Eagle Mountain-Saginaw Independent School District

Hollenstein Career And Technology Center

2022-2023 Campus Improvement Plan

Mission Statement

The mission of Eagle Mountain-Saginaw Independent School District is to foster a culture of excellence that instills a passion for a lifetime of continuous achievement in every student.

The mission of the EMS ISD Career and Technical Education Program is to foster a culture of excellence that instills a passion for a lifetime of continuous achievement in the high-demand, highly skilled occupations of tomorrow's global economy.

Vision

Integrate education and the workplace.

Engage students in their educational journey.

Foster a commitment to post-secondary education.

Prepare students to create their future in tomorrow's highly skilled competitive workforce.

Value Statement

Every student is a unique individual with unique potential

Effective communication is key to success.

Engaged and interested students learn more effectively.

Respect is a key to success.

Education is a team effort.

High quality educational facilities optimize student and staff success.

Accountability is essential to success.

A physically and emotionally safe environment promotes student learning.

A high quality education is barrier free.

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

The students of the HCTC represent all demographic populations within EMSISD. Success in enrollment, course completion, and passing rate on recognized certification/licensure exams is seen across all populations.

Demographics Strengths

The students of the HCTC represent all demographic populations from within EMSISD. All students are instructed to their highest level of ability and all students are welcome to participate in the program of their choice.

Student Learning

Students are performing well in the classroom. Certification results show that the use of formative assessment, data analysis, and alignments to both TEKS and certification exams is having a positive impact. STAAR results for all students coded as CTE, EL, and economically disadvantaged are above the state average. Graduation rate for students coded at CTE is 99.3% which is well above state level.

STAAR results for students coded as CTE and Special Education showed improvement in math, science, social studies, and ELA but still rank below the state in three of the four areas.

Student Learning Strengths

Student Certificaiton Passing Rate

Students passing rate on industry recognized certifications reached 90% which is up from 89%.

State Assessment Achievement

As reported on the 2019 RDA report, students coded as CTE coherent sequence takers scored above state average in all areas.

CTE STARR EOC	2019 RDA State Standard	2019 RDA District Rate
Math	65-100	84.0
Science	75-100	93.7
Social Studies	70-100	96.8
ELA	60-100	82.4

As reported on the 2019 RDA report, students coded as CTE coherent sequence takers and Economically Disadvantaged scored above state average in all areas.

CTE STARR EOC	2018 RDA State Standard	2019 RDA District Rate
Math	65-100	82.4
Science	75-100	91.2
Social Studies	70-100	94.2
ELA	60-100	77.6

As reported on the 2019 RDA report, students coded as CTE coherent sequence takers and EL scored above state average in all areas.

CTE STARR EOC	2019 RDA State Standard	2019 RDA District Rate
Math	74.3	75.9
Science	71.6	81.3
Social Studies	77.7	79.3
ELA	36.2	54.7

Certifications/Licensures Achievement

Students challenging a industry recognized certification/licensure scored a 90% passing rate. Over 650 certifications were earned.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Student passing rate on certifications and licensures remains inconsistent. **Root Cause:** Lack of benchmark checks in preparation for challenges

Problem Statement 2: Students coded as CTE and Sp Ed are not meeting state standards on math, ELA, and science STAAR. **Root Cause:** Lack of system to provide proper population identification of students and needed strategies to support growth.

School Processes & Programs

School Processes & Programs Summary

HCTC is focused on the continuous growth and improvement of instruction, curriculum, personnel, organization, administration, and student achievement.

Programs and processes utilized:

- PLC's/CPT (Professional Learning Communities/Common Planning Time)
- Rigor/Relevance/Relationship Framework
- Learning walks
- Fundamental 5
- New Teacher Academy
- Campus teacher mentors
- Brain-based instructional methods
- Curriculum development
- Monthly staff luncheons
- Social media recognition of students and teachers
- External professional development in instruction and content area
- Student organizations that provide opportunities for contests and competitions in students area of study
- External industry partnerships
- Open door policy for administration

School Processes & Programs Strengths

Students are provided rigorous and relevant course work through instructional practices that appreciate their strengths. Teachers are provided the opportunity to grow both instructionally and in their professional skills and knowledge to provide students the most up-to-date content. Instructional practices that utilize teachers experience prior to teaching help bridge the gap between school and career.

Teachers and students feel appreciated and that what they are doing is worth while and makes an impact on the future.

HCTC institutued additional portions of Champs/STOIC this year, building off last year. We have adopted HCTC Ready, Honor, Respect, Character, Success as our theme.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Lack of implementation of a defined process to address needs of Special Education and at-risk students. **Root Cause:** Lack of utilization of MTSS.

Perceptions

Perceptions Summary

We believe that the HCTC supports the core curriculum through the use of hands-on skills based instruction, leading students to post-secondary education and careers. We value the student, industry, and skills and knowledge necessary to be successful. We believe that every student is unique and should be taught in a way the celebrates and respects that uniqueness. We believe that all students should be allowed to pursue their passion through engaging, rigorous, and relevant coursework taught by knowledgeable, caring, and purpose driven educators. We believe the every students can find a place in CTE.

Perceptions Strengths

We believe that students are at the center of why the HCTC exists. We live our beliefs and in word and action. Students view the HCTC as a place to take classes and share experiences with students of like interests and passions. They view students in their classes as fellow HCTC students, not students from rival high schools. There is a shared sense of achievement regardless of home campus. HCTC teachers take responsibility for the success of all students, not just the ones enrolled in their program.

This year the campus continued with the theme of "HCTC Ready"*.* This theme provides the understanding to staff and students that we are a community committed to continuous success and support of all students, staff, programs, and the HCTC as a whole and that the journey is one of continuous growth and achievement. To provide a more global understanding of all HCTC programs, each teacher toured their classes through the entire center. This provided students the opportunity to gain the broader picture of the center and for students to meet other program area teachers increasing the understanding of support for all.

HCTC staff ensure strong relationships are formed with students and that communication takes place with parents and home high school when issues with attendance, discipline, or grades arise. Students know that their safety and academic success are the top priorities of the campus. The HCTC staff and students see themselves as a family to provide support in not just course related instructional and education areas, but all areas.

Students, parents, and community know believe in HCTC staff to provide the best instruction, content, and training in the area they specifically chose. We rise to this belief with our own expectation to deliver.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- State and federal planning requirements

Accountability Data

- Student Achievement Domain

Student Data: Behavior and Other Indicators

- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback

Goals

Goal 1: EXCELLENCE IN ACADEMICS: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student.

Performance Objective 1: Teachers will utilize high yield instructional models and strategies, with instructional technology tools, to increase student engagement and achievement.

    Evaluation Data Sources: Walk throughs, lesson plans, observations.

Strategy 1 Details			Formative Reviews		
Strategy 1: Professional development on high yield instructional strategies will be provided during CPT and PLC.			**Formative**		
Strategy's Expected Result/Impact: Increased teacher knowledge and use of high yield instructional strategies.			**Dec**	**Mar**	**June**
Increased student engagement and achievement. **Staff Responsible for Monitoring:** HCTC administrators					
Strategy 2 Details			**Formative Reviews**		
Strategy 2: Teachers will participate in learning walks to view successful utilization of high yield instructional methods and strategies.			**Formative**		
Strategy's Expected Result/Impact: Increased teacher knowledge and use of high yield instructional strategies.			**Dec**	**Mar**	**June**
Increased student engagement and achievement. **Staff Responsible for Monitoring:** HCTC administrators PLC Leaders					
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue					

Goal 1: EXCELLENCE IN ACADEMICS: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student.

Performance Objective 2: Students will engage in goal setting to increase ownership of learning and achievement.

    Evaluation Data Sources: Goal setting data and evidence in classes.

Strategy 1 Details	Formative Reviews		
Strategy 1: By the end of the second six weeks, all HCTC students will receive instruction as to the why, what, when, and how of goal setting.	**Formative**		
Strategy's Expected Result/Impact: Increased student self-awareness and ownership of personal achievement. **Staff Responsible for Monitoring:** HCTC teachers HCTC administrators	**Dec**	**Mar**	**June**
Strategy 2 Details	**Formative Reviews**		
Strategy 2: At least twice each six weeks, every student will utilize goal setting related to their content to set goals and track progress in content, career, and certification/licensure.	**Formative**		
Strategy's Expected Result/Impact: Increased knowledge and skill attainment. **Staff Responsible for Monitoring:** HCTC teachers HCTC administrators	**Dec**	**Mar**	**June**
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

Goal 1: EXCELLENCE IN ACADEMICS: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student.

Performance Objective 3: HCTC teachers and administrators will monitor student academic growth and provide appropriate interventions when needed.

Evaluation Data Sources: 6 weeks failure list, 3 week failure list, and enrollment data.

Strategy 1 Details	Formative Reviews		
Strategy 1: HCTC teachers and administrators will utilize MTSS process to monitor, develop, and implement interventions for at-risk students.	**Formative**		
Strategy's Expected Result/Impact: Reduction in course failures and non-completers. **Staff Responsible for Monitoring:** HCTC teachers HCTC administrators	Dec	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

Goal 1: EXCELLENCE IN ACADEMICS: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student.

Performance Objective 4: HCTC teachers will utilize data to improve instruction and student achievement.

Strategy 1 Details	Formative Reviews		
Strategy 1: By the end of the first semester, all HCTC teachers will receive data training	**Formative**		
Staff Responsible for Monitoring: CTE Director and Coordinator	**Dec**	**Mar**	**June**
Strategy 2 Details	**Formative Reviews**		
Strategy 2: By the end of the second semester, all HCTC teachers will utilize data to implement two instructional changes.	**Formative**		
Strategy's Expected Result/Impact: Improved student achievement and content understanding.	**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: HCTC Admin and PLC Leaders			
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

Goal 2: EXCELLENCE IN PERSONALIZED OPPORTUNITIES: We will support a culture of trust and growth through personalized opportunities and collaborative experiences for staff, students, and community members to achieve desired results.

Performance Objective 1: We will provide frequent and on-going communication to the families of HCTC students.

    Evaluation Data Sources: Facebook, Twitter, Instagram, Peach Jar, district news stories.

Strategy 1 Details			Formative Reviews		
Strategy 1: All teachers will establish a communication system for parents/guardians.			**Formative**		
Strategy's Expected Result/Impact: Increased parent/guardian knowledge and support. **Staff Responsible for Monitoring:** HCTC administrators HCTC teachers			Dec	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue					

Goal 2: EXCELLENCE IN PERSONALIZED OPPORTUNITIES: We will support a culture of trust and growth through personalized opportunities and collaborative experiences for staff, students, and community members to achieve desired results.

Performance Objective 2: All HCTC teachers will collaborate with high school teachers on pre-req skills and course information two times a year.

    Evaluation Data Sources: Curriculum documents

Strategy 1 Details	Formative Reviews		
Strategy 1: HCTC teachers will set two meeting dates during the school year to collaborate with high school content area teachers.	**Formative**		
Strategy's Expected Result/Impact: Increased content alignment between high school pre-req and HCTC classes. **Staff Responsible for Monitoring:** HCTC administrators HCTC teachers	**Dec**	**Mar**	**June**

     0% No Progress   100% Accomplished   ➡ Continue/Modify   ❌ Discontinue

Goal 2: EXCELLENCE IN PERSONALIZED OPPORTUNITIES: We will support a culture of trust and growth through personalized opportunities and collaborative experiences for staff, students, and community members to achieve desired results.

Performance Objective 3: After 23-24 registration, HCTC enrollment will increase by 5%.

    Evaluation Data Sources: Attendance record and sit hits

Strategy 1 Details	Formative Reviews		
Strategy 1: HCTC will host a community open house in the fall	Formative		
Strategy's Expected Result/Impact: Increased knowledge and enrollment **Staff Responsible for Monitoring:** HCTC Admin	Dec	Mar	June
Strategy 2 Details	**Formative Reviews**		
Strategy 2: By the end of the first semester, all Principles and Intro classes will complete an in-person or virtual tour of the HCTC.	Formative		
Strategy's Expected Result/Impact: Increased enrollment **Staff Responsible for Monitoring:** HCTC Admin and Teachers	Dec	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

Goal 2: EXCELLENCE IN PERSONALIZED OPPORTUNITIES: We will support a culture of trust and growth through personalized opportunities and collaborative experiences for staff, students, and community members to achieve desired results.

Performance Objective 4: HCTC students will be provided multiple opportunities to participate in content aligned co- and extra-curricular activities.

    Evaluation Data Sources: Student participation numbers

Strategy 1 Details			Formative Reviews		
Strategy 1: By the end of the year, all HCTC programs will participate in one community service project			**Formative**		
Strategy's Expected Result/Impact: Increased understanding of correlation between school and community.			**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: HCTC Admin and Teachers					
Strategy 2 Details			**Formative Reviews**		
Strategy 2: By the end of the year, all HCTC students will be provided the opportunity to participate in a co-curricular activity.			**Formative**		
Strategy's Expected Result/Impact: Stronger student participation.			**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: HCTC Admin and Teachers					

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Goal 2: EXCELLENCE IN PERSONALIZED OPPORTUNITIES: We will support a culture of trust and growth through personalized opportunities and collaborative experiences for staff, students, and community members to achieve desired results.

Performance Objective 5: By August 31, 2023, industry-based certifications earned by HCTC students will increase by 3%.

    Evaluation Data Sources: Certification passing rates

Strategy 1 Details	Formative Reviews		
Strategy 1: HCTC certification teachers will implement a benchmark progress system for certification tests to gauge student mastery.	Formative		
Strategy's Expected Result/Impact: Increased student readiness and passing rate.	Dec	Mar	June
Staff Responsible for Monitoring: HCTC Admin and Teachers			
Strategy 2 Details	**Formative Reviews**		
Strategy 2: 75% of students in all certification program will challenge the certification exam.	Formative		
Strategy's Expected Result/Impact: Increased student readiness and passing rate.	Dec	Mar	June
Staff Responsible for Monitoring: HCTC Admin and Teachers			
Strategy 3 Details	**Formative Reviews**		
Strategy 3: 65% of students in all certification programs will pass the certification exam.	Formative		
Strategy's Expected Result/Impact: Increased passing rate.	Dec	Mar	June
Staff Responsible for Monitoring: HCTC Admin and Teachers			
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue			

Goal 3: EXCELLENCE IN ORGANIZATIONAL IMPROVEMENT: We will provide safe and structured environments for students, staff, and community based on systemic process and procedures that are clearly communicated, monitored, and evaluated.

Performance Objective 1: Standard Response Protocols will be implemented 100% of the time when completing drills to ensure student and staff safety.

    Evaluation Data Sources: SRP logs.

Strategy 1 Details		Formative Reviews		
Strategy 1: Train staff and students in SRP practices.		**Formative**		
Strategy's Expected Result/Impact: Utilization of SRP practices.		**Dec**	**Mar**	**June**
Staff Responsible for Monitoring: HCTC administrators HCTC teachers				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 3: EXCELLENCE IN ORGANIZATIONAL IMPROVEMENT: We will provide safe and structured environments for students, staff, and community based on systemic process and procedures that are clearly communicated, monitored, and evaluated.

Performance Objective 2: HCTC teachers and administrators will monitor student behavior and provide appropriate interventions to promote a safe and effective learning environment.

    Evaluation Data Sources: ABC chart usage, referrals

Strategy 1 Details	Formative Reviews		
Strategy 1: HCTC teachers and administrator will utilize MTSS process to monitor behavior, develop and implement interventions.	**Formative**		
Strategy's Expected Result/Impact: Decrease in behavior incidents. Increase in instructional time. **Staff Responsible for Monitoring:** HCTC administrators HCTC teachers	**Dec**	**Mar**	**June**

Strategy 2 Details	Formative Reviews		
Strategy 2: HCTC teachers will utilize TIER 1 classroom strategies and processes.	**Formative**		
Staff Responsible for Monitoring: HCTC administrators HCTC teachers	**Dec**	**Mar**	**June**

Strategy 3 Details	Formative Reviews		
Strategy 3: HCTC teachers and administrators will implement and reinforce campus expectations.	**Formative**		
Strategy's Expected Result/Impact: Safe environment Increase on-task behavior Reduced referrals **Staff Responsible for Monitoring:** HCTC administrators HCTC teachers	**Dec**	**Mar**	**June**

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue