

Judson Independent School District
Judson Secondary Alternative School
2017-2018 Campus Improvement Plan

Accountability Rating: Not Rated



Mission Statement

We will accomplish this vision by providing a dedicated, professional, and highly qualified staff. We will ensure a challenging district based curriculum that is developmentally appropriate. We will provide high academic and behavioral expectations for all students. We will use best practices based on individual needs to strengthen student learning.

Vision

The vision of the Judson CARE Academy is to develop and nurture independent, responsible students with a desire for lifelong learning.

Value Statement

Students First Teamwork Accountability Results-Oriented Loyalty Integrity and Mutual Respect Safe and Secure environment Two-Way Communication

District Core Values:

Students First, Team Work, Accountability, Results-Oriented, Loyalty, Integrity and Mutual Respect, Safe and Secure Environment

Two-Way Communication

Comprehensive Needs Assessment

Demographics

Demographics Summary

The data indicated an overall growth in the total number of Hispanic and African American male students placed at the alternative school. In addition, the recidivism rate was not reduced.

Demographics Strengths

*representation of various ethnicities among staff

*8 of 26 staff members hold or are working on a Master's degree

Problem Statements Identifying Demographics Needs

Problem Statement 1: Over-representation of Hispanic and African American males sent to DAEP. **Root Cause:** Transitional plan was not implemented when students returned to home campus

Student Achievement

Student Achievement Summary

The data indicated that most students that entered the J CARE Academy had failing grades. In addition, assessment history also indicated that students' State Testing data was below state average.

Student Achievement Strengths

The PEIMS data indicated that the majority of students improved their grade average during their placement.

School Culture and Climate

School Culture and Climate Summary

The school is comprised of a cohesive group that places a high emphasis on safety and security. Daily routines and procedures are strictly followed to provide students with a sense of predictability and safety.

School Culture and Climate Strengths

The faculty is receptive to staff development that addresses personal and professional growth. The school culture places a high importance on establishing and building relationship with children.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Strengths

Staff development that address pedagogy in content area and building relationships with students will be an on-going need. The high staff retention rate allows the campus to have a stable environment.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The campus provides high levels of instruction and continues to follow district curriculum scope and sequence. In addition, the campus follows district and state assessment requirements.

Curriculum, Instruction, and Assessment Strengths

In accordance with district curriculum requirements, teachers deliver high quality instruction and utilize scaffolding to assist students who are below grade level. The staff is receptive to professional growth and development that addresses pedagogy and building student relationships to manage behaviors.

Family and Community Involvement

Family and Community Involvement Summary

The campus continues to utilize Bright Arrow Jumpstart, monthly new letters, and parent conferences to communicate campus and district needs.

Family and Community Involvement Strengths

The faculty initiates frequent parent contact through phone calls and emails. In addition, parent conferences are held for students having academic and behavioral challenges.

School Context and Organization

School Context and Organization Summary

For the 2017 - 2018 school year, there are several programs at the Judson Secondary Alternative School campus. Housed within the campus are the following programs; Elementary (1-5) Alternative School, Secondary (6-12) Alternative School, Judson Achievement Center (JAC) for Middle School and High School, Adult Years Vocational Program (AYVP) and Judson Academy for Continuing Education (Boot Camp).

School Context and Organization Strengths

Due to the added supervision within our JCARE program, strict dress code enforcement, and the campus policies for student behavior/interactions, disruption on our campus is very limited. To ensure the safety of our staff and students, we have the following requirements: student must ride the bus to school and home, all students are searched upon arrival to the campus, all student pass through a metal detector upon arrival to campus, the students transition to a class in a single class rotation, students are not permitted to talk in the hallways or at lunch, and all students are escorted, by an adult, anytime they leave the classroom. Parents are notified immediately of any issue that involves their child.

Some programs have more flexibility for movement however due to the nature of the student disabilities, close supervision is vital to the success of each student and program.

Technology

Technology Summary

Technology is an area of need at J CARE. Limited computer are available in teacher's classrooms. Students assigned to J CARE are in need of computers in the classroom to be able to work on programs such as E2020 for credit recovery for high school students. In addition, the middle and elementary school students need to be able to access programs that are available on their home campuses to keep from losing academic progress while assigned to JSAS.

Technology Strengths

Teachers are proficient in computer literacy.

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
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Student Data: Assessments

- Student failure and/or retention rates

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
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- 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
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data

- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results









Goals

Goal 1: To meet or exceed Texas Education Agency standards on STAAR and prepare students for higher education and workforce readiness

Performance Objective 1: JCARE will utilize the TEKS Resources System in the content areas (English-language arts/reading, math, science and social studies) to ensure instruction is being delivered at the depth and rigor of the Texas Essential Knowledge and Skills (TEKS) to promote student growth and mastery.

Evaluation Data Source(s) 1: Accountability Reports (PBMAS, District/School Report Card), TEKS Resource System Usage, Lesson Plans, Scope and Sequence.

Summative Evaluation 1:








Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
1) Ensure access, support and utilization of the TDrive and TEKS Resource System for content teachers.		Principal Assistant Principal	Teachers are able to login to their individual accounts. Teachers will be able to refer to the TEKS Resources Systems documents as they develop their scope and sequence and lesson plans.			
2) Teachers will use the Year at a Glance (YAG), Vertical Alignment Document (VAD), and Instructional Focus Document (IFD) in planning curriculum units and daily instruction.		Principal Assistant Principal	Teachers utilize the TEKS Resource Systems documents as they develop their scope and sequence and lesson plans. Students will demonstrate growth and mastery of the TEKS as assessed on STAAR and common assessments.			
3) Teachers will receive professional development on Best Practices, SIOP, and ELPS in order to guide lesson preparation to ensure ELL students are successful academically.		Principal, Teachers	Improvement of quality of instruction and academic performance.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 1: To meet or exceed Texas Education Agency standards on STAAR and prepare students for higher education and workforce readiness

Performance Objective 2: JCARE will facilitate opportunities for campus departments and teams to conduct meetings to evaluate/modify existing curriculum plans, monitor student progress, and share techniques to improve each student's ability to meet all performance objectives on local and state assessments.

Evaluation Data Source(s) 2: Meeting minutes, attendance rosters, lesson plans, scope and sequence, and Eduphoria data documents.

Summative Evaluation 2:




Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
1) Content teachers will meet to align and enhance campus curriculum goals and instructional plans (summer planning, department/grade level meetings).		Principal Assistant Principal	Lesson plans and daily instruction will integrate instructional best practices to increase content access, rigorous thinking, and transference to new learning concepts. Students will demonstrate growth and mastery of the TEKS as assessed on the STAAR and on common assessments.			
2) Teachers will meet to monitor student progress and to make decisions about additional student support (e.g. tutoring, Section 504 or special education).		Principal	Students will demonstrate growth and mastery of TEKS as assessed on STARR and on common assessments.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						








Goal 1: To meet or exceed Texas Education Agency standards on STAAR and prepare students for higher education and workforce readiness

Performance Objective 3: JCARE will continue to focus on the improvement of student performance on state assessments to support annual district goals.

Evaluation Data Source(s) 3: Master schedule, academic meetings, sign-in sheets and agendas.

Summative Evaluation 3:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
1) Provide teachers opportunities to plan cross-curricular activities to enhance students' reading and writing skills.		Principal Teachers	Students will demonstrate growth and mastery of the TEKS as assessed on STAAR and on common assessments.			
2) Support the implementation and use of the instructional accommodations and differentiation strategies when designing instruction for special education students in the general education classroom (ESL, Spec. Ed, 504, Dyslexia), to include the AYVP and JACE Programs.		Principal Counselor Special Education Teachers	Lesson plans and daily instruction will demonstrate the implementation and routine use of differentiation strategies to increase content access and mastery. Special education students will routinely use their specified accommodations to complete classroom activities. Special education students will demonstrate continuous growth in IEP goals. Special Education students will demonstrate growth and mastery of the TEKS as assessed on STAAR and on common assessments.			
3) Support administrators, counselor and teachers in attending professional development opportunities to enhance their ability to support all special populations.		Principal	Lesson plans and daily interaction will demonstrate the implementation and routine use of differentiation strategies to increase content access and mastery. Special education students will routinely use their specified accommodations to complete classroom activities. Special education students will demonstrate continuous growth in IEP goals. Special Education students will demonstrate growth and mastery of the TEKS as assessed on STAAR and on common assessments.			







<p>4) Support the implementation and use of the appropriate English Language Proficiency (ELPS) and Sheltered Instruction Observation Protocol (SIOP) when designing instruction for LEP/ESL students in the general education classroom.</p>		<p>Principal Assistant Principal Counselor</p>	<p>Lesson plans and daily instruction will demonstrate the implementation and routine use of the ELPS to increase content access and enhance language proficiency in all domains: reading, writing, speaking and listening.</p> <p>LEP/ESL students will demonstrate continuous growth in academic and social language proficiency in all domains: reading, writing, speaking and listening.</p> <p>LEP/ESL students will demonstrate growth and mastery of the TEKS as assessed on STAAR and on common assessments.</p>			
<p>5) Meet all system safeguards in Reading for all student groups by teaching comprehensive learning strategies.</p>		<p>Principal Counselor</p>	<p>Increase student achievement.</p>			
<p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 2: To improve communication with all stakeholders by creating additional information pathways with increasing participation

Performance Objective 1: JCARE will use the district provided website to relay campus information to all stakeholder.

Evaluation Data Source(s) 1: All stakeholders will have access to the campus website. A customer survey will be provided to give feedback on the user-friendliness of the website and school services.

Summative Evaluation 1:








Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
1) Updated and user-friendly website for parents and community members.		Principal Campus technology representative	Open communication, Understanding of district and campus academics, behavioral expectations and guidelines, Updates			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: To improve communication with all stakeholders by creating additional information pathways with increasing participation

Performance Objective 2: Increase community awareness through positive public relations.

Evaluation Data Source(s) 2: Parent and community input, participation, sign-in logs, surveys.

Summative Evaluation 2:








Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
1) Provide monthly newsletter/campus information to parents via website and email.		Principal Campus representative	Open communication Connections with parents and community			
2) Open house to inform parents of pertinent information about JCARE.		Principal	Open communication Connections with parents and community			
3) Identify students who are homeless by collecting SRQ's (Student Residency Questionnaires) during the registration process or when a student is referred by a staff member. Immediate enrollment for students identified as homeless.	9	Homeless liaison, counselor, social worker, PEIMS clerk, registrar				
4) Provide appropriate services, including supplies, uniforms, meals, and transportation, to homeless students at every campus to improve academic progress, attendance, and graduation rates.	9	Homeless liaison, counselor, social worker, PEIMS clerk, registrar				
5) Monitor the attendance and grades of homeless students and communicate immediately when barriers or concerns exists for homeless students/families.	9	Homeless liaison, counselor, social worker, PEIMS clerk, registrar				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 3: To spend money wisely, efficiently, and equitably by maintaining a "Superior" rating, earning an Unqualified Opinion Letter, and maintaining a fund balance that is aligned with Board Policy

Performance Objective 1: JCARE will remain within budget as approved by the site based decision making committee.

Evaluation Data Source(s) 1: Check budget balances and expenditures.

Summative Evaluation 1:












Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
1) On a regular basis, check all balances and expenditures.		Principal Campus Secretary	Balanced budget			
2) Review budget expenditures with site based committee 3 times per year/review with departments.		Principal Campus Secretary	Balanced budget Committee input			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 4: All students will be taught in an environment that is safe, drug-free, and conducive to learning

Performance Objective 1: JCARE will provide an environment in which students feel safe and secure.

Evaluation Data Source(s) 1: Completed emergency plan, documented drills and safety trainings, maintenance and custodial logs, school resource officer logs, drug free/gun free code of conduct policy, office logs of registered vehicles, handbooks.

Summative Evaluation 1:









Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
1) Follow and enforce the JCARE Student Parent Handbook for the 2017-2018 school year.		Principal Assistant Principal Counselor Discipline Committee	Students will demonstrate ownership of guidelines and expectations.			
2) Review Code of Conduct and discipline policies and procedures on a regular basis.		Principal Assistant Principal	Positive and safe learning environment.			
3) Educate students and parents on the Code of Conduct, Student Handbook, Drug/Gun Free environment, so students can learn in a safe, distraction-free learning environment.		Principal Assistant Principal	100% of students and parents will have signed the required acknowledgement/agreement/forms.			
4) Educate all JCARE teachers and staff on district and school policies to assure professionalism, understanding of staff expectations and student code of conduct in a safe, drug free environment.		Principal Assistant Principal	100% of campus staff will have signed and agreed to adhere to all district and campus policies and procedures.			
5) Maintain surveillance cameras throughout the campus to monitor activity before, during and after school hours.		Principal Assistant Principal	Decrease in irresponsible and criminal activity.			
6) Continue implementation of checklists for systematically inspecting the classrooms, offices, and building for safety and appearance.		Principal Assistant Principal	Building and classrooms are safe and well maintained/prepared for student learning.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 4: All students will be taught in an environment that is safe, drug-free, and conducive to learning

Performance Objective 2: JCARE will provide access to resources for students and parents, in order to enhance physical, mental, social and emotional well-being.

Evaluation Data Source(s) 2: Program summaries, attendance logs, attendance reports.

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Dec	Mar	June
1) Resources for character education to include personal values/integrity, goal setting, conflict resolution, bullying prevention, suicide prevention.		Principal Assistant Principal Counselor	The number of student discipline referrals will decrease. Students will receive documented services and interventions as needed.			
2) Research resources and begin the process of building a ROPES course to enhance student confidence and decision making.		Principal Counselor	Student confidence and reassurance to make positive choices, take ownership in their studies and decisions. Increase in grades. The recidivism rate for the alternative school will decrease.			
3) Collaborate with outside organizations to assist with presentations and developing character building to meet student needs.		Principal Counselor	The number of discipline referrals will decrease. Students will receive documented services and interventions as needed.			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

State Compensatory

Personnel for Judson Secondary Alternative School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Apolinar, Catherine	Instructional Aide	SCE	1
Bannantine, Robert	Teacher	SCE	1
Barbara Meade	Counselor	SCE	1
Bochniak, Philip	Teacher	SCE	1
Boyd, Sharon	MS JAC Paraprofessional	SPED	1
Brown, Lynn Dale	JAC Paraprofessional	SPED	
Crain, Alton	JAC High School Teacher	SPED	1
De Luna, Rebecca	Teacher	SCE	1
Dikes, Elizabeth	Instructional Aide/Clerical Aide	SCE	1
Emmanuella Dunn	Health Aide/Attendance	SCE	1
Esquivel, Jessica	Teacher	SCE	1
Evans, Roy	Teacher	SCE	1
Garces, Ricardo	Secretary	SCE	1
Hillis, Rosana	Teacher	SCE	1
Johnson, Brenda	Assistant Principal	SCE	1
Jones, Tara	Instructional Aide	SCE	1
Krueger, Terri	Receptionist	SCE	1
Magee, William	JAC Middle School Teacher	SPED	1
Majeed, Bari	Drill Instructor	SCE	1
Mendoza, Benjamin	MS JAC Paraprofession	SPED	1
Miranda, Sandra	Custodian	SCE	1
Nava, Aida	Principal	SCE	1

Navarro, Mitzie	Teacher	SCE	1
Olivares Barrera, Elisa	Teacher	SCE	1
Ovalle, Dolores	PEIMS Clerk	SCE	1
Pena, Teresa	AYVP SPED Teacher	SPED	1
Perez, Anne Marie	Cafeteria Manager	SCE	1
Rajski, Ronald	Teacher	SCE	1
Ramon, Joseph	Drill Instructor	SCE	1
Sanchez, Samuel	Custodian	SCE	1
Sharman, David	Teacher	SCE	1
Stiriz, Bonnie	Teacher	SCE	1
Tobias, Steven	JAC Teacher	SPED	
Wares, Richard	Teacher	SCE	1
Wise, Steve	AYVP SPED Teacher	SPED	1

Title I

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

Campus Improvement Team

Committee Role	Name	Position
Administrator	Ricci Day	Principal
Counselor	Barbara Meade	Counselor
Classroom Teacher	Richard Wares	High School Math Teacher
Classroom Teacher	William Magee	High School Special Education Inclusion
Classroom Teacher	Danucha Maknual-Pena	Middle School English Teacher
Classroom Teacher	Elizardo Hernandez	Middle School Special Education Inclusion
Paraprofessional	Catherine Apolinar	JACE Paraprofessional