

Judson Independent School District
Judson High School
2016-2017 Campus Improvement Plan



Mission Statement

All Judson High School students will receive a quality education enabling them to become successful in a global society.

Vision

Judson High School is Producing Excellence!

Value Statement

Judson High School values the following:

Students First

Teamwork

Accountability

Results-Oriented

Loyalty

Integrity & Mutual Respect

Safe & Secure Environment

Two-way Communication

Comprehensive Needs Assessment

Demographics

Demographics Summary

Judson High School is a comprehensive secondary school with over 3,200 students enrolled. The ethnic breakdown is 45% Hispanic, 35% African American, 15% White, 4% Asian, and 1% other. The school has identified 86% of the student population as students in at-risk situations. The free and reduced lunch percentage for the campus is 51%. The SPED population is at about 14%, with at TAG population at 10%.

The JHS campus boasts a high percentage in teacher retention at 82% with a faculty and staff of over 300 employees. With the opening of our third comprehensive high school, JHS lost approximately 16 staff members, bringing our total number of teachers to 200.

Demographics Strengths

- Career and Technology (CNA, Radiology, and Dental programs) – 100% graduation rate

Demographics Needs

- Teachers/staff should reflect /mirror student demographics
- Decrease class sizes

Student Achievement

Student Achievement Summary

Judson High School met all Texas Education Agency Standards for all Indexes!! JHS student performance scores dropped with the introduction of Phase in 2 standards for all first time EOC testers.

Student Achievement Strengths

- Biology 91.32% passed
- Algebra 70.31% passed
- English I 65.97% passed
- English II 70.95% passed
- US History 94.76% passed

Student Achievement Needs

- African American students have the lowest ELA/Math/Science scores among all ethnic sub populations
- Special education and ESL students have lowest ELA/Math scores among all sub populations
- Increase enrollment in our advanced academic and dual courses
- Continue to provide after school tutorials

School Culture and Climate

School Culture and Climate Summary

Campus climate and culture was hindered by the overcrowded use of the building. With the opening of a third comprehensive high school, our campus student population will decrease to 3,200. The campus behavioral statistics declined in terms of number of office referrals. The teacher turnover rate was decreased.

School Culture and Climate Strengths

- Students and staff feel safe on campus
- Classrooms and grounds are clean and well-maintained
- Teachers are confident and knowledgeable

School Culture and Climate Needs

- Standardize discipline policy
- Increase in student participation in afterschool extracurricular activities
- Increase student attendance at afterschool tutorials
- Establish a student mentoring program
- Establish new/additional afterschool organizations/programs to address the need (s) or interest of diverse students populations

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Judson High School's teacher turnover rate decreased. Overall, teachers tend to stay at Judson High School.

Staff Quality, Recruitment, and Retention Strengths

- Monthly new teacher meetings
- Monthly instructional leadership meetings
- All teachers are certified in their content areas

Staff Quality, Recruitment, and Retention Needs

- Increase ELA scores
- Increase teacher attendance
- Increase new teacher support/training
- Increase professional development opportunities for all teachers

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Judson High School teachers present the TEKS in their daily lesson plans. The school operates with several levels of curricular varieties to address student needs. JHS students have options of ESL inclusion, SPED inclusion, IB, AP, Honors, regular, resource, and online variations of the same subject area.

Curriculum, Instruction, and Assessment Strengths

- JHS offers Pre-AP, AP, and IB courses in all core subjects
- JHS partners with St Marys University and offers dual credit courses
- JHS offers Early College Opportunities through Northeast Lakeview College and San Antonio Colleges
- JHS offers Alamo Academies and online Dual Credit classes through St. Phillips

Curriculum, Instruction, and Assessment Needs

- Direct alignment between curricular standards and classroom instruction
- Close the achievement gap from Sped, ED, and LEP students
- Continue to provide after school tutorials
- Continue to provide instruction on Saturday s to reinforce content

Family and Community Involvement

Family and Community Involvement Summary

Most of the family and community involvement at Judson High School is focused on the extracurricular aspect of our students. Most parents will come be a spectator in the stands cheering for the students. We have a handful of parents who are actively seeking more information and attend our monthly parent nights.

Family and Community Involvement Strengths

- Campus hosts “Coffee with The Counselors” once a month
- Campus Site base committee
- Athletic, Cheer, Band, Dance and FFA Booster Clubs

Family and Community Involvement Needs

- Continue community outreach
- Additional community membership/participation in the CSBDMC meetings
- Increase overall parent participation and/or involvement in all aspects of the campus to include by not limited to:
- Athletic events
- UIL sponsored activities
- NON/UIL activities

School Context and Organization

School Context and Organization Strengths

- Students/staff feel safe
- Students are involved in extracurricular activities
- JHS is welcoming and conducive to learning

School Context and Organization Needs

- Additional Classroom management training
- Continue established campus safety procedures
- Provide ongoing classroom management training to teachers and staff
- Practice safety drills

Technology

Technology Strengths

- Implementation of various instructional lessons that address different learning styles
- Provides internet access to students that otherwise would not have
- computer/internet access

Technology Needs

- Fluctuating bandwidth, blocked content, low processor speed, low memory, insufficient number of student computers
- Work with technology department to address the issues of fluctuating bandwidth, blocked content, low processor speed, low memory
- Work with Federal Grants program to purchase additional computers for student use

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- Accountability Distinction Designations
- PBMAS data

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
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Observation Survey results

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

- 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

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- 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
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Budgets/entitlements and expenditures data

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: JHS will increase student performance for all groups on STAAR EOC Algebra I to meet or exceed 75% passing, English I and II to meet or exceed 70% passing, Biology to meet or exceed 90%, and US History to meet or exceed 95%. NCLB Performance Goal 1.

Evaluation Data Source(s) 1: The summative evaluation will be the overall campus performance for the 2016-2017 assessment cycle.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) STAAR Accelerated Instruction Classes (STAAR Reading I, II, III, Algebra I STAAR, Math Models, and Strategic Learning in Math) -Students showing deficiencies in STAAR EOC ELA will be hand scheduled into acceleration classes that will support the students' deficiencies in that subject area with targetted planning and instructional strategies	9, 10	Assistant Principals in charge of Curriculum. Others involved are Academic Dean, Counselors, RTI Instructional Coaches, At-Risk Coordinator and Department Chairs.	-Increased scores in common assessments, district CBA's and STAAR EOC performance.				
Funding Sources: 171-7 State Compensatory Education - \$4,000.00							
2) Inclusionary Support-Judson High School will align planning, instructional practices and implement the Behavioral Support Model to improve inclusion teacher performance and maximize student participation in the least restrictive environment. The SPED master schedule will be aligned with the students' schedule of services to support students in Reading and Math.	10	JHS Administration, JHS SPED Department, JISD SPED Department, JHS SPED and Co-Teach Teachers	Increased scores in common assessments, district CBA's and STAAR EOC performance for students serviced through Special Education.				
Funding Sources:							
3) Best Practices for ELL Support-Judson High School teachers will implement best practices and use the ELPS to guide lesson preparation and delivery to support students of English Language Learners in Reading.	10	JHS Administration, JHS Instructional Staff, JHS Sheltered Team	Increased scores in common assessments, district CBA's and STAAR EOC performance for ELL students.				






<p align="center">Critical Success Factors CSF 1 CSF 6</p> <p>4) TAG Specialized Services-In order to increase our Level III passing rates, all JHS students classified as TAG will be offered clustered classes to address their specialized needs per subject area.</p>	5	Academic Dean TAG Monitor Teachers	Increased passing rates on Level III Decreased discipline referrals for TAG students				
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>5) Technology and Textual Integration-all STAAR EOC Remediation Courses will use web-based programs and consumable texts to enhance instruction on a regular basis.</p>	3, 5, 9	At Risk Coordinator, RTI Coaches, RTI Teachers, Academic Dean	Increased passing rates on STAAR EOC				
Funding Sources: 171-7 State Compensatory Education - \$20,000.00							
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>6) Lead4Word Toolbox-all STAAR EOC teachers will use the Lead4Word toolbox to enhance and focus their collective efforts towards improving instruction and addressing academic deficiencies in their classrooms.</p>	1, 2, 4, 8, 9	Core EOC Teachers Assistant Principals Campus Principal	PD Plans Common Assessment Data STAAR EOC Student Performance				
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

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

Performance Objective 2: JHS will increase the academic performance of all SPED students across all STAAR EOC assessments NCLB Performance Goal 1.

Evaluation Data Source(s) 2: The summative evaluation will be the overall student subpopulation performance for students serviced by Special Education for the 2016-2017 assessment cycle.

Summative Evaluation 2:






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>State System Safeguard Strategy</p> <p>1) Inclusionary and Instructional Support for Students with Special Needs- Judson High School will align planning, instructional practices and implement the Behavioral Support Model to improve inclusion teacher performance and maximize student participation in the least restrictive environment. Teachers will be trained and supported throughout the year in the inclusionary co-teacher model, accommodations and modifications, and ARD preparation. All teachers will be trained in accommodations and modifications support.</p>	10	Special Education Assistant Principal and Department Chair, Academic Dean, Counselors	Students will demonstrate increased academic success evidenced by increased scores on common assessments, district CBA's, and STAAR EOC exams.				
Funding Sources: 161-7 - Special Education - \$450,000.00							
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 6 CSF 7</p> <p>2) SPED Teacher PLC and Conference Periods-All JHS SPED teachers will be afforded a conference period to use for ARD documentation and preparation to case manage students appropriately. Furthermore, all SPED inclusion teachers will be able to plan with their content area teachers during the PLC common planning period.</p>	2, 4, 5, 8	SPED Administrator Principal SPED Department Chair Academic Dean	Increased SPED student performance				
Funding Sources:							
<p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

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

Performance Objective 3: JHS will increase the academic performance of all ELL students in STAAR EOC Writing and Reading assessments. NCLB Performance Goal 2.

Evaluation Data Source(s) 3: The summative evaluation will be the overall student subpopulation performance for ELL students for the 2016-2017 assessment cycle.

Summative Evaluation 3:






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>State System Safeguard Strategy</p> <p>1) Best Practices for ELL Support-Judson High School teachers will implement best practices and use the ELPS to guide lesson preparation and delivery to support students of English Language Learners.</p>	10	JHS Administration, JHS Instructional Staff, JHS Sheltered Team	Increased scores by 10% in common assessments, district CBA's and STAAR EOC performance for all ELL students.				
<p>2) Sheltered Instruction Classes - ELL Students will be hand scheduled into clustered classes taught by SIOP, ESL, and/or ELPS trained instructors.</p>	10	JHS Administration At-Risk Coordinator and Counselor LEP Case Manager	Increased passing rates for ELL students in courses Increase student performance rates for ELL students on STAAR EOC				
<p>3) ELL - Language Audio Lab</p> <p>JHS will purchase stand alone microphones that will be used with the computer based software for students in at risk situations that are English Language Learners. This intervention will be used to strengthen the students' auditory skills.</p>		At-Risk Coordinator	Increased passing rates for ELL students in courses Increase student performance rates for ELL students on STAAR EOC				
Funding Sources: 171-7 State Compensatory Education - \$100.00							
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2</p> <p>4) LEP Exemptions-JHS will use effective planning in the LPAC to be able to use TEA allowable STAAR EOC exemptions for December retesting appropriately and strategically.</p>	8, 9	LPAC Administrator Academic Dean ESL Teachers	Increased passing rates for ELL students in courses Increase student performance rates for ELL students on STAAR EOC				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

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

Performance Objective 4: JHS will increase the graduation rate of SPED students.

Evaluation Data Source(s) 4: The summative evaluation will be the final graduation rate reported to the State of Texas that will appear on the 2016-2017 accountability rating.

Summative Evaluation 4:


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>State System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>1) Success by Design Mentor Program-JHS will specifically target students from subgroups that have historically underperformed in terms of graduation rates. Teachers will use their advisory period to mentor students to improve attendance, behavior and academic performance. The teacher will become the liaison between the campus and the home.</p>	2, 6	At-Risk Coordinator Department Chairs	Increased rates of passing percentages, daily attendance and instructional time				
<p>  = 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: Judson High School will use the district provided website to relay campus information to all stakeholders.

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.

Summative Evaluation 1:


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) JHS will assign two employees to update and maintain the campus website on a regular basis.	6	Principal, AP in charge of Public Information, Campus Webmaster	Increased parental support and involvement.				
Funding Sources: 199-7 -General Operating - \$1,000.00							
							

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

Performance Objective 2: Judson High School will use the district provided Arrow system to make weekly calls to the homes of all JHS students.

Evaluation Data Source(s) 2: All parents will be provided campus information. A customer survey will be provided to give feedback on the system.

Summative Evaluation 2:

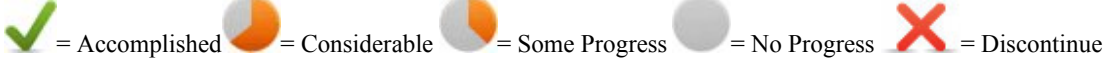
Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) The campus principal will incorporate weekly announcements via the Arrow system that uses, callouts, emails, text messages, and twitter information dissemination.	6	Principal	Increased parental support and involvement.				
							

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

Performance Objective 3: Judson High School will hold parental involvement events on and off the campus. NCLB Performance Goal 5.

Evaluation Data Source(s) 3: JHS will use sign in sheets to verify that we have serviced over 1,000 parents through the events.

Summative Evaluation 3:


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) JHS Open House - on September 20, 2016, JHS will hold its Open House with an accountability presentation by the campus principal.	6	Campus administration	Increase parental support and participation.				
2) JHS Parent Information Nights-JHS will present parent meetings to provide general information with pullouts on FAFSA, Counseling Issues, and STAAR EOC Tips. The venue will change on a monthly basis to present in the community and in the school. Presenters will travel to local churches and city halls to deliver the presentations.	6	JHS Admin team and JHS Counseling Team	Increased Parent Involvement				
Funding Sources: 199-7 -General Operating - \$1,000.00							
							

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

Performance Objective 4: Judson High School will implement the use of Peach Jar Technologies for flyers for the campus.

Evaluation Data Source(s) 4: All JHS stakeholders with cellular devices will receive notification of campus events through the Peach Jar System. A customer survey will be provided to receive feedback on the system.

Summative Evaluation 4:


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) JHS will implement the use of Peach Jar to disseminate electronic flyers to all stakeholders that use smart phones.		Principal and front office staff.	Increased student participation.				
							

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

Performance Objective 5: Judson High School will enact the Principal's Student Advisory Council.

Evaluation Data Source(s) 5: Increased student involvement and input on campus issues.

Summative Evaluation 5:






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Principal's Student Advisory Council-formal and informal student leaders will meet with the principal on a monthly basis to discuss campus issues and achievements.	2, 6, 9	Principal	Sign in sheets Meeting agendas				
Funding Sources: 199-7 -General Operating - \$500.00							
							

Goal 3: To increase employee retention and satisfaction making Judson a premier employer

Performance Objective 1: Judson High School will decrease its attrition rate by 5% from the previous year. NCLB Performance Goal 3.

Evaluation Data Source(s) 1: The summative evaluation will be the employee retention rate at the end of the contract year.

Summative Evaluation 1:


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) New Teacher Support Program-New teachers will meet monthly with their campus mentors and support teachers to be trained in classroom support strategies.	5	AP in charge of Curriculum and Instruction Lead Mentor Teacher	New teacher retention will be above 90%.				
2) Targetted Staff Professional Development-employees will be trained in specific professional developments that are targetted to curriculum development and instructional planning, such as IB, AP, PLC's, Kilgo, TECLA, and TASCOD.	4, 5	Principal, Academic Dean, AP in charge of Curriculum and Instruction.	Employees will demonstrate a higher level of abilities in C&I.				
Funding Sources: 199-7 -General Operating - \$10,000.00							
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 3: To increase employee retention and satisfaction making Judson a premier employer

Performance Objective 2: Judson High School will increase its staff communication. NCLB Performance Goal 4.

Evaluation Data Source(s) 2: All JHS staff members will be informed about campus initiatives, programs and events. A customer survey will be used to evaluate this objective.

Summative Evaluation 2:


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Blackboard Connect will be used to communicate with the faculty and staff of Judson High School		Campus Principal	100% of all faculty and staff will be up to date on campus events.				
2) ILT Meetings will be held on a bi-weekly basis to discuss curricular issues and planning. The Instructional Leadership Team will disseminate all planned activities and strategies discussed and planned to the campus faculty and staff.		Academic Dean, AP in charge of Curriculum and Instruction	Teacher walkthroughs will demonstrate curricular alignment				
3) JHS Bulletin-all JHS staff will receive a weekly bulletin every Friday with reminders of campus activities and upcoming deadlines.		Assistant Pnicipal	100% of all faculty and staff will be up to date on campus events.				
							

Goal 3: To increase employee retention and satisfaction making Judson a premier employer

Performance Objective 3: JISD Three Instructional Systems Continuous Improvement Model NCLB Performance Goal 4.

Evaluation Data Source(s) 3: PDAS Summative evaluations will be used to assess this objective.

Summative Evaluation 3:


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) To fully incorporate the JISD Three Systems Instructional Plan. JHS will continue with it's common planning period PLC meetings across all EOC tested classes. Teachers will meet regularly to discuss data, student products and improve instructional strategies. Additionally, JHS teachers will meet throughout the year using the Reflective Model Process to improve instructional delivery.	2, 4, 5, 8	JHS Academic Dean Department Heads Teachers	Increased student performance on STAAR EOC Increased passing rates Decreased discipline referrals				
							

Goal 4: 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: Judson High School will use shared decision making in spending campus funds.

Evaluation Data Source(s) 1: The summative evaluation for this objective will be the sign in sheets of the SBDM Committee Meetings.

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Campus Site Based Decision Making Committee will be used to make recommendations to the campus principal on the budgeting and expenditures of campus funds from local, state, federal, and grant monies.	1, 6	AP in charge of CSBDMC Campus Principal	Judson High School will use 100% of the budget equitably.				
							

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	2	Inclusionary Support-Judson High School will align planning, instructional practices and implement the Behavioral Support Model to improve inclusion teacher performance and maximize student participation in the least restrictive environment. The SPED master schedule will be aligned with the students' schedule of services to support students in Reading and Math.
1	1	3	Best Practices for ELL Support-Judson High School teachers will implement best practices and use the ELPS to guide lesson preparation and delivery to support students of English Language Learners in Reading.
1	2	1	Inclusionary and Instructional Support for Students with Special Needs-Judson High School will align planning, instructional practices and implement the Behavioral Support Model to improve inclusion teacher performance and maximize student participation in the least restrictive environment. Teachers will be trained and supported throughout the year in the inclusionary co-teacher model, accommodations and modifications, and ARD preparation. All teachers will be trained in accommodations and modifications support.
1	2	2	SPED Teacher PLC and Conference Periods-All JHS SPED teachers will be afforded a conference period to use for ARD documentation and preparation to case manage students appropriately. Furthermore, all SPED inclusion teachers will be able to plan with their content area teachers during the PLC common planning period.
1	3	1	Best Practices for ELL Support-Judson High School teachers will implement best practices and use the ELPS to guide lesson preparation and delivery to support students of English Language Learners.
1	3	4	LEP Exemptions-JHS will use effective planning in the LPAC to be able to use TEA allowable STAAR EOC exemptions for December retesting appropriately and strategically.
1	4	1	Success by Design Mentor Program-JHS will specifically target students from subgroups that have historically underperformed in terms of graduation rates. Teachers will use their advisory period to mentor students to improve attendance, behavior and academic performance. The teacher will become the liaison between the campus and the home.

State Compensatory

Personnel for Judson High School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Anderson, Guy	Credit Recovery Teacher	SCE	.67
Burton, Jodi	At-Risk Coordinator	SCE	1
Corrales, Triva	Credit Recovery Teacher	SCE	0.33
Crawford, Cheryl	Reading Teacher	SCE	1
Gerbich, Rene	Math Credit Recovery Teacher	SCE	.5
Holmes, Devin	RTI Instructional Coach	SCE	1
Mata, Ignacio	Reading Teacher	SCE	1
Rosario, Benjamin	ELA Credit Recovery Teacher	SCE	1
Tanner, Richard	RTI Math Teacher	SCE	1
Tubilla, Michelle	At-Risk Counselor	SCE	1

Title I

Schoolwide Program Plan

ESEA Section 1114 (b) (1) requires a Title I schoolwide program plan to contain each of the following ten components as well as related measurable goals and strategies for implementation:

1. A comprehensive needs assessment of the entire school (including the needs of migrant children as defined in Section 1306) with information about the academic achievement of children in relation to the state academic content standards as described in Section 1111(b)(1).
2. Schoolwide reform strategies that:
 - a. Provide opportunities for all children to meet the state's proficient and advanced levels of student academic achievement described in Section 1111(b)(1)(D).
 - b. Use effective methods and instructional strategies based on scientific research that:
 - Strengthen the core academic program in the school.
 - Increase the amount and quality of learning time, by providing an extended school year, before- and after-school and summer programs and opportunities, and an enriched and accelerated curriculum.
 - Include strategies for meeting the educational needs of historically underserved populations.
 - c. Address the needs of all children in the school, especially those of low achieving children and those at risk of not meeting the state academic content standards who are members of a population targeted by the schoolwide program. The services of such a program include:
 - Counseling, pupil services, and mentoring services.
 - College and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies.
 - The integration of vocational and technical education programs.
 - d. Address how the school will determine if such needs have been met.
 - e. Are consistent with the state plan and any local improvement plans.
3. Instruction by highly qualified teachers.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the state academic content standards in accord with Section 1119 and subsection 1114 (a)(4).
5. Strategies to attract highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services in accord with Section 1118.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a state-run preschool program, to local elementary school programs.
8. Measures to include teachers in decisions regarding the use of academic assessments (described in Section 1111[b][3]) to provide information on, and to improve, the achievement of individual students and the overall instructional program.

9. Effective, timely assistance for students who experience difficulty in attaining the proficient or advanced level of the academic content standards as required by Section 1111(b)(1). Students' difficulties must be identified in a timely way and in such a way as to provide information on which to base effective assistance.
10. Coordination and integration of federal, state, and local services and programs, including programs supported under ESEA, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

1. Develop system of providing contracts for high-needs students that promotes positive behaviors.

2: Schoolwide Reform Strategies

1. Student Awards for good conduct.
2. Develop and implement Student ID policy.
3. Establish on-going counseling groups.
4. Implement peer mediation group.
5. Implement Understanding Our Differences sessions.
6. Red Ribbon Week-Whole campus and classroom activities focusing on drug awareness and prevention.

3: Instruction by highly qualified professional teachers

1. Ensure all campus teachers are qualified to instruct the grade level assigned.
2. New teachers to the District and to Metzger as well as teachers new to their position will participate in the Campus District Mentor program along with Mentor teachers.
3. Ensure all paraprofessionals meet the qualifications of an associate's degree, 2 years of college or passing a District rigorous academic exam.

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

1. Staff will participate in team-building activities as they broaden curriculum knowledge in content areas at staff development activities throughout the year.
2. Staff members will participate in District and Campus professional development activities to enhance personal growth.
3. Region 20 Education Service Center will provide instructional support for teachers in all content areas.
4. Professional staff book studies include but not limited to: Thinking Through Project Based Learning: Guiding Deeper Inquiry; Teaching with the Brain in Mind; and Deep Curriculum Alignment.
5. Staff will complete a climate survey.

5: Strategies to attract highly qualified teachers

1. Ensure all Campus teachers are qualified to instruct the grade level assigned.
2. Ensure all paraprofessionals meet the qualifications of an associate's degree, 2 years of college or passing a District rigorous academic exam.
3. Improve Staff attendance to a minimum of 97%.

6: Strategies to increase parental involvement

1. Provide opportunities for parents to attend curriculum activities where strategies and materials are shared with parents.
2. Provide STAAR Strategy Training for parents (grades 6-8).
3. Increase teacher participation and enrollment in PTO.
4. Actively encourage and seek new parents to participate in PTO.
5. Have student recognition for attendance during six-week assemblies.
6. Provide Quarterly Newsletters to families by classroom teachers and administration.
7. Provide Parent Volunteer Training.
8. Have Meet-The-Teacher Open House.
9. Have Family Literacy Night.

10. Provide parents with Campus Student Performance Data for 2012 – 2013 STAAR.
11. Post CIP on school website for parent access.
12. Develop a School/Parent Compact & notify parents that Metzger Middle School is a Title I school.
13. Require all classroom teachers to create and maintain individual web pages and have current parent links updated on the website.
14. Post information for parents and community on the school marquee.
15. Provide Information Brochures for parents on bullying and a Parent Guidebook for children to be successful in middle school.
16. Celebrate diversity with multicultural events with parents as participants.

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

N/A

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

1. Provide training on the Judson ISD Instructional Planning Process.
2. Grade Level Planning meetings utilizing the Judson ISD Instructional Planning Process.
3. Provide academic support through instructional coaching.
4. Meet with Administrative team to look at data and determine strategies aimed at improving instruction.
5. Ongoing analysis of student work and/or data to monitor and adjust lesson plans.
6. Provide instructional feedback from classroom walk-throughs.
7. Develop and implement Parent involvement activities that support the campus goal of increasing student performance.
8. Document ELL, Special Education and GT accommodations/modifications in weekly lesson plans.
9. Provide Instructional support to teachers of students in Special Education.
10. Provide teachers of ELL students with Sheltered Instructional Support.

Mathematics

1. Utilization of effective common planning practices to include all JISD middle school Mathematics teachers.

Reading

1. Provide training to teachers on Reader's Workshop (Crafting, Independent Reading, Reader's Response, invitational Groups).
2. Utilizing technology in the classroom - Nooks, iPods and eReaders.
3. The dictionaries will be used as accommodations to support English-as-Second Language Learners for local assessments (CBAs/Semester Exams, STAAR, and STAAR-L).
4. IPADs and accessories will be used by Department Chairs to assess department alignment, enhance instruction, and assist struggling students.
5. The International Readers Association Conference will provide instructional strategies for campus Reading teachers to assist with struggling readers and improve STAAR scores.

English Language Arts

1. Provide training to teachers on Writer's Workshop (mini-lessons, writing process, use of mentor texts, conferencing).

Social Studies

1. Utilization of effective common planning practices for campus.
2. Utilization of effective common planning practices to include all JISD middle school Social Studies teachers.
3. Utilization of common Social Studies Department assessment data in planning instruction.

Science

1. Use common content and instructional planning and protocols.
2. Collaborating with District curriculum specialists.

Technology

1. Students will take Computer Literacy I by the end of 8th Grade.
2. Teachers deliver at least four technology integration projects.
3. Teachers will create and maintain campus web pages.
4. VBRICK lab will be used to deliver announcement, professional development, and classroom instruction.

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

1. Provide training on RTI, including using data to determine appropriate tiers and interventions to use within each tier.
Collect and utilize student data to determine appropriate tiers and interventions.

- 2.
3. Develop and implement parent involvement activities that support the campus goal of increasing student performance.
4. Conduct data team meetings where RTI data, intervention effectiveness and future implications, and solutions are discussed.
5. IPADS and accessories will be used by Department Chairs to assess department alignment, enhance instruction, and assist struggling students.
6. Provide Tutoring before and after school
7. Homework Assistance Center
8. Remediation Classes
9. ESC - 20

Mathematics

1. Provide math intervention program training to teachers.
2. ALEKS is an online math intervention program that provides individualized learning with immediate feedback and progress monitoring for struggling learners.

Reading

1. Hire 1 Comp Ed and 2 Title I teachers.
2. I-Station web-based diagnostic and intervention software for struggling students.

Social Studies

1. Provide training on Document Based Questions.
2. History Fair
3. Journaling

Science

1. Training with Science consultant, Ms. Minnux-Wilkes.
2. Tutoring
3. Homework Assistance Center

Behavior Intervention

1. Ripple Effect for In-School Suspension
2. Alpha Phi Fraternity Mentoring Program

10: Coordination and integration of federal, state and local services and programs

1. Guidance Curriculum – Dating Violence, Bullying, Drug Education (Drug Free/Weapon Free Environment), Study Skills, relationships, self-esteem and anger management. Programs to provide counseling intervention to assist students and parents.
2. Train staff who are in high risk positions in Crisis Prevention Intervention CPI.
3. Conduct monthly evacuation drills.
4. Have a Family Literacy Night.

Campus Funding Summary

199-7 -General Operating					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	District Stipend List		\$1,000.00
2	3	2	Campus Allotment Monies		\$1,000.00
2	5	1	Local		\$500.00
3	1	2	Campus Funds		\$10,000.00
Sub-Total					\$12,500.00
171-7 State Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	State Compensatory Education Teachers		\$2,000.00
1	1	1	State Compensatory Education Teachers		\$2,000.00
1	1	5	State Compensatory Education Fund		\$20,000.00
1	3	3	State Compensatory Education Fund		\$100.00
Sub-Total					\$24,100.00
161-7 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	SPED Funding		\$0.00
1	1	2	SPED Funding		\$0.00
1	2	1	Special Education Fund		\$450,000.00
Sub-Total					\$450,000.00
161-6 Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	FTE		\$0.00
Sub-Total					\$0.00
Grand Total					\$486,600.00