

Victoria Independent School District
Career & Technology Institute
2018-2019 Campus Improvement Plan



Mission Statement

The VISD Career & Technology Institute is dedicated to providing opportunities for students to use technology to learn the academic, technical, and employability skills necessary to earn industry-recognized certifications and be successful in a global economy.

Vision

Our vision is to inspire students to pursue career interests through rigorous and innovative instruction in industry-endorsed advanced Career and Technical Education courses.

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Comprehensive Needs Assessment

Revised/Approved: September 10, 2018

Demographics

Demographics Summary

370 students from Victoria East HS, Victoria West HS, and Liberty Academy are enrolled in advanced CTE courses at the Career and Technology Institute.

Overall attendance at the high school level for 2017-18 school year was 92.83%.

Demographics Strengths

- All courses offered at the Career and Technology Institute are elective courses and students are motivated to attend class.
- All classes contain hands-on application of skills in a lab setting.
- Majority of courses at the Career and Technology Institute offer industry-endorsed certification or license exam opportunities.

Problem Statements Identifying Demographics Needs

Problem Statement 1: VISD High School Campuses did not meet attendance goal of 95.2% **Root Cause:** Students do not understand the correlation between good attendance and student achievement.

Student Achievement

Student Achievement Summary

1. Certification/License Exam results by program:

- Auto Technology
 - Automotive Service Excellence (ASE) Maintenance & Light Repair - 27.59% passing rate
 - ASE Engine Performance - 62.5%
- Practicum in Health Science: CNA - 94.4% passing rate
- Collision Repair: (ASE) Non-Structural Analysis and Damage Repair - 21.43% passing rate
- Construction Technology:
 - National Center for Construction Education and Research (NCCER) Carpentry Fundamentals, Level One - 63.4% passing rate
 - NCCER Carpentry Fundamentals, Level Two - 80% passing rate
 - NCCER Core - 81.82% passing rate
 - OSHA 10 Hour Construction #107 - 100% passing rate
- Cosmetology II: Cosmetology Operator's License- 71.4% passing rate
- Law Enforcement: National Emergency Communication Certification (NECC) 911 - 94.9% passing rate
- Welding:
 - American Welding Society D1:1 - 57.63% passing rate
 - American Welding Society D1:1 (pipe) 4G - 100% passing rate
 - American Welding Society D1:1 (plate) 4G - 100% passing rate
 - American Welding Society D:1:1 3G - 33.3% passing rate
 - OSHA 10 Hour General Industry #106 - 35.71% passing rate

2. 2017-18 VISD English I EOC scores for students enrolled in CTE courses was 18% at the Meets Level. English II EOC scores for students enrolled in CTE courses was 35% at the Meets Level.

Student Achievement Strengths

- New curriculum and textbooks are aligned to industry standards and certification/license exams.
- Students practice skills required for certification/license in a lab setting on a regular basis.
- Weekly PLCs which focus on instructional strategies and improving student achievement.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Only 56.7% of students passed a certification/license exam in the 2017-18 school year. **Root Cause:** Students did not master the knowledge and skills required to successfully pass the certification/license exam.

Problem Statement 2: English Language Arts EOC test results have historically been below the passing rate of all other tested areas. **Root Cause:** Students lack necessary reading and writing skills to perform satisfactorily on state assessments.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- 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

- PBMAS data

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions

Student Data: Student Groups

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

Support Systems and Other Data

- Other additional data

Annual Goals

Annual Goal 1: CTI students will have an overall attendance rate of 97.5% for 3rd period.

Quarterly Goal 1: CTI students will maintain attendance rate of 97.5% for 3rd period block.



Quarterly Review 1: Exceeded Quarterly Goal








Quarterly Goal 2: CTI students will maintain attendance rate of 97.5% for 3rd period block.

Quarterly Goal 3: CTI students will maintain attendance rate of 97.5% for 3rd period block.

Quarterly Goal 4: CTI students will maintain attendance rate of 97.5% for 3rd period block.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 4</p> <p>Strategy Aims AIM 2 AIM 4</p> <p>1) CTI teachers design student attendance incentives and rewards.</p>	Gwen Etzler John Hobizal Joseph Holochwest Cris Pruitt Eloy Reyna Amanda Langley Fred Staehr John Wright Dena Pilsner	Students will be motivated to attend classes.				
Problem Statements: Demographics 1						
<p>Critical Success Factors CSF 1 CSF 4</p> <p>Strategy Aims AIM 2 AIM 4</p> <p>2) CTI teachers monitor student attendance by turning in weekly attendance reports and A Team Logs.</p>	Gwen Etzler John Hobizal Joseph Holochwest Cris Pruitt Eloy Reyna Amanda Langley Fred Staehr John Wright Dena Pilsner	Students and parents will know student attendance is important and being monitored.				
Problem Statements: Demographics 1						

<p>Critical Success Factors CSF 1 CSF 4</p> <p>Strategy Aims AIM 2 AIM 4</p> <p>3) Daily attendance percentage will be posted on bulletin board in mall area along with correlation information related to school and workplace. Daily attendance averages along with classes with perfect attendance will be displayed on television and updated each Friday.</p>	<p>Dena Pilsner Alice Rosas</p>	<p>Raise student awareness of attendance rate and impact on achievement.</p>				
<p>Problem Statements: Demographics 1</p>						
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Quarterly Goal 1 Problem Statements:

<p>Demographics</p>
<p>Problem Statement 1: VISD High School Campuses did not meet attendance goal of 95.2% Root Cause 1: Students do not understand the correlation between good attendance and student achievement.</p>

Annual Goal 2: 75% of CTI students will show improvement on the ability to summarize informational text.

Quarterly Goal 1: 100% of CTI teachers will implement Writing Wednesdays where students write summaries of informational text related to soft skills or program related information.



Quarterly Review 1: Met Quarterly Goal








Quarterly Goal 2: CTI students' ability to use summarization skills related to informational text will increase by 2% from the baseline sample 1 to sample 2, 3, and 4 in Quarter 2.

Quarterly Goal 3: CTI students' ability to use summarization skills related to informational text will increase by 2.5% from the baseline Quarter 2 sample 1 to four samples collected Quarter 3.

Quarterly Goal 4: CTI students' ability to use summarization skills related to informational text will increase by 3% from the baseline Quarter 2 sample 1 to four samples collected in Quarter 4.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<p>Critical Success Factors CSF 1</p> <p>Strategy Aims AIM 1 AIM 3</p> <p>1) Teachers will continue to implement training on writing summaries from informational text.</p>	Gwen Etzler John Hobizal Joseph Holochwost Cris Pruitt Eloy Reyna Amanda Langley Fred Staehr John Wright Dena Pilsner Sarah Bradley	Teachers will understand how to incorporate summarization of informational text in weekly lessons. Teachers will utilize standardized rubric for grading and for response analysis.				
Problem Statements: Student Achievement 2						
<p>Critical Success Factors CSF 1</p> <p>Strategy Aims AIM 1 AIM 3</p> <p>2) All lesson plans will incorporate a weekly summarization writing activity using informational text on Wednesdays.</p>	Gwen Etzler John Hobizal Joseph Holochwost Cris Pruitt Eloy Reyna Amanda Langley Fred Staehr John Wright Dena Pilsner	Teachers will ensure all students write summaries to course/industry related articles and content.				
Problem Statements: Student Achievement 2						

<p>Critical Success Factors CSF 1</p> <p>Strategy Aims AIM 1 AIM 3</p> <p>3) Baseline data will consist of two writing samples collected during the 1st 9 weeks. Beginning in the 2nd quarter, writing data will be collected 4 times per academic quarter. Responses will be analyzed and compared to baseline data and summarized at the end of each quarter.</p>	<p>Gwen Etzler John Hobizal Joseph Holochwost Cris Pruitt Eloy Reyna Amanda Langley Fred Staehr John Wright Dena Pilsner</p>	<p>Teachers will grade and analyze students' responses to informational text and compare results with baseline data from Quarter 1.</p>				
<p>Problem Statements: Student Achievement 2</p>						
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Quarterly Goal 1 Problem Statements:

<p>Student Achievement</p>	
<p>Problem Statement 2: English Language Arts EOC test results have historically been below the passing rate of all other tested areas.</p>	<p>Root Cause 2: Students lack necessary reading and writing skills to perform satisfactorily on state assessments.</p>

Annual Goal 3: 100% of students and parents will be made aware of the Industry Based Certification ("IBC") opportunities at CTI.

Quarterly Goal 1: 100% of students will understand IBC requirements and the implications for the workforce.



Quarterly Review 1: Significant progress made toward meeting Quarterly Goal








Quarterly Goal 2: 100% of students and parents will receive the CTI Certification Testing Calendar.

Quarterly Goal 3: 100% of CTI courses will have at least one field trip to industry related work place or an institute of higher education or technical school.

Quarterly Goal 4: 100% of all CTI courses will have a minimum of two industry-related guest speakers.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2</p> <p>Strategy Aims AIM 1 AIM 3</p> <p>1) Create CTI Certification Testing Calendar which includes dates for after school tutoring and post on web page, Facebook, flyers home, and posted on bulletin boards at CTI.</p>	<p>John Hobizal Joseph Holochwest Amanda Langley Cris Pruitt Eloy Reyna Fred Staehr John Wright Dena Pilsner</p>	<p>Students and parents will be aware of IBC testing timeline and dates for after school tutoring.</p> <p>Percentage of students earning a certification will increase.</p>				
<p>Critical Success Factors CSF 1 CSF 2</p> <p>Strategy Aims AIM 1 AIM 3</p> <p>2) Schedule field trips to either a local industry or an institute of higher education or technical school for all CTI courses.</p>	<p>Gwen Etzler John Hobizal Joseph Holochwest Amanda Langley Cris Pruitt Eloy Reyna Fred Staehr John Wright Dena Pilsner</p>	<p>Students will learn how earning a IBC is important to the related industry.</p> <p>Students will be exposed to real-world experiences and understand how a course at CTI is related to the industry.</p>				

<p>Critical Success Factors CSF 1 CSF 2</p> <p>Strategy Aims AIM 1 AIM 3</p> <p>3) Invite guest speakers from the industry to share information on job opportunities and the importance of earning certifications in high school.</p>	<p>Gwen Etzler John Hobizal Joseph Holochwost Amanda Langley Cris Pruitt Eloy Reyna Fred Staehr John Wright Dena Pilsner</p>	<p>Students will be learn current industry related information from someone in the field.</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Quarterly Goal 1 Problem Statements:

<p>Student Achievement</p>
<p>Problem Statement 1: Only 56.7% of students passed a certification/license exam in the 2017-18 school year. Root Cause 1: Students did not master the knowledge and skills required to successfully pass the certification/license exam.</p>

Annual Goal 4: The percentage of students passing each certification/license tested area will increase by 5% over the previous year's results.

Quarterly Goal 1: 100% of teachers will implement IBC quarterly assessments based on certification criteria.









Quarterly Review 1: Met Quarterly Goal

Quarterly Goal 2: 100% of teachers will spiral IBC test questions into daily instruction.

Quarterly Goal 3: 100% of students will achieve at least a 70% passing rate on IBC quarterly assessments.

Quarterly Goal 4: 100% of students will take the IBC test during the fourth quarter.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2</p> <p>Strategy Aims AIM 1 AIM 3</p> <p>1) Create IBC assessments for the first, second and third quarter of the school year.</p>	Gwen Etzler John Hobizal Joseph Holochwost Amanda Langley Cris Pruitt Eloy Reyna Fred Staehr John Wright Dena Pilsner	Collection of data for analyzing weak areas on IBC tests.				
Problem Statements: Student Achievement 1						
<p>Critical Success Factors CSF 1 CSF 2</p> <p>Strategy Aims AIM 1 AIM 3</p> <p>2) Use disaggregated data from quarterly IBC tests to identify and target week objectives through daily certification questions of the day as documented in lesson plans.</p>	John Hobizal Joseph Holochwost Cris Pruitt Eloy Reyna Amanda Langley Fred Staehr John Wright Dena Pilsner	Improvement in student performance on IBC tests. Instruction will target weak areas of student knowledge of content.				
Problem Statements: Student Achievement 1						
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

Quarterly Goal 1 Problem Statements:

Student Achievement

Problem Statement 1: Only 56.7% of students passed a certification/license exam in the 2017-18 school year. **Root Cause 1:** Students did not master the knowledge and skills required to successfully pass the certification/license exam.