to increase by being able to offer math to students that normally would remain at their home high school.
- To incorporate mathematical terminology and identify concepts in all CTE classes.  
This was accomplished in a couple different ways. First, Mrs. Ruble one of our math teachers created a very extensive folder called “Building the Bridge between Algebra and CTE”. This folder contained mathematical questions using CTE examples. These examples used mathematical terminology and had the state standards listed at the top of each page. Each teacher in the CTE centers received this folder. The folder also contained examples and information for downloading CTE/Math videos to incorporate into the CTE teacher’s lesson plans.
- To incorporate CTE examples during math instruction to create more relevance.  
During an in-service that the math teachers did for the CTE teachers the math teachers requested the CTE teachers to share any examples that they came across that the math teachers could use during math instruction to help the students with relevance. Several teachers gave examples during the in-service. The math teachers received many examples throughout the year that they were able to use in class to help with student understanding.

### Indicators

- 85% pass rate in all math SOL’s scores.  
Algebra score was 95% and Geometry 90% with an overall of 92.5%.
- Scheduled in-service for our math teachers to share and teach CTE teachers how to use mathematical terminology and how to identify concepts that are required to pass the SOL’s.  
Math teachers did an in-service for the CTE teachers during the principal workday in August.
- Scheduled in-service for the CTE teachers to share CTE examples to help assist math teachers in making instruction more relevant for students.  
Math teachers did a follow up in-service during a faculty meeting to get more input from the teachers on examples they could use in the math class to help to ensure learning.

# DATA ASSESSMENT

## Career & Technical Centers 2009-2010

OBJECTIVE: To use stranded data taken from professional certification pre-tests and tests to enable instructors to align their instruction with their professional assessments.

### Strategies

- School administrators will break test data into strands and make the data available to the instructor.  
After pre-test NOCTI were given the administration met with each teacher and assisted analyzing the data broken into strands. The data demonstrated student's strengths and weakness. Administration met with teachers to ensure the areas of weakness would be covered again for better understanding.
- School administration will provide in-service at the beginning of the school year on interpreting test data and individual strands.  
In-service for all programs that were involved in NOCTI test was given during principal workday during August.
- Instructors who consistently have met their pass rate goal (70%) will be included in the in-service. They will be asked to share their methods of instruction and review with other instructors.  
During the NOCTI in-service four of our most successful teachers were asked to share information about how they prepared their students for the test each year.
- School administration will provide instructors with materials that are available (pre-tests, curriculum guides, practice tests, and other items) in order to assist instructors with the delivery of relevant lessons.  
Study guides and practice test were purchased from NOCTI for certain programs.
- The expected pass rate will continue to be 70%.  
An overall average of 80% was achieved this year. And an overall average for all credential tests was 85%.
- Instructors will incorporate the competencies for their professional assessments into lesson plans.  
Teachers were required to list state competencies in lesson plans and indicate which ones were directly related to their credential test.
- Instructors will develop a plan to adjust instruction to overcome areas of weakness that are demonstrated by scores in the individual strands.  
Teachers were required to develop a plan for students that fail above the average of the class with strands of data.

### Indicators

- Instructors will have a pass rate of 70% or greater on the professional certification examinations given to their students.  
*An overall average of 85% was obtained this year.*
- Instructors will post lesson plans on Power School that reflect the competencies covered by their professional certification tests.  
*Power-School was not available this year. Teachers were required to update their pacing guides, post lesson plans on website and turn a copy into the office each Friday.*
- In-service will be delivered at the beginning of the school year and peer-guided assistance will be a part of the presentation.  
*In-service was presented during a principal workday in August.*
- Administration will be available to help interpret and discuss scores on professional certification tests.  
*The administration purchased additional study guides, practice tests and checked with teachers throughout the year to ensure they had the things they needed to be successful.*

OBJECTIVE: Provide professional development for staff to help student understanding, through 4-mat learning and higher level thinking skills.

### Strategies

- Continue to provide staff development in the above areas when available.  
*In-service was presented by the administration on 4-Mat learning and other additional methods to ensure student engagement.*

### Indicators

- Classroom visits and observations  
*Classroom visits and observations were done throughout the year to determine if teachers were using some of the procedures learned through the In-service.*