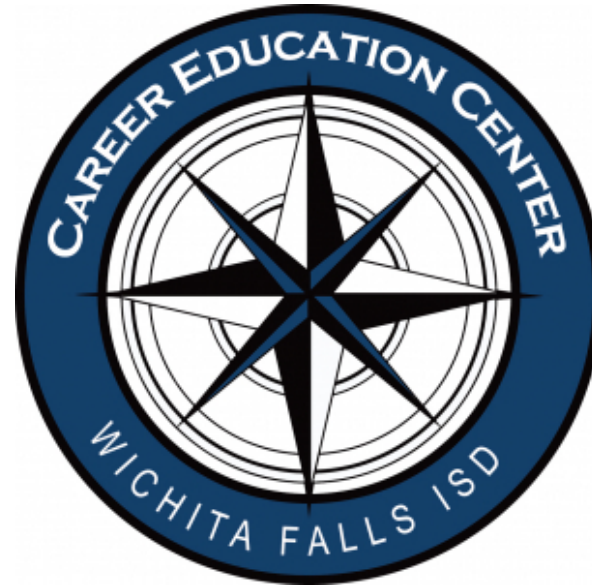


**Wichita Falls Independent School District
Wichita Falls Career Education Center
2022-2023 Campus Improvement Plan**



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.

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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.

As of August 2022:

Total Enrollment:	1415
Enrollment By Campus:	Hirschi: 292, Rider: 600, WFHS: 523
Gender:	Females: 620, Males: 795
LEP:	146
Special Ed:	167
Race:	American Native: 194, Asian: 55, Black: 265, White: 867, Pacific Islander: 6
Ethnicity:	Hispanic: 609, Non-Hispanic: 778
Grade Level	9th: 2, 10th: 428, 11th: 589, 12th: 396

Demographics Strengths

The campus enjoys a diverse population that allows for appreciation of all cultures. The CEC will be servicing students in grades 10-12 for the upcoming year.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Over 20% of the CEC student body is classified as LEP or receive special education services. Teachers have limited access to support aides on the CEC campus. **Root Cause:** The CEC does not have a diagnostician or any special education teachers on campus.

Student Learning

Student Learning Summary

1. 385 Industry based certifications that are recognized for state accountability were earned by students in 2021-2022 by 365 different students. Other certifications were earned by students that the state does not include in College, Career, Military Readiness standards (ex. Hunter Ed.).

Student Learning Strengths

TEA Recognized Industry Based Certifications	Number Earned
Adobe	46
ASE	35
AWS	79
CMA	15
CNA	49
Community Health Worker	9
Cosmetology	8
Educational Aide 1	4
Electrical Apprenticeship	1
Floral Level 1	26
MTA	48
Pharmacy Technician	3
Phlebotomy	4
Quickbooks	11
Serv-Safe Manager	7
SolidWorks	40
Certifications Earned as of 6/1/2022	385
Different Students Earning Certifications	365

Problem Statements Identifying Student Learning Needs

Problem Statement 1: The CEC needs to assess the certifications offered during the 2022-23 school year in each program to ensure they align with the TEA's accountability system.

Root Cause: The TEA is in the process of adding and removing industry based certifications that are recognized in CCMR standards.

Problem Statement 2 (Prioritized): Teachers need additional training in special education in regards to accommodations and documentation. **Root Cause:** The CEC will have new staff members that have not been trained in special education procedures. All teachers need to be informed of any new regulations that pertain to special education.

Problem Statement 3 (Prioritized): New teachers and some experienced teachers need support with curriculum development and lesson planning. **Root Cause:** The courses taught at the CEC are very specialized. Often CEC teachers do not have another teacher on campus or in the district that is an expert in their field with whom they can plan and consult about curriculum.

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 and computer labs 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 (Prioritized): New teachers and some experienced teachers need support with curriculum development and lesson planning. **Root Cause:** The courses taught at the CEC are very specialized. Often CEC teachers do not have another teacher on campus or in the district that is an expert in their field with whom they can plan and consult about curriculum.

Problem Statement 2 (Prioritized): Teachers need additional training in special education in regards to accommodations and documentation. **Root Cause:** The CEC will have new staff members that have not been trained in special education procedures. All teachers need to be informed of any new regulations that pertain to special education.

Problem Statement 3: Over 20% of the CEC student body is classified as LEP or receive special education services. Teachers have limited access to support aides on the CEC campus. **Root Cause:** The CEC does not have a diagnostician or any special education teachers on campus.

Problem Statement 4: The CEC needs to assess the certifications offered during the 2022-23 school year in each program to ensure they align with the TEA's accountability system. **Root Cause:** The TEA is in the process of adding and removing industry based certifications that are recognized in CCMR standards.

Problem Statement 5: The CEC needs to increase parent and community involvement. **Root Cause:** COVID 19 restricted visitors from coming to the CEC during the fall of 2021. During the 2022-23 school year, services available to the public need to be adequately publicized.

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 CEC Job/Career Fair, 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.

The addition of Parent Teacher conferences via Google Meet increased participation.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The CEC needs to increase parent and community involvement. **Root Cause:** COVID 19 restricted visitors from coming to the CEC during the fall of 2021. During the 2022-23 school year, services available to the public need to be adequately publicized.

Priority Problem Statements

Problem Statement 1: New teachers and some experienced teachers need support with curriculum development and lesson planning.

Root Cause 1: The courses taught at the CEC are very specialized. Often CEC teachers do not have another teacher on campus or in the district that is an expert in their field with whom they can plan and consult about curriculum.

Problem Statement 1 Areas: Student Learning - School Processes & Programs

Problem Statement 2: Teachers need additional training in special education in regards to accommodations and documentation.

Root Cause 2: The CEC will have new staff members that have not been trained in special education procedures. All teachers need to be informed of any new regulations that pertain to special education.

Problem Statement 2 Areas: Student Learning - School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Student Achievement Domain

Student Data: Behavior and Other Indicators

- Discipline records

Employee Data

- State certified and high quality staff data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data



- Budgets/entitlements and expenditures data








Goals

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

Performance Objective 1: 100% of new teachers will be supported in the classroom with classroom management support, professional development and curriculum support for the 2022-23 school year.

Evaluation Data Sources: Handbook.






Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Classroom management support through professional development and administrative feedback and/or recommendations.</p> <p>Strategy's Expected Result/Impact: Increase students engagement. Decrease discipline referrals.</p> <p>Staff Responsible for Monitoring: CTE Teachers CTE Director Principal Assistant Principal/Counselor</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: Counselor - Perkins Grant - \$49,513.78</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Technology Training such as Google Suite (Meets, Classroom).</p> <p>Strategy's Expected Result/Impact: 100% of the CEC teachers will utilize Google Classroom with all of their classes.</p> <p>Staff Responsible for Monitoring: CTE Principal CTE Assistant Principal</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools</p>	Formative		
	Nov	Feb	May
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 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> <p>Strategy's Expected Result/Impact: All teachers meeting HQ status.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 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> <p>Strategy's Expected Result/Impact: Teachers implementing IEPs/accommodations and documenting them in lesson plans.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Funding Sources: Professional Development Training/Conferences - Perkins Grant - \$1,000</p>	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<p>Strategy 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> <p>Strategy's Expected Result/Impact: Retain quality teachers.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 2: Build a foundation of literacy and numeracy.

Performance Objective 1: 100% of the teachers incorporate reading, writing and math skills into their instruction. Teachers document this inclusion in lesson plans each week for the entire school year.


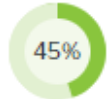
Evaluation Data Sources: Lesson plans.







Strategy 1 Details	Formative Reviews		
<p>Strategy 1: CTE Curriculum specialist and CEC administration provide multidisciplinary training and support for teachers to better implement CTE TEKS</p> <p>Strategy's Expected Result/Impact: Instruction aligned to industry expectations and CTE TEKS</p> <p>Improve student achievement</p> <p>Staff Responsible for Monitoring: CTE Principal</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Funding Sources: Certification software and testing materials. - CATE - \$51,000</p>	Formative		
	Nov	Feb	May
			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 3: Connect high school to career and college.

Performance Objective 1: Increase the percentage of students earning an industry certification from 25.8 percent to 26 percent by the end of the 2023 reporting period.

Evaluation Data Sources: Results of students certification exams.






Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Improve student recruitment effectiveness through tours, career fairs, open houses and parent teacher conference.</p> <p>Strategy's Expected Result/Impact: Increase enrollment at the CEC leading to increase number of students receiving certifications.</p> <p>Staff Responsible for Monitoring: CTE Director CTE Principal</p> <p>- TEA Priorities: Connect high school to career and college</p> <p>Funding Sources: CTE Director - Perkins Grant - \$95,273.22</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 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> <p>Strategy's Expected Result/Impact: Attendance documented correctly.</p> <p>Staff Responsible for Monitoring: Principal Attendance Clerk</p> <p>- TEA Priorities: Improve low-performing schools</p>	Formative		
	Nov	Feb	May
			

Strategy 3 Details	Formative Reviews		
<p>Strategy 3: *Students will be evaluated and provided services as needed in special programs to include Violence Prevention and Intervention, and Pregnancy Related Services.</p> <p>*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> <p>Strategy's Expected Result/Impact: Students received needed services.</p> <p>Staff Responsible for Monitoring: Principal Counselor Teachers</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p>	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 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> <p>Strategy's Expected Result/Impact: Students assigned to DAEP/ County Juvenile Detention Center receive class assignments.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>- TEA Priorities: Improve low-performing schools</p>	Formative		
	Nov	Feb	May
			
<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 4: Improve low performing schools.

Performance Objective 1: Train 100% of the teachers in regards to the needs of students receiving special education services during weekly faculty meetings. Teachers document accommodations in lesson plans every week throughout the entire year.






Evaluation Data Sources: Sign-in sheets and agendas. Lesson Plans.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Address accommodations through campus professional development Strategy's Expected Result/Impact: Improve student academic performance Staff Responsible for Monitoring: CTE Principal CTE Assistant Principal/Counselor</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Support classroom teachers and students with an aide to assist on classroom accommodations. Strategy's Expected Result/Impact: Improve student academic performance. Staff Responsible for Monitoring: CTE Principal CTE Assistant Principal/Counselor</p> <p>- TEA Priorities: Improve low-performing schools Funding Sources: Part-Time Aide CATE - CATE - \$15,000, Part-Time Aide Dual Credit - Title IV - \$15,000</p>	Formative		
	Nov	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: Improve low performing schools.

Performance Objective 2: Maintain a system to track parent involvement at the CEC throughout the 2022-23 school year.

Evaluation Data Sources: Maintain sign-in sheets and parental involvement event calendar.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Maintain a Google Sheet to document the number of parent involvement activities offered during the 2021-22 school year and the number of participants.</p> <p>Strategy's Expected Result/Impact: Accurate count of events and participation.</p> <p>Staff Responsible for Monitoring: CTE Principal, CTE Director</p>	Formative		
	Nov	Feb	May
			
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Undrea Hickson	Dual Credit Aide	Title IV	.50