Goose Creek Consolidated Independent School District

Stuart Career Tech High School

2017-2018 Campus Improvement Plan

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Comprehensive Needs Assessment

Needs Assessment Overview

To determine needs for our new campus we created a Google Document that was shared with the entire staff, incoming and existing. The document allowed everyone to reflect and record their thoughts in each of the Data Analysis areas. We came together on several occasions in May to discuss these needs and update our Google Document as we discussed pertinent items.

Once the needs were created in the Plan4Learning website we developed the CIP, reviewed it all together and finalized our plans.

Demographics

Demographics Summary

- Our campus is mainly students that want to focus on a course of study that leads to industry certification and/or an Associate degree in Applied Science. We have a variety of students that are involved at SCTHS, all demographics are represented in our staff and in our students.
- Since the campus focus is helping students to gain an industry certification and/or associates degree, we will need to review student data in Eduphoria so that we have a clear view of strengths and weaknesses revealed through core testing in lower grades.
- Use data to set benchmarks to prepare early for remediation in core areas to ensure success in EOC testing.
- Train all faculty in how to navigate Eduphoria so all can review data on their students.

Demographics Strengths

- Low student:teacher ratio
- Experienced Instructors across the curriculum with industry and instructional field experience
- Students engaged and interested.
- Motivated to be successful

Student Achievement

Student Achievement Summary

All Career and Technology classes at Stuart Technical High School offer some form of student Achievement. some are recognized by TEA others are Industry recognized, or both. it is the goal of STHS to increase the number of students earning Achievements that can help our students earn credit towards post secondary education or help students find employment in the field they are certified.

we can find ways to encourage students take certifications. such as highlight student achievement by placing banners of some kind showing all the Achievements that each student accomplished at STHS

Student Achievement Strengths

- Certifications
- Rapport used to build confidence
- Skills used to build confidence
- skills and certifications to assure students are working in a Safe environment.
- Traditionally, CTE/ECHS campuses score higher
- Welding Instructors certified 80% of 2016-17 students for American Welding Society Certification, which is a 10% increase over the previous school year.
- Automotive Technology has had an increase of students earning ASE certifications. from 3 total last year to 14 so far this year. Again this year Auto Tech had 100% of its students earn a nationally recognized credential in (SP/2)Safety and Pollution Prevention.
- students
- some of the other classes offering certifications are
  - Computer Maintenance   Start up
  - Meat Processing   Beef Quality Meat Evaluation
  - Automotive Collision   ICAR
  - Culinary Arts
  - Manufacturing   NCCR
  - Media Technology AV   PhotoShop

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: The majority of the campus has had limited instructional training (i.e. Kagan, WICOR, classroom management, etc.) **Root Cause**:

Prior to this year the campus was not its own reporting campus, therefore instructional strategies were not the primary focus. This year we will have our own campus report card and therefore need to work to improve the instructional capacity of the staff.

School Culture and Climate

School Culture and Climate Summary

The Stuart Campus has historically been a close knit campus of dedicated teachers that are experienced in their craft. As we add to the existing campus and transform into a full high school we need to work to foster that continued growth and feeling of connection and belonging to the campus. With the right teachers hired we now need to help form the students into a cohesive group.

School Culture and Climate Strengths

- Being a small group of teachers we have been able to form what is referred to as a family bond. The strength of the family bond is even if we do not completely agree we always work together until we figure out what is best for the students. We are always there to support one another whether it's in school or out
- Lab experience fosters engagement and positive learning environment
- Industry experience lends professionalism to classroom
- Academic success opens doors to more career options within the different clusters.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

We currently have 10 full-time staff members and out of those 10,1 will be moving to Lee high school full-time. We have hired four new core teachers, a new Spanish teacher, and we are adding three health science teachers

As far as support staff, the campus secretary has accepted a job as a full-time teacher so we will have hired a new campus secretary, a receptionist, and counselor.

Staff Quality, Recruitment, and Retention Strengths

- a mostly enthusiastic staff is in place and welcoming more teachers to the campus,
- the campus currently has a very low turnover rate of teachers due to the close bonds formed among the teachers and support staff.
- current teachers participated in the interview process to find teachers that would be the best fit for the campus needs and the current culture.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: The staff needs WICOR training, questioning strategies, ELPs training and materials **Root Cause**: This campus has never had an instructional focus as its priority and these materials will help facilitate training

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Scope and sequence is a constantly being adjusted to serve the needs of our students, teachers have worked hard to develop courses relevant to student and industry needs.

Curriculum, Instruction, and Assessment Strengths

- teachers have been working on scope and sequence materials to prepare for the new year
- teachers are career focused and helping students earn certifications
- collaborative lessons such as Culinary Arts/Meat Processing and Computer Maintenance/Audio Video Prod.

Family and Community Involvement

Family and Community Involvement Summary

- SCC staff has made an effort to publicize SCC PROGRAMS
- Baytown Sun- District News- Facebook- Twitter
- SCC has been present at Parent Resource Fair- junior school career days- elementary career days
- College and Career Night- Lee College Tech Night- Migrant Program Parent Meetings (SP)
- SCC has established relationships with area industry for each program

Family and Community Involvement Strengths

- We have one of Baytown's finest community members to connect and keep us aware of things that are happening in and around
- Annual campus Palooza invites the community to be involved with our campus and programs

School Context and Organization

School Context and Organization Summary

The district works to develop the whole child, empowering every student with knowledge and skills to success in a global community. With the beginning of a new campus we are working to merge the CTE and the academic core together to create a cohesive campus and to foster improved student performance.

School Context and Organization Strengths

The smaller staff creates a focused campus, creates more buy-in, and requires everyone's participation in events. The campus is excited over the Project-based learning opportunities ahead of us.

Technology

Technology Summary

Stuart Career Center does not receive technology on the same schedule as main campuses/core teachers.

All technology at SCC was provided through CTE funds. All teachers at SCC/STHS need the GCM technology standard, not just core or added teachers.

Technology Strengths

- Campus strengths are being able to make due with what we have
- We have our own CTS on staff to assist as needed, and he thinks that he rocks.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- 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
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- Community and student engagement rating 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 Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.

- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc.

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance 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
- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate

Support Systems and Other Data

- Organizational structure data
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

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			
	Problem Statements: Staff Quality, Recruitment, and Retention 1				
2) Using time in the master schedule to rearrange 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) After school tutorial program to target students who are at risk of 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			
✔ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue					

Performance Objective 1 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 1: The staff needs WICOR training, questioning strategies, ELPs training and materials **Root Cause 1**: This campus has never had an instructional focus as its priority and these materials will help facilitate training

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	Teachers Counselors Administrators	targeted instruction to areas of need and will lead to improved scores on CBAs and eventually state assessments			
✔ = Accomplished ◓ = Considerable ◔ = Some Progress ◯ = 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
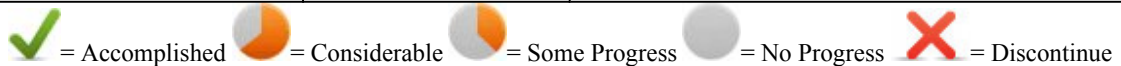
Summative Evaluation 3:

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			
✔ = Accomplished ⬤ = Considerable ⬤ = Some Progress ⬤ = 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:
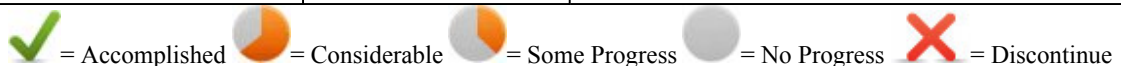
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Bringing industry professionals to the classroom to discuss specific career academy groups	Teachers CTE Department Staff Administrators	increase student thinking about areas of carer interests and pathways to their career.			
2) Using advisory lessons to help students to complete individualized post-secondary plans	Counselors Administrators	Increase in student achievement			
3) Working to improve TSIA performance to increase Dual Credit enrollment opportunities for all students	Teachers Counselors Administrators	Increase in successful completion reports.			
✔ = Accomplished = Considerable = Some Progress = 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 foci, 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) 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			
✔ = Accomplished = Considerable = Some Progress = 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			
	Problem Statements: Student Achievement 1				
2) EOC Tested areas will be scheduled PLC time in the Master Schedule to allow teachers to coordinate and evaluate with other high school campuses	Counselors Administrators	improved planning, evaluation of data, and student performance			
✔ = Accomplished　 = Considerable　 = Some Progress　 = No Progress　✗ = Discontinue					

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: The majority of the campus has had limited instructional training (i.e. Kagan, WICOR, classroom management, etc.) **Root Cause 1**: Prior to this year the campus was not its own reporting campus, therefore instructional strategies were not the primary focus. This year we will have our own campus report card and therefore need to work to improve the instructional capacity of the staff.

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			
✔ = Accomplished = Considerable = Some Progress = 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	Teachers Counselors Administrators	improved performance of students due to increased attention to grades and setting expectations			
✔ = Accomplished = Considerable = Some Progress = 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 students 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			
✔ = Accomplished = Considerable = Some Progress = 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) PBIS training for staff throughout the year	Teachers Counselors Administrators	fewer discipline referrals and increased positive student and staff interactions			
✔ = Accomplished = Considerable = Some Progress = 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 96%.

Evaluation Data Source(s) 2: Attendance rate

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Creating a campus-wide competition among students and staff for 96% attendance in Academy groups	Teachers Counselors Administrators	improved attendance rate			
✔ = Accomplished = Considerable = Some Progress = 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.	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, Odysseyware software, attendance recovery, and creative scheduling to serve needs of students	Teachers Counselors Administrators	improved graduation rates, credits earned, decrease of loss of credit due to attendance, etc.			
✓ = Accomplished = Considerable = Some Progress = 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			
✔ = Accomplished = Considerable = Some Progress = 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			
= Accomplished = Considerable = Some Progress = 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			
4) purchasing a campus set of umbrellas and ponchos for students to use between our two buildings during inclement weather	Administrators	reduced absentees as students opt to not attend classes, due to rainfall			
✔ = Accomplished ◕ = Considerable ◑ = Some Progress ○ = 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			
✔ = Accomplished ◓ = Considerable ◔ = Some Progress ⬤ = 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:
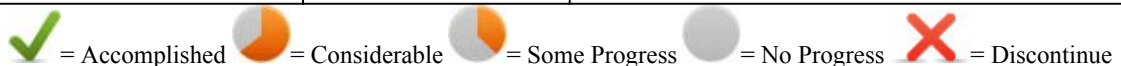
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Pair up new teachers with appropriate mentors to assist throughout the school year	Administrators	retaining 100% of our staff			
✔ = Accomplished = Considerable = Some Progress = No Progress ✘ = Discontinue					

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 weekly 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			
✓ = Accomplished = Considerable = Some Progress = 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			
✓ = Accomplished = Considerable = Some Progress = No Progress ✗ = Discontinue					