

Goose Creek Consolidated Independent School District
Stuart Career Tech High School
2021-2022 Campus Improvement Plan

Mission Statement

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

Vision

Our Vision is that SCTHS graduates will possess the academic knowledge and employability traits 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 local colleges and regional industries, 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	24	8.19%	3	6.67%
Hispanic	209	71.33%	10	22.22%
White	54	18.43%	30	66.67%
Pacific Islander	0	0	1	2.22%
Asian	2	0.68%	0	0
2 or more	4	1.37%	0	0
Female	92	31.4%	28	62.22%
Male	201	68.6%	17	37.78%

Though a predominantly male (68.6%), Hispanic student population (71.33%), the campus-at-large reflects a low socioeconomic status (72.35%) and At-Risk (54.61%).

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 an opportunity to improve their quality of life and succeed economically in the future to come.

Student Learning

Student Learning Summary

Passing standard	ELA1	ELA2	Algebra	Biology	U.S. History
Approaches GL	72.55%	74.74%	70.65%	90%	92.86%
Meets GL	52.94%	51.58%	17.39%	74%	73.21%
Masters GL	6.86%	2.11%	8.7%	36%	46.43%

SCTHS students across all population groups performed as one of the top two high school campuses in the district in Biology, English, Algebra 1, and U.S. History.

Current year (2021) reading CBAs and benchmark data show that students continue to perform at the same levels as district and/or state rates.

Student Learning Strengths

EOC performance measures for students in ninth grade show growth from eighth grade campus bases assessment in February for ELA. This was through the use of double-blocked scheduling. Four block day schedule, A & B Alternating, with double blocked ELA -- advisory daily for pullouts and tutorials, which resulted in ninth graders doing exceptionally well in the Biology EOC due to intense review materials for STAAR.

Our students strengthened their reading skills through daily sustained silent reading time. This strategy showed a growth in our students reading levels through the use of a universal screener.

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 fifth year, construction from recent Phase IV 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.

Strengths: Staff Skills

The campus has skilled CTE instructors that help to promote the career readiness potential of our students. Business partners are involved with our instructional focus in the labs, therefore translating to job-ready skills for those employers. This year we hosted a job fair and many partners are eager to hire our graduates.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): The District CNA student surveys reflected that 63.93% of SCTHS students felt that teachers only make learning fun some of the time. **Root**

Cause: This idea that learning is not fun could be due to the online learning environment from the beginning of the school year. At our campus, it is expected that we build strong relationships with the students and create an environment that is inclusive for all learners.

Priority Problem Statements

Problem Statement 1: The District CNA student surveys reflected that 63.93% of SCTHS students felt that teachers only make learning fun some of the time.

Root Cause 1: This idea that learning is not fun could be due to the online learning environment from the beginning of the school year. At our campus, it is expected that we build strong relationships with the students and create an environment that is inclusive for all learners.

Problem Statement 1 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- (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) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation 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, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework, program growth and student achievement by race, ethnicity, gender, etc.
- Section 504 data
- Dyslexia 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
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Professional development needs assessment data
- TTESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- 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.

Strategy 1 Details	Formative Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Student goal setting and working to reach personal goals and living up to self and teacher expectations</p> <p>Staff Responsible for Monitoring: Teachers Counselors Administrators</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: 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.</p> <p>Strategy's Expected Result/Impact: Improved performance of students due to increased attention to grades and setting expectations</p> <p>Staff Responsible for Monitoring: Teachers Counselors Administrators</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: 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</p> <p>Strategy's Expected Result/Impact: improved performance on campus and district assessments, grading period grades, and EOC scores</p> <p>Staff Responsible for Monitoring: Administrators</p>	Formative		
	Nov	Feb	June





Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Track CBA data of students to observe trends and identify areas of need, to be addressed during Titan Time</p> <p>Strategy's Expected Result/Impact: Targeted instruction to areas of need and will lead to improved scores on CBAs and eventually state assessments</p> <p>Staff Responsible for Monitoring: Teachers Counselors Administrators</p>	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: 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.</p> <p>Strategy's Expected Result/Impact: Changes in instructional pedagogy should be evident in walkthroughs Increase performance on CFA, CBA, Benchmark, and State Assessments</p> <p>Staff Responsible for Monitoring: Administrators</p>	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Provide Project Based Learning strategies and training for teachers and students to increase real-world application of learning for our students.</p> <p>Strategy's Expected Result/Impact: Increased comprehension, increased engagement, improved performance on assessments</p> <p>Staff Responsible for Monitoring: Teachers Counselors</p>	Formative		
	Nov	Feb	June
Strategy 7 Details	Formative Reviews		
<p>Strategy 7: Bringing industry professionals to the classroom to discuss specific career academy groups</p> <p>Strategy's Expected Result/Impact: Increase student thinking about areas of carer interests and pathways by having them interact with industry professionals.</p> <p>Staff Responsible for Monitoring: Teachers CTE Department Staff Administrators</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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

Strategy 1 Details	Formative Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Increase in learning and engagement of all students</p> <p>Staff Responsible for Monitoring: Teachers Administrators</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: 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.</p> <p>Strategy's Expected Result/Impact: Improved performance for ALL student groups</p> <p>Staff Responsible for Monitoring: Teachers Administrators Counselors</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Training for questioning strategies that improve student thinking instead of simple recall responses from students.</p> <p>Strategy's Expected Result/Impact: Increased engagement, deeper thinking on responses to questions, increase academic conversation in the classroom, and improved results</p> <p>Staff Responsible for Monitoring: Teachers Counselors Administrators</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: EOC Tested areas will be scheduled PLC time in the Master Schedule to allow teachers to collaborate with each other and other campuses.</p> <p>Strategy's Expected Result/Impact: Improved planning, evaluation of data, and student performance</p> <p>Staff Responsible for Monitoring: Counselors Administrators</p>	Formative		
	Nov	Feb	June





Strategy 5 Details	Formative Reviews		
Strategy 5: Administrators will follow a schedule of walkthroughs to insure all classrooms are routinely visited and addressed Strategy's Expected Result/Impact: Increase in student achievement Staff Responsible for Monitoring: Teachers Administrators	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
Strategy 6: 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 Strategy's Expected Result/Impact: Increase in student achievement Staff Responsible for Monitoring: Teachers Administrators	Formative		
	Nov	Feb	June
Strategy 7 Details	Formative Reviews		
Strategy 7: 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. Strategy's Expected Result/Impact: Increase in student achievement Staff Responsible for Monitoring: Teachers Administrators	Formative		
	Nov	Feb	June
Strategy 8 Details	Formative Reviews		
Strategy 8: Train personnel on appropriate strategies 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		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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: The campus will monitor attendance, academic, or behavior reports and provide support to students and their parents in order to improve attendance, academic, and/or behavioral concerns

Evaluation Data Sources: Review 360 data and PBMAS data validation

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The Student Support Team will meet weekly to determine students that need support or resources for attendance, academic, and/or behavior needs.</p> <p>Strategy's Expected Result/Impact: Improved attendance, improved student achievement; and decrease in student referrals</p> <p>Staff Responsible for Monitoring: Administrators; Student Wellness Interventionist; Communities in Schools</p> <p>Funding Sources: Student Wellness Interventionist costs - Coordination of Local and State Funds - SCE Funds - \$70,000</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Discuss attendance on a weekly basis with students and staff to remind of the importance of being in school each day.</p> <p>Strategy's Expected Result/Impact: Improved attendance rate</p> <p>Staff Responsible for Monitoring: Teachers Counselors Administrators</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide an Attendance Comparison Competition for each grading/reporting period between the grade levels and academies.</p> <p>Strategy's Expected Result/Impact: Increase attendance percentage</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Utilize Titan Time for students needing assistance with attendance and/or credit recovery.</p> <p>Strategy's Expected Result/Impact: Improved graduation rates, credits earned, decrease loss of credit due to attendance</p> <p>Staff Responsible for Monitoring: Administrators</p>	Formative		
	Nov	Feb	June

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Provide credit recovery options outside the school day for students as needed such as Edgenuity software, attendance recovery, and scheduling to serve needs of students.</p> <p>Strategy's Expected Result/Impact: Improved graduation rates, credits earned, decrease of loss of credit due to attendance, etc.</p> <p>Staff Responsible for Monitoring: Administrators</p>	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Provide accelerated instruction/tutorial program to target at risk students who are failing classes and assessments.</p> <p>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</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Funding Sources: Costs for payroll and materials for tutorials. - Coordination of Local and State Funds - SCE Funds - \$4,000</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 1: 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

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

Performance Objective 2: SCTHS will provide a positive campus atmosphere that reinforces high expectations, promotes school spirit, and rewards student accomplishments to ensure student safety.

Evaluation Data Sources: Student and Parent Surveys, Enrollment Reports, Drill Reports





Strategy 1 Details	Formative Reviews		
Strategy 1: All staff will adhere to district and campus discipline management expectations and the student code of conduct. Strategy's Expected Result/Impact: Decrease in discipline referrals Staff Responsible for Monitoring: Administrators	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: All staff will be visible and actively engaged in campus duties each day, week, and month, as assigned. Strategy's Expected Result/Impact: Reduced discipline infractions and Increased positive interactions Staff Responsible for Monitoring: Administrators	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
Strategy 3: Each room will be expected to prominently display safety posters, evacuation maps, emergency procedures & completion of compliance trainings. Strategy's Expected Result/Impact: Decrease in discipline referrals Staff Responsible for Monitoring: Administrators	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
Strategy 4: Improved PBIS training will be conducted for staff throughout the year to reinforce expectations and procedures. Strategy's Expected Result/Impact: Fewer discipline referrals and increased positive student and staff interactions Staff Responsible for Monitoring: Administrators	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
Strategy 5: 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. Strategy's Expected Result/Impact: Increase in student involvement Staff Responsible for Monitoring: Administrators	Formative		
	Nov	Feb	June

Strategy 6 Details	Formative Reviews		
Strategy 6: SCTHS will adhere to expectations of monthly drills. Strategy's Expected Result/Impact: Compliance with district and state expectations Staff Responsible for Monitoring: Administrators	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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





Strategy 1 Details	Formative Reviews		
<p>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.</p> <p>Strategy's Expected Result/Impact: Retaining 100% of our staff</p> <p>Staff Responsible for Monitoring: Administrators</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Staff will work to maintain accurate contact information with all parents through documentation.</p> <p>Strategy's Expected Result/Impact: Completed record checks Corrected student records</p> <p>Staff Responsible for Monitoring: Teachers Staff Counselors Administrators</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: SCTHS will host various campus activities for parents, such as grade level meetings, academy meetings, test prep seminars, etc.</p> <p>Strategy's Expected Result/Impact: Increased parent involvement</p> <p>Staff Responsible for Monitoring: Teachers Counselors Administrators</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: SCTHS will communicate with parents using monthly newsletters, parent emails, School Messenger alerts, web postings, Facebook postings, conferences, etc.</p> <p>Strategy's Expected Result/Impact: Increased parent involvement</p> <p>Staff Responsible for Monitoring: Teachers Counselors Staff Administrators</p>	Formative		
	Nov	Feb	June
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: SCTHS and Partners in Education will continually work to host campus events and activities</p> <p>Strategy's Expected Result/Impact: Increased parent involvement</p> <p>Staff Responsible for Monitoring: Counselors Administrators</p>	Formative		
	Nov	Feb	June

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Academies will meet with business partners three times per year to discuss business needs, curriculum improvement, materials and equipment needs, etc.</p> <p>Strategy's Expected Result/Impact: Better prepared students to enter the workforce with the skills the employer is looking for.</p> <p>Staff Responsible for Monitoring: Teachers Staff Counselors Administrators</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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 & staff.

Evaluation Data Sources: Walkthrough data

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will be required to 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	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
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	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
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	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Campus Funding Summary

Coordination of Local and State Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	Student Wellness Interventionist costs	SCE Funds	\$70,000.00
3	1	6	Costs for payroll and materials for tutorials.	SCE Funds	\$4,000.00
Sub-Total					\$74,000.00
Grand Total					\$74,000.00