

Humble Independent School District
Career and Technical Education (CTE)
2016-2019 Department Plan

Accountability Rating: Met Standard

Mission Statement

Our purpose, in partnership with families and community, is to develop each child intellectually, artistically, emotionally, physically, and socially so that all students are life-long learners, complex thinkers, responsible global citizens and effective communicators.

Vision

We envision schools where students and staff are enthusiastically engaged in learning within local and virtual environments. We see schools that encourage collaboration and cultivate a sense of belonging. We see learning standards that are rigorous and relevant. We see learning standards that inspire creativity and problem solving. Ultimately, we see schools that prepare students for many paths and that empower them with skills to successfully live in a rapidly changing world.

CTE Mission Statement

Our mission is to provide students with business/industry experience as part of their high school curriculum. Students are exposed to a unique combination of classroom instruction and placements in technical work environments where they can acquire new information, concepts, techniques and procedures related to their specific career interests.

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Comprehensive Needs Assessment

Needs Assessment Overview

Humble ISD Career and Technical Education (CTE) serves students in grades 6-12. CTE courses are available in all 5 comprehensive high schools. The Career and Technology Education Center (CATE) is located adjacent to Humble High School and houses the pharmacy tech, certified nursing assistant, CISCO, telecommunications, robotics, and criminal justice programs. CTE also has a presence at the Community Learning Center with two CTE teachers on staff there. In addition to secondary, all 8 middle schools offer CTE courses-some counting as high school credit. Although foods for today and keyboarding are not official TEA CTE courses, they are placed within the structure of CTE. As too is JROTC. Of the 16 federal career pathways, Humble ISD offers courses and pathways associated with all 15.

Demographics

Demographics Summary

CTE Program Data

Students and Programs	2013-2014		2014-2015		2015-2016	
	# of	% of	# of	% of	# of	% of
Total	10532	100	10983	100	12088	100
African American	2314	22	2396	21.8	2653	21.9
Hispanic	3103	29.5	3452	31.4	3931	32.5
White	4479	42.5	4499	41	4825	39.9
Other	636	6	636	5.8	679	5.6
Economically Disadvantaged	2937	27.9	4054	36.9	4088	33.8
Limited English Proficiency	253	2.4	312	2.8	358	3
At-Risk	4744	45	5303	48.3	6226	51.5
Gifted & Talented	488	4.6	463	4.2	700	5.8
Special Education	769	7.3	815	7.4	917	7.6

District Data

Students and Programs	2013-2014		2014-2015		2015-2016	
	# of	% of	# of	% of	# of	% of
Total	38235	100	39529	100	40553	100
African-American	7101	18.57	7393	18.70	7752	19.12
Hispanic	12280	32.12	13031	32.96	13820	34.08
White	16607	43.43	16786	42.46	16619	40.98
Other	1455	3.8	2319	5.86	2362	5.82
Economically Disadvantaged	13130	34.34	13187	33.36	13745	33.89
Limited English Proficiency	3292	8.61	3416	8.64	3539	8.73
At-Risk	14096	36.87	16174	40.91	17306	42.68
Bilingual & ESL	3245	8.48	3380	8.55	3462	8.53
Gifted & Talented	2499	6.54	2538	6.42	2768	6.83
Special Education	3136	8.2	3082	7.77	3154	7.78
Title I	7782	20.35	7951	20.11	8189	20.19

Demographics Strengths

The strength of the HISD CTE program is the inclusion of the many subpopulations in Humble ISD. For instance, the district at risk population is 42.68% while 51.5% of the students enrolled in CTE programs are designated at risk. CTE attracts students from subpopulations.

Demographics Needs

Humble ISD is committed to continuous improvement. As such, data are evaluated throughout the year to determine areas that students may be better served through CTE. In particular, changes in the State's accountability measures resulted in a questionable result for the number of Code 2 graduates in Humble ISD as reported on the Texas Academic Performance Report (TAPR). The state average of 46.4% exceeded that of HISD at 10.5%. Although much of the discrepancy is attributed to interpretation of coding methods, HISD will strive to meet or exceed the state average for this datum and anticipate an adjustment once the current grade cohort reaches the TAPR report.

Second, the percent of economically disadvantaged students in CTE (33.8) matches that of the district average. After reviewing the three year trend, the percent of economically disadvantaged students in CTE changes by several percent each year. CTE will continue to explore ways to increase participation

from this particular sub-population.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Current and/or prior year(s) campus and/or district improvement plans

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Male / Female performance and participation data
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Student surveys and/or other feedback

Employee Data

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback


Support Systems and Other Data

- Communications data
- Budgets/entitlements and expenditures data

Goals


Goal 1: Prepare students to be college and career ready

Performance Objective 1: Increase the percentage of students achieving college and career readiness. Potential college credits earned from ___ to __. CTE certifications from ___ to ___.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Embed federal certifications in designated CTE courses in which federal certifications are available.	CTE Coordinators and CTE Director	1. IMPLEMENTATION- Embed federal certifications test material to include skills an objectives in designated curriculum documents. 2. IMPACT- Increase the number of certifications students receive by ensuring that 50% of the designated CTE courses in which federal certifications are available have embedded test material to include skills and objectives within the designated curriculum documents (new Instructional Framework Document).				
2) Semiannually provide professional learning opportunities for teachers of designated CTE course in which federal certification are available that outlines skills assessed and procedure for reporting student data and the importance of student certification attainment.	CTE Coordinators and CTE Director	1. IMPLEMENTATIONS - Teachers of designated CTE courses accumulate a minimum of one hour of on-contract PD as measured in Eduphoria 2. IMPACT - Increase the number of certifications students receive by ensuring that 50% of the designated CTE courses in which federal certifications are available have embedded test material to include skills and objectives within the designated curriculum documents (new Instructional Framework Document).				
3) Identify courses and teachers that have the potential for Advanced Technical Credit (ATC). or Identify teachers and courses that satisfies credentialing requirements to potentially offer workforce credit.	CTE Coordinators and CTE Director	1. IMPLEMENTATIONS - CTE Students identified in eSchool who earned credit in a course taught by a teacher that has met Advanced Technical Credit credentials. 2. IMPACT - Increase the % of students who could potentially earn workforce credit				
						


Goal 1: Prepare students to be college and career ready

Performance Objective 2: Increase the percentage of students making adequate or above adequate progress as measured by iStation.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Conduct CTE tours and presentations for students in Elementary grades and students placed in alternative discipline campus in order to expose them to district CTE programs and encourage academic achievement, school attendance, and promote positive behavior.	CTE Coordinators and CTE Director	1. IMPLEMENTATION - Number of students exposed to CTE programs through tour and presentation opportunities. 2. IMPACT - Student academic performance will increase due to exposure to potential CTE opportunities.				
						


Goal 1: Prepare students to be college and career ready

Performance Objective 3: Decrease achievement gap for economically disadvantaged students from ___ to ___.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Semiannually, identify economically disadvantaged students in CTE programs and monitor participation accordingly so that students can benefit from relevancy of CTE curriculum. If barriers are identified, create a plan to address them.	CTE Coordinators and CTE Director	1. IMPLEMENTATIONS - The percent of CTE Students identified in eSchool as economically disadvantaged reflects the district percent for the same group. 2. IMPACT - Increase the % of economically disadvantaged students in CTE courses so that relevancy of course material will yield higher achievement.				
						


Goal 2: Provide quality service to internal and external customers

Performance Objective 1: Increase the district mean on the District Services Support Survey from ___ to ___.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Maintain and update district CTE website.	CTE Coordinators and CTE Director	1. IMPLEMENTATION - Website reflects current CTE information and active links. 2. IMPACT - Increase the mean on the District Services Support Survey by improving communication with internal and external customers.				
2) Attend annual secondary campus based parent and CTE information sessions.	CTE Coordinators and CTE Director	1. IMPLEMENTATION - One member of the CTE team will attend secondary campus annual parent and CTE information night. 2. IMPACT - Increase the mean of District Support Survey by providing program information to internal and external customers.				
3) Maintain and update CTE flow charts and course documents.	CTE Coordinators, CTE Director, Director of Student Support Services	1. IMPLEMENTATION - Related documents will be available electronically through the CTE district website. 2. IMPACT - Increase the mean of the District Support Survey by providing course guidance to internal and external customers.				
						


Goal 3: Provide a quality work environment so every employee can perform at the highest levels

Performance Objective 1: Increase the mean on the Employee Survey from ___ to ___.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Ensure that CTE personnel are provided with current information, resources, and training to support CTE programs.	CTE Coordinators and CTE Director	1. IMPLEMENTATION - CTE teachers will attend regularly scheduled PLC trainings with focused agenda on providing support for programs and instruction. 2. IMPACT - Increase the mean on the Employee Survey.				
2) Conference with CATE Center Teacher monthly and CTE Teacher Annually to discuss issues related to their position in an effort to increase communication and efficiency.	CTE Coordinators and CTE Director	1. IMPLEMENTATIONS - CATE Teachers attend monthly faculty meetings with a focused agenda on improving the environment for students and teachers. 2. IMPACT - Increase the mean in the district support survey.				
						

Goal 3: Provide a quality work environment so every employee can perform at the highest levels

Performance Objective 2: Increase the retention rate for all employees from ___ to ___.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Hire and train trade and industry teachers who receive monthly new teacher support and as needed.	CTE Coordinators, Professional Learning Department.	1. IMPLEMENTATION - New teachers will attend district provide initial new teacher training and receive supplementary support and training as needed. 2. IMPACT - Increased retention rate of trade and industry certification teachers				
						


Goal 4: Create efficiencies at all levels of the organization

Performance Objective 1: Maintain a yearly unassigned general fund balance between 17% (60 days) and 25% (90 days) of total operating expenditures.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) The CTE budget will utilize funds appropriated to 870 and 871 and not exceed funds associated with the the department allocations.	CTE Director	Final Munis report indicating a positive or zero balance.				
						


Goal 4: Create efficiencies at all levels of the organization

Performance Objective 2: Be efficient and effective in securing support services for the district.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Meet annually with departments such as technology, maintenance, transportation to review CTE programming and procedures.	CTE Department and Support Service	Meeting itinerary or agenda.				
						

Goal 4: Create efficiencies at all levels of the organization

Performance Objective 3: Expenditures will remain within allotted budget.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Annually review CTE budgets at the close of the fiscal year and determine if CTE budget expenditures remained below allocations.	CTE Director	Upon closing of budget year, CTE budget allocation is equal to or higher than expenditures.				
						

Goal 5: Program Growth, Development, and Sustainability.

Performance Objective 1: Progress monitor 2016-2017 goals once each quarter and update CTE plan accordingly.

2016-2019 Advisory Committee

Committee Role	Name	Position
Administrator	Donald Bodron	Member
Administrator	Tommy Price	Member
Administrator	Julie Thomas	Member
Business Representative	Jennifer Anderson	Member
Business Representative	Ronnie Balentine	Member
Business Representative	Kevin Blair	Member
Business Representative	Carola White Clarence	Member
Business Representative	Rebecca Coulter	Member
Business Representative	Phillippe Cras	Member
Business Representative	Joe Georgiana	Member
Business Representative	Ellen Hogaboom	Member
Business Representative	Kim Klepcyk	Member
Business Representative	Meagan Lane	Member
Business Representative	Jared Mouser	Member
Business Representative	Sean Perridon	Member
Business Representative	GHRA Rep	Member
Business Representative	Brennan Zaunbrecher	Member
Classroom Teacher	Tina Ewing	Member
Classroom Teacher	Daniella Jenkins	Member
Classroom Teacher	Risa McCann	Member
Classroom Teacher	Tommy Whitaker	Member
Community Representative	Eric Chavarria	Member
Community Representative	Ryan Frazier	Member
Community Representative	Paul Jahn	Member
Community Representative	Jane McFarland	Member

Coordinator	Jeff Furr	Member
Coordinator	David Hays	Member
Coordinator	Larkin LeSueur	CTE Coordinator
Coordinator	Kristy Starkey	CTE Coordinator
Director	Marley Morris	CTE Director
Parent	Michael Florbau	Member
Parent	Nathan Pillai	Member