

Katy Independent School District
Miller Career
2018-2019 Campus Improvement Plan



Mission Statement

In partnership with the business community and parents, it is the mission of Miller Career & Technology Center to prepare all students for the transition from high school to post-secondary education and career success by providing rigorous, high quality, integrated academic training, and pre-professional experiences in compliance with current business standards.

Vision

Miller Career & Technology Center is a learning environment that incorporates cutting-edge industry standards with high academic expectations.

Core Beliefs

The Miller Career & Technology Center staff and community believe all students have the talent and workplace skills necessary to be successful in their post-secondary education opportunities and ultimately the work force.

Comprehensive Needs Assessment

Demographics

Demographics Summary

For the 2017-18 academic year, 1,580 students applied to take a course at MCTC and 1,309 (83%) were admitted. Students not admitted largely did not meet prerequisite course requirements for entry into the upper level career and technical education courses. Of those admitted, 936 were still enrolled in their program at the end of the 2017-18 school year, showing a 72% retention rate in the MCTC programs for the year. 291 of the students who were admitted withdrew before being scheduled into a course. MCTC utilizes a waitlist process for students eligible for admission. Admission is based on the individual programs offered at MCTC. When a program has space available, eligible students are admitted. However, when space is no longer available in a specific program, additional students are placed on a waitlist. Of the 256 students who were placed on the waitlist at the start of the school year, 41 were eventually admitted once space was available, and 14 were still scheduled at the end of the school year.

The staff at Miller Career & Technology Center (MCTC) places a high priority on recruiting and retaining a highly qualified teaching staff. The employee turnover at MCTC was minimal. Due to the facility expansion, MCTC has been able to expand instruction, thus, increase instructional (core academic and CTE) and support staff.

Demographics Strengths

Of the students enrolled at MCTC during 2017-18, 61% were female and 39% were male. The demographics of the students at MCTC mirror the demographics of all enrolled KISD 11th and 12th graders for the 2017-18 school year. The average class size for all MCTC core content courses was 16 students per class in 2017-18. The average class size for all MCTC program courses was 17.2 students per class in 2017-18. There were 136 total courses taught at Miller with 32 total teachers. 24 of the program courses at MCTC offer industry certification examinations, and many students take advantage of the opportunity to test for these certifications.

Miller Career & Technology Center has many strengths. Some of our most significant strengths include:

1. Families move to Katy for our outstanding schools. The popularity of the career programs at Miller Career & Technology Center (MCTC) continues to rise.
2. MCTC climate is similar to a community/technical college atmosphere.
3. The culture and climate is respectful with high standards for student achievement.
4. Campus support via Lead Mentors, Instructional Coaches, and the PLC's.
5. Common planning time for all teachers.

6. MCTC faculty and staff intergrate industry relationships, support, and standards.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Applications to MCTC are not proportional from each campus. **Root Cause:** Communication and consistent recruitment.

Student Academic Achievement

Student Academic Achievement Summary

Miller Career & Technology Center (MCTC) does not receive an accountability rating. All students are tested at their home campus. The only End-of-Course subject taught at Miller Career & Technology Center (MCTC) is U.S. History. The average score for the MCTC students in the Met/Satisfactory category for the 2017-2018 school year was 99%. Advanced Placement courses taught at MCTC are AP English Literature, AP English Language, AP Economics, AP Government, and AP U.S. History. All AP students testing are identified through their home campus.

CTE certification industry standard tests are difficult, may have out-of-pocket expenses, may have a minimal age requirement, and taken after the completion of the school year.

- Pharmacy Tech, ASE, Cisco Certified Networking Technician (CCENT), Cisco CompTIA A+, and Cisco CompTIA Security+ exams are administered in the Pearson View Testing Lab on site.
- Health Care Provider Basic Life Support is conducted at MCTC.
- Sterile Compounding and Aseptic Techniques (SCAT) skills certification is administered at the MCTC pharmacy lab.
- ServSafe Food Manager Certifications and Harris County Food Handler certification is administered at MCTC.

Below are the 2017-2018 CTE certification exam results:

- **Automotive Technology I - S/P2** (safety, pollution, prevention) Certification 100% pass rate.
 - Automotive ASE student exam success rate results (10 different test) range from 13% to 51% pass rate.
- **Cisco** - Cisco Certified Networking Technician (CCENT) 70% pass rate, Cisco CompTIA A+ 47% pass rate, and Cisco CompTIA Security+ 50% pass rate.
- **Cosmetology II** - four students tested, 100% pass rate.
- **Culinary** - ServSafe Food Manager Certification 88% pass rate, Harris County Food Handler certification 100% pass rate.
- **Pharmacy** - Registered Pharmacy Technician 78% pass rate, SCAT 100% pass rate.
- **Health Science** - (Clinical Rotation, EMT, Dental Assistant) Health Care Provider Basic Life Support 100% pass rate.
- **EMT** - Emergency Medical Technician Basic - 37% pass rate.
- **Dental** - Registered Dental Assistant - 100% pass rate.

Student Academic Achievement Strengths

The Student Achievement strengths include:

1. The U.S. History EOC results were 99%.
2. Multiple certification testing opportunities.
3. Advanced Placement testing opportunities.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Percentage of students testing and pass rate **Root Cause:** Access to testing and preparation

School Processes & Programs

School Processes & Programs Summary

- Miller Career & Technology Center is driven by the KISD curriculums, based on the TEKS scope and sequence, for both the CTE and core courses.
- The Katy ISD Legacy Learning Framework and Instructional Cornerstones are an integral part of daily instructional practices. The Legacy Learning Framework is a tool that provides structure and guidance for all involved in the planning and learning process to ensure learner outcomes are attained in alignment with the District Strategic Design. The Cornerstones are: Collaboration, Communication, Creative Thinking, Critical Thinking, Information Literacy, Problem Solving, and Social Contribution.
- Each CTE area has an Advisory Council made up of industry representatives, staff members, and administrators. The Advisory Council members have opportunities to provide input on relevant and current instructional topics to meet business and industry standards and expectations. The most common instructional topic Advisory members recommend are the necessary "soft skills" students need to be successful in the workplace. The soft skills most noted are interviewing skills, resume writing, professional dress, punctuality, and team work.
- The staff at Miller Career & Technology Center (MCTC) places a high priority on recruiting and retaining a highly qualified teaching staff. Staffing needs are based on student course selection. MCTC administration works closely with Human Resources to post positions and recruit high qualified staff based on certification(s) and relevant industry experience (District of Innovation). During July and August, New Teacher Professional Development is provided for new teachers. The topics that the teachers receive training on include instructional strategies, classroom management, and how to effectively integrate technology in their lessons. Additionally, each campus has a Lead Mentor who also provides consistent support on these topics. These topics are carried over to all teachers within their Professional Learning Community (PLC) meetings, electronic communications, and specific topic meetings. The Instructional Coaches also provide instructional support. Common planning time is built into the master schedule which enables the teachers to meet both formally and informally on a consistent basis.
- Administration reviews the **energage** staff survey to evaluate and reflect on the organizational health.

School Processes & Programs Strengths

The strengths include:

1. CTE teachers hold Advisory Council meetings.
2. The district provided Classroom Technology Designer, Campus support via Lead Mentors, and Instructional Coaches.
3. Common planning time for all teachers.
4. Katy ISD retrofits all campuses on a 6-year cycle.
5. The MCTC CTE programs have cutting-edge technology and equipment relevant to industry standards.

Perceptions

Perceptions Summary

The Miller Career & Technology Center (MCTC) is an auxiliary campus with students attending on a part-time basis. MCTC activities involving students, staff, parents and community include:

- Advisory Council Meetings
- Fall Open House
- Ninth grade Tours
- Eighth grade Parent Nights at each high school
- Ninth and tenth grade course selection presentations
- Spring Open House for 7th-11th grade
- Mock Interview Day
- Student Showcase
- Student Orientation for the Accepted students
- Awards Ceremony

The core belief at Miller Career & Technology Center is that all students can succeed in school and the workplace. We strive to prepare all students for the transition from high school to post-secondary education and career success by providing a rigorous, high quality, and integrated academic training in compliance with current business standards.

Perceptions Strengths

Miller Career & Technology staff members are diligent about maintaining these strengths:

- engaging students, parents, and community
- project based and hands on learning
- guest speakers and presentors
- community service through student internships and field-base experiences

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Community engagement and turnout **Root Cause:** marketing

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
- State and federal planning requirements

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Special education population, including performance, discipline, progress, and participation data
- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.

Student Data: Behavior and Other Indicators

- Attendance data
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

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

Goals

Revised/Approved: July 24, 2017

Goal 1: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 1: MCTC CTE courses will promote learning by preparing students with real-world hands on experiences based on individual learning styles.

Evaluation Data Source(s) 1: Specific CTE differentiated instructional strategies, specific CTE lab experiences as related to content.





Summative Evaluation 1:

Goal 2: Katy ISD will develop systems where customized resources will ensure equity in response to the needs of a growing district with rapidly changing demographics.

Performance Objective 1: By March 2019, MCTC accepted applicants will reflect specific campus populations proportionally.

Evaluation Data Source(s) 1: Power School MCTC student applications

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
PBMAS Critical Success Factors CSF 5 CSF 6 1) 1. Meeting with technology to create an Infosnap/Power School Application 2. New MCTC course foldout flier	3.2	Tammy Veliz, counselor Judy Gray, asst. princ., Russell Faldyn, princ.	1. Online application for 2019 course selections 2. Increase student and community awareness of courses at MCTC				
Problem Statements: Demographics 1 Funding Sources: 199 - General Fund - 3000.00							
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Applications to MCTC are not proportional from each campus. Root Cause 1: Communication and consistent recruitment.

Goal 2: Katy ISD will develop systems where customized resources will ensure equity in response to the needs of a growing district with rapidly changing demographics.

Performance Objective 2: By March 2019, community members and students will have more opportunities to access MCTC.

Evaluation Data Source(s) 2: Course Selection activities, Spring Open Houses

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
Critical Success Factors CSF 5 CSF 6 1) 1. Offer additional MCTC Open Houses January-February. 2. Participate directly with all HS Course Selection Nights and 8th Grade Parent Nights.	3.2	Tammy Veliz, Counselor Judy Gray, Assist. Princ. Russell Faldyn, Princ.	1. Increased student applications. 2. Increased community awareness, support, and goodwill.				
Problem Statements: Perceptions 1							

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 1: Community engagement and turnout Root Cause 1: marketing

Goal 3: Katy ISD will develop meaningful, effective assessments that inspire and inform students and educators toward continuous improvement.

Performance Objective 1: By June 30, 2019, CTE certification test data will reflect 25% more testers and increase the passing rate by 10%.

Evaluation Data Source(s) 1: State and National testing and credentialing agencies

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
PBMAS Critical Success Factors CSF 1 CSF 2 1) 1. Provide transportation to testing centers where applicable 2. Meet with CTE staff regarding student certification testing each six weeks.		CTE teachers Judy Gray, assist. princ. Russell Faldyn, princ.	College Career and Military Readiness Indicators (CCMR)				
				Problem Statements: Student Academic Achievement 1 Funding Sources: 192 - Special Project - 300.00			

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 1: Percentage of students testing and pass rate Root Cause 1: Access to testing and preparation

Goal 4: Katy ISD will develop intentional strategic partnerships which capitalize on the strengths, resources and talents of all stakeholders in order to engage the entire community.

Performance Objective 1: MCTC staff will develop community relationships through different CTE program public services, and specific CTE Advisory Council memberships.

Evaluation Data Source(s) 1: Automotive repair customers, Vet-Tech customers, Culinary customers, Cosmetology customers, Advisory committee members

Summative Evaluation 1:

Campus Funding Summary

192 - Special Project					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	Transportation to testing site, CTE will provide fee for testing for qualified students		\$300.00
Sub-Total					\$300.00
199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Course flier and online application fee		\$3,000.00
Sub-Total					\$3,000.00
Grand Total					\$3,300.00