

Judson Independent School District
Judson Learning Academy
2016-2017 Campus Improvement Plan



Mission Statement

Judson Learning Academy is committed to excellence in teaching and learning resulting in student preparedness for post-secondary success through relevant and rigorous content in all subject areas by providing a safe and nurturing learning environment.

Vision

Judson Learning Academy is committed to preparing students for post-secondary success through our safe learning environment and rigorous expectations.

Core Beliefs

Students First

Teamwork

Accountability

Results-Oriented

Loyalty

Integrity and Mutual Respect

Safe and secure Environment

Two-way Communication

Comprehensive Needs Assessment

Needs Assessment Overview

The Judson Learning Academy or JLA will continue to enroll at-risk students with a wide range of academic abilities. The campus demographics include 50% economically disadvantaged, 4% English Language Learners, a mobility rate of 94%, with a campus size of 84 students. JLA met the alternative standard in the areas of student achievement, closing performance gap, and postsecondary readiness. However, data indicates a safeguard needed for the graduation rate of Hispanic students at 75% which was below the target of 83%. JLA teachers will support students based on their academic needs involving their credit summary report and their selected graduation plan. A separate Individual graduation plan will be created for each student. JLA will continue to offer STAAR EOC remediation and TAKS remediation during class sessions and on-line. Additionally, a new part-time counselor will focus on several student selected categories of diversity to promote respect. JLA staff, students and parents will have an opportunity to share ideas, identify concerns and strategies for improved school climate and culture.

Demographics

Demographics Summary

Judson Learning Academy is primarily a Grade 9 - 12 non-traditional high school with a student population of 86. The student demographics consist of 61% Hispanic, 16% African American, 21% White, and 2% classified as Other. The school has identified 95% of the student population as students in at-risk situations. Judson Learning Academy is also comprised of 0% gifted/talented, 7% special education, 2% English Language Learners, 35% economically disadvantaged, and 78% Career & Technical Education.

Demographics Strengths

JLA has a diverse student population that reflects the demographics of the district.

Demographics Needs

Judson Learning Academy needs closer partnerships with our district high schools in order to recruit more students. We have an at-risk population of 95%. The teacher demographics does not reflect student demographics and should mirror it. There is also a trend of student enrollment decreasing over the last three years from 198 to 171, as well as, seeing a higher percentage of dropouts (3.8%) in comparison to the district (2.3%). Judson Learning Academy needs to increase visibility and awareness to all Judson ISD communities in regards to what the program has to offer to students.

Student Achievement

Student Achievement Summary

Judson Learning Academy met Texas Education Agency Alternative Standards for 2015-2016 STAAR EOCs.

Judson Learning Academy serviced 171 students during the 2015 -2016 school year and graduated a total 113 students. Judson Learning Academy graduates received over \$100, 000 in scholarships to students, awarding a total of 7 scholarships.

Student Achievement Strengths

Judson Learning Academy graduates were offered over \$100,000 in scholarships for post secondary education. Students passed the US History STAAR End-of-Course with a 97% passing rate and 100% of the students passed STAAR Biology End-of- Course exams. Individualized graduation plans for all students are monitored by staff. Extra time is built into schedule for students who need it to be successful. We now have a full-time counselor available on campus to work with students in order to be successful in school.

Student Achievement Needs

Not all students were successful with the STAAR End-of-Course exams. We had 0% passing rate for STAAR Eng I, 23% passing rate on Eng II, and 17% passing rate on STAAR Alg I End-of-Course exams. students need to improve the passing percentage of our special education students taking STAAR A. Continue to increase the number of JLA graduates. Provide remediation and material for students needing additional help on required state assessments. Decrease student dropout rate for Judson Independent School District. Provide relevant career and college readiness for students. Increase the rate of attendance from the previous year.

School Culture and Climate

School Culture and Climate Summary

Judson Learning Academy is a small team of teachers committed to individual and independent learning of each student. Teachers interdependently work to achieve common goals and use results-oriented data to mark student progress. JLA fosters collaboration, promotes self-efficacy, and learning is student-centered. All students complete an on-line survey about their experience at Judson Learning Academy. Academics are consistently celebrated and faculty/staff provide a warm and safe learning environment.

School Culture and Climate Strengths

All students complete an on-line survey about their JLA experience. Student achievement is recognized at a weekly celebration. Scholarship and award ceremony for graduates and seniors are held annually.

School Culture and Climate Needs

There needs to be consistency with classroom management. We need to complete surveys at least twice a year for staff, parents, and students in order to check the pulse of the campus. JLA social worker and counselor will conduct group and individual counseling sessions on various topics.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Judson Learning Academy faculty and staff truly care about the students and want them to be successful. The faculty and staff also are willing to make changes to improve academics. The experienced teacher categories ranging between 11 to over 20 years experience is over 42%.

Staff Quality, Recruitment, and Retention Needs

There needs to be stability in administration, there has been a high turnover with administrators just this past academic year alone. JLA will need to recruit and retain highly qualified faculty and staff. We also had two ELA teachers this past school year and had a substitute teacher from April to the last day of school. Due to not having an ELA teacher for half a year was a factor that contributed to students not being successful on the Eng EOC. We also did not have an ESL teacher during this time as well. We also had high absenteeism of certain teachers.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

JLA teachers present the TEKS in their lesson plans.

JLA students will continue using the API modules, project-based learning and/ or on-line curriculum, as well as Edgenuity on-line curriculum, and state adopted textbooks. Teachers will also adapt the current JISD structure of the use of Reflective Practice Model or Professional Learning Communities to review and disaggregate data involving nominal data and data of teaching and learning.

Curriculum, Instruction, and Assessment Strengths

Judson Learning Academy had a high passing rate of US History and Biology EOC exams, with a high number of students scoring at the advanced level on their US History EOC exam. Students receive instruction through direct teach, independent study through modules, online Edgenuity, and addressing a variety of learning styles to all at-risk students.

Curriculum, Instruction, and Assessment Needs

We need to implement strategies on how to deliver highly rigorous and relevant instruction in order to increase STAAR EOC scores. We also need to provide support to our ESL students. Judson Learning Academy will need to implement productive Professional Learning Communities after school in order to analyze data. There is a need for clarity on expectations for co-teacher (special education teacher) as additional teacher in the classroom. We need to review curriculum and instruction in order to see that lessons are aligned with TEKS. Judson Learning Academy will need to hire teaching staff certified in ELA, ESL, PE, and Speech. We need to provide additional resources for Algebra I and Eng. I and II.

Family and Community Involvement

Family and Community Involvement Summary

Family and community will be welcome to attend JLA Open House, Friday Forums, SBDMC meetings, Coffee with Principal and Counselor meetings, scholarship reception and Graduation.

Family and Community Involvement Strengths

There are several areas where our families and community are involved in meaningful activities that support students' learning such as our graduation luncheon, the open house at the beginning of the year, and parents who volunteer at the graduation. Our families and community are also involved in the site-based decision making committee and help to make important decisions for our school and our students. Judson Learning Academy also partnered with CVS to provide personal items to students.

Family and Community Involvement Needs

While we do offer some opportunities for families and community members involved, we tend to have the same parents involved repeatedly. Currently, we have several families that speak Spanish primarily. JLA office staff is able to translate for meeting and interactions with the parents, however, most forms and information is sent out in English. Implement multicultural activities to involve the students, parents, and community.

School Context and Organization

School Context and Organization Summary

JLA will continue to work collaboratively to improve communication, morale, and student improvement through SBDMC, faculty meetings, weekly admin meetings, and staff PD.

School Context and Organization Strengths

We have weekly administrative team meetings and monthly faculty meetings. Admin meets with faculty/staff regularly to disseminate information. We conduct campus site-based decision making committee meetings three times a year. Professional Learning Communities are held as well.

School Context and Organization Needs

Continue the implementation of Professional Learning Communities, in which there is collaboration and a shared vision to increase student academics. Improve staff morale with montly team meetings and team building activities.

Technology

Technology Summary

All students and staff pursue mastery of clearly defined technology skills for use in foundation, information acquisition, problem solving and communication.

Technology Strengths

All students and instructional staff pursue mastery of clearly defined technology skills for use in foundations, information acquisition, problem solving, and communication.

Technology Needs

All students will meet the technology proficiency requirements for their grade level or course based on the Technology Application TEKS. On-line opportunities for student: state assessments, on-line math tutorials, and virtual labs.

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
- System Safeguards and Texas Accountability Intervention System (TAIS) 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)
- 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
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Local diagnostic reading assessment data
- Local diagnostic math assessment data

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
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- 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
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal 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
- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices

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: Judson Learning Academy will increase student performance for all groups on STAAR EOC Algebra I to meet or exceed 70% 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%.

Evaluation Data Source(s) 1: Texas Education Agency EOC STAAR results; TAPR report results

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Review previous year EOC data and common formative assessment data to determine student progress.		Principal, Teachers	PLC agendas, RPM Agenda, and District Funds for substitutes, if needed				
Funding Sources: 171-7 State Compensatory Education - 2500.00							
State System Safeguard Strategy 2) STAAR Instruction Classes (STAAR ELA I, II, Algebra I, US History, and Biology)-Teachers will provide weekly direct teach to students showing deficiencies on STAAR EOCs.		Principal, Teachers	Increase student performance on STAAR EOCs.				
State System Safeguard Strategy 3) Teachers will receive professional development on Writing Across the Curriculum in order to improve students' writing strategies in order to increase STAAR ELA I and ELA II EOCs.		Principal, Teachers	Increase in ELA STAAR performance.				
State System Safeguard Strategy 4) Teachers will implement Writing Across Curriculum in all subjects in order to increase ELA STAAR performance.		Principal, Teachers	Increase in STAAR performance.				
State System Safeguard Strategy 5) Best Practices for ELL Support-Teachers will implement best practices and use the ELPS to guide lesson preparation and delivery to support students of English Language Learners in Reading.		Principal, Teachers	Increase in STAAR performance for ELL students.				
6) Diverse Methods of delivery of state standards are used for all sub-pops based on their needs.		Principal, Teachers	Teacher list of the various resources/methods used for delivery of standards, professional development, sign-in sheets, agenda				
Funding Sources: 171-7 State Compensatory Education - 3000.00							

7) Monthly PLCs regarding an analysis of student data and to receive professional development on best practices that can be implemented in the classroom in order to improve academic performance.		Principal, Teachers	Student progress, student data, agenda, sign-in sheets				
Funding Sources: 171-7 State Compensatory Education - 300.00							
8) Teachers receive All in Learning professional development in order to learn how to create test and analyze data.		Principal, Teachers	Teachers creating and administering tests weekly, analyzing data, and discussing in PLCs, increase of student scores				
Funding Sources:							
9) Teachers will receive professional development on Best Practices and ELPS in order to guide lesson preparation to ensure ELL students are successful academically.		Principal					
State System Safeguard Strategy 10) STAAR Blitz will be implemented during the Fall semester in order to target students that failed their previous STAAR EOCs and provide additional remediation.		Principal, Teachers	Increase passing rates on STAAR EOCs.				
State System Safeguard Strategy 11) STAAR Blitz will be implemented during the Spring semester in order to target students that failed their previous STAAR EOCs and provide additional remediation.		Principal, Teachers	Increase passing rates on STAAR EOCs.				
12) Principal attends Rigor, Relevance, and Relationship Professional Development Annual Conference June 2017 in order to learn instructional strategies to implement to JLA staff.	2	Principal	Increase in quality of instruction, improving academic rigor, and teachers/staff building positive relationships with students.				
Funding Sources: 255-7 - Title II - 5000.00							
 = 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: JLA will increase the academic performance of all student subpopulation by ensuring high quality of instructional practices and diverse methods of delivery of standards are based on student needs.

Evaluation Data Source(s) 2: Increase percentage passing on STAAR EOCs and increase in graduation rate

Summative Evaluation 2:









Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Plan Beginning of the Year professional development for best practices to service all students.		Principal, Counselor, Teachers	Improvement of delivery of instruction, student progress, increase in common formative assessments and STAAR EOCs				
Funding Sources: 171-7 State Compensatory Education - 800.00							
2) Research curriculum for Eng and Algebra in order to provide supplemental resources for teachers.		Principal, Teachers	Increase in formative assessments and STARR EOC scores				
Funding Sources: 171-7 State Compensatory Education - 5000.00							
3) Implement imbedded professional development at monthly faculty meetings based on campus needs/data.		Principal, Counselor, Teachers	Increase in rigorous lessons, student academics, student progress				
Funding Sources:							
4) Principal, Counselor and two teachers will attend the Restore, Rebuild, Renew Alternative Education Conference February 2017 in order to learn instructional strategies and provide professional development the staff to implement at JLA.		Principal, Counselor, Two Teachers	Increase in quality of instruction, improving academic rigor, and teachers/staff building positive relationships with students.				
Funding Sources: 171-7 State Compensatory Education - 2000.00							
5) Special education, 504, migrant and ESL students will receive additional support such as receiving weekly direct teach services, STAAR Blitz remediation, and mentoring in order to improve academic performance.		Principal, Counselor, Teachers	Increase in student performance, to include passing all credit hours and EOCs.				
= 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 1: Strive to increase enrollment to 95% capacity

Evaluation Data Source(s) 1: School enrollment roster

Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Principal and counselor presents to faculty of both comprehensive high schools describing our program.		Principal, Counselor	Increased enrollment				
Funding Sources:							
2) Visit with district High School counselors and students to give out JLA information.		Principal, Counselor	Increased enrollment				
Funding Sources:							
3) Create/update the JLA website so that it will attract more appeal because of it's non-traditional environment.		Principal, CATE Teacher, Counselor	More hits on website				
Funding Sources:							
 = 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 by holding parental involvement events on and off the campus and through the campus website.

Evaluation Data Source(s) 2: Increased positive media promotions

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Host bi-monthly Coffee with Principal and Counselor in order to conduct a forum.		Principal, Counselor	Agenda, increase in parental/community involvement				
Funding Sources: 171-7 State Compensatory Education - 1000.00							
2) Provide forms and letters in both English and Spanish to accommodate all parents.		Principal, Counselor, Secretary, Registrar, Teachers	Letters/Forms				
Funding Sources: 171-7 State Compensatory Education - 500.00							
3) Recruit more parent volunteers.		Principal, Counselor, Secretary, Registrar, and Teachers	Increase in parent volunteers				
Funding Sources:							
4) Campus will hold college preparation sessions for students and parents in order to increase awareness about post- secondary education.		Principal, Counselor	Agendas, Sign-in sheets, parent and student participation				
Funding Sources: 171-7 State Compensatory Education - 1000.00							
5) Coordinate with Simon Youth Foundation and Judson Public Relations Office when accomplishments are achieved.		Principal, Counselor, Secretary	Increased community awareness				
Funding Sources:							
6) Participate in SYF presentations to speak of JLA structure.		Principal, Counselor	Agenda for presentations; correspondence email with SYF				
Funding Sources:							
7) Open House to inform parents of pertinent information pertaining to JLA.		Principal	Agenda, Sign-in sheets, parent attendance				
Funding Sources: 171-7 State Compensatory Education - 500.00							

8) Visit with district High School counselors and students to distribute JLA Information.	Principal, Counselor	Visits to high schools				
	Funding Sources:					
9) Continuous update of JLA website to focus on what JLA offers.	Principal, CATE Teacher, Teachers	Updates on website				
	Funding Sources:					
10) Scholarship Luncheon	Principal, Counselor, Secretary, Registrar, Teachers, Simon Youth Foundation	Scholarship announcements; Attendance sign in				
	Funding Sources: 171-7 State Compensatory Education - 1000.00					
11) Friday Forums community presentations	Principal, Counselor, Secretary, Teachers	Different speakers to present on Fridays				
	Funding Sources: 171-7 State Compensatory Education - 1000.00					
12) JLA Monthly Gazette (Newsletter)	Principal	Published newsletter every month				
	Funding Sources: 171-7 State Compensatory Education - 100.00					
13) The campus principal will incorporate weekly/monthly announcements via the Arrow system that uses callouts, emails, and text messages in order to disseminate information.	Principal	Increased parental support and involvement.				
	 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

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

Performance Objective 1: Hire staff that is 100% highly effective and has a desire to work with at-risk students.

Evaluation Data Source(s) 1: Maintain an effective recruiting and selection process which will result in high employee retention rate at the end of the contract year. Beginning of Year/End of Year Surveys.

Summative Evaluation 1:








Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Hire highly effective ELA teacher.		Principal	Hiring of highly qualified teacher				
Funding Sources:							
2) Hire highly qualified CATE teacher.		Principal	Hiring of highly qualified CATE teacher				
Funding Sources:							
3) Hire highly effective teacher that closely reflects students' demographics.		Principal	Recruit teacher demographic that closely matches the student population.				
Funding Sources:							
4) Equip staff to better address the needs of the current student population through professional development such as working with students of poverty, ELL, and cultural responsiveness.		Principal, Counselor	Teachers building positive relationships with at-risk students				
Funding Sources: 171-7 State Compensatory Education - 1000.00							
5) Hire highly effective ESL teacher in order to meet the needs of ELL students.		Principal	Hiring of highly qualified ESL teacher				
Funding Sources:							
6) Teachers will participate in a professional learning community that fosters collaboration and increased involvement in campus decision making.		Principal, Teachers	Effective collaboration, Teacher surveys, PLC Agendas				
Funding Sources:							
7) Maintain collaboration with HR and State Compensatory department.		Principal	Highly qualified candidates				
Funding Sources:							
8) Principal will learn the latest educational research by attending the Texas Council of Women School Executive Annual Conference January 2017 in order to create/maintain campus culture that sets high expectations in regards to working with at-risk students.		Principal	Campus fostering positive collaboration and an increase in student performance.				
Funding Sources: 171-7 State Compensatory Education - 400.00							
9) Provide incentives and support to staff members in order to improve school climate, strengthen instruction, and increase staff attendance.		Principal	Higher staff attendance rate				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

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: Campus will remain within budget as approved by SBDMC.

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

Summative Evaluation 1:








Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) 1) Check budget balances and expenditures.		Principal, Campus Secretary	Balanced budget				
Funding Sources:							
2) Review budget expenditures with site based committee 4 times a year.		Principal, campus secretary	SBMD dates (September 22 ,2016-November 17, 2016, March 23, 2017, May 4, 2017)				
Funding Sources:							
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 5: All students will be taught in an environment that is safe, drug-free, and conducive to learning

Performance Objective 1: Campus will assist homeless students assigned to JLA in order to promote academic success.

Evaluation Data Source(s) 1: Homeless students will be supported by JLA faculty/staff to ensure basic needs are met.

Summative Evaluation 1:







Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide appropriate services, including supplies, vouchers, meals, and transportation, to homeless students at JLA to improve academic progress, attendance, and graduation rates.		Principal, McKinney Vento liaison, Counselor, Social Worker	Academic records of homeless students, attendance records, State Assessments (STAAR) results of homeless students				
	Funding Sources: 171-7 State Compensatory Education - 1000.00						
2) Ensure homeless students are afforded the same opportunities as traditional students by meeting their physical, emotional, and academic needs for academic success.		Principal, McKinney Vento liaison, Counselor, Social Worker	Academic records of homeless students, attendance records, State Assessments (STAAR) results of homeless students				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 5: All students will be taught in an environment that is safe, drug-free, and conducive to learning

Performance Objective 2: Provide Weekly Informative Sessions to JLA students at Friday Forums to help students be successful at JLA and beyond.

Evaluation Data Source(s) 2: Decrease of discipline incidents, students being successful academically and making sound decisions

Summative Evaluation 2:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Students receive weekly informative sessions on a variety of topics during Friday Forums to increase their knowledge, make sound decisions, in order to become successful adults.		Principal, Counselor, Presenters	Student success academically, emotionally, and decrease in discipline due to students making better choices.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 5: All students will be taught in an environment that is safe, drug-free, and conducive to learning

Performance Objective 3: Staff will receive ongoing professional development in order for them to build relationships with their students and help students to be more successful at JLA.

Evaluation Data Source(s) 3: Positive relationships between staff and students

Summative Evaluation 3:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Ongoing professional development presented to faculty and staff in order to build positive relationships and meet the needs of all students.		Principal, Counselor, Teachers	Increase in positive relationships with faculty/staff and students. Increase in student performance.				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	2	STAAR Instruction Classes (STAAR ELA I, II, Algebra I, US History, and Biology)-Teachers will provide weekly direct teach to students showing deficiencies on STAAR EOCs.
1	1	3	Teachers will receive professional development on Writing Across the Curriculum in order to improve students' writing strategies in order to increase STAAR ELA I and ELA II EOCs.
1	1	4	Teachers will implement Writing Across Curriculum in all subjects in order to increase ELA STAAR performance.
1	1	5	Best Practices for ELL Support-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	1	10	STAAR Blitz will be implemented during the Fall semester in order to target students that failed their previous STAAR EOCs and provide additional remediation.
1	1	11	STAAR Blitz will be implemented during the Spring semester in order to target students that failed their previous STAAR EOCs and provide additional remediation.

State Compensatory

Budget for Judson Learning Academy:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6300 Supplies and Services		
17 1717 11 003 26 6329	6329 Reading Materials	\$3,000.00
6300 Subtotal:		\$3,000.00

Personnel for Judson Learning Academy:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Baker, LaTanya	Principal	SCE	1
Galvan, Patricia	Custodian	SCE	.5
Hodges, Jade	Counselor	SCE	1
Kite, Jessica	Science Teacher	SCE	1
Kunz, Sandra	Regristar	SCE	1
Martin, Susan	Social Studies Teacher	SCE	1
Rowland, Rhonda, Dr.	Special Education Teacher	SCE	1
Scheel, Shawn	Secretary	SCE	1
Shuler, Johnike	CATE	SCE	1
Simpson, Gabriele	Math Teacher	SCE	1
Trejo, Sabrina	English Teacher	SCE	1

2016-2017 Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Baker, LaTanya	Principal
Business Representative	Christensen, Dustin	Business Representative
Classroom Teacher	Rowland, Rhonda Dr.	Special Education Teacher
Classroom Teacher	Simpson, Gabriele	Math Teacher
Classroom Teacher	Kite, Jessica	Science Teacher
Classroom Teacher	Shuler, Jonike	CATE Teacher
Classroom Teacher	Trejo, Sabrina	ELA Teacher
Classroom Teacher	Martin, Susan	Social Studies Teacher
District-level Professional	Anthony, Marcus	Director of Pupil Services
Non-classroom Professional	Hodges, Jade	Counselor
Paraprofessional	Kunz, Sandra	Registrar
Paraprofessional	Scheel, Shawn	Campus Secretary
Parent	Shinn, Aurora	Parent
Student	Gregory, Jamie	Former JLA Student

Campus Funding Summary

171-7 State Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$2,500.00
1	1	6			\$3,000.00
1	1	7			\$300.00
1	1	8			\$0.00
1	2	1			\$800.00
1	2	2			\$5,000.00
1	2	3			\$0.00
1	2	4			\$2,000.00
2	1	1			\$0.00
2	1	2			\$0.00
2	1	3			\$0.00
2	2	1			\$1,000.00
2	2	2			\$500.00
2	2	3			\$0.00
2	2	4			\$1,000.00
2	2	5			\$0.00
2	2	6			\$0.00
2	2	7			\$500.00
2	2	8			\$0.00
2	2	9			\$0.00
2	2	10			\$1,000.00
2	2	11			\$1,000.00
2	2	12			\$100.00
3	1	1			\$0.00

3	1	2			\$0.00
3	1	3			\$0.00
3	1	4			\$1,000.00
3	1	5			\$0.00
3	1	6			\$0.00
3	1	7			\$0.00
3	1	8			\$400.00
4	1	1			\$0.00
4	1	2			\$0.00
5	1	1			\$1,000.00
Sub-Total					\$21,100.00
255-7 - Title II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	12			\$5,000.00
Sub-Total					\$5,000.00
191-6 Career and Technical					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2			\$0.00
Sub-Total					\$0.00
Grand Total					\$26,100.00