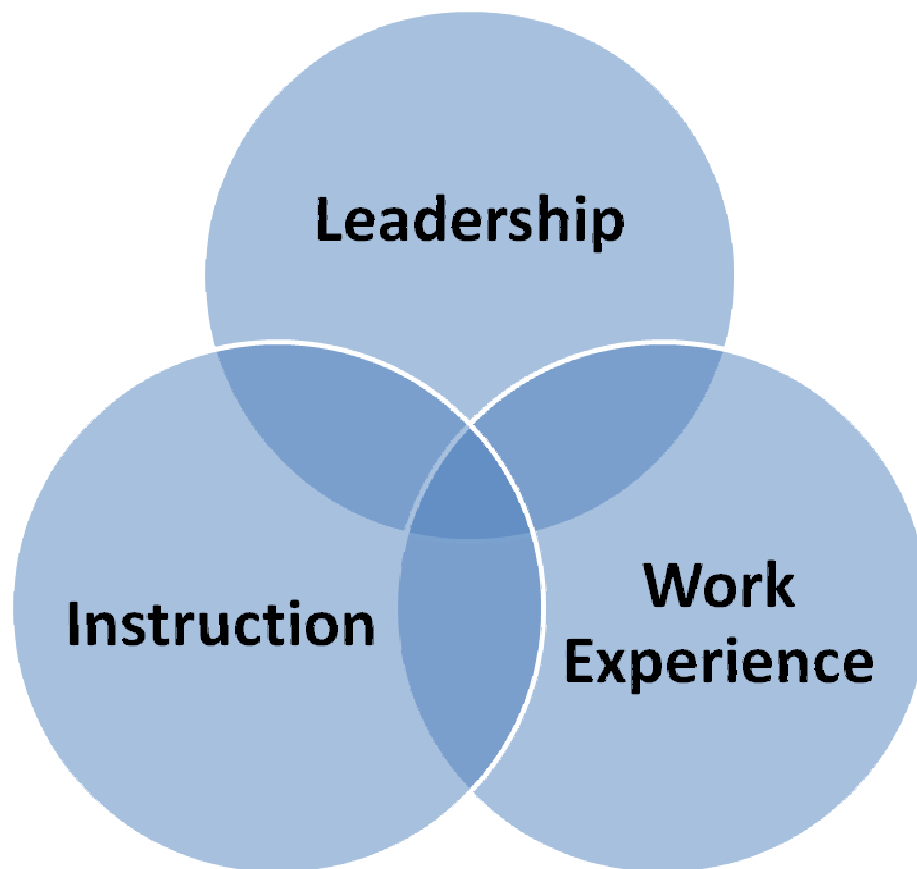


# **CAREER AND TECHNICAL EDUCATION EVALUATION PLAN 2010-2011**



- **Business**
- **Agriculture Education**
- **Industrial Technology**

## **Page Index:**

|   |           |
|---|-----------|
| <b>Career and Technical Agricultural Education.....</b> | <b>9</b>  |
| <b>Industrial Technology.....</b>                       | <b>34</b> |
| <b>Career and Technical Business Education.....</b>     | <b>41</b> |

# **St. James Career and Technical Education Department**

## **Vision and Mission Statement**

**Vision:** The St. James School District will value and understand the vital role of career and technical education in advancing personal and global well-being.

**Mission:** Prepare students for successful careers and a lifetime of informed choices in career and technical education.

# St. James R-1 School District

## John F. Hodge High School

### Career and Technical Education Evaluation Plan

#### **Purpose:**

The purpose of this plan is to provide a comprehensive means of evaluating each career and technical education program at the St. James R-1 School District. Evaluation of career and technical education programs provides a basis for the school in identifying strengths and concerns of each of the programs as well as the overall career and technical education program effectiveness. The evaluation process provides a means of accountability as well as a planning tool for the future of our career and technical education program.

#### **General Goal:**

To identify needed improvements to the local career and technical education program and make recommendations for future school years.

#### **General Analysis:**

Each year, each department within our career and technical education program conducts an informal analysis of the courses offered and their graduate's needs. They conduct surveys with their respective career and technical education advisory committees, they discuss needs with professionals within the community, and they attend conferences and workshops to further expand their programs. They also compare their progress against the standards and quality indicators set by each state career and technical education department. Every five years, a formal review occurs where community surveys and statewide surveys are analyzed to assess significant changes that need to occur within each program.

#### **Description of the Evaluation Process:**

The Career and Technical Education department will conduct the evaluation with help from the two advisory committees. Data will be gathered from all departments through informal discussion with students and formal surveys from graduates. In addition, comparisons will be made between student performance and the Missouri Show-Me Standards in order to establish areas of excellence and improvement for the Missouri School Improvement Program. Once data has been gathered, a report will be provided annually to the school board which describes the current programs in each Career and Technical Education department and the program's standing against the Missouri standards. The report will also be shared with both advisory committees, the principals and other administrators.

## Evaluation Timeline

|   | Start                     | Complete                  |
|---|---------------------------|---------------------------|
| Review previous MSIP self study and report  | Oct. 1                    | Oct. 15                   |
| Complete program standards profile checklist for each department                                  | Oct. 15                   | Oct. 20                   |
| Complete MSIP performance standards chart for vocational education                                | Oct. 20                   | Nov. 10                   |
| Prepare written report on program and performance standards                                       | Nov. 10                   | Dec. 10                   |
| Distribute written report to administrator, advisory committee and school board.                  | Jan. 10                   | Jan. 10                   |
| Prepare advisory committee recommendations  | Jan. 10                   | Jan. 10                   |
| Prepare improvement plan based on recommendations   | Jan. 10                   | Jan. 10                   |
| Present recommendations and improvement plan to administration / board                            | Jan. School Board Meeting | Jan. School Board Meeting |
| Implement improvement plan and design evaluation process in preparation for upcoming school year. | Feb. 15                   | Feb. 15                   |

### List of Data Sources:

DESE Report to the District, MSIP  
 Career and Technical Education Program Standards, DESE  
 Program enrollment and placement data from counseling center

### CSIP CORRELATION:

All career education courses are aligned with Goal 1 of the District CSIP.

1. Goal: Develop and enhance quality educational/instructional programs to improve performance and enable students to meet their personal, academic, and career goals.

MSIP Standard: 1.3,9.5

Persons Responsible: High School Principal, Counselors

Funding Source Name: Local Funds, Basic Formula - State Monies, Enhancement Grant

Date to Implement Strategy: 08/15/2008

Date of Completion: 05/21/2013

Career Educational  
Follow-Up  
Data Collected  
From  
2009  
Graduated Seniors



District: 081-094 ST. JAMES R-1

Year: 2009-2010 Status: OPEN - Cycle is available for data entry.

School No./Name: 1050 ST. JAMES HIGH

Location: Data Collection Menu - February Cycle - 26 Career Education Follow-Up

- ▼ Data Collection Menu
  - ▶ August Cycle
  - ▶ October Cycle
  - ▶ December Cycle
  - ▼ February Cycle
    - ▶ 08 Attendance Center
    - ▶ 15 Home School/Free & Reduced Lunch
    - ▶ 16 Enrollment, Membership & Summer School
    - ▶ 26 Career Education Follow-Up
    - ▶ 27 Career Education Follow-Up Sending School
    - ▶ 29 Post Secondary & Adult Follow-Up
    - ▶ 35 December 31 Fund Balance
  - ▶ April Cycle
  - ▶ June Cycle
  - ▶ Reports
  - ▶ DESE Web Application Menu
  - ▶ Logon/Logoff

Prog Type Code:  
0104 AGR

Approved Courses

| Graduation Year: 2009                        | GRAD TYPE | ACT GRAD | EMP REL | EMP N-R | CED REL | CED N-R | NOT EMP | NAV PLC | STS UNK | MIL REL | MIL N-R | TTL | MSIP PLC |
|--|-----------|----------|---------|---------|---------|---------|---------|---------|---------|---------|---------|-----|----------|
| CIP: 01.0102<br>AGBUS MKT<br>Prg Type: 0104  | TOTAL     | 0        | 1       | 0       | 3       | 1       | 1       | 0       | 0       | 0       | 0       | 6   | 5        |
|  | IEP       | 0        | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0   | 0        |
|  | DISADVAN  | 1        | 1       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 1   | 1        |
| CIP: 01.0201<br>AG MECH<br>Prg Type: 0104    | TOTAL     | 11       | 1       | 0       | 2       | 2       | 2       | 0       | 0       | 4       | 0       | 11  | 9        |
|  | IEP       | 1        | 0       | 0       | 0       | 0       | 1       | 0       | 0       | 0       | 0       | 1   | 0        |
|  | DISADVAN  | 3        | 0       | 0       | 0       | 0       | 1       | 0       | 0       | 2       | 0       | 3   | 2        |
| CIP: 01.0608<br>FLORICULTR<br>Prg Type: 0104 | TOTAL     | 3        | 1       | 0       | 1       | 1       | 0       | 0       | 0       | 0       | 0       | 3   | 3        |
|  | IEP       | 1        | 0       | 0       | 1       | 0       | 0       | 0       | 0       | 0       | 0       | 1   | 1        |
|  | DISADVAN  | 2        | 1       | 0       | 0       | 1       | 0       | 0       | 0       | 0       | 0       | 2   | 2        |

Email: webreplyimprd@dese.mo.gov

Current User: JBURCH1 Last Modified User: M-FSCANTLI Last Modified Date: May-21-2010  
"Making a Positive Difference Through Education and Service"



District: 081-094 ST. JAMES R-1

Year: 2009-2010 Status: OPEN - Cycle is available for data entry.

School No./Name: 1050 ST. JAMES HIGH

Location: Data Collection Menu - February Cycle - 26 Career Education Follow-Up

- ▼ Data Collection Menu
  - ▶ August Cycle
  - ▶ October Cycle
  - ▶ December Cycle
  - ▼ February Cycle
    - ▶ 08 Attendance Center
    - ▶ 15 Home School/Free & Reduced Lunch
    - ▶ 16 Enrollment, Membership & Summer School
    - ▶ 26 Career Education Follow-Up
    - ▶ 27 Career Education Follow-Up Sending School
    - ▶ 29 Post Secondary & Adult Follow-Up
    - ▶ 35 December 31 Fund Balance
  - ▶ April Cycle
  - ▶ June Cycle
  - ▶ Reports
  - ▶ DESE Web Application Menu
  - ▶ Logon/Logoff

Prog Type Code:  
0204 BUS

Approved Courses

| Graduation Year: 2009                        | GRAD TYPE | ACT GRAD | EMP REL | EMP N-R | CED REL | CED N-R | NOT EMP | NAV PLC | STS UNK | MIL REL | MIL N-R | TTL | MSIP PLC |
|--|-----------|----------|---------|---------|---------|---------|---------|---------|---------|---------|---------|-----|----------|
| CIP: 11.0103<br>BUSINESS<br>Prg Type: 0204   | TOTAL     | 42       | 5       | 0       | 20      | 13      | 2       | 0       | 0       | 2       | 0       | 42  | 40       |
|  | IEP       | 3        | 2       | 0       | 0       | 0       | 1       | 0       | 0       | 0       | 0       | 3   | 2        |
|  | DISADVAN  | 15       | 3       | 0       | 5       | 4       | 1       | 0       | 0       | 2       | 0       | 15  | 14       |
| CIP: 52.0101<br>SPV BUS EX<br>Prg Type: 0204 | TOTAL     | 19       | 4       | 0       | 7       | 3       | 2       | 0       | 0       | 3       | 0       | 19  | 17       |
|  | IEP       | 0        | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0       | 0   | 0        |
|  | DISADVAN  | 7        | 1       | 0       | 2       | 0       | 2       | 0       | 0       | 2       | 0       | 7   | 5        |
| CIP: 52.0803<br>BANKING<br>Prg Type: 0204    | TOTAL     | 25       | 1       | 0       | 8       | 7       | 3       | 0       | 2       | 0       | 0       | 21  | 16       |
|  | IEP       | 1        | 0       | 0       | 0       | 1       | 0       | 0       | 0       | 0       | 0       | 1   | 1        |
|  | DISADVAN  | 6        | 0       | 0       | 2       | 1       | 2       | 0       | 1       | 0       | 0       | 6   | 3        |

Email: webreplymprcd@desse.mo.gov

Current User: JBURCH1 Last Modified User: M-FSCANTLI Last Modified Date: May-21-2010  
"Making a Positive Difference Through Education and Service"

# **Career and Technical Agriculture Education**

## PROGRAM EVALUATION FORM

Program: **St. James Agriculture Education 2010**

Person (s) responsible: J Meurer and Sarah Ross

Number of employees: Certified 2 Support Staff \_\_\_\_\_

Number of students enrolled/participating in program: 183 unduplicated

Program required by: Board of Education \_\_\_\_\_ State \_\_\_\_\_ Federal \_\_\_\_\_

Program costs (optional): \_\_\_\_\_

Goal(s):

Provide a variety of coursework to prepare students for successful careers and lifetime of informed choices in agriculture and natural resource systems.

Objectives (Can it be measured with data?):

1. Increase active participation of FFA members. Provide incentives for active FFA members.
2. Implement inquiry-based learning and knowledge gained from Vocational workshops into agriculture education curriculum. Incorporate at least four new lessons each year
3. Analyze EOC core data and develop strategies to supplement Math and Science testing competencies
4. Update EAT online curriculum and Curriculum Guide for Agriculture Education by May 2011

Evaluation Criteria (What gauges success?):

1. Analyze FFA Program of Activities and membership rosters
2. Compare student achievement and interest level
3. Examine EOC data

Procedures used to evaluate the collected data:

1. Examine attendance records at each meeting and/or activity.
2. Create plan for following year
3. Develop Student FFA Interest Survey

Who collects the data? J Meurer and Sarah Ross

Who reports the data? J Meurer and Sarah Ross

Who analyzes the data? J Meurer, Sarah Ross, Cathy Wells

Success of program based on the data (benefits):

1. 183 unduplicated Agriculture Education students enrolled 2010-2011. 155 Agriculture Education students in 2009-2010.  
\*Unduplicated increased by 28 students  
\*Total students 288

2. Provide coursework which matches interest level of students
3. 3 State Farmer FFA Degree recipients in 2010

Analysis of effectiveness (may also include a comparison of cost to benefits):

1. Enrollment for Agriculture Education classes is 288 students (144 students per teacher).
2. Analyze MAP data and continue to provide lessons that will supplement tested skills
3. Examine post graduation surveys of students involved in FFA, AOE, and agriculture education program
4. Recipient of Vocational Enhancement grant to improve facilities and update curriculum

Recommended changes needed to achieve the goals and objectives of the program:

1. Continue educational workshops and professional development training
2. Provide opportunities for real-world experiences to develop problem-solving skills
3. Increase active participation for all FFA members

Action to be taken (may be included in the CSIP if deemed critical):

1. Implement lessons and analyze student data
2. Increase amount of challenging hands-on projects
3. Create interest survey for FFA members and implement more incentives for participation

Changes made (follow-up to last evaluation):

1. Agriculture Advisory Committee supported dissolving Phelps County Young Farmers in 2008. Many suggestions were given regarding adult agriculture related classes including welding, shop work, flower arranging, container gardening, etc. The Grape & Fall Festival will continue to operate and function as it has in past years with Agriculture teachers responsible for its success.
2. Continue with Professional Development to create updated lessons and activities.
3. Because of student interest and background the program will include Advanced Livestock course.
4. This transition is still in progress.

Date presented to the Board of Education: January 20, 2011

## **Program Evaluation Worksheet**

**Title of Program:** Agriculture Education

**Name of Coordinator:** J Meurer and Sarah Ross

**Date of Report:** January 3, 2011

### **Strengths:**

1. Provide students with updated technology and state of the art landscape design programs.
2. Variety of courses offered, including Articulation Agreement with Mineral Area College for Greenhouse Operation and Management course.
3. Prepare students for careers, recordkeeping, and leadership
4. Students work in the community through employment, class projects, guest speakers, and lab experiences
5. Hands-on training and real world experiences through the classroom, SAE projects, and FFA activities

### **Weakness:**

1. Would like FFA membership and participation to be more strong and active
2. Some of IML curriculum and lessons are not current
3. Improvements needed to existing equipment and technology
4. Implement Adult Agriculture-based evening classes

### **Planned improvements:**

1. Expand FFA membership and improve participation
2. Continue with professional development to create activities and projects that are technology and inquiry-based
3. Purchase replacement computers and shop equipment
  - a. Enhancement Grant: 4 computers, 2 additional lines, color laser printer, laptop
  - b. FV-4: Cut-off saw, sheet metal break, TIG welder
4. Update equipment and make repairs as needed
  - a. Shop: Roof repair & shop heaters
  - b. Greenhouse: Overall maintenance of motors, belts, & water lines

ANNUAL REPORT  
ST JAMES AGRICULTURAL EDUCATION DEPARTMENT  
JOHN F. HODGE HIGH SCHOOL  
2011

**Introduction**

Agricultural Education represents a food, fiber and natural resource system that employs over 500,000 Missourians and provides for the well being of our state and nation. According to 2006 Farm Facts, Missouri ranks second in total farms, beef cattle, and beef cattle operations. Missouri also ranks first in fescue seed production. Missouri also ranks in the top ten in dairy and swine operations. The mission of the St. James Agricultural Education Program is to prepare students of all ages for successful careers and a lifetime of informed choices in the global food, fiber, and natural resource systems.

**Scope of Agricultural Education**

A year round, four-year program of agriculture is offered in the St. James R-1 School District. The instructional program consists of fifteen courses offered on a two-year or semester rotation. The first and second high school courses (Ag Science I and II) build basic skills and knowledge in careers, plants, animals, mechanics, supervised agricultural experience (SAE) and leadership. The advanced courses build on the prerequisite courses. They include SAE and leadership while focusing on mechanics, economics, horticulture, natural resources, and plants and animal science.

**Courses Offered**

The following courses are offered in the agriculture education department:

- Agriculture Science I
- Agriculture Science II
- Introduction to Agriculture Mechanics
- Agriculture Power I
- Agriculture Power II
- Agriculture Machinery
- Agriculture Structures
- Agriculture Construction I, II, III, IV
- Agriculture Mechanics
- Floriculture
- Greenhouse Operation and Management
- Landscape and Turf Management
- Supervised Agriculture Experience—Co-op
- Advanced Livestock
- Conservation and Natural Resources

High school enrollment in agriculture classes is 288 total students for the 2010-2011 school year. 183 of those students are unduplicated.

## Descriptions of Courses Offered

**Agriculture Science I** - A course designed for instruction in animal science, agricultural mechanics, careers, leadership, and supervised agricultural experience. Units may include agribusiness, fish and wildlife management, and food science. (CD 01 6710 - CIP 02.0101 - VIMS 01.9998)

*Course Rationale* - Agriculture encompasses the food, fiber, conservation, and natural resource system, employing over 20% of the nation's workforce. An understanding of careers, leadership, and basic principles in the animal industry provides a sound background for the agricultural industry.

**Agricultural Science II** - A course designed for instruction in plant and crop science, soils, entomology, horticulture, and/or forestry, and additional instruction in agricultural mechanics, careers, leadership, and supervised agricultural experience. (CD 01 6760 - CIP 02.0101 - VIMS 01.9999)

*Course Rationale* - Agriculture encompasses the food, fiber, conservation, and natural resource system, employing over 20% of the nation's workforce. An understanding of the careers, leadership, and basic principles in the agricultural plant and food industry provides a sound background to pursue an agricultural career.

**Animal Science** - Advanced study in animal production, management, marketing, nutrition, breeding, production records, selection, animal health, waste management, and biotechnology may be included in this course. (CD 01 6711 - CIP 01.0301 - VIMS 01.0302)

*Course Rationale* - Agriculture encompasses the food, fiber, conservation, and natural resource system, employing over 20% of the nation's workforce. Scientific principles in animal nutrition, breeding, selection, marketing, and waste management are essential for students with an interest in animals or animal related careers.

**Crop Science** - Units in this course may include growing systems, plant selection, production practices, harvesting and storing, marketing, fertilization, soils, conservation, chemicals, integrated pest management, water quality, and biotechnology. (CD 01 6761 - CIP 01.0301 - VIMS 01.0304)

*Course Rationale* - Agriculture encompasses the food, fiber, conservation, and natural resource system, employing over 20% of the nation's workforce. Scientific principles in plant nutrition, breeding, selection, harvesting, soil management, and water quality are essential for students with an interest in agronomy and natural resource related careers.

**Agribusiness Sales and Marketing** - Human relations, personal inventory, careers in selling, and other experiences necessary for employment in agribusiness engaged in marketing, purchasing and storing, grading, and transporting supplies and products. (CD 01 6741 - CIP 01.0501 - VIMS 01.0503)

*Course Rationale* - Agriculture encompasses the food, fiber, conservation, and natural resource system, employing over 20% of the nation's workforce. Application of economics, sales, marketing, and human relation skills are essential for entry-level employment in agribusiness.

**Agricultural Power I** - This course develops skills in the maintenance, repair, adjustment, and overhaul of small engines. (CD 01 6751 - CIP 01.0201 - VIMS 01.0299)

*Course Rationale* - Agriculture encompasses the food, fiber, conservation, and natural resource system, employing over 20% of the nation's workforce. Small engines provide development of mechanical skills and principles needed to pursue a career in agricultural mechanics.

**Agricultural Power II** - This is a study of the basic principles of power transmissions, hydraulic systems, and tractor engines. Tractor operation, safety practices, and maintenance will receive major emphasis. Tractor overhaul will be included where feasible. (CD 01 6752 - CIP 01.0201 - VIMS 01.0242)

*Course Rationale* - Agriculture encompasses the food, fiber, conservation, and natural resource system employing over 20% of the nation's workforce. Advanced principles and operations of transmissions, hydraulic systems, and tractor engines provide entry-level skills in agricultural mechanics.

**Agricultural Machinery** - This course includes selection, operation, adjustment, maintenance and repair of machinery commonly used on the farm. (CD 01 6753 - CIP 01.0201 - VIMS 01.0204)

*Course Rationale* - Agriculture encompasses the food, fiber, conservation, and natural resource system, employing over 20% of the nation's workforce. The safe operation, adjustment and maintenance of agricultural equipment is essential for students pursuing a career in agricultural mechanics.

**Agricultural Structures** - This course includes electrical wiring, electrical motors, concrete masonry, plumbing and sewage disposal, farm fences, product handling and processing equipment, and farm buildings. (CD 01 6720 - CIP 01.0201 - VIMS 01.0205)

*Course Rationale* - Agriculture encompasses the food, fiber, conservation, and natural resource system, employing over 20% of the nation's workforce. Basic construction skills and knowledge in electricity, plumbing, concrete, and masonry are necessary for the building of agricultural structures.

**Agricultural Construction** - This course utilizes welding in the development and construction of major metal and wood shop projects. (CD 01 6770 - CIP 01.0201 - VIMS 01.0203)

*Course Rationale* - Agriculture encompasses the food, fiber, conservation, and natural resource system, employing over 20% of the nation's workforce. Advanced skills in welding, woodworking, and project construction provides students with entry-level agricultural construction skills.

**Floriculture** - This course includes the production, arrangement, and retailing of flowers. Included should be fresh, silk, or dried flowers from which corsages, wedding bouquets, table flower arrangements, and seasonal holiday decorations will be made. (CD 01 6765 - CIP 01.0601 - VIMS 01.0603)

*Course Rationale* - Agriculture encompasses the food, fiber, conservation, and natural resource system, employing over 20% of the nation's workforce. Basic skills in production, arrangement, and retailing of flowers are necessary for students having a career interest in horticulture.

**Greenhouse Operation and Management** - This course develops a basic understanding of greenhouse techniques. The production of greenhouse crops will be used to demonstrate procedures such as plants started from cuttings, seeds, grafts, and layering. Students will manage their own crop as a greenhouse project. (CD 01 6765 - CIP 01.0601 - VIMS 01.0604)

*Course Rationale* - Agriculture encompasses the food, fiber, conservation, and natural resource system, employing over 20% of the nation's workforce. Cutting, seedling grafting, layering, and management of a greenhouse provide entry level and entrepreneurial opportunities for students with an interest in horticulture.

**Landscaping** - This course includes the basic techniques of landscape design, landscape construction, installation, and maintenance. (CD 01 6764 - CIP 01.0601 - VIMS 01.0605)

*Course Rationale* - Agriculture encompasses the food, fiber, conservation, and natural resource system, employing over 20% of the nation's workforce. Design, construction, installation, and maintenance are essential skills for a landscaping business.

**Conservation of Natural Resources** - A course that prepares students for activities in the conservation and/or improvement of natural resources such as oil, water, air, forests, fish and wildlife for economic and recreational purposes. (CD 01 6759 - CIP 03.0101 - VIMS 03.0101)

*Course Rationale* - Agriculture encompasses the food, fiber, conservation, and natural resource system, employing over 20% of the nation's workforce. Management of our natural resources, wildlife, and ecological systems are essential components in sustaining our environment.

**Supervised Agricultural Experience--Co-op** - This course provides for the enrollment of students that are released on school time to complete a cooperative occupational experience in an approved training station in agriculture. A signed training agreement and training plan must be completed for each student. (CD 01 6780 - CIP 01.999 - VIMS 01.9900)

*Course Rationale* - Agriculture encompasses the food, fiber, conservation, and natural resource system, employing over 20% of the nation's workforce. Providing on-the-job training experiences helps students to be more productive citizens in our society.

## **Student Career Interest**

All students enrolled in high school agriculture courses are asked to identify an agricultural interest in one of the occupational areas of the food, fiber, and natural resource industry. The following survey reflects student choices.

| <b>Career Area</b>                            | <b>Percentage of Students</b> |
|---|-------------------------------|
| Agricultural Business and Management Systems  | 7%                            |
| Agricultural Mechanics and Technology Systems | 48%                           |
| Animal Science Systems                        | 20%                           |
| Food Science Systems                          | 2%                            |
| Natural Resources/Conservation Systems        | 16%                           |
| Plant Science/ Horticulture Systems           | 7%                            |

### **Accomplishments of the Agriculture Education classes include:**

- Articulation agreement with Mineral Area College for Greenhouse Management course
- Participate in community project with Beautify St. James
- Created and sold flower arrangements
- Spring plant sale
- Participated in greenhouse projects with several elementary classes
- Construction of numerous projects for the general public
- Construction of numerous trailers, bale rings, feeders, gates, deer stands, metal art, etc.
- Set up/clean up of Grape and Fall Festival facilities
- Repaired hundreds of dollars of school equipment for further use (desks, chairs, tables, etc.)
- Performed updates/repairs and additions to the Livestock Barns at the Fairgrounds
- 2 24 foot Gooseneck Flatbed Trailers

## **SAE Supervision**

The teachers made a total of 580 supervisory contacts (visits) with students throughout the year. The purpose of the supervisory contacts (visits) is to consult students on a one-on-one basis. During visits, teachers give advice, meet parents, guardians and employers, review record books, and make recommendations for improvements of the student's SAE. Visits were made during the supervisory period, before and after school and during the summer.

A substantial portion of SAE projects include raising market and breeding animals for the St. James Grape and Fall Festival and surrounding fairs. This year, at the Grape and Fall Festival, there were 26 market hogs and 15 market steers brought to the livestock show and sale. In addition, there were 3 breeding swine, 50 breeding beef, 11 breeding sheep, 11 dairy cows, 7 bucket calves, 54 poultry, 43 rabbits, and 1 dairy goat, exhibited by 77 total FFA and 4H members. The sale was a great success, generating \$38,678.25 for our 4-H and FFA members. The Youth in Agriculture, formerly the Young Farmers Scholarship, generated \$446.25 with the sale of the donated market hog. The members appreciate the outstanding support from the local community businesses and members.

**Summary of SAE Supervisory Visits:**

- 580 Secondary SAE supervisory contacts (visits)
- Prospective student contacts (visits)
- 2 FFA meetings (summer)
- 5 days of summer vocational conference attended
- 10 days of additional professional development activities
- 30 days of community activities, including fairs

**FFA Chapter**

FFA activities are designed to teach leadership and promote personal skill development. Students can become involved at the area, district, state, and national levels in various ways. Each agriculture program in Missouri has a chartered FFA chapter that is integral to the local agricultural instruction. The membership in the local FFA chapter is approximately 111 members. The current FFA officers are:

- President: Hanan Southard
- Vice President: Whitney Lorts
- Secretary: Chelsea Dillon
- Treasurer: Whitney Laney
- Reporter: Olivia Runyon
- Sentinel: Steven Christen
- Historian: Paige Kurtti
- Parliamentarian: Casey Snelson
- Chaplain: E.J. Scheel
- 1<sup>st</sup> Vice President: Kolbie Satterfield

## **Honors and Awards of the Chapter for 2010:**

State Farmer Degree- Sara Roskowskie, Madison Widger, Kristen Owen  
Area 13 President: Margaret Gibson

## **Summer Program:**

Agricultural education is a year-round program that maximizes learning opportunities for students. Agriculture teachers use the summer months to make SAE supervisory contacts with students, provide extended educational opportunities, partner with community organizations and activities, and improve facilities, curriculum, and professional and technical skills.

Summary of summer program:

### **Educational opportunities provided to students:**

1. Participation at local, district, and state fairs
2. Leadership development activities
3. Record keeping on supervised agriculture experience programs
4. Livestock Clinics

### **Improvements made to facilities and curriculum:**

1. Purchase of updated curriculum for Ag Science I and Ag Science II
2. General maintenance and repairs in agriculture mechanics shop and greenhouse
3. Added and replaced 4 computers
4. Purchased new Landscaping Software
5. Purchased new printer
6. Purchased Free Standing Shelving units for Greenhouse

## **Professional Development of Instructors**

The local instructors are professional members of the following recognized organizations:

Missouri Vocational Agriculture Teachers Association (MVATA)  
National Association of Agricultural Educators (NAAE)  
Missouri Association for Career and Technical Educators (MACTE)  
Association for Career and Technical Educators (ACTE)  
Missouri State Teachers Association (MSTA)  
Missouri Cattleman's Association  
Missouri Farm Bureau

Professional workshops and classes attended were:

Missouri Vocational Conference - Springfield  
Area Professional Workshops in October  
January District Agricultural Education meeting

## **Program Funding**

### **\$10,720.00 Enhancement Grant**

Equipment purchased: 4 desktop computers, Pro Landscape 16, Free standing shelving, HP Color Laser Jet printer.

## **Agriculture Advisory Committee**

An active committee exists for the purpose of assisting in the continuous development of the agriculture program. Members of the advisory committee include:

Greg Dillon – FFA and 4-H parent  
John Smallwood- Smallwood Appraisal  
Larry Rinehart- Intercounty Electric/ St. James School Board  
Bill Wehmeier- Wehmeir Angus Farms  
Karen Branstetter- 4-H County Youth Leader  
Bob Wilson- Phelps County Bank  
Melissa Keeney- Middle School Teacher  
April Cahill- 4-H Leader

The Agriculture Advisory Board met one time during the 2010 school year. Items discussed included curriculum, facilities, equipment, enrollments, and future department needs.

## **Summary**

The Agricultural Education program is serving the needs of our students and community. With several accomplishments in the 2010-2011 school year, the program continues to grow and expand its horizons. Updated equipment in the agriculture mechanics shop, leadership awards through the FFA, and implementation of the Enhancement Grant to improve our program all highlight a few significant activities throughout the school year. With the support of the community, students, parents, school board, and school district, the Agriculture Education Program will continue to be successful. To advance and become more efficient in the ever changing and dynamic field of agriculture, food and natural resources, and to assure the continued well-being of our society, first rate education and equipment must be a high priority. The continued support of the program through grant funding, equipment procurement, and facility renovation is imperative. Thank you for your past and continued support of the St. James Agriculture Education Department.

Respectfully submitted by:

J Meurer  
Sarah Ross  
Agricultural Education Instructors

## AGRICULTURE EDUCATION PROGRAM IMPROVEMENT PLAN

Objective #1 of 2

**Measurable Objective:** Increase membership in FFA to 80 percent of the students enrolled in agriculture education courses.

**Objective will be measured by looking at the following data:** Club enrollment and participation data, comparing 2010-11 data to 2009-10 data

**Acceptable level of performance for this objective:** The long-term goal is to have 90 percent of the Ag education students in FFA.

| Standard/<br>Indicator                      | Action to be taken   | Needed Resources  | Personnel Responsible                | Start Date   | Complete Date |
|---|--|---|--------------------------------------|--------------|---------------|
| St. James<br>CSIP Goal 1<br>Building Goal 1 | Use the FFA to foster relationships with incoming freshman to help them achieve academic & career success through various leadership activities. | Time will be needed to attend activities as well as available funding to meet the transportation costs. | J Meurer, Sarah Ross<br>FFA advisors | August, 2011 | May, 2012     |

## AGRICULTURE EDUCATION PROGRAM IMPROVEMENT PLAN

Objective #2 of 2

**Measurable Objective:** Improve technology, software, and equipment within the agriculture education courses.

**Objective will be measured by looking at the following data:** Quality of technology, software, agriculture equipment available for student use.

**Acceptable level of performance for this objective:** The long-term goal is to have all computers working and technology as current as possible for the agriculture education students.

| Standard/<br>Indicator | Action to be taken   | Needed Resources                       | Personnel Responsible                                | Start Date   | Complete Date |
|------------------------|--|--|--|--------------|---------------|
| St. James CSIP Goal 3  | Purchase replacement technology and software with FV-4 Funds through the Voc Enhancement Grant | Match funds from local school district | Sarah Ross<br>J Meurer<br>Linda Pruet<br>Cathy Wells | August, 2011 | May, 2012     |

**Chapter/Area XIV FFA/MVATA  
2010-2011 Calendar**

|   | <b>Activity</b>   | <b>Location</b>                 | <b>Time</b>  |
|---|---|---------------------------------|--------------|
| <b>MAY 2010</b>   |   |                                 |              |
| <b>JUNE 2010</b><br>Su Mo Tu We Th Fr Sa<br>1 2 3 4 5<br>6 7 8 9 10 11 12<br>13 14 15 16 17 18 19<br>20 21 22 23 24 25 26<br>27 28 29 30    | Prepare and Send FV-4 and VA-5  | Due July 1                      |              |
|   | 3 Lead Conference   | Rolla                           |              |
|   | 8-9 Mid-American Grassland Evaluation   | Springfield Bass Pro            | 5:30 pm      |
|   | 8-10 Public Speaking Academy  | CMSU                            |              |
|   | 17 Area MVATA Meeting   | Swiss                           | 10:00        |
|   | 18-19 Area Officer Training at Camp Rising Sun  | Kaiser                          |              |
|   | 22-24 Reigon IV NAAE Conference   |                                 |              |
| 23 Sullivan Fair Ag Mech. Check-in  |   | 6-8 pm                          |              |
| <b>JULY 2010</b><br>Su Mo Tu We Th Fr Sa<br>1 2 3<br>4 5 6 7 8 9 10<br>11 12 13 14 15 16 17<br>18 19 20 21 22 23 24<br>25 26 27 28 29 30 31 | 1 FV-4 & VA-5 DUE in Jefferson City   |                                 |              |
|   | 7-10 Osage County Fair  | Linn                            |              |
|   | 8-11 Franklin County Fair   | Union                           |              |
|   | 14 Crawford County Fair Ag mech Check-in  | Cuba                            | 2-5 pm       |
|   | 14-17 Crawford County Fair  | Cuba                            |              |
|   | 14-17 Belle Fair  | Belle                           |              |
|   | 16 Pre-registration Ag mech-Washington Fair   |                                 |              |
|   | 19 Chapter FFA Officer Planning Meeting   | Ag. Building                    | 10:00 am     |
|   | 21-23 Phelps County Fair  | Rolla                           |              |
|   | 26 Ag Mech. Entries due for SC District Fair  | Owensville                      | B4 noon      |
|   | 26-29 MVATA Summer Conference   | Springfield, MO                 |              |
|   | 28-31 Gasconade County Fair, SC District Fair   | Owensville                      |              |
|   | 29-31 Cole County Fair  |                                 |              |
|   | <b>AUGUST 2010</b><br>Su Mo Tu We Th Fr Sa<br>1 2 3 4 5 6 7<br>8 9 10 11 12 13 14<br>15 16 17 18 19 20 21<br>22 23 24 25 26 27 28<br>29 30 31 | 1-3 Young Farmer/Farmwives Tour | Boliver      |
| 3 Ag mech. Check-in Washington Town & Country Fair  |   | Washington                      | 7-9 pm       |
| 4 Ag mech. Check-in Washington Town & Country Fair  |   | Washington                      | Til 10am     |
| 4-7 Washington Town & Country Fair  |   | Washington                      |              |
| 5 Leadership Adventure  |   | Columbia                        |              |
| 6-7 Leadership Adventure 2 day  |   | Springfield (Clarion)           |              |
| 10-11 Ag mechanics check in for MO State Fair   |   | Sedalia                         |              |
| 12-22 Missouri State Fair   |   | Sedalia                         |              |
| 17 Chapter Officer Meeting  |   | Ag. Building                    | After School |
| 15 Area XIV Officers Host State Fair-FFA Building   |   | Sedalia                         |              |
| 26 Watermelon Crawl   |   | Ag. Building                    | After School |
| <b>September 2010</b><br>Su Mo Tu We Th Fr Sa<br>1 2 3 4<br>5 6 7 8 9 10 11<br>12 13 14 15 16 17 18   | 7 Chapter Officer Meeting   | Ag. Building                    | After School |
|   | 9-11 Grape and Fall Festival  | Fairgrounds                     | 23           |
|   | 10 Cow Chip Bingo   | Fairgrounds                     | 7:00 pm      |

|          |          |          |   |                       |          |    |                     |
|----------|----------|----------|---|-----------------------|----------|----|---------------------|
| 19<br>26 | 20<br>27 | 21<br>28 | 22<br>29  | 23<br>30              | 24<br>31 | 25 | <b>JANUARY 2011</b> |
|          | 4        | 13       | Greenhand Motivational Conference—Bus 1 sub   | Sullivan/ia/Jefferson | 2:00pm   |    |                     |
|          |          | 14       | Bradford Field Day  | Columbia              |          |    |                     |
|          |          | 17       | FFA Dues Deadline   |                       |          |    |                     |
|          |          | 17       | Chapter T-Shirt Design Contest Entries Deadline   |                       |          |    |                     |
|          |          | 18       | Vienna Trap Shoot- 1 van  | Vienna Gun Club       | 9:00 am  |    |                     |
|          |          | 19       | Union FFA Antique Tractor Pull & Franklin Co. FFA Cookout   |                       |          |    |                     |
|          |          | 20       | Area Greenhand Motivational Conference<br>National Officer tour: Cuba, Steelville, Owensville,<br>Hermann; Rituals Contest--Bus | Hermann               | 5:00 pm  |    |                     |
|          |          | 20       | Area 14 MVATA Meeting   | Hermann               | 5:00 pm  |    |                     |
|          |          | 25       | Hermann FFA Trapshoot & 3D Shoot—1 van  | Hermann               | 9:00am   |    |                     |
|          |          | 25       | Area Outdoor Day  | Hermann/Rhineland     | 10:00 am |    |                     |
|          |          | 30       | VA-2 Due in Jefferson City  |                       |          |    |                     |

|                      |       |   |                  |              |
|----------------------|-------|---|------------------|--------------|
| <b>OCTOBER 2010</b>  | 1     | FV-1 Due in to State                                |                  |              |
| Su Mo Tu We Th Fr Sa | 1     | Petting Zoo—Home Football vs. St. Clair             | Football Field   | 6:00 pm      |
| 1 2                  | 1-16  | Fruit/Candy Sales                                   |                  |              |
| 3 4 5 6 7 8 9        | 4     | Preview Mizzou                                      | UMC CAFNR        | 8:00 am      |
| 10 11 12 13 14 15 16 | 4     | Fall Area Workshop/Chapter Officer Workshop- 2 vans | Owensville       | 5:00 pm      |
| 17 18 19 20 21 22 23 | 7     | UMC Field Day Wurdack—Bus 2 subs                    | Cook Station     |              |
| 24 25 26 27 28 29 30 | 9     | St. Clair Invitational Trap Shoot- 1 van            | St. Clair        |              |
| 31                   | 14    | District Grasslands Evaluation                      | Rolla            |              |
|                      | 9-19  | Postal District Trap Shoot Dates                    |                  |              |
|                      | 13    | Rocky Creek Ecology Day                             | Shannon County   |              |
|                      | 15    | FFA Dues, Rosters, POA                              | Jefferson City   |              |
|                      | 20    | District Trap Results Submitted                     |                  |              |
|                      | 20-23 | National FFA Convention—2 subs / 2 vans             | Indianapolis, IN |              |
|                      | 27    | Area Speaking Contests FB, MIC, MSP, & MPPA—1 van   | Owensville       | 5:00 pm      |
|                      | 28    | State Grasslands Evaluation                         |                  |              |
|                      | 30    | Tractor Treat                                       | HS Parking Lot   | 5:00 pm      |
| <b>NOVEMBER 2010</b> | 2     | Chapter Officer Meeting                             | Ag. Building     | After School |
| Su Mo Tu We Th Fr Sa | 4-6   | State PAS Conference                                | Crowder College  |              |
| 1 2 3 4 5 6          | 5     | Area 14 Barnwarming--Bus                            | Sullivan         | 6:00         |
| 7 8 9 10 11 12 13    | 9     | District Speaking Contests: FB, MIC, MSP, MPPA      | Rolla            | 4:30pm       |
| 14 15 16 17 18 19 20 | 9     | District Executive Committee Meeting, MVATA         | Rolla            |              |
| 21 22 23 24 25 26 27 | 9     | Chapter FFA Meeting                                 | Ag. Building     | After School |
| 28 29 30             | 15    | United Sportsman League Grant Applications due      |                  |              |
| <b>DECEMBER 2010</b> | 1     | BOAC Grant Applications due to MO. Dept. of Ag      |                  |              |
|                      | 2-4   | ACTE  | Las Vegas        |              |
|                      | 7     | Chapter Officer Meeting                             | Ag. Building     | After School |
|                      | 14    | Chapter Christmas Party                             | Ag. Building     | 6:00 pm      |

|                      |       |   |                     |              |
|----------------------|-------|---|---------------------|--------------|
|                      | 4     | Chapter Officer Meeting                                   | Ag. Building        | After School |
|                      | 11    | Chapter FFA Meeting/Contest Info. Meeting                 | Ag. Building        | After School |
|                      | 15    | YF/YFW Rosters and dues DUE in Jefferson City             |                     |              |
|                      | 14    | SC District Meeting –2 subs                               | Rolla               | 9:00 am      |
|                      | 27    | State Degree Pre-Screening for EVERYONE                   | Owensville          | 4:30 pm      |
| <b>FEBRUARY 2011</b> | 1     | VA-3 Due in Jefferson City                                |                     |              |
| Su Mo Tu We Th Fr Sa | 1     | Chapter Officer Meeting                                   | Ag. Building        | After School |
| 6 7 8 9 10 11 12     | 8     | State Degree and Proficiency Award Selection              | Owensville          | 4:30 pm      |
| 13 14 15 16 17 18 19 | 10    | Twin Pines Forestry/Soils CDE Workshop(Feb. 17 snow date) | Winona              |              |
| 20 21 22 23 24 25 26 | 15    | State Degree Applications due in Jefferson City           |                     |              |
| 27 28                | 19-26 | National FFA Week   |                     |              |
|                      | 19    | Volleyball Tournament                                     | Potosi              | 10:00 am     |
|                      | 21    | No School   |                     |              |
|                      | 22    | Pancake Breakfast for Faculty and Staff                   | Ag. Building        | 7:30 am      |
|                      | 22    | Hat Day—Proceeds donated to Charity                       |                     |              |
|                      | 23    | Carhart Day   |                     |              |
|                      | 24    | Drive Your Tractor to School Day/ Tractor Apparel Day     |                     |              |
|                      | 25    | FFA Apparel Day/ FFA Luncheon                             |                     |              |
|                      | 25    | Barnwarming   | Ag. Building        | 7:00pm       |
|                      | 24    | Proficiency Deadline to State Degree Committee Members    |                     |              |
| <b>MARCH 2011</b>    | 1     | State Degree Committee Meeting                            | Jefferson City      |              |
| Su Mo Tu We Th Fr Sa | 1     | Chapter Officer Meeting                                   | Ag. Building        | After School |
| 6 7 8 9 10 11 12     | 5     | College of the Ozarks Contest Day- 2 vans                 |                     |              |
| 13 14 15 16 17 18 19 | 8     | Chapter FFA Meeting                                       | Ag. Building        | After School |
| 20 21 22 23 24 25 26 |       | Lincoln FFA Contest Day                                   |                     |              |
| 27 28 29 30 31       | 12    | Livestock Judging Workshop- 1 van                         | Trowbridge/Columbia |              |
|                      |       | National PAS Conference                                   |                     |              |
|                      | 18    | Linn FFA Contest Day- Bus 2 subs                          | Linn                |              |
|                      | 22    | Area XIV Agricultural CDE's—Bus 2 subs                    | Owensville          | 9:00 am      |
|                      | 23    | Area XIV FFA CDE's & State Officer Interviews—2 vans      | Owensville          | 4:00 pm      |
|                      | 23    | Area XIV Advanced Public Speaking & Extemporaneous 1 van  | Owensville          | 5:00 pm      |
|                      | 28    | District CDE's –Rolla 2 subs 2 vans                       | Rolla               | 9:00 am      |
|                      | 29    | District CDE's –Rolla 2 vans                              | Rolla               | 4:30 pm      |
| <b>APRIL 2011</b>    | 5     | Chapter Officer Meeting                                   | Ag. Building        | After School |
| Su Mo Tu We Th Fr Sa | 12    | Chapter FFA Meeting                                       | Ag. Building        | After School |
| 3 4 5 6 7 8 9        | 14-15 | State FFA Convention—Bus 2 subs                           | Columbia            |              |
| 10 11 12 13 14 15 16 | 20    | Area Officer Interviews/Area Teacher Planning Meeting     | Owensville          | 5:00 pm      |
| 17 18 19 20 21 22 23 | 27    | Area XIV Banquet-Linn                                     | Linn                | 6:00 pm      |
| 24 25 26 27 28 29 30 | 29    | Chapter Banquet   | Commons             | 6:00 pm      |

Green- Chapter Events

Yellow- Area, State and National Events



STATE OF MISSOURI  
 DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION  
 AGRICULTURAL EDUCATION  
 P.O. BOX 480, JEFFERSON CITY, MISSOURI 65102  
**SUMMARY OF COMPLETED SUPERVISED AGRICULTURAL  
 EXPERIENCE PROGRAMS**

6-080-003  
 6/94  
 VA-3

**REPORT DUE IN STATE OFFICE FEBRUARY 1**

DISTRICT CODE

School District - St. James R-1 Date Submitted January 8 2009  
 MO Day YR

**INSTRUCTIONS:** This report is to be completed as of January 1, and shall include a composite summary of the supervised agricultural experience programs for all students enrolled during the previous school year. Permanent individual student records on file in the local department will be maintained to verify this report. The agriculture instructor(s) should make this report in duplicate and send one copy to the Director of Agricultural Education by February 1 and file one copy with the local department records.

**THIS REPORT IS TO BE TYPEWRITTEN OR COMPLETED IN BLACK INK ONLY.**

**Department Summary for Previous Calendar Year  
 (Unduplicated Count)**

|   |                  |
|---|------------------|
| 1. Number of students enrolled in agriculture at this time last year .....<br><i>(This includes the freshmen, sophomores, juniors, and seniors enrolled in January of last school year, plus those graduates that continue SAEP. Do NOT include the current year freshmen.)</i> | <u>161</u>       |
| 2. Number of students included in Line 1 completing OWNERSHIP SAEP ONLY<br><i>(Entrepreneurship in Production, Agribusiness, Custom Work) .....</i>   | <u>12</u>        |
| 3. Number of students included in Line 1 completing PLACEMENT SAEP ONLY<br><i>(wage earning and/or unpaid work experience) .....</i>  | <u>82</u>        |
| 4. Number of students included in Line 1 completing BOTH an ownership AND a placement supervised agricultural experience program .....  | <u>41</u>        |
| 5. Total student labor income with ownership supervised agricultural experience programs<br><i>(Form 61, Line "N" and/or plus Form 11, Line "8") .....</i>  | <u>\$95,023</u>  |
| 6. Total student labor income with placement supervised agricultural experience programs<br><i>(Form 128, Line "C" and/or plus Form 11, Line "11") .....</i>  | <u>\$246,444</u> |

| <b>WORKSHEET</b><br><i>(Please work before sending in.)</i>       |            |
|---|------------|
| On front side - Write in amount on line 1.                        | <u>161</u> |
| Add Lines 2+3+4 =   | <u>135</u> |
| Line 1 should be greater than or equal to lines 2+3+4.            |            |
| On front side - Add lines 2+4 =                                   | <u>53</u>  |
| On back side - Add Lines 1 through 31 =                           | <u>70</u>  |
| Lines 1 through 31 should be equal to or greater than lines 2+4.  |            |
| On front side - Add lines 3+4 =                                   | <u>123</u> |
| On back side - Add Lines 32 through 37 =                          | <u>151</u> |
| Lines 32 through 37 should be equal to or greater than lines 3+4. |            |

The information on both sides of this form was derived from permanent records on file in our department and is correct to the best of our knowledge.

\_\_\_\_\_  
 INSTRUCTOR OF AGRICULTURE

\_\_\_\_\_  
 SUPERINTENDENT OR PRINCIPAL

## Supervised Agricultural Experience Program Summary

0

District Code

### I. OWNERSHIP PROGRAMS (Taken from Form 11) - ENTREPRENEURSHIP

(The total number of students in lines 1 through 31 must be equal to or greater than the totals on front of page, line 1 plus line 4.)

#### PRODUCTION OWNERSHIP:

| LIVESTOCK: | NUMBER OF STUDENTS | UNIT & SCOPE |     |
|------------|--------------------|--------------|-----|
| 1. Beef    | 20                 | Breeding     | 107 |
|            |                    | Nonbreeding  | 85  |
| 2. Dairy   | 2                  | Breeding     | 2   |
|            |                    | Nonbreeding  | 4   |
| 3. Swine   | 16                 | Breeding     | 1   |
|            |                    | Nonbreeding  | 26  |
| 4. Sheep   | 0                  | Breeding     | 0   |
|            |                    | Nonbreeding  | 0   |
| 5. Poultry | 1                  | Breeding     | 40  |
|            |                    | Nonbreeding  | 60  |
| 6. Horses  | 3                  | Breeding     | 1   |
|            |                    | Nonbreeding  | 3   |
| 7. Dogs    | 3                  | Breeding     | 3   |
|            |                    | Nonbreeding  | 4   |
| 8. Rabbits | 0                  | Breeding     | 0   |
|            |                    | Nonbreeding  | 0   |
| 9. Goats   | 0                  | Breeding     | 0   |
|            |                    | Nonbreeding  | 0   |
| 10. Fish   | 0                  | Pounds       | 0   |
| 11. Bees   | 0                  | Hives        | 0   |
| 12. Other  | 0                  |              |     |

| CROPS:             | NUMBER OF STUDENTS | ACRES in tenths |
|--------------------|--------------------|-----------------|
| 13. Corn           | 0                  | 0.0             |
| 14. Wheat          | 0                  | 0.0             |
| 15. Milo           | 0                  | 0.0             |
| 16. Soybeans       | 0                  | 0.0             |
| 17. Cotton         | 0                  | 0.0             |
| 18. Small Grain    | 0                  | 0.0             |
| 19. Pasture        | 2                  | 185.0           |
| 20. Rice           | 0                  | 0.0             |
| 21. Sugar Beets    | 0                  | 0.0             |
| 22. Tobacco        | 0                  | 0.0             |
| 23. Forages/Hay    | 2                  | 55.0            |
| 24. Sunflowers     | 0                  | 0.0             |
| 25. Trees/Wood Lot | 1                  | 100.0           |
| 26. Berries/Grapes | 0                  | 0.0             |
| 27. Vegetables     | 0                  | 0.0             |
| 28. Plants         | 0                  | 0.0             |
| 29. Other          | 0                  |                 |

#### AGRIBUSINESS OWNERSHIP:

|                  | NUMBER OF STUDENTS | HOURS   |
|------------------|--------------------|---------|
| 30. Agribusiness | 12                 | 5594.00 |

#### CUSTOM:

|                 | NUMBER OF STUDENTS | HOURS   |
|-----------------|--------------------|---------|
| 31. Custom Work | 8                  | 1496.00 |

### II. PLACEMENT PROGRAMS (Taken from Form 11)

(The total number of students in lines 32 through 37 must be equal to or greater than the total on front page, line 3 plus 4.)

| PLACEMENT                   | NUMBER OF STUDENTS | HOURS     |
|-----------------------------|--------------------|-----------|
| 32. Prod - Regular          | 24                 | 10,940.00 |
| 33. Prod - Coop *           | 0                  | 0.00      |
| 34. Agribus - Regular       | 71                 | 31,621.00 |
| 35. Agribus - Coop *        | 0                  | 0.00      |
| 36. Directed Exper. - Reg   | 56                 | 20,538.00 |
| 37. Directed Exper - Coop * | 0                  | 0.00      |

\* Placed for school credit



STATE OF MISSOURI  
 DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION  
 AGRICULTURAL EDUCATION  
 P.O. BOX 480, JEFFERSON CITY, MISSOURI 65102-0480

Number: 6-080-005  
 VA-5

**ANNUAL REPORT OF AGRICULTURE DEPARTMENT**

THIS REPORT IS DUE IN THE OFFICE OF THE SECTION ADDRESS ABOVE BY JULY 1

|                                       |                          |   |
|---------------------------------------|--------------------------|---|
| SCHOOL DISTRICT NAME<br>St. James R-1 | DISTRICT CODE<br>081-094 | FOR YEAR OF JULY 1 TO JUNE 30<br>2009 TO 2010 |
|---------------------------------------|--------------------------|---|

|  |  |                              |
|--|--|------------------------------|
| <b>SECTION I - Advisory Council</b>                        |  | Indicate # of Meetings Below |
| Number of program advisory council meetings held last year |  | 1                            |

**SECTION II - Annual Report of Supervised Agricultural Visits**

| Name of Teachers  | Meurer    |         | Terrill   |         |            |         |
|---|-----------|---------|-----------|---------|------------|---------|
|   | At School | On-Site | At School | On-Site | At School  | On-Site |
| 1. Number of visitations made to  |           |         |           |         |            |         |
| A. Ownership SAEP   |           |         |           |         |            |         |
| (1) High School   | 112       | 191     | 99        | 45      |            |         |
| (2) Postsecondary   |           |         |           |         |            |         |
| (3) Adult/YF (See Section IV)   |           |         |           |         |            |         |
| B. Placement SAEP   |           |         |           |         |            |         |
| (1) High School   | 64        | 46      | 93        | 38      |            |         |
| (2) Postsecondary   |           |         |           |         |            |         |
| C. Prospective Students   |           | 1       |           |         |            |         |
| D. Other  |           |         |           |         |            |         |
| 2. Number of days during which SAE visits were made   | 120       |         | 111       |         |            |         |
| 3. Total high school visits for the Department  |           |         |           |         | 688        |         |
| 4. Total postsecondary visits for the Department  |           |         |           |         | 0          |         |
| 5. Total adult visits for the Department  |           |         |           |         | 0          |         |
| 6. High school students enrolled in agriculture   |           |         |           |         | 161        |         |
| 7. Average no. of supervisory visits per student enrolled                                   |           |         |           |         |            |         |
| A. Secondary - Total high school visits, line 3 + line 6                                    |           |         |           |         | 4.27329193 |         |
| B. Postsecondary - Total postsecondary visits, line 4 + VA-5 Section IV, Average Enrollment |           |         |           |         | #DIV/0!    |         |
| C. Adult - Total adult visit, line 5 + VA-5 Section III, line 2                             |           |         |           |         | #DIV/0!    |         |

**SECTION III - Annual Report For Adult Instruction**

- Total number of INSTRUCTIONAL Meeting Sessions held \_\_\_\_\_ x Average Length \_\_\_\_\_ = Total Hours \_\_\_\_\_ 0
- Total number in of FBMA enrollees \_\_\_\_\_
- Check ALL DESCRIPTORS for Adult groups with whom you meet and work and INDICATE Number of Meetings.

| Insert "X"       | Insert Number | Insert "X"    | Insert Number | Insert "X"  | Insert Number |
|------------------|---------------|---------------|---------------|-------------|---------------|
| Agri-Leaders     | _____         | Commodity     | _____         | Other       | _____         |
| Extension        | _____         | Corn Growers  | _____         | Fair Boards | _____         |
| Young Farmers    | _____         | Soybean       | _____         | Farm Coops  | _____         |
| Young Farm Wives | _____         | Cattlemen     | _____         | Civic       | _____         |
| FBMA             | _____         | Pork Producer | _____         | Other       | _____         |
| FFA Alumni       | _____         | Other         | _____         |             |               |

**INSTRUCTION MEETINGS** (Include ALL Adult - Attach page if needed)

| Session Topics | Session Topics |
|----------------|----------------|
|                |                |
|                |                |
|                |                |
|                |                |

(OVER)

### SECTION IV - Annual Report of Postsecondary Agriculture Programs

(Community and Junior College Teachers Only)

|                         | ENROLLMENT        |                   |                   |                   | GRADUATES           |                                |                                 |
|-------------------------|-------------------|-------------------|-------------------|-------------------|---------------------|--------------------------------|---------------------------------|
|                         | Beginning of Year |                   | End of Year       |                   | Number of Graduates | Number Placed in Related Areas | Percent Placed in Related Areas |
|                         | 1st Year Students | 2nd Year Students | 1st Year Students | 2nd Year Students |                     |                                |                                 |
|                         |                   |                   |                   |                   |                     |                                |                                 |
|                         |                   |                   |                   |                   |                     |                                |                                 |
| <b>Total Studentfts</b> | 0                 | 0                 | 0                 | 0                 | 0                   | 0                              | 0                               |

Postsecondary student SAE total clock hours required for graduation  
(Based on 40 hour work week)

### SECTION V - Annual Report of FFA Chapter

(Place an "X" beside items that apply, unless otherwise indicated)

|   |  |
|---|--|
| <p>1. All Chapter members have:</p> <p><input checked="" type="checkbox"/> an SAE (Required for Superior Chapter Activity Award)</p> <p><input checked="" type="checkbox"/> an access to a Student Handbook and Manual</p> <p><input checked="" type="checkbox"/> FFA degree pins</p> <p><input checked="" type="checkbox"/> knowledge of Parliamentary procedure</p> <p><input checked="" type="checkbox"/> demonstrated knowledge of FFA</p> <p>2. The chapter conducted activities:</p> <p><input checked="" type="checkbox"/> to promote SAE's</p> <p><input type="checkbox"/> cooperative purchasing/sales</p> <p><input type="checkbox"/> BOAC</p> <p><input checked="" type="checkbox"/> Safety</p> <p><input checked="" type="checkbox"/> Chapter Banquet</p> <p><input checked="" type="checkbox"/> National FFA Week</p> <p><input checked="" type="checkbox"/> recruitment program</p> <p><input type="checkbox"/> Food for America</p> <p><input checked="" type="checkbox"/> Scholarship</p> <p><input checked="" type="checkbox"/> Recreation</p> <p>3. Chapter members applies for:</p> <p><input checked="" type="checkbox"/> Star Greenhand</p> <p><input checked="" type="checkbox"/> Star farmer and/or Star agribusiness awards</p> <p><input checked="" type="checkbox"/> Proficiency awards:</p> <p><input checked="" type="checkbox"/> State Degree</p> <p><input type="checkbox"/> American Degree</p> <p><input checked="" type="checkbox"/> Public speaking</p> <p>_____ local _____ 1 area</p> <p>_____ Extemporaneous speaking _____ area</p> <p>_____ local _____ area</p> <p>4. Chapter uses:</p> <p><input checked="" type="checkbox"/> at least six officers</p> <p><input type="checkbox"/> nominating committee</p> <p><input checked="" type="checkbox"/> budget</p> <p><input checked="" type="checkbox"/> chapter constitution</p> | <p><input checked="" type="checkbox"/> official paraphernalia</p> <p><input checked="" type="checkbox"/> official books</p> <p><input type="checkbox"/> official jackets by at least 50% of members</p> <p><input checked="" type="checkbox"/> news media</p> <p><input checked="" type="checkbox"/> official stationery</p> <p><input checked="" type="checkbox"/> committees that met and reported</p> <p><input checked="" type="checkbox"/> executive committee functioned</p> <p>5. Chapter officers:</p> <p><input checked="" type="checkbox"/> held ten chapter meetings</p> <p><input type="checkbox"/> memorized official ceremonies</p> <p><input checked="" type="checkbox"/> attended leadership training sessions</p> <p>area, number attended _____ 2</p> <p>local, number attended _____ 1</p> <p>6. The chapter:</p> <p><input checked="" type="checkbox"/> had school administration review the program of activities</p> <p><input checked="" type="checkbox"/> had meetings and activities cleared and on school calendar</p> <p><input checked="" type="checkbox"/> had members/delegates at State and/or National Convention</p> <p><input checked="" type="checkbox"/> had members judge in contests above local level</p> <p><input checked="" type="checkbox"/> honorary chapter degree recipients</p> <p><input checked="" type="checkbox"/> involved former FFA member(s)</p> <p><input checked="" type="checkbox"/> encouraged 100% membership</p> <p><input checked="" type="checkbox"/> encouraged out of school membership</p> <p><input checked="" type="checkbox"/> cooperated with other school organizations</p> <p><input checked="" type="checkbox"/> acquainted members with careers and occupations</p> <p><input type="checkbox"/> cooperated with other FFA chapters</p> <p><input checked="" type="checkbox"/> used Parliamentary procedure at meetings</p> |
|---|--|

The information on both sides of this form was derived from records on file in the department and is correct to the best of our knowledge.

\_\_\_\_\_  
SUPERINTENDENT/CHIEF ADMINISTRATOR

\_\_\_\_\_  
INSTRUCTOR OF AGRICULTURE

\_\_\_\_\_  
SCHOOL

\_\_\_\_\_  
DATE





STATE OF MISSOURI  
 DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION  
 AGRICULTURAL EDUCATION  
 P.O. BOX 480, JEFFERSON CITY, MISSOURI 65102-0480  
 PRELIMINARY REPORT OF AGRICULTURE EDUCATION PROGRAM

Number: 6-080-005

VA-2

1/5/11

**THIS REPORT IS DUE IN THE OFFICE OF THE SECTION ADDRESS ABOVE BY SEPTEMBER 30**

|  |                          |                                  |
|--|--------------------------|----------------------------------|
| SCHOOL DISTRICT NAME<br>St James R-I High School<br>John F Hodge High School ( St. James ) | DISTRICT CODE<br>081-094 | DATE SUBMITTED<br>Month Day Year |
|--|--------------------------|----------------------------------|

**SECTION I: Seventh and Eighth Grade Students**

Estimated Total Number of Individual Students Receiving Instruction during the Entire School Year \_\_\_\_\_

**SECTION II: Career interest for the secondary students in your agriculture department must be summarized and reported on this form. Include all enrollees on one form. Include each student only once.**

| Secondary Students<br>Grades 9-12                   | Number With Each Interest |        |           |        |        |        |        |        | TOTAL |
|---|---------------------------|--------|-----------|--------|--------|--------|--------|--------|-------|
|   | FRESHMAN                  |        | SOPHOMORE |        | JUNIOR |        | SENIOR |        |       |
|   | Male                      | Female | Male      | Female | Male   | Female | Male   | Female |       |
| 1. Agricultural Business and Management Systems     | 1                         | 5      |           |        | 2      | 3      |        | 3      | 14    |
| 2. Agricultural Mechanics and Technology Systems    | 25                        | 5      | 20        | 2      | 21     |        | 14     |        | 87    |
| 3. Animal Science Systems                           | 7                         | 8      |           | 6      |        | 8      | 1      | 7      | 37    |
| 4. Food Science Systems                             |                           |        |           |        |        |        |        | 3      | 3     |
| 5. Natural Resources/Conservation Systems           |                           | 5      |           |        | 7      | 4      | 10     | 4      | 30    |
| 6. Plant Science/Horticulture Systems               |                           |        |           | 8      |        | 2      | 1      | 1      | 12    |
| <b>Total Male/Female Enrollment for Grades 9-12</b> | 33                        | 23     | 20        | 16     | 30     | 17     | 26     | 18     | 183   |
| <b>TOTAL ENROLLMENT FOR GRADES 9-12</b>             | 56                        |        | 36        |        | 47     |        | 44     |        | 183   |

The information on both sides of this form was derived from records on file in the department and is correct to the best of our knowledge.

|                                    |                           |
|------------------------------------|---------------------------|
| SUPERINTENDENT/CHIEF ADMINISTRATOR | INSTRUCTOR OF AGRICULTURE |
| SCHOOL<br>St James R-I High School | DATE                      |

(OVER)

| Planned Curriculum   |                  | 081-094 St James R-I High School |                          |           |           |           |
|--|------------------|----------------------------------|--------------------------|-----------|-----------|-----------|
| Courses Offered<br>(Listed courses in order, starting with this year.) | Semester Offered | Units of Credit                  | Indicate Year(s) Offered |           |           |           |
|  |                  |                                  | 2010-2011                | 2011-2012 | 2012-2013 | 2013-2014 |
| Greenhouse Management  | 2                | 2                                | X                        | X         | X         | X         |
| Ag Science I   | 2                | 2                                | X                        | X         | X         | X         |
| Ag Science II  | 2                | 2                                | X                        | X         | X         | X         |
| Floriculture   | 1                | 1                                | X                        | X         | X         | X         |
| Landscaping  | 1                | 1                                | X                        | X         | X         | X         |
| Advanced Livestock   | 2                | 2                                |                          | X         |           | X         |
| Natural Resources/Conservation   | 2                | 2                                | X                        |           | X         |           |
| Introduction to Ag Mechanics   | 2                | 2                                | X                        | X         | X         | X         |
| Ag Mechanics   | 2                | 2                                | X                        | X         | X         | X         |
| Ag Power   | 2                | 2                                | X                        | X         | X         | X         |
| Ag Construction  | 2                | 2                                | X                        | X         | X         | X         |
| Ag Structures  | 2                | 2                                | X                        | X         | X         | X         |
|  |                  |                                  |                          |           |           |           |
|  |                  |                                  |                          |           |           |           |
|  |                  |                                  |                          |           |           |           |
|  |                  |                                  |                          |           |           |           |

| Summer Program Summary for John F Hodge High School ( St James )<br>(Refer to June, July, and August Monthly Reports and Summer Calendar) |           |              |
|---|-----------|--------------|
|   | Yes or No | Total Number |
| 1. A summer plan was written, submitted, and discussed with the administration.   | Yes       |              |
| 2. A report of the completed summer instructional program was written, submitted and discussed with the administration.                   | Yes       |              |
| 3. Each prospective student was visited once during the summer.   | No        | Visits       |
| 4. Each secondary student was visited.  | No        |              |
| 5. Total secondary visits per summer per teacher equaled*at least 60.   | Yes       | 153 Visits   |
| 6. Number of adult visits made during the summer.   |           | Visits       |
| 7. Fifty percent of the teacher's time was spent supervising student's agricultural experience programs.                                  | Yes       | 29 Days      |
| 8. Each secondary student record book was reviewed once each summer.  | No        |              |
| 9. The program advisory committee met once each summer.   | Yes       |              |
| 10. A follow-up job placement survey was completed for current school year, three and five-year graduates.                                | Yes       |              |
| 11. Summer school was taught.   | No        | Students     |
| 12. Vacation taken.   | Yes       | 20 Days      |
| 13. The MVATA/Missouri ACTE Conference was attended.  | Yes       |              |
| 14. The local FFA chapter held three meetings.  | Yes       | 3 Meetings   |
| 15. The local FFA chapter participated in FFA camp.   | No        |              |
| 16. The local FFA chapter participated in a local fair.   | Yes       |              |
| 17. The local FFA chapter officers attended the Areas Leadership Training Meeting.  | Yes       | 7 Officers   |
| 18. The local FFA chapter participated in the District FFA fair.  | Yes       |              |
| 19. Number of Young Farmers Association meetings during summer.   |           | Meetings     |
| 20. The local Young Farmers Association participated in the Young Farmers Tour.   | No        |              |
| 21. Materials for the next school year were purchased.  | Yes       |              |
| 22. Laboratory(s) were maintained and repaired.   | Yes       |              |
| 23. Curriculum was updated and developed.   | Yes       |              |
| 24. Graduate school and/or Professional Development was attended.   | Yes       | 4 Days       |

25. The local FFA chapter participated in The Leadership Adventure.

Yes

# **Industrial Technology**

**Industrial Technology Education  
Program Evaluation  
St. James Schools 2010-2011**

## **Part I: Program Objectives**

The mission of the St. James Industrial Technology Education Program is to provide students of all ages with the opportunity to learn how to create a variety projects from conception and design to completed form, as well as prepare them to make a lifetime of informed choices in the fields of Industrial Technology.

### **Scope of Industrial Education**

A four year program of Industrial Technology will be offered in the St. James R-1 School District. The Instructional program will consist of five courses offered on a one year or semester rotation. The first course (Woods I) will build basic wood working skills and knowledge of tools, equipment, and basic drafting. The second course (Carpentry II) will continue to build on the skills learned in Woods I, and provide students with the opportunity to create more complex wood working projects. Carpentry III will see students create complex projects using a wide variety of tools and techniques, and then display those projects to the school community and possibly in competitions. The final course (CarpentryIII) will provide students with the opportunity to further their skills in the field of cabinet making by providing access to a professional style production shop, where students will have the opportunity to create large, professional quality cabinet jobs, in a group production format. It will also provide students with the opportunity to investigate possible careers in the cabinet making industry, or potential opportunities to continue their post-graduate education in the field.

## **Part 2: Courses Offered**

Woods I: Beginning Woodworking

Carpentry I: Intermediate Woodworking

Carpentry II: Advanced Woodworking

Carpentry III: Carpentry

\*Current High School enrollment in the Industrial technology program is estimated at 160 students.

## **Part 3: Accomplishments and Projects Created**

Accomplishments of the Industrial Technology Program include:

- Cabinets for the Elementary Education office
- Adirondack Chairs
- Coffee Tables and End Tables
- Entertainment Centers
- Cedar Chests
- Jewelry Boxes
- “Show” Boxes
- DVD Shelves
- Night Stands
- Book Shelves
- Toy Chests
- Desks
- Engraved Signs
- Game Tables

## **Part 4: Descriptions of Courses Offered**

### **Woods I:**

Woods I is a general shop class designed to provide the student with an introduction to industrial technology including experiences in drafting and woodworking. The class will begin at a very basic level by providing the students with the opportunity to become familiar with such practices as tool safety, proper use of tools, proper measuring and drafting techniques. Evaluation is based on a 10-point daily grade in shop, as well as successful completion of a tools and safety test (100% required). The goal of the class is to provide students with the skill necessary to take all proper steps from conception and design of a project through overall completion of that project.

*Course Rationale:* Woods I is a course designed to introduce students to the woodworking and furniture and cabinet making industry. The student should begin to gain knowledge of tools and equipment used in a variety of home building and home repair activities.

### **Carpentry I:**

Carpentry I is a continuation of Woods I with more stress placed on the further development of previously learned skills. This course provides students with the opportunity to study and produce well-designed furniture and other wood products. Evaluation is based on a 10-point daily grade in the shop, as well as completion of a final project. Tests may also be given throughout the course to help check the student's comprehension of safety and proper tool use. Students will be required to buy materials for their personal projects.

*Course Rationale:* Carpentry I is a course that is designed to give the student more complex woodworking skills and continue to explore careers in the woodworking, furniture making, or cabinet making industry. The student should gain knowledge in this class in a wide variety of home building and home repair activities.

### **Carpentry II:**

Carpentry II is a continuation of Carpentry I with more stress placed on the development of previously learned skills and ability to complete a major project from conception to finish. Students will be expected to design, develop, and complete a major project. They will be responsible for calculating the amount of materials needed to complete the project as well as develop an overall budget and time frame needed for completion. Evaluation is based on a 10-point daily grade in the shop, as well as completion of a final project and its relationship to the design and budget created by the student. Students will be required to buy materials for their own personal projects.

*Course Rationale:* Carpentry II is a course designed to give the students more advanced opportunities to prepare themselves for a possible career in the woodworking, furniture making, or cabinet making industries. The student should gain knowledge in this class in a wide variety of home building and home repair activities that should provide financially useful in the future.

### **Carpentry III:**

Carpentry III is a continuation of Carpentry II, with more stress placed on the development of previously learned skills. In Carpentry III, students will develop workplace ready skills in the areas of cabinet making and construction. An emphasis will be placed on the use of current industry technology and practices, conception, design, cost analysis, and labor.

*Course Rationale:* Carpentry III is designed for students who are considering a career in the areas construction or cabinet making. The student will gain the skills necessary to prepare them for a career in carpentry, or continuing their education in a post-graduate course of study in the cabinet making field.

## **Program Evaluation Worksheet**

**Title of Program:** Industrial Technology

**Name of Coordinator:** Ben Smith

**Date of Report:** January 3, 2011

### **Strengths:**

1. Provides students with updated equipment and technology in wood working programs.
2. Hands-on participation in creating wood-working projects for individual students and school community
3. Provides students with the opportunity to learn about techniques and practices in creating quality, usable projects.
4. Provides students and school with resources to create projects.
5. Allows students to use creativity in designing and completing performance-based assignments.

### **Weaknesses:**

2. Curriculum for the Industrial Technology program does not provide students with diversified opportunities to explore all fields of industrial technology.
3. Computer-based technology has not been used in current curriculum.
4. Existing equipment is outdated and does not meet industry standards.
5. Improvements needed to existing facility. (i.e. building repairs, inadequate space, some equipment updates.)

### **Planned Improvements:**

1. Update Industrial Technology courses to include a wider variety of technological opportunities.
2. Update curriculum to provide students with a cohesive step-by-step approach to wood-working and other technological fields..
3. Attempt to purchase equipment that is safer and better equipped to prepare students for a career in industrial technology..

## INDUSTRIAL TECHNOLOGY PROGRAM IMPROVEMENT PLAN

Objective #1 of 3

**Measurable Objective:** Update curriculum to provide students with a cohesive step-by-step approach to wood-working and other technological fields

**Objective will be measured by looking at the following data:** Reviewing updated curriculum and syllabi to ensure a cohesive and comprehensive Industrial Technology Education plan is in place.

**Acceptable level of performance for this objective:** The goal of the district is to provide a comprehensive and well-organized plan for students entering the Industrial Technology field.

| Standard/ Indicator      | Action to be taken                   | Needed Resources  | Personal Responsible                            | Start Date | Complete Date |
|--------------------------|--------------------------------------|---|---|------------|---------------|
| St. James CSIP<br>Goal 1 | Review and update current curriculum | Current curriculum and course description as well as CSIP goals, strategies, and standards. | Keith McCarthy, Principal<br>Ben Smith, Teacher | Jan, 2011  | June, 2011    |

## INDUSTRIAL TECHNOLOGY PROGRAM IMPROVEMENT PLAN

Objective #2 of 3

**Measurable Objective:** Attempt to purchase more safe and job ready industrial technology equipment.

**Objective will be measured by looking at the following data:** Number of equipment and safety upgrades in current shop equipment.

**Acceptable level of performance for this objective:** The short term goal of the district is to continue to upgrade the industrial technology shop with equipment that is both safer and more appropriate for career training.

| Standard/ Indicator      | Action to be taken   | Needed Resources   | Personal Responsible                             | Start Date | Complete Date |
|--------------------------|--|--|--|------------|---------------|
| St. James CSIP<br>Goal 3 | Rewrite Perkins Grant to use funds to purchase updated and safer equipment | Listing of available grants and research of requirements to obtain them. | Cathy Wells, Administrator<br>Ben Smith, Teacher | Jan, 2011  | June, 2011    |

## INDUSTRIAL TECHNOLOGY PROGRAM IMPROVEMENT PLAN

Objective #3 of 3

**Measurable Objective:** Organize and arrange current facility to create more space and student friendly working environment in both the classroom and shop areas.

**Objective will be measured by looking at the following data:** Improvements made to the current facility.

**Acceptable level of performance for this objective:** The short term goal of the district is to repair structural deficiencies to the current facility and organize the shop and classrooms to make more efficient use of the available space.

| Standard/ Indicator                                | Action to be taken  | Needed Resources   | Personal Responsible                            | Start Date | Complete Date |
|--|---|--|---|------------|---------------|
| St. James CSIP Goal 1<br><br>St. James CSIP Goal 3 | Repair leaking roof. Find alternate classroom for ISS. Organize and clean current shop. | Supplies and labor to repair roof. Alternate classroom for ISS. Time to spend organizing and cleaning shop area. | Keith McCarthy, Principal<br>Ben Smith, Teacher | Jan, 2011  | August, 2011  |

# **Career and Technical Business Education**

# Program Evaluation Worksheet

## Staff

**Title of Program or Service:** Career Education

**Name of Coordinator/Sponsor:** Sandy Parker and Victoria Abel

**Date of Report:** January 3, 2011

This written evaluation will be presented to the Board for their annual assessment of the program. The following items are suggested discussion points. Only comment on items applicable to your program. Feel free to add any additional information.

1. Goals of your program: To identify needed improvements in our local career education program and make recommendations for future school years in order to prepare students for successful careers and a lifetime of informed choices in career education.
2. Strong and weak points of your program
  - a. Strengths
    - i. Students are well prepared for the job market.
    - ii. We have a lot of technical opportunities for students.
    - iii. We offer a well balanced variety of courses, including courses which qualify for dual college credits.
    - iv. Students are educated using current and innovative software programs. Course study is focused on needs and expectations of the surrounding business community.
    - v. Technology is very up to date.
    - vi. Technology students are prepared to fix technological problems on a large scale.
  - b. Weaknesses
    - i. Current software needed for multimedia.
    - ii. Replacement laptops are needed for teachers in room 102 and 103.
    - iii. 16 replacement laptops are needed in room 102.
    - iv. Color scanner is needed in room 102.
    - v. Adobe Photoshop is needed in room 102.
3. Describe how this program helps students successful after high school.
  - a. Network Administration students have found job opportunities during high school and after graduation. In addition, they are being placed into upper level college courses and degrees

- because of the expertise gained while at school. The job market is extremely high in this area.
- b. Business Technology students are given the opportunity to receive excellent job seeking, interviewing, and resume building skills. In addition, they utilize current computer technology and software to resolve various business challenges that will be faced in the business world. Students learn from practical applications that train them to be successful employees and provide a greater opportunity in the job market. Students further learn the values of being a good employee through the CEP (Career Exploration Program) which provides excellent work ethics and knowledge on how to be a good employee. This program is currently being supervised by Mrs. Victoria Abel. Students are also required to spend a day shadowing a specific career.
  - c. Accounting students are given the opportunity to engage in basic and advanced accounting practices. Through this opportunity, these students will be prepared to continue education at a collegiate level or enter the work force. In this class students will engage in classifying financial items such as assets, liabilities, and capital, analyzing transactions into debit and credit parts, and record transactions into a multicolumn general journal and special columns for sole proprietorship. They will maintain banking records and complete an eight-column worksheet, adjusting and closing entries, and prepare a post-closing trial balance for a sole proprietorship. Also, accounting students will be required to post transactions to a general and subsidiary ledger from a combination journal and prepare financial statements for a sole proprietorship.
  - d. Digital Communication students are given the opportunity to create a yearbook through the use of our technological resources. These students engage in educational activities through the use of technology. This course stresses collaboration, responsibility, teamwork and networking.
  - e. E-Business students are given the opportunity to learn and be engaged in business at the e-commerce level. This is a year long course that gives students the opportunity to learn about conducting business via the internet. Students in this course will be exposed to e-commerce and marketing connections, e-retailing, business organizations and structures, telecommunication infrastructure, Internet communication, product service and planning, the promotional process, and e-commerce and entrepreneurship. After completion of this course, students will be able to contribute their skills to any firm that is conducting business electronically.

- f. Multimedia (Video Production) students are involved in television production, video editing and broadcast. Using the local community access channel, students are becoming experts in very sophisticated software and editing products. Several graduates have become employed with video production at their respected universities and have brought back expertise to us. Tiger TV II students work at an advanced level.
  - g. Business Management/Leadership students are given the opportunity to receive education and training on management careers, management responsibilities, educational requirements and leadership qualities. After this course, students will be prepared to take post secondary courses and/or join the workforce at an entry level position.
  - h. DigiTools students are given the opportunity to receive computer application skills such as word processing, spreadsheet, database, and presentation development using Microsoft Office. These skills can be utilized to receive employment in the local business industry.
  - i. Advanced DigiTools students are given the opportunity to receive computer application skills such as desktop publishing, multimedia presentation, and Web design using the most current and popular software programs. These skills can be utilized to obtain employment in the local business industry.
  - j. Personal Finance students are given the opportunity to receive skills in budgeting, banking, using credit, saving and investing. These skills will allow an employee to have better money management skills which are valuable in both the personal and business employee areas.
  - k. Business Law students are given the opportunity to understand where laws come from, which will help them understand their own legal rights and responsibilities. This course is a foundation for both personal knowledge and an introductory course for the college bound student.
  - l. Senior Seminar provides students with the opportunity to explore different colleges and universities, review different career possibilities, apply to different universities and colleges, apply for scholarships and complete financial aid paperwork.
  - m. Digital Media students will participate in a school run photography business. Students will learn the basic steps in running a business, functions of a camera, digital editing, and MPIX software. Students will also be working with different aspects of photo journalism and Photoshop.
4. Describe how this program addresses multicultural concerns. There are no multicultural concerns at this time.
  5. Recommendations for improving the program:
  6. Number of students in your program:

Business Technology I has 21 students  
E-Business has 21 students  
Network Administration has 5 students  
Accounting I has 17 students  
Digital Communications has 15 students  
Business Management & Leadership has 25 students  
Digital Media has 20 students  
Tiger TV has 25 students  
Senior Seminar has 16 students  
Career Exploration Program has 18 students  
DigiTools has 142 students  
Advanced DigiTools has 9 students  
Personal Finance has 81 students  
Business Law has 14 students

Facility needs – none at this time.

7. Problems with your budget and any extenuating budgetary needs that need to be addressed. We have had no problems with the budget as long as vocational funding is available from the state.
8. Other

# Digital Communications

Victoria Abel, Advisor

District Phone Number: 573-265-2300

E-mail: [vabel@stjschools.org](mailto:vabel@stjschools.org)

Required materials for class: 2” binder for all reports

Purpose: To provide students with the skills necessary to create a yearbook.

Objectives for all students: The student will –

1. Sell ads for the yearbook
2. Sell and distribute yearbooks
3. Create posters and do other tasks necessary for the production process
4. Understand the functions and standards of a good yearbook
5. Sell and collect money for advertising

Objectives for Photographers: The student will –

1. Compose photographs
2. Operate a camera
3. Take assigned pictures on time
4. Print pictures and upload them on time

Objectives for all other staff members: The student will –

1. Write stories and captions for the yearbook
  - a. Use appropriate sources and information
  - b. Conduct interviews
  - c. Organize story material
  - d. Write headlines
2. Design and create yearbook spreads
  - a. Design the page
  - b. Write picture assignments for the photographer
  - c. Write the copy, headlines, and captions
  - d. Prepare and artwork or pictures for use
3. Sell and collect money for advertising and design ads for advertisers

Objectives for editors: The student will –

1. Direct the planning of the publication
2. Oversee and assist beginning students and their work

3. Edit student copy before it comes to the advisor
4. Proof yearbook layouts and spreads before they go to press
5. Act as the primary coordinators of the student activity

Digital Communications is a production class. Yearbooks cannot go to the press with holes where pictures were not printed or layouts were not completed. Thus, although the individual grades will be given for individual assignments, the major grade in the class is a completion grade. Assignments are either done on time in a quality that can go to press, and students receive a high grade, or they are not, and students receive a low grade (most likely a ZERO). Thus most students in the class will receive a high grade or they will fail. **Failure to complete a production deadline will result in an “F” for that assignment because other students will have to complete the work that was not finished.** Expecting other students to complete unfinished work is not fair to other members of the staff. **Failure to meet TWO deadlines will result in an “F” for that semester.** Students and parents must understand the responsibility of the students to the entire publication process.

Another essential characteristic of digital communications is that students must often leave the classroom to sell ads, take pictures, do interviews, or complete other yearbook functions. Students who abuse that freedom and responsibility put the entire staff at risk of losing their ability to do their work outside of the classroom during the school day. *Therefore, any digital communication student who leaves the classroom or the school to complete a journalism assignment and who does anything other than journalism work or who participates in any unsanctioned activity (such as use of alcohol, tobacco, or other drugs or eating lunch off campus) will receive an automatic “F” for the assignment or for the semester and will be restricted to the classroom for the remainder of the year.*

**Please Note: Digital Communications students who cannot leave during the school day to complete work required for the class will have to plan to complete the work before or after school.**

Digital Communications students have a great deal of responsibility. Students will have access to the internet and computers during class. Students who abuse those privileges will be restricted to their use of computer equipment and the internet. Students will also not be allowed to browse the internet for non-class related searches or to check their personal e-mail account. Students will also not be allowed to play games on the computers. Failure to comply with the responsibility of working with computers will result in the student failing the class for the semester if the student is kicked off the computers entirely.

A final reality is that production deadlines must be met because yearbooks are scheduled to go to press on specific days. Therefore, all will be required to stay after school and stay at school on the night of the deadline until the work is completed of the entire production or the instructor releases them. Sometimes that means that the staff will be here late. Staying late should not be an issue for most students who use their time efficiently during the school day. Students should be responsible enough to stay after school to finish their work before a deadline if they cannot finish during the allotted class time.

Please sign below that you understand and agree to the terms for students to be involved in Digital Communications class at St. James High School.

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Parent Signature: \_\_\_\_\_

Date: \_\_\_\_\_

(sample)

## Business Management & Leadership

Victoria Abel – Advisor

[vabel@stjsschools.org](mailto:vabel@stjsschools.org)

(573) 265-2300 Ext 3233

**Vision:** Introduction to Business is an introductory course that reviews general business topics.

**Objective:** Engage peers productively in discussion, critique, creative development, and reflection. We will be looking into the basic information needed for students to make wise decisions pertaining to their future in the business world. Students will be working in groups to develop teamwork skills necessary for their future.

**Materials:** Each student will need a “college rule” notebook and a 1” binder.

### Units of Study:

- Self Assessment
- Exploring Careers
- Joining the Workforce
- Professional Communication Skills
- Teamwork and Leadership
- Workplace Legal Matters
- Technology in the Workplace
- Time and Information Management
- Managing your Money
- Banking and Credit
- Adapting to Change

### Grading Procedure

Class work/homework for each unit must be completed and checked by the teacher before the students is allowed to take the unit test. Points will be given for attendance in class and will be a part of the student’s quarter grade. Grade percentages are listed in the Student Handbook.

### A note from the teacher –

I will lead a respectful and disciplined classroom. To achieve this I have implemented a few simple classroom policies and procedures. These will be enforced in order to maintain a fair and orderly classroom. As a student, it is your responsibility to comply with these policies and procedures.

They are listed as follows –

- \*Come to class prepared to learn – Always bring your book, 3 ring binder, folder, writing utensil, and any other supplies you might need. If you borrow something of mine, I will borrow something of yours. Bringing your materials to class is important, so important that I will give you a grade for it.
- \*Be respectful of all students and teachers that enter our classroom – Offensive language, derogatory gestures, and any other disrespectful behaviors will not be tolerated. Hateful comments concerning race, gender, sexuality, political views, appearance, or any other type will not be tolerated; this applies to serious and joking comments.
- \*Do your own work – Students found plagiarizing, copying, or cheating in any way will receive an automatic zero.
- \*Follow directions the first time they are given – there will be plenty of time to discuss the matter after you follow directions.

\*Daily Questions – A daily question will be posted on the Smart Board everyday when you enter the classroom. You will answer all daily questions in the folder that you must have for this class. It is your responsibility to bring this folder to class daily. If a student is absent, they must still answer the daily questions. It is the student’s responsibility to locate the missing daily question.

\*Dismissal From Class – The bell does not dismiss you from class, I DO! Do not pack up your things until I have told you to. We will be working until the bell rings.

\*Leaving the classroom – when leaving the classroom, you must have a pass. When one has been shown the student must sign the clip board by the door stating where they are going. Even if you have a pass it does not mean that I must let you leave the room. Use your best judgment. If we are in the middle of something don’t even ask!

\*Student Work – From time to time, student work will be displayed throughout the classroom.

\*\*\*Procedures may be changed or added by the teacher.

---

I, \_\_\_\_\_ have read and fully understand the class policies and procedures.

Signature \_\_\_\_\_

Parent Signature \_\_\_\_\_

**(sample competency)**  
**Digital Communications**  
**St. James School District**

| Criteria  | Yes | Needs Assistance | No | Not Intro. |
|---|-----|------------------|----|------------|
| Name of Student:  |     |                  |    |            |
| Date Competency Finished:   |     |                  |    |            |
|   |     |                  |    |            |
| <b>Yearbook Responsibility</b>  |     |                  |    |            |
| Learn the five functions of a yearbook and know how this year's book will serve those functions.  |     |                  |    |            |
| Develop an awareness of the history of yearbooks and yearbook production  |     |                  |    |            |
| Understand the job responsibilities of each staff position  |     |                  |    |            |
| Know the purpose of each part of the yearbook and how those parts are assembled   |     |                  |    |            |
| Be familiar with printing terms and concepts as they relate to yearbooks production   |     |                  |    |            |
| Be familiar with yearbook concepts and the typical organization of those components   |     |                  |    |            |
| <b>Deadlines/Delivery</b>   |     |                  |    |            |
| Know the importance of the ladder diagram and how to complete and use it for the yearbook   |     |                  |    |            |
| Understand the importance of a deadline, know the deadline schedule and how a missed deadline can affect the delivery of the yearbook                     |     |                  |    |            |
| Understand the purpose of each yearbook production tool   |     |                  |    |            |
| <b>Business Aspects</b>   |     |                  |    |            |
| Understand the production of a yearbook as a business requiring a set of financial goals and strategies for attaining them                                |     |                  |    |            |
| Know the financial goals of the yearbook and business related responsibilities  |     |                  |    |            |
| Know the sources of yearbook income and expenses  |     |                  |    |            |
| Learn the steps involved in marketing a yearbook and know the rationale behind the marketing strategies chosen for the book                               |     |                  |    |            |
| Understand the role of advertising, the various types of advertising, how advertising is sold, and if applicable, the advertising to be sold for the book |     |                  |    |            |
| <b>e Development</b>  |     |                  |    |            |
| Recognize how a them provided continuity and creates a unique personality for the yearbook  |     |                  |    |            |
| Learn how yearbook themes can be developed  |     |                  |    |            |
| iate the benefits of brainstorming and how brainstorming can be applied to other creative endeavors   |     |                  |    |            |
| <b>Coverage</b>   |     |                  |    |            |
| Understand the terms coverage and content   |     |                  |    |            |
| iate the importance of emphasizing students throughout the yearbook   |     |                  |    |            |
| Learn ways of making content more interesting and techniques for structuring that content in various sections of the book                                 |     |                  |    |            |
| Understand how content quality can be improved by covering people and events in different and unique ways   |     |                  |    |            |
| <b>Layout and Design</b>  |     |                  |    |            |
| Appreciate the need for organized yearbook design   |     |                  |    |            |
| Learn about the elements involved in creating a layout and know the importance of designing double-page spreads   |     |                  |    |            |

|  |  |  |  |  |
|--|--|--|--|--|
| Understand how to place design elements in a creative, orderly fashion   |  |  |  |  |
| Recognize layout and column styles that can be used to create consistency throughout a section and the entire yearbook |  |  |  |  |
| <b>Writing Elements</b>  |  |  |  |  |
| Understand the role of copy in supporting photographs and completing the story   |  |  |  |  |
| Learn the difference between news writing and feature writing styles   |  |  |  |  |
| Recognize captions and headlines as important parts of yearbook copy   |  |  |  |  |
| <b>Know the purpose of the interview and understand how gathered material improves yearbook copy</b>                   |  |  |  |  |
| Understand how to prepare for an interview   |  |  |  |  |
| Know how to properly conduct an interview and work with the interview subject  |  |  |  |  |
| Learn how to organize the information gathered in preparation of writing the story                                     |  |  |  |  |
| Know the characteristics of well-written copy  |  |  |  |  |
| Understand how complete captions make the yearbook an accurate record of the year                                      |  |  |  |  |
| Learn to write and design captions that are informative and enjoyable for the reader                                   |  |  |  |  |
| Understand the purpose of the headline and its importance to good yearbook copy  |  |  |  |  |
| Learn the rules of headline writing  |  |  |  |  |
| Understand headline placement and design variations  |  |  |  |  |
| Learn the primary kinds of type, how they are classified, and some of the physical parts of typeset characters         |  |  |  |  |
| Learn how type is measured and be familiar with the type specifications needed to set yearbook copy blocks             |  |  |  |  |
| <b>Proofreading</b>  |  |  |  |  |
| Understand the purpose and value of proofreading yearbook copy   |  |  |  |  |
| Learn who is involved in the proofreading chain  |  |  |  |  |
| Learn the proofreading guidelines and tools and how to use them  |  |  |  |  |
| <b>Quality Photography</b>   |  |  |  |  |
| Recognize the value of including quality photographs in the yearbook   |  |  |  |  |
| <i>Know what makes a good picture</i>  |  |  |  |  |
| Know the basics of photographic composition  |  |  |  |  |
| Understand the importance and techniques of uploading pictures   |  |  |  |  |
| Calculate the cost of goods sold using the weighted average method   |  |  |  |  |
| Recognize when a flash is needed   |  |  |  |  |
| Recognize common photographic problems   |  |  |  |  |
| <i>Know the type of finished print to submit for publication</i>   |  |  |  |  |
| Know the reasons for cropping yearbook photos  |  |  |  |  |
| Understand how cropping can improve picture composition  |  |  |  |  |
| Learn the steps used in fitting yearbook text  |  |  |  |  |

|   |  |  |  |  |
|---|--|--|--|--|
| <b>Legal Aspects</b>  |  |  |  |  |
| What compromises a libel action and the available defenses and officials                  |  |  |  |  |
| Know how to distinguish inappropriate topics for reporting in the yearbook                |  |  |  |  |
| Know how to appropriately use trademark protected logos and product names in the yearbook |  |  |  |  |
| Understand the ethical considerations of being a yearbook journalist                      |  |  |  |  |
| Know how to appropriately use copyrighted material in the yearbook                        |  |  |  |  |
| Understand how to use Josten's Yearbook Avenue to complete the yearbook                   |  |  |  |  |
| Teacher's Name:   |  |  |  |  |
|   |  |  |  |  |

(sample competency)

Name: \_\_\_\_\_

Multimedia

**Directions:**  
Evaluate the student by checking the appropriate number or letter to indicate the degree of competency. The rating for each task should reflect employability readiness rather than the grades given in class.

**Rating Scale:**  
**0 No Exposure** – no experience or knowledge in this area  
**1 Not Mastered** – requires instruction and close supervision  
**2 Requires Supervision** – can perform job completely with limited supervision  
**3 Mastered** – can work independently with no supervision

Multimedia

| 0 | 1 | 2 | 3 |  | Notes: |
|---|---|---|---|--|--------|
|   |   |   |   | <b>A. Apply Introductory Principles</b>  |        |
|   |   |   |   | 1. Define terms related to multimedia (video and audio)  |        |
|   |   |   |   | 2. List hardware requirements for various types of media.  |        |
|   |   |   |   | 3. Explain key principles in the Electronic Users' Bills of Rights (e.g., safety, security, privacy) |        |
|   |   |   |   | 4. Identify copyright and patent laws for multiple media (e.g., video, text, sound, pictures)        |        |
|   |   |   |   | 5. Demonstrate ethical behavior when designing multimedia applications                               |        |
|   |   |   |   | 6. Identify hardware platform differences (e.g., MAC, Windows)                                       |        |
|   |   |   |   | <b>7. Apply design principles used in multimedia productions</b>                                     |        |
|   |   |   |   | 8. Use organizational tools to plan multimedia products (e.g., storyboarding, outlining, branching)  |        |
|   |   |   |   | 9. Use help tools (e.g., technical manual, on-line help, technical support)                          |        |
|   |   |   |   | 10. Edit multimedia files  |        |
|   |   |   |   | <b>11. Identify career/self-employment opportunities in multimedia production</b>                    |        |
|   |   |   |   | 12. Exhibit leadership skills through a student organization (e.g., FBLA, PBL)                       |        |
|   |   |   |   | 13. Identify tools in toolbars and palettes in various software programs                             |        |
|   |   |   |   | 14. Apply tools in toolbars and palettes in various software programs                                |        |
|   |   |   |   |  |        |
|   |   |   |   | <b>B. Manage files</b>   | Notes: |
|   |   |   |   | 1. Identify types of files used in multimedia applications (e.g., eps, gif, jpg)                     |        |
|   |   |   |   | 2. Download files (e.g., audio, images, video, animation)  |        |

|  |  |  |  |   |  |
|--|--|--|--|---|--|
|  |  |  |  | 3. Perform import and export functions                              |  |
|  |  |  |  | 4. Manage electronic files  |  |
|  |  |  |  | 5. Perform file compression (e.g., mp3, mpeg, zip)                  |  |
|  |  |  |  | 6. Utilize storage resources (e.g., zip drive, CD, DVD, jump drive) |  |

|          |          |          |          |   |               |
|----------|----------|----------|----------|---|---------------|
| <b>0</b> | <b>1</b> | <b>2</b> | <b>3</b> | <b>C. Manage Images Appropriately</b>   | <b>Notes:</b> |
|          |          |          |          | 1. Acquire digital images (e.g., scanners, cameras, camcorders, screen captures)                      |               |
|          |          |          |          | 2. Import files from digital camera   |               |
|          |          |          |          | 3. Import images from various sources (e.g., software-specific library, other applications, Internet) |               |
|          |          |          |          | 4. Determine appropriate files formats (e.g., bmp, tiff, jpg, gif, pict, eps)                         |               |
|          |          |          |          | 5. Apply appropriate resolution settings for intended use of image                                    |               |
|          |          |          |          | 6. Apply appropriate image mode for intended application (e.g., convert RGB, CMYK, grayscale)         |               |
|          |          |          |          | 7. Create images  |               |
|          |          |          |          | 8. Edit images (e.g., color, filter, tint, contrast, watermark, brightness)                           |               |
|          |          |          |          | 9. Manipulate images (e.g., mask, resize, crop, scale, rotate, group/ungroup)                         |               |
|          |          |          |          | 10. Create original drawings in illustration software   |               |

|          |          |          |          |   |               |
|----------|----------|----------|----------|---|---------------|
| <b>0</b> | <b>1</b> | <b>2</b> | <b>3</b> | <b>D. Create Simple Animations</b>                        | <b>Notes:</b> |
|          |          |          |          | 1. Create frame-by-frame animations                       |               |
|          |          |          |          | 2. Apply motion and shape tweening                        |               |
|          |          |          |          | 3. Create reusable symbols (e.g., button, movie, graphic) |               |
|          |          |          |          | 4. Use layering and object modification techniques        |               |
|          |          |          |          | 5. Apply button and frame actions                         |               |
|          |          |          |          | 6. Embed symbols  |               |

|          |          |          |          |   |               |
|----------|----------|----------|----------|---|---------------|
| <b>0</b> | <b>1</b> | <b>2</b> | <b>3</b> | <b>E. Create Audio Files</b>  | <b>Notes:</b> |
|          |          |          |          | 1. Optimize parameters that affect the quality and file audio recordings (e.g., mp3, wav) |               |

|          |          |          |          |  |               |
|----------|----------|----------|----------|--|---------------|
|          |          |          |          | 2. Convert audio files   |               |
|          |          |          |          | 3. Capture recorded and live audio from a variety of sources (e.g., CD/DVD, video, microphone)   |               |
|          |          |          |          | 4. Trim audio files  |               |
|          |          |          |          | 5. Apply filters to audio (e.g., noise and pop/hiss reduction)                                   |               |
| <b>0</b> | <b>1</b> | <b>2</b> | <b>3</b> | <b>F. Create Video Files</b>   | <b>Notes:</b> |
|          |          |          |          | 1. Access and capture video clips from a variety of sources (e.g., CD/DVD, digital video camera) |               |
|          |          |          |          | 2. Import audio files  |               |
|          |          |          |          | 3. Apply video filters   |               |
|          |          |          |          | 4. Apply text to video   |               |
|          |          |          |          | 5. Add transitions   |               |
|          |          |          |          | 6. Manipulate motion/transform settings (e.g., zoom, rotate, movement)                           |               |
|          |          |          |          | 7. Apply appropriate video compressions to fit media delivery (e.g., mpg, mov)                   |               |
|          |          |          |          | 8. Identify hardware used for playing completed video (e.g., VHS-analog, DVD-digital)            |               |
|          |          |          |          | 9. Identify video players for the Web (e.g., QuickTime, Windows Media Player)                    |               |
| <b>0</b> | <b>1</b> | <b>2</b> | <b>3</b> | <b>G. Edit Video Timeline</b>  | <b>Notes:</b> |
|          |          |          |          | 1. Arrange video clips, audio clips, titles and still images on timeline                         |               |
|          |          |          |          | 2. Organize clips using storyboard approach  |               |
|          |          |          |          | 3. Edit in and out points  |               |
|          |          |          |          | 4. Link/unlink clips   |               |
|          |          |          |          | 5. Apply special effects, transitions, animations, and filters                                   |               |
|          |          |          |          | 6. Adjust transparency of a clip to superimpose over another clip                                |               |
|          |          |          |          | 7. Apply key frames  |               |
|          |          |          |          | 8. Set properties of clips   |               |
|          |          |          |          | 9. Trim clips  |               |
|          |          |          |          | 10. Adjust frame rates   |               |
|          |          |          |          | 11. Apply split screen format  |               |
|          |          |          |          | 12. Apply alpha-channels to blue-or green-screen video   |               |
|          |          |          |          | 13. Apply video and audio pan  |               |
|          |          |          |          | 14. Mix audio using audio setting  |               |

|          |          |          |          |                        |  |
|----------|----------|----------|----------|------------------------|--|
|          |          |          |          |                        |  |
|          |          |          |          |                        | 15. Synchronize audio with video                               |
| <b>0</b> | <b>1</b> | <b>2</b> | <b>3</b> | <b>H. Export Video</b> | <b>Notes:</b>  |
|          |          |          |          |                        | 1. Apply codec (compression) appropriate for the video project |
|          |          |          |          |                        | 2. Export video for broadcast                                  |
|          |          |          |          |                        | 3. Export video for Web  |
|          |          |          |          |                        | 4. Export video for VHS or DVD media                           |

|          |          |          |          |   |   |
|----------|----------|----------|----------|---|---|
| <b>0</b> | <b>1</b> | <b>2</b> | <b>3</b> | <b>I. Create and Deliver Electronic Presentations</b> | <b>Notes:</b>   |
|          |          |          |          |   | 1. Identify components of effective electronic presentations              |
|          |          |          |          |   | 2. Create, use and edit master slides and templates                       |
|          |          |          |          |   | 3. Import files into a presentation (e.g., text, images, audio, video)    |
|          |          |          |          |   | 4. Incorporate audio and visual elements (e.g., audio, images, animation) |
|          |          |          |          |   | 5. Incorporate transitions  |
|          |          |          |          |   | 6. Apply object linking in multimedia products                            |
|          |          |          |          |   | 7. Apply builds to projects   |
|          |          |          |          |   | 8. Apply timed settings   |
|          |          |          |          |   | 9. Deliver a presentation using professional standards and techniques     |

# BUSINESS PROGRAM IMPROVEMENT PLAN

**Measurable Objective:** Increase membership in FBLA by 20 percent in order to encourage leadership and teamwork qualities in our students.

**Objective will be measured by looking at the following date:** Club enrollment and participation data, comparing 2008-2009 data to 2009-2010 data.

**Acceptable level of performance for this objective:** The long-term goal is to have 100 percent of vocational students in FBLA. We will incrementally grow by a minimum of 20 percent each year until we reach our goal.

| Standard/<br>Indicator | Action to be taken   | Needed Resources  | Personal<br>Responsible           | Start<br>Date  | Complete<br>Date |
|------------------------|--|---|-----------------------------------|----------------|------------------|
| FBLA Goal 1            | Use “late start” days and before and after school with FBLA without infringing upon classroom learning time. The meetings during late start will be student lead by the president. | Time is the major resource, which we did not have before. | Victoria<br>Abel, FBLA<br>Sponsor | August<br>2011 | May,<br>2012     |

## BUSINESS PROGRAM IMPROVEMENT PLAN

Objective #2 of 3

**Measurable Objective:** Increase the percentage of students who master at least 80 percent of the curriculum competencies and receive a grade of B or better for the course.

**Objective will be measured by looking at the following data:** Competency profile data and actual end-of-term grades.

**Acceptable level of performance for this objective:** The goal is to have 100 percent of our students achieving a minimum of 80 percent on the curriculum competencies and receiving a grade of B or better for all business courses.

| Standard/<br>Indicator   | Action to be taken   | Needed Resources                 | Person Responsible            | Start Date   | Complete Date |
|--------------------------|--|----------------------------------|-------------------------------|--------------|---------------|
| St. James<br>CSIP Goal 1 | We will analyze where students are struggling with in the curriculum and make steps to change the curriculum to encourage learning to take place | We will do this during PLC time. | Victoria Abel<br>Sandy Parker | August, 2011 | May, 2012     |

## BUSINESS PROGRAM IMPROVEMENT PLAN

Objective #3 of 3

**Measurable Objective:** Teachers will provide additional before and after-school time for students to access the computer lab and offer school tutoring for all students.

**Objective will be measured by looking at the following data:** Instructor will keep a log of students that attend after school tutoring and use the computer lab

**Acceptable level of performance for this objective:** The goal is to provide additional computer access time for all students.

| Standard/<br>Indicator                          | Action to be taken  | Needed Resources | Person Responsible            | Start Date  | Complete<br>Date |
|---|---|------------------|-------------------------------|-------------|------------------|
| St. James<br>High School<br>Building Goal<br>#1 | Teachers will have room<br>103 and 102 available for<br>student use from 3:00 until<br>4:00 each day. | Room 103 and 102 | Sandy Parker<br>Victoria Abel | August 2011 | May 2012         |

# ST. JAMES HIGH SCHOOL CAREER CLUSTERS

|                                   |
|-----------------------------------|
| <b>Elementary School Course</b>   |
| 034390 Keyboarding                |
| <b>Middle School Course</b>       |
| 034390 Keyboarding/Computers      |
| 991010 Exploring Business Careers |

| <b>Business Management &amp; Administration</b>  | <b>Finance</b>   | <b>Information Technology</b>  |
|--|--|--|
| 034037 E-Business<br><b>E-Business</b> <b>Grades 10-12</b>                                     | 034037 E-Business<br><b>E-Business</b> <b>Grades 10-12</b>                                     | 034037 E-Business<br><b>E-Business</b> <b>Grades 10-12</b>                                     |
| 034301 Business Management/Leadership<br><b>Business Management</b> <b>Grades 11-12</b>        | 034310 Accounting I<br><b>Accounting I</b> <b>Grades 10-12</b>                                 | 034330 Business Technology<br><b>Business Tech I</b> <b>Grades 11-12</b>                       |
| 034310 Accounting I<br><b>Accounting I</b> <b>Grades 10-12</b>                                 | 034312 Accounting II<br><b>Accounting II</b> <b>Grades 11-12</b>                               | 034352 Microcomputer Business Applications<br><b>DigiTools</b> <b>Grades 9-12</b>              |
| 034312 Accounting II<br><b>Accounting II</b> <b>Grades 11-12</b>                               | 034321 Business Law<br><b>Business Law</b> <b>Grades 11-12</b>                                 | 034380 Supervised Business Experience<br><b>Career Exploration Program</b> <b>Grades 11-12</b> |
| 034321 Business Law<br><b>Business Law</b> <b>Grades 11-12</b>                                 | 034330 Business Technology<br><b>Business Tech I</b> <b>Grades 11-12</b>                       | 034353 Graphic Arts/Desktop Publishing<br><b>Advanced DigiTools</b> <b>Grades 11-12</b>        |
| 034330 Business Technology<br><b>Business Tech I</b> <b>Grades 11-12</b>                       | 034352 Microcomputer Business Applications<br><b>DigiTools</b> <b>Grades 9-12</b>              | 034354 Network Administration<br><b>Tech Apprentice I, II, III</b> <b>Grades 11-12</b>         |
| 034352 Microcomputer Business Applications<br><b>DigiTools</b> <b>Grades 9-12</b>              | 034380 Supervised Business Experience<br><b>Career Exploration Program</b> <b>Grades 11-12</b> | 034356 Multimedia<br><b>Tiger TV</b> <b>Grades 11-12</b>                                       |
| 034380 Supervised Business Experience<br><b>Career Exploration Program</b> <b>Grades 11-12</b> | 996400 Personal Finance<br><b>Personal Finance</b> <b>Grade 11</b>                             | 034392 Digital Communications<br><b>Digital Communications</b> <b>Grades 11-12</b>             |

All clusters are aligned according to state alignment

## **Career Exploration Program**

Career Exploration is a combination of instruction and supervised, part-time employment. Career Exploration is a cooperative effort between the school, community, student, and coordinator with the primary purpose of preparing students for future employment. The community, along with the school becomes a learning laboratory offering educational experiences not otherwise possible.

The cooperative method of instruction is applicable to those students who wish to work full-time after high school graduation, for those who plan to enroll in technical programs, and for those students who wish to pursue college degrees.

Academic credit is awarded for both the instruction and the part-time employment. The student's performance and progress on the job is evaluated by the employer in conjunction with the coordinator. The goal is to create effective development of the student's technical skills, attitudes, and appreciation for the role of work in one's personal life and society.

Students must meet the following requirements to enroll in the Career Exploration Program:

### Student Requirements

1. A student must be at least 16 years of age (18 years of age in some career areas) to enroll in the program.
2. The student must possess a legal driver's license if driving to and from his job site.
3. The student must work the minimum of 10 hours per week.
4. The student must conduct himself/herself in a positive manner.
5. The students DOES NOT have the option of changing field sites during the semester.
6. A student dismissed by the site supervisor because of poor work record or other serious breach of policy will receive no credit for the work supervisor.

### Enrollment Requirements

1. The student must carry enough credits to be eligible to leave school part-time to participate.
2. A student must consult with and be approved by the coordinator before being accepted into the program.

### Attendance

1. If a student does not attend school on any particular day, he/she is NOT to report to the field site. The ONLY exception will be those absences that have been cleared in advance with the program coordinator and/or administrator.
2. All school attendance procedures and discipline policies will apply to student involved in this program.

### Liability or Insurance

1. The St. James School District and local cooperating employers accept no financial liability for any accident or injury that might occur at the field site or going to and from the field site.
2. Parents or guardians and students will provide appropriate protection and/or insurance to cover any accidents or injuries associated with the school-to-work program or travel to and from the field site. Proof of such coverage will be provided to the school upon request.

ST. JAMES CEP ON THE JOB TRAINING REPORT

Due Date: March 7, 2011

Dear Employer,

Please respond to this assessment no later than October 7th. Your evaluation will play a large role in the student's semester grade. If you have any questions contact me at 265-2300 or by e-mail: [vabel@stjschools.org](mailto:vabel@stjschools.org)

Thank you for your cooperation.

Victoria M. Abel

Student Name \_\_\_\_\_

Please circle the appropriate rating for each item: 4=Excellent; 3=Good; 2=Fair; 1=Poor; 0=Unsatisfactory; NA=Not Applicable

PERSONAL TRAITS (Affective):

|             |   |   |   |   |   |    |
|-------------|---|---|---|---|---|----|
| Cooperation | 4 | 3 | 2 | 1 | 0 | NA |
| Initiative  | 4 | 3 | 2 | 1 | 0 | NA |
| Reliability | 4 | 3 | 2 | 1 | 0 | NA |

ABILITY TO (Cognitive):

|                       |   |   |   |   |   |    |
|-----------------------|---|---|---|---|---|----|
| Get along with others | 4 | 3 | 2 | 1 | 0 | NA |
| Follow directions     | 4 | 3 | 2 | 1 | 0 | NA |
| Accept criticism      | 4 | 3 | 2 | 1 | 0 | NA |

**Recommended Grade:**\_\_\_\_\_

Each student is expected to be at work on time each day or make prior arrangements.

Please indicate if there have been any problems or concerns with this student at your business location.

\_\_\_\_\_  
\_\_\_\_\_

Comments that would assist the CEP Coordinator:

\_\_\_\_\_  
\_\_\_\_\_

Signature of Supervisor

Date

Name of Business

Sincerely,  
Victoria M. Abel  
CEP Coordinator

## Career Exploration Program – Student List & Workplaces

|                   |                   |
|-------------------|-------------------|
| Brock Adelsberger | McDonalds - Loves |
| Abby Byfield      | Country Mart      |
| Abby Caudill      | Burger King       |
| Eric Craft        | Unemployed        |
| Stormie Doyle     | McDonalds - Loves |
| Rachel Fetters    | Matt's Steakhouse |
| Nick Gargus       | Ray's Tire        |
| Lauren Kelly      | Craig Strange     |
| Jamie King        | Sonic             |
| Kaylea Pogue      | Country Bobs      |
| Shelby Stites     | Pizza Inn         |
| Amanda White      | Country Mart      |
| Ashley Steen      | Babysit - Ambrose |
| Taylor Bell       | Scooter's Coffee  |
| Tyler Cash        | Pizza Hut         |
| Cody Avilia       | McDonalds - STJ   |
| Ashley Strong     | H&R Block         |
| Ben Wood          |                   |

***ST. JAMES R-1 SCHOOL DISTRICT  
CAREER AND TECHNICAL  
BUSINESS EDUCATION  
PROGRAM STANDARDS***

# BUSINESS EDUCATION PROGRAM STANDARDS

## INTRODUCTION

Program assessment should be a continual process within educational institutions. Assessment of individual programs is an integral part of a school district's plan to evaluate the overall effectiveness and/or efficiency of the district's programs and services. The assessment process provides information vital to determining the extent to which the district's goals and objectives are being met.

The program standards in this document correlate to the standards adopted for the Missouri School Improvement Program (MSIP). This document can be used to help meet the MSIP standard that requires an accountability system to assess student progress and program effectiveness for career education programs. It also contributes to the MSIP standard which requires a written, district wide procedural plan which coordinates the evaluation of the overall effectiveness and/or efficiency of the district's programs and services. The assessment of business programs should be an integral part of the school district's MSIP review and development of the district's Comprehensive School Improvement Plan.

This evaluation document is designed to guide teachers, administrators, program advisory committee members, or other individuals/groups in assessing Business Education programs. Although the objective of any evaluation process is improvement, some specific uses of this program evaluation model could include:

1. An annual program evaluation involving identification of strengths and areas needing improvement, resulting in short- and long-term plans for program improvement.
2. Preparation of an annual report of the program to the Board of Education.
3. A program review in preparation for a Missouri School Improvement Review.
4. Guidance in the development of the program, courses and needed program revisions.
5. Orientation of administrators to the expectations of a quality Business Education program.
6. A guide for teachers new to the program area.
7. Professional development for teachers.

**BUSINESS EDUCATION  
PROGRAM IMPROVEMENT SUMMARY PROFILE**

School St. James R-I School District

Date: January 2011

|  | <b>Number of Standards</b> | <b>Number Met</b> |
|--|----------------------------|-------------------|
| 1. Resource                                | 4                          | 4                 |
| 2. Curriculum                              | 3                          | 3                 |
| 3. Instruction                             | 7                          | 6                 |
| 4. Career & Technical Student Organization | 2                          | 2                 |
| 5. Instructional Climate                   | 1                          | 1                 |
| 6. Guidance                                | 3                          | 3                 |
| 7. Professional Development                | 1                          | 1                 |
| 8. Program Administration                  | 6                          | 6                 |
| 9. Facilities                              | 1                          | 1                 |
| 10. Performance                            | 7                          | 7                 |

Reviewers(s) Mrs. Victoria Abel, Mrs. Sandra Parker

# BUSINESS EDUCATION PROGRAM STANDARDS

## RESOURCE STANDARDS

|   |                             |
|---|-----------------------------|
| <b>1. A The program offers a coherent sequence of courses leading to occupational competence.</b> | <u>X</u> Met<br>___ Not Met |
|---|-----------------------------|

Yes    No

- The program offers at least 3 courses.

Yes     No
- The program offers at least 3 units of credit.

Yes     No
- Supervised Business Experience or internship is an optional course for students enrolled in the program.

Yes     No

|  |                             |
|--|-----------------------------|
| <b>1. B The teacher has a valid renewable teaching certificate for the program area.</b> | <u>X</u> Met<br>___ Not Met |
|--|-----------------------------|

- The district has on file a current teaching certificate for the teacher for the program area.

Yes     No
- The teacher maintains a file containing documentation of completion of the requirements for renewal of the teaching certificate.

Yes     No

|   |                             |
|---|-----------------------------|
| <b>1. C Course offerings are appropriate for meeting the needs of students and employers.</b> | <u>X</u> Met<br>___ Not Met |
|---|-----------------------------|

- Course offerings are based on enrollment trends, student interest surveys, and employment needs.

Yes     No

|   |                             |
|---|-----------------------------|
| <b>1. D Class size is appropriate for the program area.</b> | <u>X</u> Met<br>___ Not Met |
|---|-----------------------------|

- Class size does not exceed 28.

Yes     No
- The number of students enrolled in the supervised business experience component does not exceed 15 for each period of teacher supervision time.

Yes     No

|   |  |
|---|--|
| <b>Comments on Resource Standards:</b><br><br><div style="height: 40px;"></div> | <b>Number of Standards</b><br><br><b>Met: <u>  4  </u></b> |
|---|--|

**PROCESS STANDARDS**

**2. Curriculum**

|  |                             |
|--|-----------------------------|
| <b>2. A The program has a written curriculum and services to meet the needs of students. The curriculum is congruent with the overall philosophy of the program.</b> | <u>X</u> Met<br>___ Not Met |
|--|-----------------------------|

- |   | Yes                                 | No                       |
|---|-------------------------------------|--------------------------|
| • The written curriculum is formally adopted by the board   | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • The written curriculum guide includes the following components:   |                                     |                          |
| °rationale which relates the program goals to the district's mission and philosophy   | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| °a general description of the content of the program  | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| °general goals for graduates in the program area  | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| °cross references to the knowledge (content), skills and competencies (process) students need to meet the goals established by the district and the Show Me Standards | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • Curriculum and instructional strategies have been developed which integrate academic and career education competencies.   | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

|  |                             |
|--|-----------------------------|
| <b>2. B The curriculum has been developed with appropriate input and is reviewed on an annual basis.</b> | <u>X</u> Met<br>___ Not Met |
|--|-----------------------------|

- |  |                                     |                          |
|--|-------------------------------------|--------------------------|
| • The curriculum guide is utilized by staff planning the instructional program and in the delivery of educational services.                            | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • Systematic procedures are in place to evaluate and revise the curriculum regularly based on actual student needs and indications of student mastery. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • The curriculum is articulated through grade levels and common subject areas to ensure continuity of learning..                                       | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • The curriculum is reviewed annually and revised as necessary to reflect changes occurring in industry, student needs, and instructional technology.  | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • Resources in the community are used to enrich the curriculum.  | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

|   |                             |
|---|-----------------------------|
| <b>2. C Learner outcomes and competencies for each course are clearly stated.</b> | <u>X</u> Met<br>___ Not Met |
|---|-----------------------------|

- |  |                                     |                          |
|--|-------------------------------------|--------------------------|
| • The curriculum for each course/program has identified competencies organized as units of instruction, with appropriate assessment methods and resources. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
|--|-------------------------------------|--------------------------|

|  |   |
|--|---|
| <b>Comments on Curriculum Standards:</b> | <b>Number of Standards</b><br><br><b>Met: 3</b> |
|--|---|

### 3. Instruction

|   |                             |
|---|-----------------------------|
| <b>3. A Classroom instruction is congruent with the written curriculum.</b> | <u>X</u> Met<br>___ Not Met |
|---|-----------------------------|

- |   | Yes                                 | No                       |
|---|-------------------------------------|--------------------------|
| • Daily lesson plans derived from the curriculum guide are used to direct the educational process.  | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • The teacher is instructed in the use of non-biased practices and language which has been reinforced by policies, procedures and/or on-going awareness training to recognize racial, cultural, gender, or disability bias in curriculum and instructional practices. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

|   |                                       |
|---|---------------------------------------|
| <b>3. B Students have the opportunity to participate in Supervised Business Experience.</b> | ___ Met<br><u>X</u> Not Met<br>___ NA |
|---|---------------------------------------|

- |  |                                     |                                     |
|--|-------------------------------------|-------------------------------------|
| • Students are enrolled in both the class and the supervised employment simultaneously.  | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| • Training stations are appropriate for the occupational area of the program.  | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| • There is a written Instructional Management Plan between the school and the training sponsor on file for each student.                                       | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| • There is a written training agreement between the school and the training sponsor on file for each student.  | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| • The teacher provides both in class instruction and supervision.  | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| • The teacher has extended employment based on the number of students participating in the supervised business experience component.                           | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| • The teacher has adequate supervision time in his/her schedule based on the number of students participating in the supervised business experience component. | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| • Evaluation of students on the job includes occupationally specific skills as well as general workplace readiness.  | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| • The teacher provides frequent supervision at the training station.   | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| • The teacher closely screens and approves training stations.  | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| • There is evidence that the supervised business experience component of the program has the support of the counselors, administrators and business community. | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |

|  |                             |
|--|-----------------------------|
| <b>3. C The program provides students with assistance in the transition to the workplace and/or continued education.</b> | <u>X</u> Met<br>___ Not Met |
|--|-----------------------------|

- |  |                                     |                          |
|--|-------------------------------------|--------------------------|
| • Worksite educational opportunities (job shadowing, experiential education, internships, etc.) are available.                           | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • Articulation agreements have been implemented with postsecondary institutions and/or with other community resources, where applicable. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

|   |              |
|---|--------------|
| <b>3. D Sufficient breadth and depth of instruction is provided in the classroom to meet the needs of all learners.</b> | <u>X</u> Met |
|---|--------------|

|  |                     |
|--|---------------------|
|  | <u>    </u> Not Met |
|--|---------------------|

- |  | Yes                                 | No                       |
|--|-------------------------------------|--------------------------|
| • Varied instructional strategies are used to address all learning styles.   | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • Coordination procedures have been developed to insure appropriate instruction, review, and reinforcement for individual students served by special/support programs.           | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • Students are provided appropriate support services (including supplementary aids and accommodations, when needed) to enter and succeed in the career education program.        | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • The teacher is knowledgeable about special/support programs offered by the district, and actively participates in the Individual Education Plan/Career Education Plan process. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

|  |   |
|--|---|
| <b>3. E The teacher monitors student progress toward course objectives and learner outcomes.</b> | <u>  X  </u> Met<br><u>    </u> Not Met |
|--|---|

- |  |                                     |                          |
|--|-------------------------------------|--------------------------|
| • Program and/or course objectives, assessment methods and performance expectations are shared with students and parents/guardians prior to instruction. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • An instructional management system exists for reporting student and class mastery of curriculum competencies.  | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

|   |   |
|---|---|
| <b>3. F The teacher and students have access to resources to effectively implement the curriculum of the program.</b> | <u>  X  </u> Met<br><u>    </u> Not Met |
|---|---|

- |   |                                     |                          |
|---|-------------------------------------|--------------------------|
| • Resources in the community are utilized to enrich the curriculum.                             | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • Procedures are in place for the periodic updating and replacement of instructional materials. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

|  |   |
|--|---|
| <b>3. G Equipment for the program supports the curriculum and instructional process.</b> | <u>  X  </u> Met<br><u>    </u> Not Met |
|--|---|

- |   |                                     |                          |
|---|-------------------------------------|--------------------------|
| • Appropriate instructional technology is available for students and staff.                 | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • Equipment is in good repair and proper working order.                                     | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • There are procedures for reporting and requesting repairs, and repairs are made promptly. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

|   |   |
|---|---|
| <b>Comments on Instruction Standards:</b> | <b>Number of Standards</b><br><b>Met: 6</b> |
|---|---|

#### 4. Career and Technical Student Organization

|   |                               |
|---|-------------------------------|
| <b>4. A Students are provided an opportunity to participate in FBLA as part of the program.</b> | <u> X </u> Met<br>___ Not Met |
|---|-------------------------------|

- |  | Yes                                 | No                       |
|--|-------------------------------------|--------------------------|
| • FBLA is an integral part of the program operation.   | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • FBLA is under the supervision of the program teacher.                                      | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • The administration provides recognition and support for FBLA.                              | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • Resources are provided for the students and the teacher to participate in FBLA activities. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

|  |                               |
|--|-------------------------------|
| <b>4. B There is a program of activities developed for the year which includes school and community service projects, leadership development activities, and the competitive events program.</b> | <u> X </u> Met<br>___ Not Met |
|--|-------------------------------|

- |   |                                     |                          |
|---|-------------------------------------|--------------------------|
| • A program of activities is developed annually by students and the teacher and is based upon the goals, objectives, and curriculum of the program. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • The program of activities includes a series of activities scheduled throughout the school year.   | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • The FBLA program of activities directly supports achievement of curriculum competencies.  | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

|   |   |
|---|---|
| <b>Comments on Career and Technical Student Organization Standards:</b> | <b>Number of Standards</b><br><br><b>Met: 2</b> |
|---|---|

### 5. Instructional Climate

|   |                             |
|---|-----------------------------|
| <b>5. A The instructional climate for the program is conducive to learning and emphasizes the capabilities of each student and the worth of all students.</b> | <u>X</u> Met<br>___ Not Met |
|---|-----------------------------|

- |  | Yes                                 | No                       |
|--|-------------------------------------|--------------------------|
| • The teacher holds high expectations for teaching and student learning.                               | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • Attendance by students and staff is high.  | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • The teacher accepts the responsibility of reducing student failure and promoting student success.    | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • Each student is given the opportunity to succeed in school.  | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • Student work is displayed in the classroom and the building.   | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • The classroom is orderly; standards of conduct are understood by everyone and enforced consistently. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • Classroom organization provides for optimum use of instructional time, equipment, and resources.     | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

|   |   |
|---|---|
| <b>Comments on Instructional Climate Standards:</b> | <b>Number of Standards</b><br><br><b>Met: 1</b> |
|---|---|

### 6. Guidance

|   |                             |
|---|-----------------------------|
| <b>6. A The program has sequential activities designed to assist students with making career and educational choices.</b> | <u>X</u> Met<br>___ Not Met |
|---|-----------------------------|

- |   |                                     |                          |
|---|-------------------------------------|--------------------------|
| • Educational/career information resources are readily available to students.       | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • The counseling staff provides classroom instruction on career development topics. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

|  |                             |
|--|-----------------------------|
| <b>6. B A recruitment plan is implemented for the program.</b> | <u>X</u> Met<br>___ Not Met |
|--|-----------------------------|

- |  |                                     |                          |
|--|-------------------------------------|--------------------------|
| • Recruitment efforts are focused on the needs, interests, and career objectives of the students in response to the needs of the business community. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • The recruitment plan seeks to enroll students that are representative of the total school population.  | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

|  |                             |
|--|-----------------------------|
| <b>6. C The admissions policy for the program adheres to the philosophy and goals of the school.</b> | <u>X</u> Met<br>___ Not Met |
|--|-----------------------------|

- |  | Yes                                 | No                       |
|--|-------------------------------------|--------------------------|
| • Students enrolled in the program have an interest in the career area and the ability to benefit from the program.          | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • The teacher obtains assistance from the guidance staff and others within the school for recruiting and selecting students. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • All students have equal access to the program and its activities.  | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • Program enrollment is representative of the total school population with respect to race, gender, and disability.          | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

|  |   |
|--|---|
| <b>Comments on Guidance Standards:</b> | <b>Number of Standards</b><br><b>Met: 3</b> |
|--|---|

### 7. Professional Development

|   |                             |
|---|-----------------------------|
| <b>7. A Professional growth is a continuous process of refining skills and keeping current with new developments in the fields of education and business.</b> | <u>X</u> Met<br>___ Not Met |
|---|-----------------------------|

- |  |                                     |                          |
|--|-------------------------------------|--------------------------|
| • The teacher prepares and follows an annual plan for professional growth and development.   | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • The teacher participates in technical and professional activities to update knowledge and skills.  | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • Time is provided to staff as an encouragement to participate in staff development activities.  | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • The teacher has been trained, within the last three years, in recognizing the signs and symptoms of substance abuse and has been trained in implementing the district's intervention strategies. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • The teacher is encouraged to maintain membership in and participate in professional organizations.   | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

|  |   |
|--|---|
| <b>Comments on Professional Development Standards:</b> | <b>Number of Standards</b><br><b>Met: 1</b> |
|--|---|

## 8. Program Administration

|   |                             |
|---|-----------------------------|
| <b>8. A The program has a written statement of educational mission and overall goals.</b> | <u>X</u> Met<br>___ Not Met |
|---|-----------------------------|

- |   | Yes                                 | No                       |
|---|-------------------------------------|--------------------------|
| • The statement of mission and goals includes the purpose and goals established for the program area.   | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • Provisions are made for the periodic review and appropriate modification of the program goals to reflect current conditions with input from students, parents, and community representatives. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • The mission and goals reflect the needs of all students, the labor market and the community.  | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

|   |                             |
|---|-----------------------------|
| <b>8. B There is a written plan to evaluate the effectiveness of the program.</b> | <u>X</u> Met<br>___ Not Met |
|---|-----------------------------|

- |   |                                     |                          |
|---|-------------------------------------|--------------------------|
| • Measurable objectives identified for each career education program.   | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • Established performance measures for each measurable objective.   | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • An acceptable level of performance has been determined for each measure.  | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • An established procedure for gathering, analyzing, and reporting data relevant to each measure of performance.  | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • An established procedure for reporting the outcomes and corrective action (if necessary) for all measurable objectives for each career education program. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

|  |                             |
|--|-----------------------------|
| <b>8. C There is a written set of policies and procedures which guide operations of the program.</b> | <u>X</u> Met<br>___ Not Met |
|--|-----------------------------|

- |   |                                     |                          |
|---|-------------------------------------|--------------------------|
| • Written policies are in place for the program, and shared with students and parents.                          | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • There is provision for periodic review of the policies by the teacher, administrators, and students.          | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • The program is in compliance with policies and standards established by state and federal education agencies. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

|  |                             |
|--|-----------------------------|
| <b>8. D There are procedures in place to ensure efficient financial management and accountability.</b> | <u>X</u> Met<br>___ Not Met |
|--|-----------------------------|

- |   |                                     |                          |
|---|-------------------------------------|--------------------------|
| • The teacher provides input for determining the program budget.  | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • An accounting system is in place to provide for the complete and systematic recording of all funds received and expended, and appropriate school accounts are utilized. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • An inventory of equipment purchased with state and/or federal funds is maintained for the program.  | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

|   |                             |
|---|-----------------------------|
| <b>8. E An advisory committee provides community input and support for the program.</b> | <u>X</u> Met<br>___ Not Met |
|---|-----------------------------|

- |  |                                     |                          |
|--|-------------------------------------|--------------------------|
|  | Yes                                 | No                       |
| • An advisory committee has been established and is active.                                | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • The advisory committee has a written program of activities and a record of all meetings. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • The advisory committee membership is appropriate for the program area.                   | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

|   |                             |
|---|-----------------------------|
| <b>8. F The teacher systematically and frequently provides information to various groups about the activities of the program.</b> | <u>X</u> Met<br>___ Not Met |
|---|-----------------------------|

- |  |                                     |                          |
|--|-------------------------------------|--------------------------|
| • A written plan provides guidance for providing information to various groups.                            | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • The teacher maintains open communications with local media and school district public information staff. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • The teacher participates in local community organizations and activities.                                | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

|  |   |
|--|---|
| <b>Comments on Program Administration Standards:</b> | <b>Number of Standards</b><br><b>Met: 6</b> |
|--|---|

**9. Facilities**

|  |                             |
|--|-----------------------------|
| <b>9. A Facilities are healthful, adequate in size, clean, well-maintained and appropriate to house the program.</b> | <u>X</u> Met<br>___ Not Met |
|--|-----------------------------|

- |   |                                     |                          |
|---|-------------------------------------|--------------------------|
| • The program is housed in appropriate facilities.  | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • Adequate maintenance services are provided to maintain all educational facilities in a clean, safe and orderly state.   | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • All observed safety and emergency devices are in place and operational.   | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| • Staff members and students are trained in the safe and proper use of all safety and emergency devices where applicable. | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

|  |   |
|--|---|
| <b>Comments on Facilities Standards:</b> | <b>Number of Standards</b><br><b>Met: 1</b> |
|--|---|

**PERFORMANCE STANDARDS**

|   |   |
|---|---|
| <b>10. A</b> Ninety percent of students enrolled in the program demonstrate mastery of at percent (80%) of the curriculum competencies identified by the program. | <input checked="" type="checkbox"/> Met<br><input type="checkbox"/> Not Met |
|---|---|

|  |   |
|--|---|
| <b>10. B</b> All students enrolled in the program demonstrate mastery or gain in basic and advanced academic skills in mathematics, communication arts, science, and social studies. | <input checked="" type="checkbox"/> Met<br><input type="checkbox"/> Not Met |
|--|---|

|   |   |
|---|---|
| <b>10. C</b> The placement rate for students completing the program into employment, Education or training, or military training is at least eighty-five percent (85%). | <input checked="" type="checkbox"/> Met<br><input type="checkbox"/> Not Met |
|---|---|

|   |   |
|---|---|
| <b>10. D</b> The placement rate for students completing the program into <i>related</i> employment or education is at least sixty-five percent (65%). | <input checked="" type="checkbox"/> Met<br><input type="checkbox"/> Not Met |
|---|---|

|  |   |
|--|---|
| <b>10. E</b> The percent of school graduates who complete the program is at a high level or is increasing. | <input checked="" type="checkbox"/> Met<br><input type="checkbox"/> Not Met |
|--|---|

|   |   |
|---|---|
| <b>Comments on Performance Standards:</b><br><br> | <b>Number of Standards</b><br><br><b>Met: 7</b> |
|---|---|

# Advisory Committee

St. James R-1 School District  
Career & Technical Education & A+ Program  
What is a program advisory committee?

A program advisory committee is a representative group of individuals whose experience and abilities represent a cross section of a particular occupational area. The primary purpose of the local program advisory committee is to assist educators in establishing, operating, and evaluating programs which serve the needs of students, business and industry, and to provide expertise pertaining to technological change.

Why are program advisory committees needed?

- 1) To provide an opportunity for discussion among people in education, business and industry.
- 2) To focus on how to improve Career & Technical Education (CTE) and make the most of the community resources that are available.
- 3) To strive to improve the relationships between CTE, business and industry.
- 4) To serve as a Review Committee if further action is required on A+ Eligibility issues.

December 14, 2010

Agenda

Welcome and remarks by the principal – Keith McCarthy  
Introduction of members  
Purpose and role of the committee  
General Business Education Information – Courses/Student Enrollment  
Career Preparation Certificate  
A+ Program Information  
Questions/Concerns from Members  
Adjourn  
Members present:  
Keith McCarthy  
Cathy Wells  
Sandy Parker  
Victoria Abel  
Carl Behr  
Lindsey Shockley  
Mel Marshall  
Amber VanNorman