Goose Creek Consolidated Independent School District

Stuart Career Tech High School

2019-2020 Campus Improvement Plan

Table of Contents

Comprehensive Needs Assessment

Needs Assessment Overview

The ILT campus met in late April to divide up the CNA areas, to divide, talk to teachers, and conquer.

Starting in May we met on four different occasions during our Morning PLC time on Tuesdays and Fridays to discuss each of the four areas, in four groups, and we rotated to each of the four multiple measures of data.

After the fourth meeting we allowed a week for each group leader to summarize their notes and then reported back to the ILT. That meeting took place on May 29th in the afternoon. At this time we reviewed, summarized, identified our strengths and made plans to move forward.

Demographics

Demographics Summary

Our campus demographics are included below.

Ethnicity	Student Number	Student Percent	Staff Number	Staff Percent
Asian	2	0.7%	0	0.0%
AA	25	8.5%	9	23%
Hispanic	163	73.2%	7	17%
White	44	16.2%	23	58%
2 or more	3	1.4%	0	0%
Female	67	22.5%	24	66%
Male	170	77.5%	12	33%

With the number of unique populations on the campus, we are always placing interventions and adapting, being flexible, and finding ways to support our students. We have some areas of need, such as gender differences, cultural biases among students, and even alternative lifestyles that our students are learning from.

Demographics Strengths

Due to the size of our campus, our students and staff have great relationships. These relationships lead to more productivity, great supports for students. Our campus diversity is an accurate reflection of our community.

Student Academic Achievement

Student Academic Achievement Summary

Some of our struggling sub-populations include the EL and Special Education students, we know that an area of improvement for us are the implementation of instructional accommodations, and using them with fidelity. We know that our planning needs more work to insure sound practices and strategies are being used we are working to scaffold our teacher supports to help them lean more "hands - on" activities for our student populations.

	ELA 1	ELA 2	Algebra	Biology
Approaches	52%	58%	90%	96%
Meets	37%	28%	55%	66%
Masters	5%	0%	25%	17%

Our scores were not as impressive as we would have preferred, but improvements were made for many of our students.

In addition to these examinations, we had students earn manufacturing certifications through the NCCER & AWS; automotive students earned certifications through ASE; culinary students earned certifications through ServeSafe.

Student Academic Achievement Strengths

Our campus staff is flexible, they adjust plans and schedules to make things work for our students. We adjusted our bell schedule two days per week to give students extra time for interventions, tutorials, homework, or free reading if they were doing well in the classes. Our teachers have been through numerous trainings to learn technology to aid instruction, for ESL strategies for students, and working with their CTE counterparts to find delivery methods and processes that mesh with the materials that they teaching.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Under performing special populations, partly due to low reading and foundational math skills. **Root Cause**: We need to strengthen our core instruction with targeted, data-driven, explicit instruction implemented through effective and relevant lesson planning, tutorials, and other supports that more fully accommodate the different learning styles of students.

Perceptions

Perceptions Summary

We do business just the same as any other campus, we are just smaller and get it done with fewer staff. We still have campus issues like bickering and cell phone problems, minor bullying that needs to be addressed, tardy students and absenteeism. The difference is that our students respond well to the staff because the relationships have been able to establish themselves among our constituents. Most of our students enjoy coming to school each day and most of our students work hard while they are here. Parents appear to have developed a trust for the campus and relatively few of our students leave the campus after the first semester; students get more attention here at SCTHS than they do at most other campuses, partly due to our size and partly due to the nature of our staff.

Perceptions Strengths

Students are learning something meaningful and often applicable to what they are working towards in their life goals. We are hoping to address the life skills that they will need for the industry that they are planning to serve. We are happy with our size because it lends to create the relationships and strengthens the bonds with our students.

Priority Problem Statements

Problem Statement 1: Under performing special populations, partly due to low reading and foundational math skills.

Root Cause 1: We need to strengthen our core instruction with targeted, data-driven, explicit instruction implemented through effective and relevant lesson planning, tutorials, and other supports that more fully accommodate the different learning styles of students.

Problem Statement 1 Areas: Student Academic Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- 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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- PBMAS data

Student Data: Assessments

- 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 Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Local diagnostic math assessment 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
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data

- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Career and Technical Education (CTE), including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, and gender data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion 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
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- TTESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices

Goals

Revised/Approved: October 07, 2019

Goal 1: SCTHS will increase student achievement by providing rigorous learning opportunities and curricula that meets 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 Source(s) 1: District assessments, STAAR, and TELPAS.

    Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	**Feb**	**June**
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.	Administrators	Changes in instructional pedagogy should be evident in walkthroughs Increase performance on CFA, CBA, Benchmark, and State Assessments			
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	Administrators	improved performance on campus and district assessments, grading period grades, and EOC scores			
3) Provide tutorial program to target at risk students who are failing classes and assessments.	Teachers Administrators Counselors	Increase percent of passing students each grading period and increased scores on campus and district assessments, leading to improved performance on the STAAR test			
4) Provide Project Based Learning strategies and training for teachers and students to increase real-world application of learning for our students.	Teachers Counselors	Increased comprehension, increased engagement, improved performance on assessments			

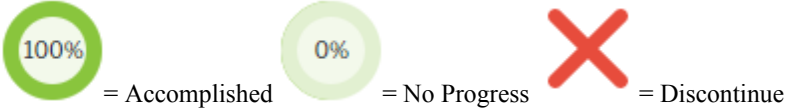| Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	**Feb**	**June**
	100% = Accomplished	0% = No Progress	✕ = Discontinue		

Goal 1: SCTHS will increase student achievement by providing rigorous learning opportunities and curricula that meets 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 Source(s) 2: District assessments, STAAR, and TELPAS

Summative Evaluation 2:

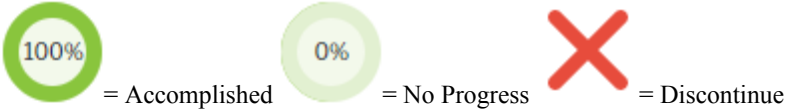| Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Track student performance each grading period through a self-tracking exercise and goal setting, to be done when students receive their report cards.	Teachers Counselors Administrators	Student goal setting and working to reach personal goals and living up to self and teacher expectations			
2) Track CBA data of students to observe trends and identify areas of need, to be addressed during Titan Time	Teachers Counselors Administrators	Targeted instruction to areas of need and will lead to improved scores on CBAs and eventually state assessments			
100% = Accomplished 0% = No Progress ✗ = Discontinue					

Goal 1: SCTHS will increase student achievement by providing rigorous learning opportunities and curricula that meets 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 Source(s) 3: District assessments, STAAR, and TELPAS
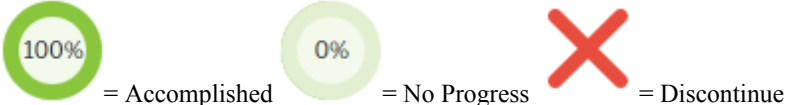
Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Involve 100% of the campus in AVID training to increase reading and writing activities in classroom instruction	Teachers Administrators	Improved reading and writing scores from all students			
	100% = Accomplished	0% = No Progress	✕ = Discontinue		

Goal 1: SCTHS will increase student achievement by providing rigorous learning opportunities and curricula that meets 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 Source(s) 4: Graduation rates and endorsement selection

    Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	**Feb**	**June**
1) Bringing industry professionals to the classroom to discuss specific career academy groups	Teachers CTE Department Staff Administrators	Increase student thinking about areas of carer interests and pathways to their career			
2) Working to improve TSIA performance to increase Dual Credit enrollment opportunities for all students	Teachers Counselors Administrators	Increase in successful completion reports			
100% = Accomplished 0% = No Progress ✗ = Discontinue					

Goal 2: SCTHS 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 Source(s) 1: Curriculum documents and walkthroughs

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
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.	Teachers Administrators	Increase in learning and engagement of all students			
2) Training for questioning strategies that improve student thinking instead of simple recall responses from students.	Teachers Counselors Administrators	Increased engagement, deeper thinking on responses to questions, increase academic conversation in the classroom, and improved results			
3) Administrators will follow a schedule of walkthroughs to insure all classrooms are routinely visited and addressed	Teachers Administrators	Increase in student achievement			
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	Teachers Administrators	Increase in student achievement			
5) Quality Lesson planning PD and weekly lesson plans will be submitted each week to track scope and sequence and insure district curriculum is being followed.	Teachers Administrators	Increase in student achievement			
100% = Accomplished 0% = No Progress ✕ = Discontinue					

Goal 2: SCTHS 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 Source(s) 2: State and federal accountability results

Summative Evaluation 2:

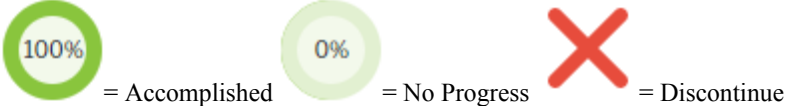| Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Prepare and train ALL staff with appropriate strategies for EL students	Teachers Administrators Counselors	Improved performance for ALL student groups			
2) EOC Tested areas will be scheduled PLC time in the Master Schedule to allow teachers to collaborate with each other and other campuses.	Counselors Administrators	Improved planning, evaluation of data, and student performance			
	100% = Accomplished	0% = No Progress	✕ = Discontinue		

Goal 2: SCTHS 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.

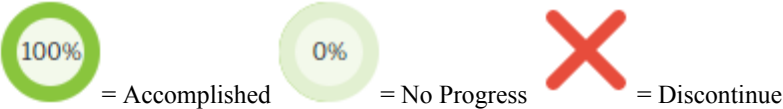**Evaluation Data Source(s) 3:** Parent awareness sessions

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	**Feb**	**June**
1) Holding parent information sessions throughout the year, outside of the standard open house expectations	Teachers Counselors Administrators	Increased involvement of parents			
	100% = Accomplished	0% = No Progress	❌ = Discontinue		

Goal 2: SCTHS 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 Source(s) 4:** State and federal accountability results
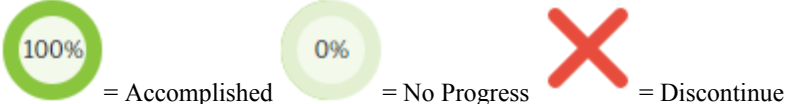
> **Summative Evaluation 4:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
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.	Teachers Counselors Administrators	Improved performance of students due to increased attention to grades and setting expectations			
100% = Accomplished	0% = No Progress	✗ = Discontinue			

Goal 2: SCTHS 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 Source(s) 5: Course grades, assessment scores
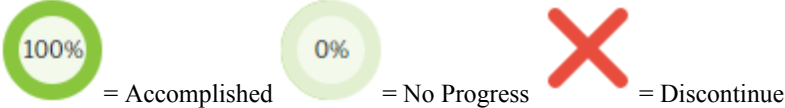
    Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	**Feb**	**June**
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	Teachers Staff Counselors Administrators	Increase in student achievement			
	100% = Accomplished		0% = No Progress	✕ = Discontinue	

Goal 3: SCTHS, through enhanced dropout prevention efforts, will work to ensure that 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 Source(s) 1: Review 360 data and PBMAS data validation

Summative Evaluation 1:

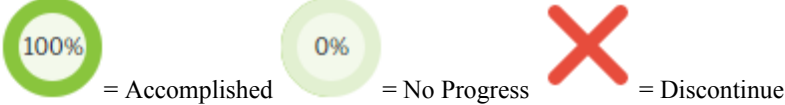| Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	**Feb**	**June**
1) Improved PBIS training for staff throughout the year to reinforce expectations and procedures	Teachers Counselors Administrators	Fewer discipline referrals and increased positive student and staff interactions			
100% = Accomplished 0% = No Progress ✕ = Discontinue					

Goal 3: SCTHS, through enhanced dropout prevention efforts, will work to ensure that 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 Source(s) 2: Attendance rate

Summative Evaluation 2:

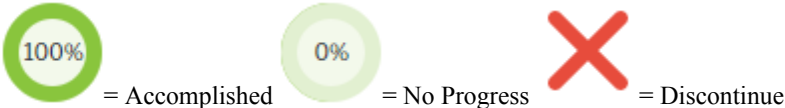| Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	**Feb**	**June**
1) Discuss attendance on a weekly basis with students and staff to remind of the importance of being in school each day.	Teachers Counselors Administrators	Improved attendance rate			
2) Provide an Attendance Comparison Competition each grading/reporting period between the grade levels and academies.	Principal	Increase attendance percentage			
100% = Accomplished 0% = No Progress ✕ = Discontinue					

Goal 3: SCTHS, through enhanced dropout prevention efforts, will work to ensure that all students will remain in school until they obtain a high school diploma.

Performance Objective 3: Improve graduation rates for special populations.

Evaluation Data Source(s) 3: Graduation rate

Summative Evaluation 3:

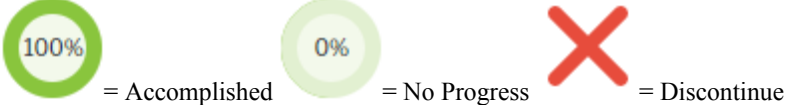| Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Training appropriate for special populations to increase engagement in the classroom, study guides, note taking skills, etc. (accommodating the needs of our students).	Teachers Counselors Administrators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

Goal 3: SCTHS, through enhanced dropout prevention efforts, will work to ensure that all students will remain in school until they obtain a high school diploma.

Performance Objective 4: Increase student participation in school activities.

    Evaluation Data Source(s) 4: Accountability scorecard
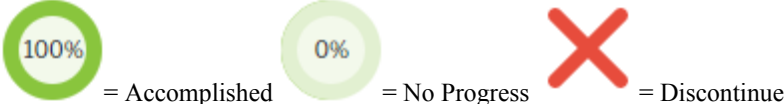
    Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	**Feb**	**June**
1) Research and create student clubs, associated with national organizations	Teachers Counselors Administrators	Creation of clubs and involvement of students			
100% = Accomplished		0% = No Progress		✕ = Discontinue	

Goal 4: SCTHS will provide and maintain a safe, positive learning environment.

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

    Evaluation Data Source(s) 1: District and Campus safety data.

    Summative Evaluation 1:

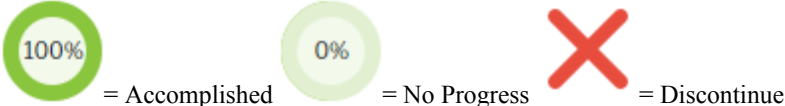| Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	**Feb**	**June**
1) Each room will be expected to prominently display safety posters, evacuation maps, and emergency procedures	Students Teachers Counselors Administrators	Decrease in discipline referrals			
		100% = Accomplished 0% = No Progress ✖ = Discontinue			

Goal 4: SCTHS will provide and maintain a safe, positive learning environment.

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

    Evaluation Data Source(s) 2: Drill compliance

    Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	**Feb**	**June**
1) adhering to expectations of monthly drills	Administrators	Compliance with district and state expectations			
2) all staff will adhere to district and campus discipline management expectations and the student code of conduct	Teachers Staff Counselors Administrators	Decrease in discipline referrals			
3) all staff will be visible and actively engaged in campus duties each day, week, and month, as assigned.	Teachers Staff Counselors Administrators	Reduced discipline infractions and Increased positive interactions			
	100% = Accomplished	0% = No Progress	✗ = Discontinue		

Goal 4: SCTHS 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 Source(s) 3: Student and Parent Surveys, Enrollment Reports

    Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	**Feb**	**June**
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.	Administrators	Increase in student involvement			
	100% = Accomplished	0% = No Progress	✗ = Discontinue		

Goal 5: SCTHS will recruit, develop, and retain highly effective personnel.

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

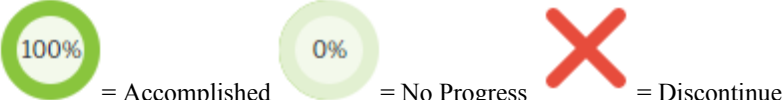   **Evaluation Data Source(s) 1:** Staff reports

    Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	**Feb**	**June**
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.	Administrators	Retaining 100% of our staff			
100% = Accomplished 0% = No Progress ✖ = Discontinue					

Goal 6: SCTHS will establish and maintain parental and community partnerships in education to enhance student achievement.

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

    Evaluation Data Source(s) 1: Accountability scorecard
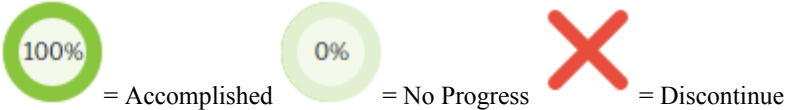
    Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Staff will work to maintain accurate contact information with all parents	Teachers Staff Counselors Administrators	Completed record checks Corrected student records			
2) SCTHS will host various campus activities for parents, such as grade level meetings, academy meetings, test prep seminars, etc.	Teachers Counselors Administrators	Increased parent involvement			
3) SCTHS will communicate with parents using monthly newsletters, parent emails, SchoolMessenger alerts, web postings, Facebook postings, conferences, etc.	Teachers Counselors Staff Administrators	Increased parent involvement			
4) SCTHS and Partners in Education will continually work to host campus events and activities	Counselors Administrators	Increased parent involvement			
5) Academies will meet with business partners three times per year to discuss business needs, curriculum improvement, materials and equipment needs, etc.	Teachers Staff Counselors Administrators	Better prepared students to enter the workforce with the skills the employer is looking for.			
100% = Accomplished 0% = No Progress ✗ = Discontinue					

Goal 7: SCTHS will provide the technology infrastructure and tools to maximize student achievement.

Performance Objective 1: Increase technology proficiency for students.

Evaluation Data Source(s) 1: Walkthrough data

Summative Evaluation 1:

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

2019-2020 Needs Assessment Team

Committee Role	Name	Position
Classroom Teacher	Debbie King	
Administrator	Mike Riojas	
Non-classroom Professional	Jennifer Guillory	
Classroom Teacher	Kylie Sobczak	Teacher
Classroom Teacher	Stephanie Brock	
Classroom Teacher	Ian Sobczak	
Paraprofessional	Gladiana Cota	
Parent	Adalinda Gonzales	
Classroom Teacher	Rex Miller	
Classroom Teacher	Daniella Mondragon	
Classroom Teacher	Misty Mungroo	