Goose Creek Consolidated Independent School District

Stuart Career Tech High School

Campus Improvement Plan

2020-2021

Accountability Rating: Not Rated: Declared State of Disaster

Board Approval Date: November 2, 2020
Public Presentation Date: November 2, 2020

Mission Statement

The Mission at SCTHS is to EQUIP students with <u>ACADEMIC</u> and <u>CAREER OPPORTUNIES</u> that successfully PREPARE, EMPOWER, and PROPEL our graduates into <u>THEIR FUTURE</u>.

Vision

Our Vision is that SCTHS graduates will possess the <u>academic knowledge</u> and <u>employability traits</u> necessary for the continued pursuit of additional post-secondary academic education or career specific training to create access and success in high skills, high demand careers in the community we serve and beyond.

Teaching that Engages	Through project-based learning, teachers design real-world inquiry-based curricula, so students learn to collaborate and problem solve.
Culture that Empowers	Learning is relevant and creates a collaborative culture in which students become connected to, engaged with, and challenged by our school, their teachers, and their peers.
Outcomes that Matter	Learning outcomes measure written and oral communications, and the development of student responsibility for their learning.
Technology that Enables	Teachers and students create, communicate, access information, and experience self-directed learning in a technology-rich environment.

Core Beliefs

As a career focused campus partnering with <u>local colleges</u> and <u>regional industries</u>, we hope to develop the potential future employees that leave high school with the necessary skills to enter the workforce and/or to continue at an institute of higher learning.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Enrollment Summary for SCTHS

Ethnicity	Number	Percent	Staff Number	Staff Percent
African American	13	8.3%	2	8.1%
Hispanic	115	73.2%	5	20.7%
White	26	16.6%	18	71.1%
Asian	1	0.6%	0	0
2 or more	2	1.3%	0	0
Female	30	19%	15	40.4%
Male	127	81%	10	59.6%

Though a predominantly male (81%), Hispanic student population (73.2%), the campus-at-large reflects a low socioeconomic status (70.7%) and an At-Risk (54.8%) at rates higher than those of the district across multiple student populations. Further, our students with intellectual disabilities (86.4%), dyslexia (8.9%), and those receiving services through Section 504 (12.1%) exceed rates of similar student populations at the district and state levels.

Demographics Strengths

We continue our work to address strategies that better support instructional accommodations and supports necessary for the success of our ELs and students with disabilities--whether SPED or Section 504--who find themselves learning in an altered instructional environment (virtual, hybrid, or both) mandated by district and state responses to the pandemic caused by COVID-19.

As evidenced through the COVID-19 quarantine, there is strong family support of student learning: families typically support teaching staff to assure students are successful in their online/hybrid learning. Faculty functions collaboratively; while the ethnicity of staff does not fully represent student demographics, staff works hard to be culturally responsive as administration strives to hire staff that represents the ethnicities and cultures of our students. We are a dual credit career/technical education school that prepares students for a future career and additional college; as such, we offer our students a fighting chance to improve their quality of life and succeed economically in the future to come.

Student Learning

Student Learning Summary

Due to COVID-19 disruptions to the school year we do not have any EOC data to report, our previous year's data is below.

Passing standard	ELA1	ELA2	Algebra	Biology
Approaches GL	52%	58%	90%	96%
Meets GL	37%	28%	55%	66%
Masters GL	5%	0	25%	17%

Students across all student populations out-performed all district and/or state performance measures in Biology and Algebra 1. However, student performance in ELA/Reading was less than strong. 57% of Cohort 2 ninth graders (2019) performed below district levels for the ELA 1 EOC and did not meet standard. 61% of students taking the English 2 EOC in 2019 (Cohort 1) approached, but did not meet, grade level. Further, 49% of these students, who are now juniors, still cannot pass the Reading TSI required for required dual credit classes.

Current year (2020) reading CBAs and benchmark data show that students continue to perform below district and/or state rates. Further, student performance shows declines of 15% for English 1 MOY assessments (Cohort 2) and 43% for English 2 (Cohort 1).

Student Learning Strengths

EOC performance measures for students in Cohort 1 (2018) who retested for ELA showed growth across all student populations. Even though district data indicate incoming ninth graders read below grade level, the data do show annual declines in the percentages across all student populations of students who do not read at grade level at the beginning of their ninth grade. This indicator is important because, as a dual credit P-Tech high school, reading proficiency is a critically important skill for success in not only traditional high school courses, but especially in college-level courses that begin for our students in the ninth grade. In response to these struggles, the campus adjusted the bell schedule and initiated formalized tutorials during the regular class day, three times a week. During "Titan Time," students were assigned to classes either by area of greatest need (for those who were struggling) or by level of interest (courses where a student was doing well but which offered extension or additional mastery opportunities). Additional tutorials were offered after school during the after-school program to provide additional support.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: All student populations perform below district and state performance measures for ELA/Reading at all proficiency levels (Approaches, Meets, Masters Grade Level). **Root Cause:** Longitudinal district reading data show that, on average, 75% of incoming ninth graders read below grade level at the end of their 8thgrade year and continue to perform below grade level even into their 11th grade year.

School Processes & Programs

School Processes & Programs Summary

As a summary it is important to note that our school processes are always flexible. We adjust as necessary to the expectations for the Texas Education Agency, our workforce/industry partners, the expectations for GCCISD, Lee College and the Higher Education Coordinating Board. We have had to adjust school programs and processes numerous times in the past years due to mandated changes then we also adjust areas that our business partners recommend, based on their needs in the industry. This has created multiple opportunities for confusion among students, staff, parents and more.

However, due to our communication processes and open talks with our parents and students the frustrations and concerns have been minimal. Parents have continually praised our campus for the constant communications and efforts towards helping our students.

School Processes & Programs Strengths

Communication; While we seem to do well in trying to encourage and maintain the involvement of our parents and community stakeholders by providing information across a variety of electronic and other forms of communication, we could do a better job reaching our non-English speaking families by ensuring they receive all information in their home languages. Culture and climate survey data also show we need to do a better job in letting our parents know about special events, and we could better communicate with them through conferences and telephone calls about their students' grades and assessments (like final exams, STAAR tests, etc.).

Promoting Positive Parenting: We are missing out on opportunities to support and work with our parents so that we better understand their students' goals, strengths, and talents. We could do a better job providing our families with information about adolescent development. We seem to be doing well with providing our parents with learning strategies they can use at home to help their students. While culture and climate survey data show we are viewed as respecting the different cultures on our campus, we could do a better job of sharing information about our school and reaching out to our families in their neighborhoods.

Increasing Volunteerism: We need to work harder to actively recruit, train, or otherwise effectively utilize volunteers on our campus. Ironically, though we have many community stakeholders on our CTE academy advisory boards, as such they are not viewed, nor utilized, as campus volunteers for activities, events, or at CTE competitions. Culture and climate survey data that show a disconnect between our campus and connections with the community gives us an opportunity to explore how we can better connect with family and community volunteers.

Supporting Decision-making and Advocacy: At the campus level, parents are not included in participating in staff interviews or serving on the campus Instructional Leadership Team. Parents can serve on CTE academy advisory boards, which are strictly advisory in nature. Parents participate in our campus LPAC meetings. Parents can serve on district-level committees at times, but they are not invited to participate in staff professional development. That said, the district, at times, offers parent education opportunities, but our campus does not. While the district communications department sends out information on behalf of all campuses, our campus also sends out its own information in multiple ways. Our campus does not have a PTO. We seem to be good at asking our parents for their input on surveys, but do not follow through and invite them to be part of any solutions. These are areas we can begin to work on and which are especially important during the COVID-19 pandemic.

Collaboration with the Community Stakeholders: We seem to have a mixed bag of success with these efforts. Likely because of our CTE academies, we work pretty well with community businesses and industries on programs designed to enhance our students' skills. Also. likely because of our CTE focus, we do offer service-learning opportunities and through our CTE business and industry connections, we are able at times to connect families to job training, health services, and counseling, among others. Further, we seem to be adept at surveying and using other strategies to gather information from community stakeholders about innovations, trends, etc. that helps us make sure CTE instruction is relevant. Yet, while we are respectful in our partnerships with families and community stakeholders, we need to get better about distributing, or sharing, information that would better support our students and families. Strategies might include after-school programs, an online resource directory, or creating a targeted community relations program.

Perceptions

Perceptions Summary

Ongoing efforts to improve and maintain an overall culture and climate campus-wide for staff, parents, students, stakeholders in the community and a focus on students are both strengths of this campus, even more so with COVID-19. Though there has been some resistance between the former philosophy of the school as a career center only and its new role as dual credit P-Tech high school, abundant opportunities for professional development and ongoing efforts to embrace our new vision have strengthened our staff and enabled them to work more collaboratively. Further, faculty and staff continue to be involved in many campus decisions throughout the years and work collaboratively to serve our students and families. As we move into our fourth year, construction from recent Phase II bond funds approach completion of additional instructional and CTE academy space that is necessary to support growth of our campus as a P-TECH early college high school.

Perceptions Strengths

Strengths: Student Support Team

Of particular note is the strength of our Student Support Team (SST) and administrative support that follows up with student concerns. We have an effective structure, but continue to be limited by staffing needs, as experienced with the number and nature of student referrals. SST members meet weekly and include representatives of CIS, Counselors, Interventionist, Attendance, AP, Principal, School Nurse, and a Social Worker.

Strengths: Facilities

Campus construction, in fulfillment of a recent community bond election, is nearing completion of Phase II, which includes completion of new parking lots, additional classroom space, science and computer labs, and renovated CTE space for the Automotive, Manufacturing, and Ag Science's Vet Tech program. Along with improvements to instructional facilities, commons and cafeteria space have been added to improve the non-instructional space for students to gather and meet for clubs, special events, etc.

New facilities and upgrades align state-of-the-art and real-world instructional space, lab facilities and equipment, and room for anticipated growth as the school grows into its fourth year as a dual credit CTE high school. Additional well-qualified teachers have been hired to continue to meet the academic and instructional needs of our students, their respective CTE academies, and Lee College, our dual credit college partner.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: In spite of a strong campus SST, we are not able to support the social-emotional and other related needs of our students, including the development and implementation of school-wide initiatives addressing topics such as bullying that would help us impact student outcomes by improving our climate and culture. A full-time licensed social worker Social Worker needs to be assigned to our campus, or if part-time (or shared), assigned to at least two fully-dedicated days, with three days preferred as a minimum. **Root Cause:** Our previous social worker was assigned to our campus only one day a week; many weeks she did not attend our campus because she was pulled by the other campus with whom we shared her. Scheduled appointments for fragile students would often be delayed for at least a week. By the time we finished our SST meeting on the day she came to our campus, she never had time to meet with each student on her caseload to follow up on concerns initiated through the SST. Consequently, a number of students would "slip through the cracks" and not be seen by her for weeks. Each main high school in our district is assigned a full-time social worker. Impact, our sister dual credit high school, will be sharing their social worker with our campus this year. Though our campus has a higher enrollment and higher numbers of student sub-populations deemed at

risk, this social worker will only be assigned to our campus one day a week and four days a week at Impact. Now that our students are forced to again navigate significant interruptions in and modifications to instructional delivery due to COVID-19, our students will be at even greater risk and need support from a dedicated social worker even more.

Problem Statement 2: Our immediate needs include perimeter fencing with electronic gates to control ingress and egress; and in addition to the security officer currently assigned, we need a second full time district police officer to help monitor and assure campus security. **Root Cause:** In spite of our new renovations and construction, our physical plant is still located at the end of a cul-de-sac and park, which is adjacent to our campus. It is an area notorious for drug activities that take place throughout the school day. The activity is so bad that our faculty and students have been banned by administration from going anywhere near there. Further, the isolation of our campus (end of a cul-de-sac) and open, unpatrolled or monitored distance between buildings, makes our students traveling to classes across the grounds and between buildings easy targets. The spread out, physical nature alone of our campus buildings' "footprint" more than justifies the need for not only perimeter fencing (already in place for most of the other school campuses in our district), but also a district police officer to support our current, unarmed, single security guard.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Quantifiable goals for measures of CCMR(HB 3)
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Targeted support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Male / Female performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- Migrant population, including performance, discipline, attendance, and mobility
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- At-Risk population, including performance, discipline, attendance, and mobility
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Goal 1: Stuart Career Tech High School will increase student achievement by providing rigorous learning opportunities and curricula that meet students' needs for achieving exemplary academic and post-secondary success

Performance Objective 1: Provide principals, teachers, and teams with adequate time, training, and resources to develop and implement plans for closing identified achievement gaps in their content areas.

Evaluation Data Sources: District assessments, STAAR, and TELPAS.

Summative Evaluation: None

Strategy 1: Provide PLC to staff throughout the year on WICOR strategies, with heavy emphasis of reading and writing connection to all learning in all disciplines of the campus, core and CTE.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Changes in instructional pedagogy should be evident in walkthroughs Increase performance on CFA, CBA, Benchmark, and State Assessments	Nov	Feb	June	June
Staff Responsible for Monitoring: Administrators				

Strategy 2: Using time in the master schedule to arrange schedules as necessary to address student weaknesses by consolidating struggling students, based off of campus and district assessments	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: improved performance on campus and district assessments, grading period grades, and EOC scores	Nov	Feb	June	June
Staff Responsible for Monitoring: Administrators				

Strategy 3: Provide tutorial program to target at risk students who are failing classes and assessments.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Increase percent of passing students each grading period and increased scores on campus and district assessments, leading to improved performance on the STAAR test	Nov	Feb	June	June
Staff Responsible for Monitoring: Teachers Administrators Counselors				
Funding Sources: Costs for payroll and materials for tutorials. - Coordination of Local and State Funds - SCE Funds - $4,000				

Strategy 4: Provide Project Based Learning strategies and training for teachers and students to increase real-world application of learning for our students.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Increased comprehension, increased engagement, improved performance on assessments	Nov	Feb	June	June
Staff Responsible for Monitoring: Teachers Counselors				

0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

Goal 1: Stuart Career Tech High School will increase student achievement by providing rigorous learning opportunities and curricula that meet students' needs for achieving exemplary academic and post-secondary success

Performance Objective 2: Monitor student progress to measure academic growth and identify areas of academic need.

    Evaluation Data Sources: District assessments, STAAR, and TELPAS

    Summative Evaluation: None

Strategy 1: Track student performance each grading period through a self-tracking exercise and goal setting, to be done when students receive their report cards.	**Reviews**			
Strategy's Expected Result/Impact: Student goal setting and working to reach personal goals and living up to self and teacher expectations	**Formative**			**Summative**
	Nov	Feb	June	June
Staff Responsible for Monitoring: Teachers Counselors Administrators				

Strategy 2: Track CBA data of students to observe trends and identify areas of need, to be addressed during Titan Time	**Reviews**			
Strategy's Expected Result/Impact: Targeted instruction to areas of need and will lead to improved scores on CBAs and eventually state assessments	**Formative**			**Summative**
	Nov	Feb	June	June
Staff Responsible for Monitoring: Teachers Counselors Administrators				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 1: Stuart Career Tech High School will increase student achievement by providing rigorous learning opportunities and curricula that meet students' needs for achieving exemplary academic and post-secondary success

Performance Objective 3: Provide targeted staff development that focuses on instructional strategies to increase student engagement and instructional rigor.

Evaluation Data Sources: District assessments, STAAR, and TELPAS

Summative Evaluation: None

Strategy 1: Involve 100% of the campus in AVID training to increase reading and writing activities in classroom instruction	Reviews			
Strategy's Expected Result/Impact: Improved reading and writing scores from all students	**Formative**			**Summative**
Staff Responsible for Monitoring: Teachers Administrators	**Nov**	**Feb**	**June**	**June**
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 1: Stuart Career Tech High School will increase student achievement by providing rigorous learning opportunities and curricula that meet students' needs for achieving exemplary academic and post-secondary success

Performance Objective 4: Encourage and guide students to set goals for post secondary education.

Evaluation Data Sources: Graduation rates and endorsement selection

Summative Evaluation: None

Strategy 1: Bringing industry professionals to the classroom to discuss specific career academy groups		Reviews		
Strategy's Expected Result/Impact: Increase student thinking about areas of carer interests and pathways to their career		Formative		Summative
Staff Responsible for Monitoring: Teachers CTE Department Staff Administrators	Nov	Feb	June	June
Strategy 2: Working to improve TSIA performance to increase Dual Credit enrollment opportunities for all students		Reviews		
Strategy's Expected Result/Impact: Increase in successful completion reports		Formative		Summative
Staff Responsible for Monitoring: Teachers Counselors Administrators	Nov	Feb	June	June

	0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 2: Stuart Career Tech High School will provide a well-balanced and appropriate curriculum to all students.

Performance Objective 1: Curriculum documents will reflect the level of rigor expected based on State curriculum standards.

    Evaluation Data Sources: Curriculum documents and walkthroughs

    Summative Evaluation: Met Objective

Strategy 1: Teachers will be allowed flexibility in the scope and sequence to explore unique avenues within the career academy focus, but still aligning with district assessments.	**Reviews**			
Strategy's Expected Result/Impact: Increase in learning and engagement of all students	**Formative**			**Summative**
Staff Responsible for Monitoring: Teachers Administrators	Nov	Feb	June	June

Strategy 2: Training for questioning strategies that improve student thinking instead of simple recall responses from students.	**Reviews**			
Strategy's Expected Result/Impact: Increased engagement, deeper thinking on responses to questions, increase academic conversation in the classroom, and improved results	**Formative**			**Summative**
Staff Responsible for Monitoring: Teachers Counselors Administrators	Nov	Feb	June	June

Strategy 3: Administrators will follow a schedule of walkthroughs to insure all classrooms are routinely visited and addressed	**Reviews**			
Strategy's Expected Result/Impact: Increase in student achievement	**Formative**			**Summative**
Staff Responsible for Monitoring: Teachers Administrators	Nov	Feb	June	June

Strategy 4: All teachers will display daily content and language objectives in their classrooms, aligned to GCCISD curriculum and using essential questions to guide instruction and higher level questioning	**Reviews**			
Strategy's Expected Result/Impact: Increase in student achievement	**Formative**			**Summative**
Staff Responsible for Monitoring: Teachers Administrators	Nov	Feb	June	June

Strategy 5: Quality Lesson planning PD and weekly lesson plans will be submitted each week to track fidelity toward scope and sequence and insure district curriculum is being followed.f	**Reviews**			
Strategy's Expected Result/Impact: Increase in student achievement	**Formative**			**Summative**
Staff Responsible for Monitoring: Teachers Administrators	Nov	Feb	June	June

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 2: Stuart Career Tech High School will provide a well-balanced and appropriate curriculum to all students.

Performance Objective 2: Increase academic achievement of special populations by meeting curricular needs.

Evaluation Data Sources: State and federal accountability results

Summative Evaluation: Met Objective

Strategy 1: Prepare and train ALL staff in appropriate instructional strategies and interventions to support learning of ELL students and students with disabilities through Section 504 or SPED.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: Improved performance for ALL student groups	**Nov**	**Feb**	**June**	**June**
Staff Responsible for Monitoring: Teachers Administrators Counselors				

Strategy 2: EOC Tested areas will be scheduled PLC time in the Master Schedule to allow teachers to collaborate with each other and other campuses.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: Improved planning, evaluation of data, and student performance	**Nov**	**Feb**	**June**	**June**
Staff Responsible for Monitoring: Counselors Administrators				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

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Campus #017
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Goal 2: Stuart Career Tech High School will provide a well-balanced and appropriate curriculum to all students.

Performance Objective 2: Increase academic achievement of special populations by meeting curricular needs.

Evaluation Data Sources: State and federal accountability results

Summative Evaluation: Met Objective

Strategy 1: Prepare and train ALL staff in appropriate instructional strategies and interventions to support learning of ELL students and students with disabilities through Section 504 or SPED.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: Improved performance for ALL student groups	**Nov**	**Feb**	**June**	**June**
Staff Responsible for Monitoring: Teachers Administrators Counselors				

Strategy 2: EOC Tested areas will be scheduled PLC time in the Master Schedule to allow teachers to collaborate with each other and other campuses.	Reviews			
	Formative			**Summative**
Strategy's Expected Result/Impact: Improved planning, evaluation of data, and student performance	**Nov**	**Feb**	**June**	**June**
Staff Responsible for Monitoring: Counselors Administrators				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

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Campus #017
October 28, 2020 2:21 PM

Goal 2: Stuart Career Tech High School will provide a well-balanced and appropriate curriculum to all students.

Performance Objective 3: Inform students and parents of curriculum options for ninth through twelfth grade.

  Evaluation Data Sources: Parent awareness sessions (participation data)

  Summative Evaluation: Met Objective

Strategy 1: Holding parent information sessions throughout the year, outside of the standard open house expectations	**Reviews**			
Strategy's Expected Result/Impact: Increased involvement of parents	**Formative**			**Summative**
Staff Responsible for Monitoring: Teachers Counselors Administrators	**Nov**	**Feb**	**June**	**June**
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 2: Stuart Career Tech High School will provide a well-balanced and appropriate curriculum to all students.

Performance Objective 4: Provide instruction to address curricular gaps of targeted students through individual detailed school action plans.

    Evaluation Data Sources: State and federal accountability results

    Summative Evaluation: Met Objective

Strategy 1: Individual student grade tracking to occur each grading period. Students will set goals and measure success or failure to meet expectations and problem solve solutions with adviser/mentor for success.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Improved performance of students due to increased attention to grades and setting expectations **Staff Responsible for Monitoring:** Teachers Counselors Administrators	Nov	Feb	June	June

	0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 2: Stuart Career Tech High School will provide a well-balanced and appropriate curriculum to all students.

Performance Objective 5: Assisting students to develop skills of time management, organization and responsibility towards their high school, college, career goals, and beyond.

Evaluation Data Sources: Course grades, assessment scores

Summative Evaluation: Met Objective

Strategy 1: Supply all incoming freshmen with a SCTHS planner and work with teachers and staff to utilize the planner to assist students in organization and scheduling	Reviews			
Strategy's Expected Result/Impact: Increase in student achievement **Staff Responsible for Monitoring:** Teachers Staff Counselors Administrators		Formative		Summative
	Nov	Feb	June	June

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Goal 3: Stuart Career Tech High School, through enhanced dropout prevention efforts, will work to ensure all students will remain in school until they obtain a high school diploma.

Performance Objective 1: Enhance the Positive Behavior and Intervention Support (PBIS) initiative to support students' individual academic and behavioral needs.

Evaluation Data Sources: Review 360 data and PBMAS data validation

Summative Evaluation: None

Strategy 1: Improved PBIS training for staff throughout the year to reinforce expectations and procedures			Reviews		
Strategy's Expected Result/Impact: Fewer discipline referrals and increased positive student and staff interactions		Formative			Summative
Staff Responsible for Monitoring: Teachers Counselors Administrators		Nov	Feb	June	June
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue		

Goal 3: Stuart Career Tech High School, through enhanced dropout prevention efforts, will work to ensure all students will remain in school until they obtain a high school diploma.

Performance Objective 2: Improve attendance at SCTHS to a minimum of 98%.

    Evaluation Data Sources: Attendance rate

    Summative Evaluation: Met Objective

Strategy 1: Discuss attendance on a weekly basis with students and staff to remind of the importance of being in school each day.	**Reviews**			
Strategy's Expected Result/Impact: Improved attendance rate	**Formative**			**Summative**
Staff Responsible for Monitoring: Teachers	Nov	Feb	June	June
Counselors				
Administrators				

Strategy 2: Provide an Attendance Comparison Competition each grading/reporting period between the grade levels and academies.	**Reviews**			
Strategy's Expected Result/Impact: Increase attendance percentage	**Formative**			**Summative**
Staff Responsible for Monitoring: Principal	Nov	Feb	June	June

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Goal 3: Stuart Career Tech High School, through enhanced dropout prevention efforts, will work to ensure all students will remain in school until they obtain a high school diploma.

Performance Objective 3: Improve graduation rates for special populations.

  Evaluation Data Sources: Graduation rate

  Summative Evaluation: Met Objective

Strategy	Reviews			
Strategy 1: Training appropriate for special populations to increase engagement in the classroom, study guides, note taking skills, etc. (accommodating the needs of our students). **Strategy's Expected Result/Impact:** Improved engagement of all populations and increased performance and success during each grading period **Staff Responsible for Monitoring:** Teachers Counselors Administrators	**Formative**			**Summative**
	Nov	Feb	June	June
Strategy 2: Provide credit recovery options for students as needed, Edgenuity software, attendance recovery, and scheduling to serve needs of students. Through Afterschool Edgenuity Opportunities **Strategy's Expected Result/Impact:** Improved graduation rates, credits earned, decrease of loss of credit due to attendance, etc. **Staff Responsible for Monitoring:** Teachers Counselors Administrators	**Formative**			**Summative**
	Nov	Feb	June	June
Strategy 3: Utilizing Titan Time for students needing assistance with Edgenuity work **Strategy's Expected Result/Impact:** Improved graduation rates, credits earned, decrease loss of credit due to attendance **Staff Responsible for Monitoring:** Teachers Counselors Administrators	**Formative**			**Summative**
	Nov	Feb	June	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 3: Stuart Career Tech High School, through enhanced dropout prevention efforts, will work to ensure all students will remain in school until they obtain a high school diploma.

Performance Objective 4: Increase student participation in school activities.

    Evaluation Data Sources: Accountability scorecard

    Summative Evaluation: Met Objective

Strategy 1: Research and create student clubs, associated with national organizations				Reviews		
Strategy's Expected Result/Impact: Creation of clubs and involvement of students				**Formative**		**Summative**
Staff Responsible for Monitoring: Teachers Counselors Administrators				**Nov**	**Feb**	**June**	**June**
	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue		

Goal 4: Stuart Career Tech High School will provide and maintain a safe, positive learning environment.

Performance Objective 1: Provide staff development to provide support with school safety.

Evaluation Data Sources: District and Campus safety data.

Summative Evaluation: Met Objective

Strategy 1: Each room will be expected to prominently display safety posters, evacuation maps, and emergency procedures	Reviews			
Strategy's Expected Result/Impact: Decrease in discipline referrals	Formative			Summative
Staff Responsible for Monitoring: Students Teachers Counselors Administrators	Nov	Feb	June	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 4: Stuart Career Tech High School will provide and maintain a safe, positive learning environment.

Performance Objective 2: Monitor campus measures to ensure student safety.

Evaluation Data Sources: Drill compliance

Summative Evaluation: Met Objective

Strategy 1: adhering to expectations of monthly drills	Reviews			
Strategy's Expected Result/Impact: Compliance with district and state expectations		Formative		Summative
Staff Responsible for Monitoring: Administrators	Nov	Feb	June	June

Strategy 2: all staff will adhere to district and campus discipline management expectations and the student code of conduct	Reviews			
Strategy's Expected Result/Impact: Decrease in discipline referrals		Formative		Summative
Staff Responsible for Monitoring: Teachers Staff Counselors Administrators	Nov	Feb	June	June

Strategy 3: all staff will be visible and actively engaged in campus duties each day, week, and month, as assigned.	Reviews			
Strategy's Expected Result/Impact: Reduced discipline infractions and Increased positive interactions		Formative		Summative
Staff Responsible for Monitoring: Teachers Staff Counselors Administrators	Nov	Feb	June	June

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 4: Stuart Career Tech High School will provide and maintain a safe, positive learning environment.

Performance Objective 3: SCTHS will provide a positive campus atmosphere that reinforces high expectations, promotes school spirit and rewards student accomplishments

Evaluation Data Sources: Student and Parent Surveys, Enrollment Reports

Summative Evaluation: Met Objective

Strategy 1: SCTHS will provide campus activities that promote school spirit and pride. Examples include attendance and grade incentives, display boards to recognize students and their accomplishments as well as teacher accomplishments. Involvement of students and staff in recruitment at Elementary and Junior schools.	Reviews			
	Formative			Summative
Strategy's Expected Result/Impact: Increase in student involvement	**Nov**	**Feb**	**June**	**June**
Staff Responsible for Monitoring: Administrators				

	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 5: Stuart Career Tech High School will recruit, develop, and retain highly effective personnel.

Performance Objective 1: Provide support to staff new to the campus and the teaching profession

Evaluation Data Sources: Staff reports

Summative Evaluation: Met Objective

Strategy 1: Implementation of the Campus Lead Teacher to help coordinate new teacher lessons and activities to assist in their development and confidence in what they are doing as a teacher.	**Reviews**			
	Formative			**Summative**
Strategy's Expected Result/Impact: Retaining 100% of our staff **Staff Responsible for Monitoring:** Administrators	**Nov**	**Feb**	**June**	**June**
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Goal 6: Stuart Career Tech High School will establish and maintain parent and community partnerships in education to enhance student achievement.

Performance Objective 1: Engage parents to support student academic progress.

Evaluation Data Sources: Accountability scorecard

Summative Evaluation: None

Strategy 1: Staff will work to maintain accurate contact information with all parents	Reviews			
Strategy's Expected Result/Impact: Completed record checks Corrected student records	**Formative**			**Summative**
Staff Responsible for Monitoring: Teachers Staff Counselors Administrators	Nov	Feb	June	June

Strategy 2: SCTHS will host various campus activities for parents, such as grade level meetings, academy meetings, test prep seminars, etc.	Reviews			
Strategy's Expected Result/Impact: Increased parent involvement	**Formative**			**Summative**
Staff Responsible for Monitoring: Teachers Counselors Administrators	Nov	Feb	June	June

Strategy 3: SCTHS will communicate with parents using monthly newsletters, parent emails, SchoolMessenger alerts, web postings, Facebook postings, conferences, etc.	Reviews			
Strategy's Expected Result/Impact: Increased parent involvement	**Formative**			**Summative**
Staff Responsible for Monitoring: Teachers Counselors Staff Administrators	Nov	Feb	June	June

Strategy 4: SCTHS and Partners in Education will continually work to host campus events and activities	Reviews			
Strategy's Expected Result/Impact: Increased parent involvement	**Formative**			**Summative**
Staff Responsible for Monitoring: Counselors Administrators	Nov	Feb	June	June

Strategy 5: Academies will meet with business partners three times per year to discuss business needs, curriculum improvement, materials and equipment needs, etc.	Reviews			
Strategy's Expected Result/Impact: Better prepared students to enter the workforce with the skills the employer is looking for.	**Formative**			**Summative**
Staff Responsible for Monitoring: Teachers Staff Counselors Administrators	Nov	Feb	June	June

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 7: Stuart Career Tech High School will provide the technology infrastructure and tools to maximize student achievement.

Performance Objective 1: Increase technology proficiency for students.

Evaluation Data Sources: Walkthrough data

Summative Evaluation: Met Objective

Strategy 1: Teachers will be required to routinely integrate technology tools into their lessons with emphasis on iPads and Promethean boards **Strategy's Expected Result/Impact:** Lesson plans with integrated technology and improved student technology proficiency **Staff Responsible for Monitoring:** Administrators	Reviews			
	Formative			**Summative**
	Nov	Feb	June	June
Strategy 2: SCTHS will provide targeted PD on iPad and Promethean training **Strategy's Expected Result/Impact:** Improved frequency and proficiency with technology tools **Staff Responsible for Monitoring:** Teachers Administrators	Reviews			
	Formative			**Summative**
	Nov	Feb	June	June
Strategy 3: Teachers will implement use of trending technology in the classroom, electronic readers, scientific calculators, digital scales, etc. **Strategy's Expected Result/Impact:** Improved frequency and proficiency with technology tools **Staff Responsible for Monitoring:** Teachers Administrators	Reviews			
	Formative			**Summative**
	Nov	Feb	June	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Campus Funding Summary

			Coordination of Local and State Funds		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3	Costs for payroll and materials for tutorials.	SCE Funds	$4,000.00
				Sub-Total	$4,000.00
				Grand Total	$4,000.00