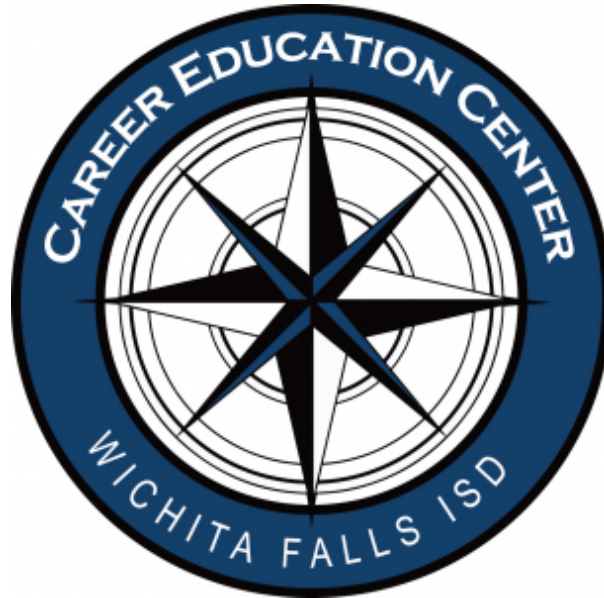


Wichita Falls Independent School District

Wichita Falls Career Education Center

2019-2020



Board Approval Date: November 12, 2019

Public Presentation Date: October 10, 2019

Mission Statement

The WFISD Career Education Center's mission is to prepare all students to become lifelong learners who are productive, responsible and participating members of society.

Vision

The CEC is a diverse school committed to academic excellence and integrity. We provide instruction in a caring and safe learning environment, responsive to each student, in collaboration with business and industry.

Value Statement

The CEC holds student learning as the center of everything that we do. The CEC prepares its students for a life of contribution and accomplishment by instilling a respect for learning and intellectual inquiry.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Academic Achievement	5
School Processes & Programs	7
Perceptions	9
Priority Problem Statements	10
Comprehensive Needs Assessment Data Documentation	12
Goals	13
Goal 1: Recruit, retain, and support teachers and principals.	13
Goal 2: Build a foundation of literacy and numeracy.	16
Goal 3: Connect high school to career and college.	17
Goal 4: Improve low performing schools.	19
Title I Personnel	20
2019-2020 Site Based Decision Making Committee	21

Comprehensive Needs Assessment

Demographics

Demographics Summary

Students in grades 10-12 attend classes at the CEC. Students come from the other 3 high schools. The CEC has students receiving special education services, ESL accommodations, gifted and talented, pregnancy related services, etc. The student body consists of a ethnically diverse population.

1. Student Enrollment: Hirschi=344, Rider=561, WFHS=528, Total=1433
2. Female=661, Male=772
3. ESL=61
4. Sp. Ed.=179
5. American Native=13, Asian=27, Black=200, Hispanic=523, White=515, Not Coded=155

Demographics Strengths

The campus enjoys a diverse population that allows for appreciation of all cultures. Courses have been added for the 2019-20 school year. The CEC will be servicing students in grades 10-12 for the upcoming year.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Since the number of students in CTE classes receiving special education support has increased, a need for teacher support and resources has developed. **Root Cause:** Increase in the number of students at the CTE center.

Student Academic Achievement

Student Academic Achievement Summary

1. Student Certifications Earned in 2018-19
 1. State Accountability: 216
 2. Perkins: 30
 3. Local/District: 321

Student Academic Achievement Strengths

Numerous certifications are offered at the CEC:

Adobe
ASE
AWS
Certified Medical Assistant
Certified Nurse Aide
Cosmetology
CompTIA
EMT
Floral Design Certification
Microsoft
NOCTI
Pharmacy Technician
Plumbing Apprenticeship License
Serv Safe Mgr
SolidWorks
Veterinary Assistant, Certified

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Since the number of students in CTE classes receiving special education support has increased, a need for teacher support and resources has developed. **Root Cause:** Increase in the number of students at the CTE center.

Problem Statement 2: Curriculum is not aligned with CTE TEKS. **Root Cause:** Additional courses are being offered at the CTE center.

School Processes & Programs

School Processes & Programs Summary

The campus seeks to employ highly qualified teachers. A strong PLC program coupled with intensive mentoring of new staff characterize the campus. Ongoing professional development is a requirement for all staff.

Administrators and teachers work to support academic success for all students. The site-based team works to develop and monitor plans for the campus throughout the school year.

Technology is available for use across the campus. Computers in the classrooms, computer labs, and mobile laptop carts are available for student use. Document cameras and projectors are installed in every classroom. All students have a Chromebook.

School Processes & Programs Strengths

Students may participate in FFA, Crime Stoppers, TAFE, Skills USA and National Technical Honor Society. The campus has implemented effective discipline management systems to support a nurturing learning environment. Focus on preparation for college and career is prevalent on the campus. Local businesses recruit CEC students for employment opportunities. Spaces are available for student collaboration.

A program of intensive new teacher mentoring resulted in improved student engagement and achievement. Campus administrators, consultants, and district specialists provide support to allow teachers to collaborate, analyze data and develop strategies that support student success.

Teachers receive training on the use of technology to support instruction at the campus and district levels. All students have a Chromebook. Teachers have extra Chromebooks if students forget theirs, or theirs is not charged.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Most of our new teachers hired for 2019-20 have not had formal training to be an educator. Therefore, they will need a mentor and training to acclimate to the new position. **Root Cause:** New teachers require technical support learning new programs such as Skyward, Eduphoria, etc. They also need support in relation to student discipline and curriculum.

Problem Statement 2: Courses and certifications do not align with state accountability. **Root Cause:** TEA is reviewing the list of certifications recognized in state accountability.

Problem Statement 3: New teachers and some experienced teacher are not proficient using Google Classroom, Email, Calendar, and other technology resources. More training is needed to improve their technology skills. **Root Cause:** The WFISD has moved towards Google products.

Perceptions

Perceptions Summary

Parental and community involvement are part of the campus culture. Community members are actively committed to and support the the success of the campus.

Perceptions Strengths

The FFA Banquet and the Career and Technical Education certification ceremony consistently have a large number of families in attendance.

Parents and community participate in planning and reviewing programs and activities for the school year.

Teachers have developed strong relationships with local businesses and organizations. Businesses donate time and money to our programs as well as giving our students employment opportunities. Organizations also provide our student with volunteer opportunities.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Need more parental involvement. **Root Cause:** Parents are not aware of services provided by students at the CEC. Available services need to be publicized.

Priority Problem Statements

Problem Statement 1: Since the number of students in CTE classes receiving special education support has increased, a need for teacher support and resources has developed.

Root Cause 1: Increase in the number of students at the CTE center.

Problem Statement 1 Areas: Demographics - Student Academic Achievement

Problem Statement 2: Most of our new teachers hired for 2019-20 have not had formal training to be an educator. Therefore, they will need a mentor and training to acclimate to the new position.

Root Cause 2: New teachers require technical support learning new programs such as Skyward, Eduphoria, etc. They also need support in relation to student discipline and curriculum.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: Courses and certifications do not align with state accountability.

Root Cause 3: TEA is reviewing the list of certifications recognized in state accountability.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Need more parental involvement.

Root Cause 4: Parents are not aware of services provided by students at the CEC. Available services need to be publicized.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: Curriculum is not aligned with CTE TEKS.

Root Cause 5: Additional courses are being offered at the CTE center.

Problem Statement 5 Areas: Student Academic Achievement

Problem Statement 6: New teachers and some experienced teacher are not proficient using Google Classroom, Email, Calendar, and other technology resources. More training is needed to improve their technology skills.

Root Cause 6: The WFISD has moved towards Google products.

Problem Statement 6 Areas: School Processes & Programs

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

Accountability Data

- Student Achievement Domain
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness

Employee Data

- Teacher/Student Ratio

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data



Goals



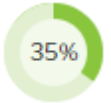



Goal 1: Recruit, retain, and support teachers and principals.

Performance Objective 1: 100% of new teachers will be assigned a mentor for the 2019-20 school year.

Evaluation Data Source(s) 1: Handbook.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
TEA Priorities Recruit, support, retain teachers and principals 1) Classroom management support	2.4, 2.5, 2.6	CTE Teachers CTE Director Principal Assistant Principal/Counselor	Increase students engagement. Decrease discipline referrals.			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 2) Technology Training	2.4, 2.5, 2.6	Technology Specialist CTE Principal CTE Director CTE Assistant Principal CTE Teachers	Teachers utilize more technology.			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>TEA Priorities Recruit, support, retain teachers and principals 3) *The campus will meet all guidelines regarding the Highly Qualified status requirements for teachers and paraprofessionals. If needed, the campus will provide notification to parents if staff does not meet Highly Qualified status. Any non-qualified staff member will follow a district developed certification plan.</p> <p>*The campus will recruit, hire, and train skilled professionals in all areas, including administration, teachers, support staff, certified non-teaching staff, etc., in an ongoing effort to increase student achievement.</p>	2.4, 2.5, 2.6	Principal	All teachers meeting HQ status.			
Problem Statements: School Processes & Programs 1, 3						
<p>TEA Priorities Build a foundation of reading and math Improve low-performing schools 4) *Professional development will be provided for all staff. It will be designed to support improved student achievement. To include, but not limited to: Inclusion/Special Education, TBSI, and the support of English Learners.</p>	2.4, 2.5, 2.6	Principal	Teachers implementing IEPs/accommodations and documenting them in lesson plans.			
Problem Statements: Demographics 1 - Student Academic Achievement 1, 2						
<p>TEA Priorities Recruit, support, retain teachers and principals 5) *Each teacher new to our campus, who has 2 or less years of teaching experience, will be provided a peer mentor for a minimum of one year. The mentor will meet with the teacher a minimum of 10 times per school year.</p>	2.4, 2.5, 2.6	Principal	Retain quality teachers.			
Problem Statements: School Processes & Programs 1, 3						
 = Accomplished  = No Progress  = Discontinue						

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Since the number of students in CTE classes receiving special education support has increased, a need for teacher support and resources has developed. Root Cause 1: Increase in the number of students at the CTE center.</p>

Student Academic Achievement

Problem Statement 1: Since the number of students in CTE classes receiving special education support has increased, a need for teacher support and resources has developed. **Root Cause 1:** Increase in the number of students at the CTE center.

Problem Statement 2: Curriculum is not aligned with CTE TEKS. **Root Cause 2:** Additional courses are being offered at the CTE center.

School Processes & Programs

Problem Statement 1: Most of our new teachers hired for 2019-20 have not had formal training to be an educator. Therefore, they will need a mentor and training to acclimate to the new position. **Root Cause 1:** New teachers require technical support learning new programs such as Skyward, Eduphoria, etc. They also need support in relation to student discipline and curriculum.






Problem Statement 3: New teachers and some experienced teacher are not proficient using Google Classroom, Email, Calendar, and other technology resources. More training is needed to improve their technology skills. **Root Cause 3:** The WFISD has moved towards Google products.

Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 1: Teachers incorporate reading, writing and math skills into their instruction. Teachers document this inclusion in lesson plans each week for the entire school year.

Evaluation Data Source(s) 1: Lesson plans.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
TEA Priorities Build a foundation of reading and math Improve low-performing schools 1) CTE Curriculum specialist and CEC administration provide multidisciplinary training and support for teachers to better implement new CTE TEKS	2.4, 2.5, 2.6	CTE Teachers CTE Principal District Curriculum Specialists	Instruction aligned to industry expectations and new CTE TEKS Improve student achievement			
	Problem Statements: Demographics 1 - Student Academic Achievement 1					
TEA Priorities Improve low-performing schools 2) *Students will be identified for and enrolled in accelerated instruction classes based on prior state assessments and the district screener. The classes will provide intensive remediation in preparation for upcoming exams.		Principal	Students enrolled in the correct classes.			
	Problem Statements: Demographics 1 - Student Academic Achievement 1					
 = Accomplished  = No Progress  = Discontinue						

Performance Objective 1 Problem Statements:




Demographics
Problem Statement 1: Since the number of students in CTE classes receiving special education support has increased, a need for teacher support and resources has developed. Root Cause 1: Increase in the number of students at the CTE center.
Student Academic Achievement
Problem Statement 1: Since the number of students in CTE classes receiving special education support has increased, a need for teacher support and resources has developed. Root Cause 1: Increase in the number of students at the CTE center.





Goal 3: Connect high school to career and college.

Performance Objective 1: Increase the percentage of students earning an industry certification from 2 percent to 4 percent by the end of the 2020 reporting period.

Evaluation Data Source(s) 1: Results of students certification exams.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>TEA Priorities Connect high school to career and college 1) Improve recruitment effectiveness through tours, career fairs, open houses and parent teacher conference.</p>	2.4, 2.6, 3.1, 3.2	CTE Director CTE Principal	Increase enrollment at the CEC leading to increase number of students receiving certifications.			
	Problem Statements: Perceptions 1					
<p>TEA Priorities Improve low-performing schools 2) *The campus will identify and monitor students with chronic attendance issues. Campus and district resources will be utilized to improve attendance. Students will be referred to truancy court and make-up school in order to further support attendance requirements. Early intervention strategies including communication with parents and students will be ongoing.</p>	2.6	Principal Attendance Clerk	Attendance documented correctly.			
	Problem Statements: Demographics 1 - Student Academic Achievement 1					
<p>TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 3) *Students will be evaluated and provided services as needed in special programs to include Violence Prevention and Intervention, and Pregnancy Related Services. *Students and staff will receive training on Bullying prevention, Sexual Harassment/Dating Violence, Internet Safety, Conflict Resolution, prevention of unwanted physical or verbal aggression, and anti-violence techniques, as applicable to grade level/student.</p>	2.6	Principal Counselor Teachers	Students received needed services.			
	Problem Statements: School Processes & Programs 1					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
<p>TEA Priorities Improve low-performing schools</p> <p>4) *Students who are assigned to DAEP/County Juvenile Detention Center placement will be provided work from the campus and/or will participate in an online alternative curriculum. The DAEP, County Detention, and campus staff will communicate regularly to insure that students' needs are met. Student progress while assigned to the DAEP and County Detention will be monitored. Students at County Detention will be administered a pre and post test before transitioning back to home campus. Students who transition back to campus will have a campus transition meeting with administrator, counselor, and parent.</p>	2.6	Principal	Students assigned to DAEP/ County Juvenile Detention Center receive class assignments.			
<p>Problem Statements: Demographics 1 - Student Academic Achievement 1 - School Processes & Programs 1</p>						
<p style="text-align: center;">  = Accomplished  = No Progress  = Discontinue </p>						

Performance Objective 1 Problem Statements:




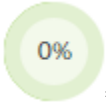

Demographics
<p>Problem Statement 1: Since the number of students in CTE classes receiving special education support has increased, a need for teacher support and resources has developed. Root Cause 1: Increase in the number of students at the CTE center.</p>
Student Academic Achievement
<p>Problem Statement 1: Since the number of students in CTE classes receiving special education support has increased, a need for teacher support and resources has developed. Root Cause 1: Increase in the number of students at the CTE center.</p>
School Processes & Programs
<p>Problem Statement 1: Most of our new teachers hired for 2019-20 have not had formal training to be an educator. Therefore, they will need a mentor and training to acclimate to the new position. Root Cause 1: New teachers require technical support learning new programs such as Skyward, Eduphoria, etc. They also need support in relation to student discipline and curriculum.</p>
Perceptions
<p>Problem Statement 1: Need more parental involvement. Root Cause 1: Parents are not aware of services provided by students at the CEC. Available services need to be publicized.</p>

Goal 4: Improve low performing schools.

Performance Objective 1: Train teachers in regards to the needs of students receiving special education services one time at the beginning of the school year. Teachers document accommodations in lesson plans every week throughout the entire year.

Evaluation Data Source(s) 1: Sign-in sheets and agendas. Lesson Plans.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
TEA Priorities Build a foundation of reading and math Improve low-performing schools 1) Address accommodations through campus professional development	2.4, 2.5, 2.6	CTE Principal CTE Assistant Principal/Counselor CTE Teachers	Improve student academic performance			
	Problem Statements: Demographics 1 - Student Academic Achievement 1, 2					
TEA Priorities Improve low-performing schools 2) Support classroom teachers and students with an aide to assist on classroom accommodations and dual credit.	2.5, 2.6	CTE Principal CTE Assistant Principal/Counselor CTE Teachers	Improve student academic performance.			
	Problem Statements: Demographics 1 - Student Academic Achievement 1					
Funding Sources: CATE - 15000.00, Title IV - 15000.00						
 = Accomplished  = No Progress  = Discontinue						

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Since the number of students in CTE classes receiving special education support has increased, a need for teacher support and resources has developed. Root Cause 1: Increase in the number of students at the CTE center.
Student Academic Achievement
Problem Statement 1: Since the number of students in CTE classes receiving special education support has increased, a need for teacher support and resources has developed. Root Cause 1: Increase in the number of students at the CTE center.
Problem Statement 2: Curriculum is not aligned with CTE TEKS. Root Cause 2: Additional courses are being offered at the CTE center.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Undrea Hickson	Dual Credit Aide	Title IV	0.5

2019-2020 Site Based Decision Making Committee

Committee Role	Name	Position
Administrator	Synthia Kirby	Principal
Business Representative	Chris Venegas	Business
Business Representative	Don Bell	Business
Community Representative	Mark Holcomb	Community
Parent	Missy Duffle	Parent
Classroom Teacher	Amber West	Teacher
Classroom Teacher	Autumn Weber	Teacher
Classroom Teacher	Amy Hughes	Teacher
Classroom Teacher	Chris Wilbur	Teacher
Classroom Teacher	Larry Krugle	Teacher
Classroom Teacher	Lexi Law	Teacher
Classroom Teacher	John Stephen Davis	Teacher
Classroom Teacher	Scott Little	Teacher
Parent	Paul Weiskircher	Parent
District-level Professional	Ashley Thomas	Public Relations
Classroom Teacher	Carl Bishop	Teacher
Classroom Teacher	Brian Gilbert	Teacher
Classroom Teacher	Sabrina Bradley	Teacher
Classroom Teacher	Chad Johnson	Teacher
Classroom Teacher	David White	Teacher