

# Georgetown Independent School District

## JJAEP

### 2020-2021 Campus Improvement Plan



# Mission Statement

The mission of WCJJC is - Making a difference in our community, creating opportunities for positive change through hope, empowerment, prevention, and accountability.

## Vision

At WC Juvenile Justice Center we believe that all students can learn through high-quality education programs that prepare them to complete high school, enter training or employment programs, or further their education. We will provide learning activities that facilitate the transition of students from the correctional facility to further their education at their respective district schools and to offer GED to age appropriate court ordered students who are at-risk of becoming dropouts.

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# Comprehensive Needs Assessment

Revised/Approved: November 4, 2020

## Demographics

### Demographics Summary

S.T.E.P. Demographics:

- students aged 12-21 years (average 16)
- 76% male; 24% female
- 33% Special Education
- 16% Section 504
- 13% Limited English Proficiency (LEP)
- 42% Regular Education students
- 100% At-Risk
- 61% Economically Disadvantaged (typically 95-98%)

Ethnic Subgroups:

- 31% white
- 34% Hispanic
- 18% African American
- <1% Asian or American Indian/Alaskan Native or Pacific Islander
- 16% two or more races

Average Length of Stay:

- 16 days (Detention)
- 59 days (JJAEP)
- 87 days (CORE)

Total students (without duplications): 288

### Demographics Strengths

The student/teacher ratio of no more than 12:1 (aim is of 8:1) enhances instructional support and provides for more individual assistance in the classrooms. Small-sized classrooms allow students to better connect to the learning and the teacher, in turn improving academic performance. Longer-term students have shown a 30%-50% increase in grades while at the facility. S.T.E.P. and Williamson County staff work together as a team to provide academic services, discipline instruction, counseling, life skills, and service learning.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** There is a trend of over representation of special education and Hispanic students in our facility relative to the percentage of students identified as special education in the home school districts. **Root Cause:** Ethnicity and special populations' placements are not under our ability to control as we do not determine expulsion hearing outcomes or court placements. School districts are held accountable for their own numbers in terms of expulsions.

# Student Achievement

## Student Achievement Summary

S.T.E.P. serves highly at-risk students from 12 school districts in Williamson County who likely fit into the struggling student category. S.T.E.P. also serves a significant number of special needs students who require inclusion, content mastery, individual tutoring, and resource class services.

STAAR/EOC tests were cancelled in Spring of 2020 due to the COVID-19 pandemic. Regardless, student scores are reported and accredited to home campuses. In addition, since the student population is fluid, STAAR data is not a valid source of data for this campus.

The Iowa Test of Basic Skills (ITBS) is utilized in facilities to assess student growth in the areas of reading and math as required by Texas Education Code, Chapter 37. Entry test scores indicate that the majority of the students tested below grade level on Reading and Math pre-tests. While the majority of students show an overall growth in reading and math skills, the vast majority of students' post-test scores in math and reading remain below their current grade level.

### Other Data:

- Approximately 75%-80% of students are failing two or more courses upon entry
- Students enrolled for at least 6 weeks earned an average of 2.6 credits while enrolled
- A total of 23.5 courses were recovered using Edgenuity software
- 50% of students enrolled in the S.T.E.P. GED program completed their GED while enrolled (another 40% withdrew prior to completion of the program)

## Student Achievement Strengths

Of those failing upon entry, roughly 85% of students who complete a semester at S.T.E.P are able to bring those grades up to passing. This is attributed to the small student-teacher ratio. Students receive more individual attention regarding academic issues in a safe, engaging learning environment.

## Problem Statements Identifying Student Achievement Needs

**Problem Statement 1 (Prioritized):** Nearly 85% of students tested below grade level on basic reading and math skills upon enrollment. Although scores increase during enrollment, many students are performing below grade level. **Root Cause:** Student attendance and behavioral issues at the home campuses contributes to this problem area. There are gaps in student learning and higher student-teacher ratios that can make it difficult to provide individualized support to these students in a traditional campus setting.

# School Culture and Climate

## School Culture and Climate Summary

Students generally describe our facility/campus as a safe environment with far fewer peer issues than their home campuses. Staff (80+%) express that the facility is safe and positive. The tone of the school is influenced by all components of the program; mental health staff, education, community, treatment team (TBRI), Capturing Kids Hearts (CKH), volunteers, Youth Engagement Specialists, and service learning programming. Peer pressure is greatly reduced relative to student attire (uniforms) and our high degree of structure to include building a culture of acceptance through the No Place For Hate (NPFH), TBRI, Capturing Kids Hearts, and Service Learning (SL) Initiatives within the education program, and the 40 Developmental Assets, which is the foundation for Juvenile Services. All of these initiatives are ongoing annually, and it will be important to continue to build and enhance these programs with supplemental materials and resources. Williamson County Juvenile Services will continue its transformation process during the 2020-2021 school year, building the residential treatment program started in 2017 (Trust-Based Relational Intervention - TBRI). It revolves around a trauma informed care approach to working with youth to help retrain their brains and help them grow emotionally / socially. The Education Team will be presented training opportunities to continue to learn TBRI so that we can support the treatment team in implementing the program. In addition, the Education Team plans to send more staff to Capturing Kids Hearts (CKH) this year (District Initiative). CKH is all about student engagement and building positive relationships. TBRI and CKH compliment each other and should fit nicely together toward assisting our youth with moving forward with their lives in a healthy manner.

## School Culture and Climate Strengths

Building positive relationships with students through engagement, activities, discussions, counseling, No Place For Hate, Service Learning, and social contracts within the classrooms.

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1 (Prioritized):** Students placed in our facility often distrust adults, display negative attitudes toward peers, authority figures and rules, and have difficulty accepting differences in others. **Root Cause:** Most of our students (90%) have experienced trauma in their lives that has affected their decision-making, emotional and social level/skills, coping skills, and self-regulation.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

The education staff have been teaching for an average of 14 years.. All of the teachers are considered “highly qualified.” Staff development will be revisited to determine highest areas of need, with a focus on engagement, relationship building & collaboration, and cross-curricular education via the design process. The average longevity of teachers at this facility is 10+ years, which indicates a very low turnover rate. Staff are recruited based upon their experience and desire to work with a high risk population in an alternative setting as well as areas of certification (SPED certification, in addition to at least 2 areas of certification, is preferred for each teaching position).

## Staff Quality, Recruitment, and Retention Strengths

Longevity of the education staff is a strength as it enhances the quality and stability of the programs in our facility. The focus on building quality relationships is also a strength of our staff. This process improves student attitudes toward their academic progress.

## Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1 (Prioritized):** It is difficult to find teachers with multiple (at least 2) certifications in core subject areas to fill open positions as needed. **Root Cause:** The general public does not have a clear view of the inner-workings of our facility, therefore assumptions are made. There is a low percentage of certified teachers willing to work in our setting, who have at least 2 core subject area certifications.



# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

The curriculum follows state requirements for graduation and other requirements relative to Texas Education Code and Texas Administrative Code for JJAEP's and Juvenile Correctional facilities. A+ and Edgenuity programs allow for credit recovery, acceleration and remediation. Small group instruction and juvenile services staff support enable us to focus with more precision on curricular needs as well as provide more immediate intervention and mentoring relative to academics and behavioral needs/issues. Collaboration with GISD Curriculum Directors further improves our curriculum development specific to both general and special education students' needs. Consideration will be given to increasing vocational education opportunities through Skill Point Alliance and/or other programs once COVID-19 restrictions ease. The JJAEP and CORE Residential Treatment Program benefits from continued science enrichment through their gardening projects and working with the animals on our farm. Focus on curriculum enhancement in the areas of math, reading, writing, and vocabulary across the curriculum, collaborative planning, student engagement, instructional design, and technology integration better prepares students to meet the GISD Learner Profile standards.

The S.T.E.P. team participates in collaborative meetings (ARD's, 504's, LPAC's) with home school district personnel to assist with appropriate development of services and programming to meet student needs within our facility, and plan for transition back to the home districts.

S.T.E.P.'s GED (General Equivalency Diploma) program continues to be fairly successful with approximately a 50% completion rate in 2019-20. 5 of 10 students successfully completed the GED program. Those that did not were released from the facility prior to completing or did not complete their expulsion days.

Difficulties in curriculum, instruction, and assessment stem from:

- Mirroring the 11 districts we serve due to variance in scope and sequence,
- Serving 3 separate programs within the facility (CORE, JJAEP, Detention), and
- A grade level span of 4th to 12th grade.

Blending learning between direct instruction, group work, and on line programming has shown to be effective in our setting, due to classrooms being blended with more than one grade level and course being taught simultaneously (on average each classroom contains 2-4 grade levels and 2-4 courses). Teachers in our facility have an average of 8-9 course preps with some teachers having as many as 12-15 on any given day depending upon who we have as students in the facility.

State assessments (STAAR and TELPAS) are conducted in accordance with T.E.A. requirements with varied results. We do not receive student test scores as they are sent to each student's home campus. Currently, we do not implement local school district assessments (benchmarks, checkpoints, etc.) due to the logistics and complexity of scheduling and implementing these assessments for 11 school districts in our facility with a frequently changing student population.

## Curriculum, Instruction, and Assessment Strengths

Our education department is strong in the area of assessing student status based upon school records, identifying areas of deficiency, and planning appropriately to address individual student needs. Collaboration with school districts in Williamson County is another area of strength, especially relative to working with senior level students and keeping them on-track for graduation.

## **Problem Statements Identifying Curriculum, Instruction, and Assessment Needs**

**Problem Statement 1 (Prioritized):** Students placed in our facility come with a variety of academic needs and deficiencies that require extensive assessment and planning to address. **Root Cause:** The majority of students we serve get behind in their education due to a variety of factors to include; social/emotional issues, family issues, drug and/or alcohol use/abuse, attendance issues, and learning issues to name several.

# Parent and Community Engagement

## Parent and Community Engagement Summary

Parenting classes, drug and alcohol counseling, individual counseling, family counseling, group counseling, and anger management counseling are provided by Juvenile Services. Only about 25% of the students live with both biological parents.

Residential students perform community service in collaboration with various organizations in the county on a regular basis. Parents are encouraged to participate with their students during several community service events. The Reset Mentor program provides volunteer mentors for selected students for positive adult role modeling and support both during and after their placements. Local churches provide volunteers who offer an opportunity for students to talk about religious principles and bible study. The Williamson County Animal Shelter works in conjunction with juvenile services to provide students opportunities to assist with their operations. Members of the Art Guild volunteer within the Art classes to provide enrichment to the existing curriculum. Our Service Learning program partners with various community members and/or organizations in an effort to provide needed services within the community, and develop youth assets. Guest speakers and presentations are encouraged and offer real life experiences and guidance that address current situations and needs of our students (i.e. human diversity, bullying & harassment, sex education, financial planning, motivational, vocational).

Finally, parents are invited to participate in various activities both in and out of the school setting; CORE Graduations, GED Completion Ceremonies, High School Graduation Ceremonies (we do small individual ceremonies as needed), student birthdays, parent conferences, and family counseling. The Locker also is an active partner with our organization, helping to provide students with needed school supplies and school attire when they are preparing to be released back into the community and their home schools.

## Parent and Community Engagement Strengths

Between S.T.E.P. and Williamson County Juvenile Services, students and their families receive support and guidance regarding the whole child. These services begin immediately, and are continued beyond release.

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1 (Prioritized):** Prior to entry into our program, a large percentage of our students lack a positive connection to the community and engage in less than desirable activities that are detrimental to themselves and the community in general. **Root Cause:** Often, our students lack positive, meaningful relationships with appropriate peers and adults at school which tends to produce a lack of a positive connection to school and the community.

# School Context and Organization

## School Context and Organization Summary

The JJAEP and C.O.R.E. students are organized into smaller groups based on educational level, subject proficiency, and/or behavioral needs. The Detention students are grouped in accordance with their living (pod) assignment as determined by Detention staff. Detention classes may have up to 9 grade levels served in a classroom on any given day (4th - 12th grade). Typically, we have students in grades 6 - 11 being served together educationally.

The educational programs in the facility are provided in the context of a block schedule with eight 75-minute classes. Also implemented are 30 minutes of tutoring, self-paced credit recovery, self-paced course work as appropriate, and classroom group learning. Students placed in the JJAEP 90 days or more are required to be pre- and post-assessed in reading and math; results are reported back to the Texas Juvenile Justice Department and Juvenile Board with the expectation that students improve in these areas during their placements by at least one grade level.

The Educational Staff work together with the Juvenile Services Staff to provide these academic, discipline, and counseling services in a very structured setting in all facility programs (JJAEP, C.O.R.E., and Detention), using TBRI and CKH as primary protocols/strategies. Students wear county-provided uniforms, learn self-regulation, and develop social and academic skills in order to smoothly transition back to their home campus. A full-time Transition Specialist provides services for all JJAEP students including career inventory and planning, regular follow-up visits and support at the home campuses, and regular communication with home campus teachers, administrators, and counselors during the transition period as students are released from JJAEP.

## School Context and Organization Strengths

The provision of behavioral support staff in every classroom is a strength of the collaboration between GISD and WCJS. This enables teachers to focus on instruction as their primary duty/function in the classrooms. It allows for more immediate intervention and less prolonged disruption of learning as a whole. Both S.T.E.P. faculty and WCJS staff are trained in TBRI and use a common language and expectation for the students.

## Problem Statements Identifying School Context and Organization Needs

**Problem Statement 1 (Prioritized):** Educational classrooms in our facility contain students in more than one grade level (low of 2 grade levels and a high of 9 grade levels) taking multiple courses in the same or similar content areas simultaneously. Teaching and learning is blended to the extent possible relative to teacher certifications, but it is a challenge to consistently provide direct instructional strategies. **Root Cause:** It is not in the facility's control as to who we serve. Our population is diverse and we serve all who are placed or detained.

# Technology

## Technology Summary

Facility educational technology equipment includes iPads, Smart Boards, Mimio Boards, videography equipment, laptops/Chromebooks, desk top computers, multi-function printers, and copy machines. Title I funds are utilized to replace old student computers that are out of date/no longer functional. Currently, we are able to put technology (computer, laptops, or iPads) in the hands of nearly every student in the facility. We have a need to upgrade our connectivity due to the increase in devices, in order to maintain efficiency. Consideration is also being given by GISD to upgrade our WiFi connection equipment in order to increase load and performance to meet our growing technology needs for education.

The technology proficiency of the staff is rapidly increasing due to distance-teaching circumstances. Technology is now utilized throughout all content areas, including GED. We plan to continue to build our technology expertise and equipment toward meeting the expectations of the learner profile for GISD, within the protocols of WCJS and TJJD standards for a secure facility.

## Technology Strengths

One-to-one devices have been imperative in our distance-learning environment. Students are able to access instruction through Google Classroom, which allows teachers to further differentiate instruction based on grade level, course, and student need.

## Problem Statements Identifying Technology Needs

**Problem Statement 1 (Prioritized):** There is a need to continue to build and maintain our technology equipment and programming relative to student growth and needs. **Root Cause:** Increase in technology use expectations within the curriculum relative to the learner profile and constant developments in the technological world.

# Priority Problem Statements

**Problem Statement 1:** Nearly 85% of students tested below grade level on basic reading and math skills upon enrollment. Although scores increase during enrollment, many students are performing below grade level.

**Root Cause 1:** Student attendance and behavioral issues at the home campuses contributes to this problem area. There are gaps in student learning and higher student-teacher ratios that can make it difficult to provide individualized support to these students in a traditional campus setting.

**Problem Statement 1 Areas:** Student Achievement

**Problem Statement 2:** There is a need to continue to build and maintain our technology equipment and programming relative to student growth and needs.

**Root Cause 2:** Increase in technology use expectations within the curriculum relative to the learner profile and constant developments in the technological world.

**Problem Statement 2 Areas:** Technology

**Problem Statement 3:** Students placed in our facility often distrust adults, display negative attitudes toward peers, authority figures and rules, and have difficulty accepting differences in others.

**Root Cause 3:**

Most of our students (90%) have experienced trauma in their lives that has affected their decision-making, emotional and social level/skills, coping skills, and self-regulation.

**Problem Statement 3 Areas:** School Culture and Climate

**Problem Statement 4:** Students placed in our facility come with a variety of academic needs and deficiencies that require extensive assessment and planning to address.

**Root Cause 4:** The majority of students we serve get behind in their education due to a variety of factors to include; social/emotional issues, family issues, drug and/or alcohol use/abuse, attendance issues, and learning issues to name several.

**Problem Statement 4 Areas:** Curriculum, Instruction, and Assessment

**Problem Statement 5:** It is difficult to find teachers with multiple (at least 2) certifications in core subject areas to fill open positions as needed.

**Root Cause 5:** The general public does not have a clear view of the inner-workings of our facility, therefore assumptions are made. There is a low percentage of certified teachers willing to work in our setting, who have at least 2 core subject area certifications.

**Problem Statement 5 Areas:** Staff Quality, Recruitment, and Retention

**Problem Statement 6:** Prior to entry into our program, a large percentage of our students lack a positive connection to the community and engage in less than desirable activities that are detrimental to themselves and the community in general.

**Root Cause 6:** Often, our students lack positive, meaningful relationships with appropriate peers and adults at school which tends to produce a lack of a positive connection to school and the community.

**Problem Statement 6 Areas:** Parent and Community Engagement

**Problem Statement 7:** Educational classrooms in our facility contain students in more than one grade level (low of 2 grade levels and a high of 9 grade levels) taking multiple courses in the same or similar content areas simultaneously. Teaching and learning is blended to the extent possible relative to teacher certifications, but it is a challenge to consistently provide direct instructional strategies.

**Root Cause 7:** It is not in the facility's control as to who we serve. Our population is diverse and we serve all who are placed or detained.

**Problem Statement 7 Areas:** School Context and Organization

**Problem Statement 8:** There is a trend of over representation of special education and Hispanic students in our facility relative to the percentage of students identified as special education in the home school districts.

**Root Cause 8:** Ethnicity and special populations' placements are not under our ability to control as we do not determine expulsion hearing outcomes or court placements. School districts are held accountable for their own numbers in terms of expulsions.

**Problem Statement 8 Areas:** Demographics

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals

## **Student Data: Assessments**

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- Student failure and/or retention rates
- Running Records results
- Observation Survey results

## **Student Data: Student Groups**

- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

## **Employee Data**

- Campus leadership data



# Goals

Revised/Approved: November 4, 2020





**Goal 1:** Provide prescriptive instruction to all students relative to academic assessments with emphasis on reading, content vocabulary and math, in order for at least 80% of the students that pre-test below grade level to increase by at least 1 grade level in reading and math from pre to post assessment. (Students enrolled at least 90 days w/ valid test scores)

\*Academic indicator: JJAEP shall use assessment instrument as selected by TJJD in assessing reading and mathematics. TJJD requires entry reading and math tests within 15 school days upon entering a JJAEP and exit tests after 90 days based on the Iowa Tests of Basic Skills (ITBS) which is a norm-referenced test.

**Performance Objective 1:** Utilize federal funds (Title I, 2-D) to support curriculum enhancement, special education services, instructional support and materials, and provide training to teachers in the areas of instructional design, student engagement, and relationship building.

**Evaluation Data Sources:** Classroom observations of instruction, review of lesson plans, and anecdotal written documentation. Analysis of pre and post test ITBS scores to obtain the amount of student growth in the areas of reading and math relative to this assessment tool. Review progress grades and semester report cards to determine passing rates in all courses.

**Summative Evaluation:** None





<p><b>Strategy 1:</b> Specific TEKS/STAAR objectives in reading, writing, math, science, and social studies will be identified and targeted for improvement. Instructional methodologies will focus on reading/vocabulary across the curriculum and technology integration. Continued support of special education continuum of services via supplemental resources and instructional specialist.</p> <p><b>Strategy's Expected Result/Impact:</b> Grades, Anecdotal, Lesson Plans, Intervention Plans, Data</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Teachers, Instructional Aide Title I, 2-D Instructional Specialist (funded via Title I, 2-D; Part-time)</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> CIP &amp; Lesson Plans, Title I, 2-D Funding for materials/supplies, Staff time - 199 General Fund, SCE - \$4,000</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>Aug</b>
<p><b>Strategy 2:</b> Identify, display, and use the common content academic vocabulary (ELAR, Math, Science and History/Social Studies) identified for each grade level. (based upon Marzano, Pickering; 2005)</p> <p><b>Strategy's Expected Result/Impact:</b> Grades, Anecdotal Informal Assessments</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Teachers, Instructional Aide</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Staff Time, Marzano publications, - 199 General Fund, SCE - \$500</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>Aug</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 2:** Increase transition services component for CORE/JJAEP students to provide additional support to students and improve their abilities/opportunities to successfully reintegrate back into the home school setting upon release from CORE/JJAEP.

**Performance Objective 1:** Review current transition services provided to non-residential students upon release from the JJAEP.

**Evaluation Data Sources:** Evidence of meetings and outcomes. Transition records.

**Summative Evaluation:** None





<p><b>Strategy 1:</b> Review current policy and procedures regarding the transition of non-residential students in the JJAEP and brainstorm additional strategies/services for supporting students in transition from our facility back into their home campuses.</p> <p><b>Strategy's Expected Result/Impact:</b> Meeting Notes, Anecdotal, Memorandum of Understanding</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Case Managers, Director of JJAEP</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> Staff Time - 199 General Fund, SCE - \$0</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	Aug
<p>  No Progress              Accomplished              Continue/Modify              Discontinue         </p>				

**Goal 2:** Increase transition services component for CORE/JJAEP students to provide additional support to students and improve their abilities/opportunities to successfully reintegrate back into the home school setting upon release from CORE/JJAEP.

**Performance Objective 2:** Continue to build partnerships/collaboration with Williamson County Juvenile Services personnel and the County School Districts in order to enhance transition services for JJAEP students.

**Evaluation Data Sources:** Evidence of meetings and outcomes.

**Summative Evaluation:** None





<b>Strategy 1:</b> Implement transition meetings and/or home school visits for students prior to their release from the JJAEP. <b>Strategy's Expected Result/Impact:</b> Meeting notes and/or agendas <b>Staff Responsible for Monitoring:</b> WCJS Transition Specialist, Case Managers, Principal, Office Personnel Probation Officers	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>Aug</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 2:** Increase transition services component for CORE/JJAEP students to provide additional support to students and improve their abilities/opportunities to successfully reintegrate back into the home school setting upon release from CORE/JJAEP.

**Performance Objective 3:** Include educational staff in transition services planning for all students in JJAEP and CORE.

**Evaluation Data Sources:** Record of service providers, tracking of student contact.

**Summative Evaluation:** None





<p><b>Strategy 1:</b> In partnership with Juvenile Services and county school districts, continue to build supplemental transition services to include; reducing truancy related issues and recidivism with JJAEP students following their release.</p> <p><b>Strategy's Expected Result/Impact:</b> Attendance rates            Discipline data            Court documents            Recidivism rates            Grade reports</p> <p><b>Staff Responsible for Monitoring:</b> Principal,            Director JJAEP,            Case Managers,            Transition Specialist Services (Title I, 2-D funded position; up to \$25k).            Home campus personnel</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Dec	Mar	May	Aug
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 3:** We will improve educational experiences utilizing relevant technology equipment and platforms, putting an emphasis on individualized instruction.

**Performance Objective 1:** Increase training in online platforms and educational software.

**Evaluation Data Sources:** Training records, utilization of equipment and software by teachers in each content area.

**Summative Evaluation:** None





<p><b>Strategy 1:</b> Principal will meet with GISD &amp; Williamson County Technology Directors to discuss additional technology needs (equipment/materials) and training to continue to enhance technology integration into our classrooms.</p> <p><b>Strategy's Expected Result/Impact:</b> Meeting data, communication data, anecdotal, purchase orders</p> <p><b>Staff Responsible for Monitoring:</b> Principal, GISD Technology Department, WCJS Technology Department, Federal Programs Director</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>Aug</b>
<p><b>Strategy 2:</b> The Education Department at WCJS will review current technology device inventory, determine technology needs, and develop a plan for technology device/equipment replacement and/or upgrades relative to campus needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Inventory and needs lists completed, Plan for purchasing using Title I, 2-D funds and local funds</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Technology Personnel, Teachers</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>Aug</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 3:** We will improve educational experiences utilizing relevant technology equipment and platforms, putting an emphasis on individualized instruction.

**Performance Objective 2:** Collaborate with Williamson County and GISD Technology Departments to address technology integration specific to the needs of our facility's fluctuating student population.

**Evaluation Data Sources:** Equipment needs assessment completed, one-to-one device deployment records.

**Summative Evaluation:** None

<p><b>Strategy 1:</b> The students will be provided materials to produce technology integrated learning projects across the curriculum (i.e. classroom iPads, computers, cameras, etc.). The students will produce projects in every core subject area.</p> <p><b>Strategy's Expected Result/Impact:</b> Completed projects, lesson plans, anecdotal</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Teachers, Campus Tech Specialist</p> <p><b>Funding Sources:</b> Title I, 2-D funds, Local Funds - 199 General Fund, SCE - \$1,000</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>Aug</b>
<p><b>Strategy 2:</b> The students will be provided opportunities to recover credits and/or gain advanced credits on appropriate A+ Educational Technology Learning &amp; Odysseyware program.</p> <p>Approx. \$25,000 Title I, 2-D Local Funding</p> <p><b>Strategy's Expected Result/Impact:</b> Course completions and credits earned</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Credit Recovery Teachers, WCJS Personnel</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>May</b>	<b>Aug</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

# State Compensatory

## Personnel for JJAEP

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alicia Young	Teacher/Interim Principal	CORE/JJAEP/Detention	1
Bucky Carter	Teacher	CORE/JJAEP/Detention	1
Carlos Rivera	Teacher	CORE/JJAEP/Detention	1
Delesha Browne Martin	Teacher	CORE/JJAEP/Detention	1
Diane Harrison	Teacher	CORE/JJAEP/Detention	1
Ellen Johnson	Teacher	CORE/JJAEP/Detention	1
Erin Gertsema	Teacher	CORE/JJAEP/Detention	1
Greg Hillhouse	Teacher	CORE/JJAEP/Detention	1
Jackie Kaiser	Teacher	CORE/JJAEP/Detention	1
James Brush	Teacher	CORE/JJAEP/Detention	1
LeAnne Hengst	Instructional Aide	CORE/JJAEP/Detention/GED	1
Rick Pitts	Teacher	CORE/JJAEP/Detention	1
Shelly Stehling	Teacher	CORE/JJAEP/Detention	1
Stephanie Bateman	Teacher	CORE/JJAEP/Detention	1



# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Elroy Green	Service Learning Specialist	Title I, 2-D	1.0

## Campus Funding Summary

199 General Fund, SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	CIP & Lesson Plans, Title I, 2-D Funding for materials/supplies, Staff time		\$4,000.00
1	1	2	Staff Time, Marzano publications,		\$500.00
2	1	1	Staff Time		\$0.00
3	2	1	Title I, 2-D funds, Local Funds		\$1,000.00
<b>Sub-Total</b>					<b>\$5,500.00</b>
<b>Grand Total</b>					<b>\$5,500.00</b>

# Addendums

**Iowa Test of Basic Skills Assessments 2018-2019 - C.O.R.E. / JJAEP Placement 90 days or more**

Students Listed were in the program 90 or more days between Jun Scores show what grade level student was performing

below grade level

above grade level

^ = questionable effort made

4 students took pre and post ITBS /  
5 students are still in the program

	Academic Status of Student	Grade Level	JJAEP	# School Days Placed	Math Pre-Test	Math Post-Test	Increase or Decrease	Reading Pre-Test	Reading Post-Test	Increase or Decrease	Comments
1	Regular Ed	8	X	120	2.7			3.6			District modified expulsion - student returned early
2	Regular Ed	8	X	120	3.6	3.6	0	3.1	3.1	0	2 entry attempts, post invalid (did in 5 minutes)
3	Regular Ed	10	X	144	8.1	3.3^	-4.8	12	5.6^	-6.4	Post Tests - little effort made
4	Regular Ed	11	X	120	9.4			13			Still in JJAEP / not Post-Tested yet
5	Special Ed	8	X	120	4.4			6			Still in JJAEP / not Post-Tested yet
6	Special Ed	6	X	120	3.6			4.1			Missed Post-Testing opportunities
7	Regular Ed	10	X	131	7.9			13			Still in JJAEP / not Post-Tested yet
8	Regular Ed	11	X	149	2.5^	6.5	4	5.1	7	1.9	entry lack of effort 2X on math, good effort exit
9	Regular Ed	11	X	90	7.3			8.1			Still in JJAEP / not Post-Tested yet
10	504	10	X	180	6.5			9.2			Student released unexpectedly - unable to Post-Test
11	Special Ed	9	X	133	4.5	5.1	0.6	8.6	7.7	-0.9	
12	504	11	X	92	2.5			5.1			Little effort made on Pre-Tests/ Post-Tests unable to complete
13	Special Ed	12	X	90	5.9			8.1			Still in JJAEP / Not Post-Tested yet
14	Regular Ed	9	X	75							Will test in 2019-2020 (started JJAEP very end of May 2019)
<b>Averages:</b>					<b>5.5</b>	<b>5.1</b>	<b>-0.05</b>	<b>7.6</b>	<b>5.9</b>	<b>-1.35</b>	4 Total Students Pre and Post Tested for the year

<b>Academic Progress: All Students That Completed Courses 2018 - 2019 Semester 1 and/or Semester 2</b>					<b>ATTENDANCE RATE 2018-2019 SCHOOL YEAR</b>		
Total Courses Taken (Students Who Completed 1 or 2 Semesters)	Total Credits Earned	Total Courses Failed	Failure Rate	Passing Rate	Incomplete Courses	Attendance Rate	
717	252.5	90	13%	83%	4%	95.0%	

<b>Number of JJAEP Restraints 2018-2019</b>
21

<b>Academy/CORE/JJAEP Recidivism Rate from 2017-2018 to 2018-2019</b>		
Total Students Enrolled / Placed 2018-2019	Repeat Student Placements from 2017-18	1 Year Recidivism Rate
137 / 139	15	11.0%

<b>Credits Earned</b> 76 Total High School Students Students earned average of 3.3 credits
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<b>2018-2019 On Line Credit Recovery Data</b>
Total Students Who Recovered Credits On-Line = 33 Total Number of Courses Recovered = 45 Total Number of Credits Recoverd = 35

<b>Number of Students Served w/Special Needs 2018-2019</b>
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**GED PROGRAM INFORMATION 2018-2019**

<b>Special Education:</b>	<b>41 (30%)</b>
<b>Section 504:</b>	<b>22 (16%)</b>
<b>ESL / LEP:</b>	<b>14 (10.2%)</b>

	Student Name	Grade	Completed GED	Reason Did Not Complete GED
1	Cannot	10	Yes	
2	Provide	10	Yes	
3	Student	9	Yes	
4	Names	11	No	Passed 2 tests and was released prior to completion
5		10	Yes	
6		11	Yes	
7		9	No	Passed 3 test prior to release
8		9	No	Attempted tests 7 times and was unable to pass any prior to release
9		9	No	Passed 3 test prior to release
10		11	Yes	
11		11	No	Passed 1 test prior to release (probation ended)
12		9	No	Was removed from CORE
13		11	Yes	
14		10	No	Student failed to participate consistently in GED / later released

<b>7 of 14 Completed GED</b>	<b>50%</b>
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