

Georgetown Independent School District

JJAEP

2018-2019 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.

Comprehensive Needs Assessment

Revised/Approved: August 23, 2015

Demographics

Demographics Summary

Juvenile Justice Center Demographics:

- students' average age was 15 - 16 years,
- 79% of the student body was male while 21% was female,
- 35% were served through Special Education, (10% higher than last year)
- 11.5% by Section 504,
- 11.9% were Limited English Proficiency (LEP),
- 41.6% were Regular Education students

Ethnic subgroups included approximately:

- 28.6% white
- 48.7% Hispanic,
- 15.8% African American,
- less than 1% Asian or American Indian/Alaskan Native or Pacific Islander,
- 5.9% two or more races.

All of our students are “At-Risk” and we typically have between 95%-98% economically disadvantaged students. The Special Education and Hispanic subgroups were over represented when compared to county school demographics. Detention students were placed for an average stay of 18 days and Academy/CORE/JJAEP students for an average stay of 44 days in 2017-2018. The total number of students in our facility during the school year was 234, which was down from 321 in 2016-2017.

The student/teacher ratio is 12:1, which enhances instructional support and provides increased opportunities for students in the classroom. The Educational and Williamson County staff works together as a team to provide academic services, discipline instruction, counseling, life skills, and service learning. The ethnic make-up of the diverse staff is; 42% white, 34% African American, and 24% Hispanic. We do not have any specific data to compare student teacher ratios or ethnic background to student achievement although staff diversity can have a positive impact on a diverse student population and student grades tend to increase by as much as 30%-50% for longer term students. Additionally, 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. However, we can make recommendations relative to over representation of certain groups in our programs.

Demographics Strengths

One of our strengths continues to be our student/teacher ratio of no more than 12:1, which enhances instructional support and provides for more individual assistance in the classrooms. Our small size classrooms allow students to better connect to the learning and the teacher, which helps improve their performance (i.e. up to 30%-50% increase in grades from the time they start in our programs until they are released). Staff diversity is also a strength as it provides for a wider range of acceptance and understanding of different cultural backgrounds similar to the demographics of the student population.

Problem Statements Identifying Demographics Needs

Problem Statement 1: There is a trend of over representation of special education students in our facility relative to the percentage of students identified as special education in the school districts. **Root Cause:** Student population growth in some districts faster than certified teachers and staff can be added and trained to accommodate the students' needs.

Student Achievement

Student Achievement Summary

Students' individual STAAR and EOC test scores for 2017-2018 were not available to us at the time of conducting this needs assessment as these results are sent to students' home campuses. In addition, since our student population rotates approximately every semester, STAAR data from one year does not necessarily correlate with the needs of the students we receive the next school year. However, the overall state published results for the state suggest that schools will need to address all core subject areas with some focus on reading and writing skills across the curriculum. Typically, our student passing rates for STAAR EOC's is around 35%, with several students failing to make a reasonable attempt during each administration (spend 5-10 minutes doing their tests). Since we serve highly at-risk students from 11 school districts in Williamson County who likely fit into the struggling student category, we will continue to implement a focus on reading and writing across the curriculum with emphasis on increasing technological integration into the classroom in all core subject areas.

We continue to serve a significant number of Special Needs students (approx. 35% of our total population) who require inclusion, content mastery, individual tutoring, and resource class services. Providing an Interventionist (Instructional Specialist) via Title I funds enables us to remain in compliance with IDEA and meet the needs of these students supplemental to our existing educational services.

Continuing to build our technology base and programming, as well as our curriculum resources, will help enhance our ability to incorporate more Learner Profile attributes and foster more creativity, innovation, critical thinking, problem solving, collaboration, and communication within the curriculum. Renewing our students' interest in education through designing more engaging, meaningful learning opportunities may help students refocus their desire to learn, which is often lost at some point on their way to programs such as ours.

The Iowa Test of Basic Skills (ITBS) is one tool utilized to assess student growth in the areas of reading and math as required by Texas Education Code, Chapter 37. Entry test scores indicate that nearly 85% of the students tested below grade level on Reading and Math pre-tests.

- Average entry test grade level score for Reading was 6.6 and 5.9 for Math.
- Post-test results for those same students at the end of their placements showed that the overall increase in scores for Reading was 0.8 grade levels, and 0.5 grade levels for Math.
- Total number of students who were pre and post tested in Reading and Math was 36 (23 students not post-tested, 19 of which are still in the program)
- The number of students who showed a decrease in scores for Reading was 11 out of 36 (30.5%), and 12 out of 36 (33.3%) for Math, suggesting that we will need to continue to build engaging learning opportunities in the areas of reading and math for new students during 2018-2019. Our student data over the past 4 years has shown that reading and math skills continue to be a target for improvement with our population.
- About 7% of the students showed no gain or decrease in their scores on reading and math while in the program.
- 61% of students showed gains of 1 or more grade levels in Reading and Math (22 out of 36 students).

While we see that the majority of students overall do show an increase in their reading and math skills, we continue see the vast majority of students' post-tests in math and reading remain below their current grade level (Iowa Test of Basic Skills). Thus, we will continue to investigate avenues to improve student growth in these areas, which should help them in other subject areas as well. Approximately 75%-80% of the students are failing two or more courses upon entry to one of our programs. Of those students who complete a semester with us, roughly 85% of those students are able to bring those grades up to passing marks in our smaller classrooms with fewer students per teacher (12:1 max). Students receive more individual attention / assistance with their academic issues, and the smaller classes build a more cohesive, safe, engaging learning environment.

Student passing rates for courses attempted / passed was 83%. This result is based upon students who are enrolled in our programs at the end of a semester and have been in our program a minimum of 6 weeks overall. It is mostly comprised of long-term residential student data. A total of 15.5 credits were recovered by 25 students this past school year (31 semester courses).

Reviewing our LEP/ELL student folders, we continue to find gaps in obtaining LPAC documents from school districts. This makes it more difficult to appropriately serve this population's needs in our facility. Our focus to decrease this issue will include more frequent follow-up and reminders of expectations and requirements regarding the sharing of school records.

Additionally, all students continue to need supplemental reading materials, school supplies, on line credit recovery, and supplemental core subject area remedial resources in order to build their skills toward successful achievement relative to state assessment requirements. Our GED program continues to have a good degree of success with 67% completion rate this past year. Three students completed a high school diploma, three enrolled in post-secondary education, and 11 students obtained employment (does not include possible others who did not report this information). 13 plus students completed one or more certifications in the summer Skillpoint programs (Culinary Arts and Basic Construction).

Student Achievement Strengths

The majority of students continue to increase their ITBS reading and math levels, overall, by at least 0.5 grade level in math and 0.8 in reading, during their placements in our facility (long-term students; 60 or more days in placement). Twenty-two out of 36 (61%) students who tested below grade in math and reading upon entry, showed a positive increase in grade level math skills upon exit/release. The average increase was 1.5 grade levels in math, and 1.7 grade levels in reading.

Approximately 75%-80% of incoming students are failing at least two or more courses upon entry. Students in this situation who complete a semester in our facility, show an 83% overall passing rate - i.e. they earn passing grades for at least 7 of 8 courses during their placements.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Nearly 85% of our students test below grade level on basic reading and math skills upon entry into our programs. The average entry test level for math is 6th grade, and for reading it is 7th grade. **Root Cause:** Student attendance and behavioral issues at the regular campuses contributes to this problem area. There are gaps in student learning and higher student:teacher ratios that can make it difficult to provide enough support to these students in the regular campus setting.

School Culture and Climate

School Culture and Climate Summary

Students generally describe our facility/campus as a safe environment with far less peer issues than their home campuses. Staff (90+%) express that the facility is safe and positive. The tone of the school is influenced by all components of the program; counseling, some military, education, community, treatment (TBRI), Capturing Kids Hearts (CKH), and service learning. 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. The military component of the JJAEP includes a Color Guard Unit and Silent Drill Team that offers students more opportunities to participate in and demonstrate positive behaviors through performance. The school supports these efforts which directly impact students by assisting with provision of supplemental supplies and uniforms. Williamson County Juvenile Services will continue its transformation process during the 2018-2019 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 through engagement, activities, discussions, counseling, No Place For Hate, Service Learning, and social contracts within the classrooms. We will do daily huddles with our students, designed to engage them in discussion about their progress and setting goals for each ensuing day. In addition, we will conduct at least 2 full staff meetings (Wilco and GISD Education) designed to enhance collaboration/communication and build stronger relationships amongst all staff working during the school day.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: 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 and 1/3 of them hold a Master's Degree. 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 with emphasis on reading and vocabulary across the curriculum. 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 (at least 2 areas of certification are 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: It is difficult to find teachers with multiple (at least 2) certifications in core subject areas to fill open positions as needed. **Root Cause:** 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 in all core subject areas and other requirements relative to Texas Education Code and Texas Administrative Code for JJAEP's and Juvenile Correctional facilities, including; U.S. Government, Economics, P.E., Spanish I & II, fine arts (Art I, II), Speech, as well as various electives associated with our teachers' certifications. In addition, our existing A+ and new Edgenuity programs allow for credit recovery, acceleration and remediation, with the ALEKS program also provides additional assistance for students in math (including ESL and special education students). The A+ program has some limitations and a need for expanding our resources for credit recovery and acceleration will require additional supplemental resources to better meet the needs of our at-risk population in order to help them stay on track to graduate high school. Small group instruction (12:1 student/teacher ratio) 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 discipline issues. Collaboration with GISD Curriculum Directors will continue, in order to further improve our curriculum development specific to our students' needs. We will continue to maintain a focus on our special populations' needs in order to maintain appropriate services for these students as well as our mainstream students. Consideration will be given to increasing vocational education opportunities through Skill Point Alliance and/or other programs. A summer program offering culinary arts was again implemented this past summer, resulting in 8 students earning vocational certificates. The CORE Residential Treatment Program benefitted from continued science enrichment through their gardening project and work. We are planning to continue to expand this supplemental science enrichment this year to include the JJAEP students possibly completing a garden shed that was delayed from being finished last school year, and continuing to grow vegetables and fruit for local food shelves. Finally, we will continue focusing curriculum enhancement in the areas of math, reading, writing, and vocabulary across the curriculum, collaborative planning, student engagement, instructional design, and technology integration in order to better prepare students to meet the GISD Learner Profile standards. Core subject enhancement in other areas will also be addressed as our students demonstrate needs, based upon exhibited performance.

The Education Team also works closely with school districts to ensure our special needs populations are served in accordance with federal and state law relative to their individual needs. We participate in collaborative meetings (ARD's, 504's, LPAC's) with 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.

Our GED (General Equivalency Diploma) program continues to be successful with an 67% completion rate in 2017-18. The 3 students who did not complete their GED did not successfully complete the CORE program and were removed.

Curriculum, instruction, and assessment presents difficulties in mirroring the districts we serve because each district has variance in how they approach these components. In addition, we serve 4 programs within the facility (CORE Residential Treatment Secure and Non-Secure, Juvenile Detention, and JJAEP). As the fiscal agent for education, we adhere mostly to GISD expectations relative to curriculum and instruction, with some modifications relative to our student population not being constant and a grade level span of 4th to 12th grade. Designing engaging and meaningful work with the GISD Learner Profile in mind tends to meet our other school districts' expectations overall. 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 in their school district. We do have access to the GISD students we serve test scores but this is typically less than 10 students. Currently, we do not implement local school district assessments (bench marks, 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 identified needs to help students get back on track and/or stay on track to graduate in a timely fashion. We go to great ends to obtain all school records from each student's history in order to piece together an accurate credit count and academic plan for continued advancement in accordance with state graduation plans. Collaboration with school districts in Williamson County is another area of strength, especially relative to working with senior level students who may have courses we are unable to replicate at our facility. In those cases, we work with home campuses to ensure the student is able to continue those non-replicable courses that are required for graduation or specific to a student's chosen academic path.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: 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. Home districts often provide additional counseling if this is part of a schedule of services as determined by an ARD committee. 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. Partners include; Wesleyan Retirement Home, The Caring Place, The Nest, Nike Inc., Wilco Museum, and Home Depot to name a few. 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, our programming offers a continuum of services for our special needs students including; content mastery, inclusion support, resource classes, behavior improvement plan implementation, classroom accommodations, individual education plan implementation, and a small student to teacher ratio (12:1).

Finally, we invite parents 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

Our connection to faith-based organizations who provide Bible study and other spiritual education outside of the school program. Additionally, the Reset Mentoring organization provides needed adult mentors for youth in need to help them continue to build relationships in the community and connect to positive activities including assisting with finding and maintaining employment. The Locker also provides our students with needed school supplies and school attire when they are getting ready to transition back to the community and their home campuses.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: 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 small squads/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, which makes it difficult to consistently implement direct instructional practices for all students in Detention.

The educational programs in the facility are provided in the context of a block schedule with eight 75 minute classes; four on A-days and 4 on B-days. Also implemented are; tutoring (30 minute blocks at various times), self-paced credit recovery, self-paced course work as appropriate, , and classroom group learning. JJAEP and CORE students wear uniforms, learn some military protocol, learn self-discipline, and more respect for self/others in order to smoothly transition back to their respective home district schools. We have increased our partnership with Williamson County Juvenile Services (WCJS), improving transition services that are provided via our contract for services agreement with WCJS to 100% time Transition Specialist services. Transition services for all JJAEP students may include 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. Students placed 90 days or more are required to be assessed (pre and post) in the areas of reading and math and 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 at least one grade level, with the ultimate goal improving to grade level or better if they are not at the time of pre-testing. We will actually start testing students placed 45 days or more during the 2018-2019 school year. 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.

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.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: 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; 50+ iPads, 11 Smart Boards in classrooms, 5 Mimio Boards, videography equipment, 70+ Lap Tops, 50+ Desk Tops, updated multi-function printers, and 2 copy machines. We continue to utilize A+ Learning Environment programming to enable students to recover credits and/or accelerate when possible. We have initiated a second on-line program (Edgenuity) via Title I funding as well, in line with GISD.

These two programs will increase our ability to meet student needs and replicate elective courses we cannot provide in the regular classroom setting. Since we are not on the District's nor the County's technology replacement rotation, we continue to need to utilize campus funds and Title I funds to replace old student computers that are out of date / no longer functional. Currently, we are able to put technology (computer, lap tops, 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 for academics / credit recovery. Consideration is also being given 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 “developing tech” overall, with 2 staff more along the lines of “advanced tech”. Technology integration and training will continue to be one part of professional learning this school year in November and possibly again in the summer. The educational staff equipment is part of the county network and system while the student network is a separate line operated/maintained by GISD and the county. The wireless network can be operated/maintained by either the county or GISD, which presents timing issues at times when things are not working properly. Technology is utilized throughout all content areas and our credit recovery program, at a lower level than we would like. Thus, we will be addressing improvement and training to enhance our ability to better use our technology within the classroom and across the curriculum. 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. Improving our use of technology in the classrooms is a significant challenge due to the cost of equipment and our funding sources.

Technology Strengths

Our wireless network has been a strength as it allows us to utilize lap tops in the classrooms across the campus as needed/desired for instruction. The need to upgrade this system/network is evident as speed and bandwidth required to function efficiently has increased due to increased number of devices. Lap tops are also mobile so this creates more flexibility to engage more students in the use of technology within the classrooms.

Problem Statements Identifying Technology Needs

Problem Statement 1: 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.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

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

Goals

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: CORE/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. We will test students who have been placed 45 or more days in the JJAEP this year.**

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, relationship building, and building positive relationships with students.

Evaluation Data Source(s) 1: 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 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	May	Aug
<p>Critical Success Factors CSF 1 CSF 4</p> <p>1) 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>Principal, Teachers, Instructional Aide Title I, 2-D Instructional Specialist (funded via Title I, 2-D; Part-time)</p>	<p>Grades, Anecdotal, Lesson Plans, Intervention Plans, Data</p>				
<p>Problem Statements: Student Achievement 1 Funding Sources: 199 General Fund, SCE - 4000.00</p>						

<p>Critical Success Factors CSF 1 CSF 4</p> <p>2) 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>Principal, Teachers, Instructional Aide</p>	<p>Grades, Anecdotal Informal Assessments</p>				
<p>Funding Sources: 199 General Fund, SCE - 500.00</p>						
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Performance Objective 1 Problem Statements:

<p>Student Achievement</p> <p>Problem Statement 1: Nearly 85% of our students test below grade level on basic reading and math skills upon entry into our programs. The average entry test level for math is 6th grade, and for reading it is 7th grade. Root Cause 1: Student attendance and behavioral issues at the regular campuses contributes to this problem area. There are gaps in student learning and higher student:teacher ratios that can make it difficult to provide enough support to these students in the regular campus setting.</p>

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: CORE/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. We will test students who have been placed 45 or more days in the JJAEP this year.

Performance Objective 2: Use innovative teaching strategies to improve student engagement and academic performance.

Evaluation Data Source(s) 2: 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 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	May	Aug
<p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 7</p> <p>1) Provide additional training for teachers and staff to help customize on line programming relative to student needs.</p>	Principal, Central Office, Edgenuity staff	Lesson Plans, Grades, Unit Plans, Projects, anecdotal				
<p>Problem Statements: Curriculum, Instruction, and Assessment 1 - Technology 1</p> <p>Funding Sources: 199 General Fund, SCE - 500.00</p>						
<p>Critical Success Factors CSF 1 CSF 3 CSF 6</p> <p>2) Provide Capturing Kids Hearts professional learning for education team members who have not yet had this training.</p>	Principal, Central Office	Completion Documents				
<p>Problem Statements: Student Achievement 1 - School Culture and Climate 1 - Parent and Community Engagement 1</p> <p>Funding Sources: 199 General Fund, SCE - 2000.00</p>						
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Performance Objective 2 Problem Statements:

Student Achievement

Problem Statement 1: Nearly 85% of our students test below grade level on basic reading and math skills upon entry into our programs. The average entry test level for math is 6th grade, and for reading it is 7th grade. **Root Cause 1:** Student attendance and behavioral issues at the regular campuses contributes to this problem area. There are gaps in student learning and higher student:teacher ratios that can make it difficult to provide enough support to these students in the regular campus setting.

School Culture and Climate

Problem Statement 1: 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 1:** 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.

Curriculum, Instruction, and Assessment

Problem Statement 1: Students placed in our facility come with a variety of academic needs and deficiencies that require extensive assessment and planning to address. **Root Cause 1:** 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

Problem Statement 1: 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 1:** 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.

Technology

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

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: CORE/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. We will test students who have been placed 45 or more days in the JJAEP this year.

Performance Objective 3: Provide teachers opportunities to work together to build collaboration and intentionality across subject areas focused on improving students' reading/writing skills, math skills, problem-solving, and critical thinking skills.

Evaluation Data Source(s) 3: 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 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	May	Aug
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>1) Develop campus design team and implement shared planning period to provide time for collaboration across the curriculum and lesson design within specific subject area content.</p>	Principal, Teachers, Instructional Aide, Title I, 2-D personnel	Meeting Agendas/Notes, Grades, Anecdotal, Projects				
<p>Problem Statements: Curriculum, Instruction, and Assessment 1 - School Context and Organization 1</p> <p>Funding Sources: 199 General Fund, SCE - 200.00</p>						
<p>Critical Success Factors CSF 1</p> <p>2) Provide technology and resources to assist teachers and students in all core subject areas with a focus on math, reading/writing (ELAR), and self-discipline.</p>	Principal, Teachers, Instructional Aide, Office Staff	Grades, Projects, Informal Assessments, Anecdotal				
<p>Problem Statements: School Context and Organization 1 - Technology 1</p> <p>Funding Sources: 199 General Fund, SCE - 1000.00</p>						
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Performance Objective 3 Problem Statements:

Curriculum, Instruction, and Assessment

Problem Statement 1: Students placed in our facility come with a variety of academic needs and deficiencies that require extensive assessment and planning to address. **Root Cause 1:** 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.

School Context and Organization

Problem Statement 1: 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 1:** 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

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

Goal 2: Special population students will receive appropriate support relative to their individual program requirements and identified needs to help increase academic performance (at least 85% passing rate in coursework).

Performance Objective 1: Appropriate curriculum relative to student needs will be provided to all students.

Evaluation Data Source(s) 1: Analysis of pre and posttest ITBS scores to determine amount of student growth. Review semester grades for passing rates in all courses.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	May	Aug
<p>Critical Success Factors CSF 1 CSF 2</p> <p>1) Review student records to determine appropriate courses and services relative to home district information. Make sure to obtain complete student records including ARD, 504, and LEP/ESL information and records where applicable.</p>	Principal, Teachers, Instructional Aide, Office Personnel	Grades, transcripts, assessment data, LPAC, 504, and IEP progress reports, TELPAS reports.				
<p>Problem Statements: Demographics 1 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1</p> <p>Funding Sources: 199 General Fund, SCE - 500.00</p>						
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: There is a trend of over representation of special education students in our facility relative to the percentage of students identified as special education in the school districts. Root Cause 1: Student population growth in some districts faster than certified teachers and staff can be added and trained to accommodate the students' needs.</p>
Student Achievement
<p>Problem Statement 1: Nearly 85% of our students test below grade level on basic reading and math skills upon entry into our programs. The average entry test level for math is 6th grade, and for reading it is 7th grade. Root Cause 1: Student attendance and behavioral issues at the regular campuses contributes to this problem area. There are gaps in student learning and higher student:teacher ratios that can make it difficult to provide enough support to these students in the regular campus setting.</p>
Curriculum, Instruction, and Assessment
<p>Problem Statement 1: Students placed in our facility come with a variety of academic needs and deficiencies that require extensive assessment and planning to address. Root Cause 1: 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.</p>

Goal 2: Special population students will receive appropriate support relative to their individual program requirements and identified needs to help increase academic performance (at least 85% passing rate in coursework).

Performance Objective 2: Students who qualify for ESL/LEP services, Special Education, and/or Section 504 services will receive instruction and all identified services from appropriately certified teachers within the framework of the programs at the Juvenile Justice Center.

Evaluation Data Source(s) 2: Review of students' schedule of services, IEP's, Behavioral Goals, and Accommodations to determine progress and accuracy of appropriate implementation.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	May	Aug
1) Appropriately certified teachers will provide support and required services to all students served by ESL/LEP, Special Education, and Section 504. Transfer meetings will be held as needed to ensure appropriate support/services are determined, implemented, and reviewed as required/needed throughout the duration of each student's placement.	Principal, Teachers, Instructional Aide, Office Personnel, Part-time Instructional Specialist (Title I, 2-D funds), Home Campus Special Programs Personnel	Transfer Meeting Documentation, Special Services Logs, Lesson Plans, Accommodations Tracking				
Problem Statements: Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 Funding Sources: 199 General Fund, SCE - 100.00						

Performance Objective 2 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 1: It is difficult to find teachers with multiple (at least 2) certifications in core subject areas to fill open positions as needed. Root Cause 1: 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
Problem Statement 1: Students placed in our facility come with a variety of academic needs and deficiencies that require extensive assessment and planning to address. Root Cause 1: 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.

Goal 2: Special population students will receive appropriate support relative to their individual program requirements and identified needs to help increase academic performance (at least 85% passing rate in coursework).

Performance Objective 3: All students will be exposed to vocabulary and reading across the curriculum in order to enhance comprehension skills.

Evaluation Data Source(s) 3: Analysis of pre and posttest ITBS scores to determine amount of student growth. Review semester grades for passing rates in all courses.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	May	Aug
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Teachers will develop and implement at least one cross-curricular lesson/unit per semester, with a focus on academic vocabulary, reading comprehension, and math reasoning/calculation.</p>	Teachers, Instructional Aide, Principal, Lead Teacher	Lesson Plans/Units, Informal Assessments, Team Meeting Notes, Anecdotal				
<p>Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1 - Technology 1</p> <p>Funding Sources: 199 General Fund, SCE - 200.00</p>						
<p>Critical Success Factors CSF 1 CSF 4</p> <p>2) Reading assistance will be provided across the curriculum for identified struggling readers via Instructional Specialist, ELAR teachers, and on-line programming.</p>	Principal, Teachers, Instructional Specialist (Title I, 2-D), Instructional Aide	Instructional Specialist Contact Log, ITBS Scores, Grades, Informal Observations, STAAR Test Data				
<p>Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1</p> <p>Funding Sources: 199 General Fund, SCE - 0.00</p>						
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Performance Objective 3 Problem Statements:

Student Achievement
<p>Problem Statement 1: Nearly 85% of our students test below grade level on basic reading and math skills upon entry into our programs. The average entry test level for math is 6th grade, and for reading it is 7th grade. Root Cause 1: Student attendance and behavioral issues at the regular campuses contributes to this problem area. There are gaps in student learning and higher student:teacher ratios that can make it difficult to provide enough support to these students in the regular campus setting.</p>
Curriculum, Instruction, and Assessment
<p>Problem Statement 1: Students placed in our facility come with a variety of academic needs and deficiencies that require extensive assessment and planning to address. Root Cause 1: 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.</p>

Technology

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

Goal 3: Increase transition services component for CORE/JJAEP students to provide additional supplemental support to students and improve their abilities/opportunities to successfully reintegrate back into the regular school setting upon release from CORE/JJAEP. (Title I Funds and Regular Campus Budget Funds).

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

Evaluation Data Source(s) 1: Evidence of meetings and outcomes

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	May	Aug
<p>Critical Success Factors CSF 3 CSF 5</p> <p>1) Review current policy and procedures regarding the transition of non-residential cadets in the JJAEP and brainstorm additional strategies/services for supporting students in transition from our facility back into their home campuses.</p>	Principal, Case Managers, Director of JJAEP, Asst. Director of JJAEP	Meeting Notes, Anecdotal, Memorandum of Understanding				
<p>Problem Statements: School Culture and Climate 1 - Parent and Community Engagement 1 Funding Sources: 199 General Fund, SCE - 0.00</p>						
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Performance Objective 1 Problem Statements:

School Culture and Climate
<p>Problem Statement 1: 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 1: 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.</p>
Parent and Community Engagement
<p>Problem Statement 1: 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 1: 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.</p>

Goal 3: Increase transition services component for CORE/JJAEP students to provide additional supplemental support to students and improve their abilities/opportunities to successfully reintegrate back into the regular school setting upon release from CORE/JJAEP. (Title I Funds and Regular Campus Budget Funds).

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 Academy/JJAEP students.

Evaluation Data Source(s) 2: Evidence of meetings and outcomes.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	May	Aug
<p>Critical Success Factors CSF 1 CSF 3 CSF 5</p> <p>1) Implement transition meetings and/or home school visits for students prior to their release from the JJAEP.</p>	<p>WCJS Transition Specialist, Case Managers, Principal, Office Personnel Probation Officers</p>	<p>Meeting notes and/or agendas</p>				
<p>Problem Statements: School Culture and Climate 1 - Curriculum, Instruction, and Assessment 1 - Parent and Community Engagement 1</p>						
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Performance Objective 2 Problem Statements:

School Culture and Climate
<p>Problem Statement 1: 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 1: 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.</p>
Curriculum, Instruction, and Assessment
<p>Problem Statement 1: Students placed in our facility come with a variety of academic needs and deficiencies that require extensive assessment and planning to address. Root Cause 1: 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.</p>
Parent and Community Engagement
<p>Problem Statement 1: 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 1: 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.</p>

Goal 3: Increase transition services component for CORE/JJAEP students to provide additional supplemental support to students and improve their abilities/opportunities to successfully reintegrate back into the regular school setting upon release from CORE/JJAEP. (Title I Funds and Regular Campus Budget Funds).

Performance Objective 3: Increase transition services for all students in Academy/JJAEP with assistance from Williamson County Juvenile Services and the County School Districts.

Evaluation Data Source(s) 3: Analyze how services impacted discipline data, grades, and attendance.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	May	Aug
<p>Critical Success Factors CSF 1 CSF 5</p> <p>1) In partnership with Juvenile Services and county school districts, continue to build supplemental transition services to include; reducing truancy related issues and recidivism with CORE/JJAEP students following their release.</p>	<p>Principal, Asst. Director Academy/JJAEP, Case Managers, Transition Specialist Services (Title I, 2-D funded position; up to \$50k. NOT funded by general fund), Home campus personnel</p>	<p>Attendance rates Discipline data Court documents Recidivism rates Grade reports</p>				
<p>Problem Statements: School Culture and Climate 1 - Curriculum, Instruction, and Assessment 1 - Parent and Community Engagement 1</p>						
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Performance Objective 3 Problem Statements:

School Culture and Climate
<p>Problem Statement 1: 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 1: 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.</p>
Curriculum, Instruction, and Assessment

Problem Statement 1: Students placed in our facility come with a variety of academic needs and deficiencies that require extensive assessment and planning to address. **Root Cause 1:** 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

Problem Statement 1: 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 1:** 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.

Goal 4: We will ensure that our students are served by the most exceptional staff.

Performance Objective 1: All professional and paraprofessional personnel will meet the definition of "highly qualified" according to No Child Left Behind (NCLB).

Evaluation Data Source(s) 1: Professional Learning documentation, appropriate recommendations for hiring to HR, and 100% Highly Qualified Staff Designation

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	May	Aug
Critical Success Factors CSF 1 CSF 3 CSF 7 1) All vacant positions will be filled by "Highly Qualified" personnel - attempt to fill vacant teacher positions with persons certified in at least two (2) core subject areas.	Principal, HR Department	Certification documentation of all hires.				
Problem Statements: Staff Quality, Recruitment, and Retention 1						

Performance Objective 1 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 1: It is difficult to find teachers with multiple (at least 2) certifications in core subject areas to fill open positions as needed. Root Cause 1: There is a low percentage of certified teachers willing to work in our setting, who have at least 2 core subject area certifications.

Goal 4: We will ensure that our students are served by the most exceptional staff.

Performance Objective 2: Provide continuous feedback, recommend appropriate professional learning for growth, and follow district appraisal process.

Evaluation Data Source(s) 2: Professional Learning documentation, appropriate recommendations for hiring to HR, and 100% Highly Qualified Staff Designation

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	May	Aug
<p>Critical Success Factors CSF 3 CSF 6 CSF 7</p> <p>1) Conduct classroom walk throughs and observations, providing authentic, intentional feedback to teachers and staff in order to foster professional growth.</p>	Principal, District Personnel	Documentation of observations and walk throughs, Evaluations of performance, Professional Learning documentation				
Problem Statements: Curriculum, Instruction, and Assessment 1 - School Context and Organization 1						

Performance Objective 2 Problem Statements:

Curriculum, Instruction, and Assessment
<p>Problem Statement 1: Students placed in our facility come with a variety of academic needs and deficiencies that require extensive assessment and planning to address. Root Cause 1: 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.</p>
School Context and Organization
<p>Problem Statement 1: 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 1: 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.</p>

Goal 5: We will inspire and invite community and corporate engagement.

Performance Objective 1: Partner with Williamson County Juvenile Services (WCJS) staff to continue expanding our Service Learning Program designed to build community relationships and provide meaningful service to those in need of assistance.

Evaluation Data Source(s) 1: Service Learning Project data- designs, outcomes, partnerships developed, presentations.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	May	Aug
<p>Critical Success Factors CSF 2 CSF 5</p> <p>1) In collaboration with students, educational staff and juvenile staff will perform a needs assessment of community needs to determine what types of assistance may be provided to those in need within the community (Williamson County).</p>	Principal, Juvenile Services Staff, Teachers, Students	Needs Assessment Data				
Problem Statements: School Culture and Climate 1 - Parent and Community Engagement 1						
<p>Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 6</p> <p>2) Invite agencies and organizations within Williamson County to partner with Juvenile Services (including students) to implement collaborative projects to serve others in the community and build interpersonal and job skills.</p>	Principal, Juvenile Services Personnel, Students, Teachers	Meeting agendas, project data and outcomes, list of partners				
Problem Statements: Parent and Community Engagement 1 - Technology 1						
Funding Sources: 199 General Fund, SCE - 500.00						
						

Performance Objective 1 Problem Statements:

School Culture and Climate
<p>Problem Statement 1: 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 1: 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.</p>
Parent and Community Engagement
<p>Problem Statement 1: 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 1: 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.</p>

Technology

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

Goal 5: We will inspire and invite community and corporate engagement.

Performance Objective 2: Create a student culture of service and community engagement.

Evaluation Data Source(s) 2: Student culture of service and community engagement is created.

Summative Evaluation 2:

Goal 6: We will improve educational experiences utilizing relevant technology

Performance Objective 1: Continue to investigate additional resources and funding to supplement current technology resources and build sustainability of device inventory.

Evaluation Data Source(s) 1: Funding sources obtained, technology equipment rotation process achieved.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	May	Aug
<p>Critical Success Factors CSF 1 CSF 4</p> <p>1) Principal will meet with GISD & Williamson County Technology Directors to discuss additional technology needs (equipment/materials) and training to continue to enhance technology integration into our classrooms.</p>	Principal, GISD Technology Department, WCJS Technology Department, Federal Programs Director	Meeting data, communication data, anecdotal, purchase orders				
Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1 - Technology 1						
<p>Critical Success Factors CSF 1 CSF 4</p> <p>2) 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>	Principal, Technology Personnel, Teachers	Inventory and needs lists completed, Plan for purchasing using Title I, 2-D funds and local funds				
Problem Statements: Technology 1						
						

Performance Objective 1 Problem Statements:

Student Achievement

Problem Statement 1: Nearly 85% of our students test below grade level on basic reading and math skills upon entry into our programs. The average entry test level for math is 6th grade, and for reading it is 7th grade. **Root Cause 1:** Student attendance and behavioral issues at the regular campuses contributes to this problem area. There are gaps in student learning and higher student:teacher ratios that can make it difficult to provide enough support to these students in the regular campus setting.

Curriculum, Instruction, and Assessment

Problem Statement 1: Students placed in our facility come with a variety of academic needs and deficiencies that require extensive assessment and planning to address. **Root Cause 1:** 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.

Technology

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

Goal 6: We will improve educational experiences utilizing relevant technology

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 Source(s) 2: Training and equipment needs assessment completed. Training documentation.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Dec	Mar	May	Aug
<p>Critical Success Factors CSF 1</p> <p>1) 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>	Principal, Teachers, Campus Tech Specialist	Completed projects, lesson plans, anecdotal				
<p>Problem Statements: Student Achievement 1 - Technology 1 Funding Sources: 199 General Fund, SCE - 1000.00</p>						
<p>Critical Success Factors CSF 1 CSF 2</p> <p>2) The students will be provided opportunities to recover credits and/or gain advanced credits on appropriate A+ Educational Technology Learning & Odysseyware program.</p> <p>Approx. \$25,000 Title I, 2-D Local Funding</p>	Principal, Credit Recovery Teachers, WCJS Personnel	Course completions and credits earned				
<p>Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1 - Technology 1</p>						
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Performance Objective 2 Problem Statements:

Student Achievement
<p>Problem Statement 1: Nearly 85% of our students test below grade level on basic reading and math skills upon entry into our programs. The average entry test level for math is 6th grade, and for reading it is 7th grade. Root Cause 1: Student attendance and behavioral issues at the regular campuses contributes to this problem area. There are gaps in student learning and higher student:teacher ratios that can make it difficult to provide enough support to these students in the regular campus setting.</p>
Curriculum, Instruction, and Assessment

Problem Statement 1: Students placed in our facility come with a variety of academic needs and deficiencies that require extensive assessment and planning to address. **Root Cause 1:** 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.

Technology

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

State Compensatory

Personnel for JJAEP:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alicia Young	Teacher	CORE/JJAEP/Detention	1
Alicia Young	Teacher	CORE/JJAEP/Detention	1
Bob Fischer	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
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

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

Title I Schoolwide Element Personnel

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

District 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
1	2	1	Staff time, Title I, 2-D funds		\$500.00
1	2	2			\$2,000.00
1	3	1	Staff Time, Supplies/Materials, Title I, 2-D funds		\$200.00
1	3	2	Lesson Plans, Title I, 2-D Funds,		\$1,000.00
2	1	1	Staff Time, Office Supplies		\$500.00
2	2	1	Staff Time, Campus Supplies, Title I, 2-D Funds		\$100.00
2	3	1	Staff Time, Academy Supplies		\$200.00
2	3	2	Staff Time, Title I, 2-D Funds, Academy Supplies		\$0.00
3	1	1	Staff Time		\$0.00
5	1	2	Time, General Supplies		\$500.00
6	2	1	Title I, 2-D funds, Local Funds		\$1,000.00
Sub-Total					\$10,500.00
Grand Total					\$10,500.00

Addendums

Williamson County Juvenile Justice Center Education Data 2017-2018 (Includes Iowa Test of Basic Skills Results below)

#	Student Name	CORE or JJAEP	Entry Date	Grade Level	Educ. Status (HC)	# Days Placed	Math Pre-Test	Math Post-Test	Increase or Decrease	Reading Pre-Test	Reading Post-Test	Increase or Decrease	Comments
1		CORE	2/23/17	10	LEP	100	4.8	5.5	0.7	3.6	5.3	1.7	
2		CORE	3/1/17	10	504	49	4.7	6.6	1.9	6.6	7.3	0.7	
3		CORE	3/7/17	9	Regular	100	4.4	3.3	-1.1	4.3	4.1	-0.2	
4		CORE	3/27/17	10	OHI	50	7	7.7	0.7	4.3	7.7	3.4	
5		CORE	8/17/17	8	Regular	100	8.6	8	-0.6	5.4	8.2	2.8	
6		CORE	8/17/17	9	Regular	80	4.4	6	1.6	6.3	8.1	1.8	
7		CORE	8/17/17	9	ID/ SI	80	3.7	3.2	-0.5	3.2	3.5	0.3	
8		CORE	8/17/17	12	Regular	80	12.4	12.3	-0.1	13	13	0	
9		CORE	8/17/17	10	Regular	90	5.8	8.7	2.9	5	8.1	3.1	
10		CORE	4/17/17	10	Regular	100	6.1	8.7	2.6	6.6	6.7	0.1	
11		CORE	5/17/17	9	LD/AI	100	5.2	6.5	1.3	10	7.1	-2.9	
12		CORE	5/8/17	9	Regular	100	6.3	7.3	1	6.5	6	-0.5	
13		JJAEP	8/17/17	10	Regular	120	8.4			8.8			No POST-TESTS / released w/o notice.
14		JJAEP	2/3/17	11	LEP	180	4.4	5.5	1.1	5	5.2	0.2	
15		JJAEP	8/17/17	12	504	180	9.4	11.3	1.7	13	13	0	rdg exit exempt, score transferred
16		CORE	5/30/17	9	ESL	80	3.5	3.8	0.3	4	4.7	0.7	
17		CORE	2/24/17	9	LD	100	4.2	7.7	3.5	4.7	5.6	0.9	Dec scores valid for exit
18		CORE	8/17/17	10	Regular	100	6.8			8.5			No POST-TEST / runaway
19		CORE	5/18/17	9	Regular	100	3.7	3.7	0	5	4.3	-0.7	
20		CORE	8/17/17	10	Regular	100	8.8	6.5	-2.3	7.5	8.8	1.3	
21		CORE	2/23/17	9	LD	100	5.8	4.7	-1.1	8.1	4.7	-3.4	Little effort on POST-TESTS
22		CORE	8/28/17	10	Regular	120	3.6	5.5	1.6	4.4	6.8	2.4	Still in CORE
23		CORE	8/29/17	8	504	120	5.8	4.8	-1	7.4	2.7	-4.7	Little effort on POST-TESTS
24		JJAEP	9/11/17	10	Regular	83	4.7	6.3	1.6	9.4	7.7	-1.7	
25		JJAEP	9/14/17	7	Regular	158	7.8	10.6	2.8	6.5	9.2	2.7	
26		CORE	10/10/17	11	Regular	114	9.1	8.3	-0.8	8.1	13	4.9	
27		CORE	10/11/17	9	ED	120	5.7	4.8	-0.9	9.1	7.7	-1.4	Little effort on POST-TESTS
28		CORE	10/18/17	9	Regular	120	7	5.7	-1.3	6.3	7.6	1.3	
29		JJAEP	10/19/17	12	LD	132	3.8	4.3	0.5	5.5	4.7	-0.8	Attendance issues
30		CORE	11/8/17	11	504	120	3.9			8.5			Still in CORE - refused 1st Post-Test
31		CORE	11/9/17	10	LD	120	3.8	3.6	-0.2	4.4	5.1	0.7	
32		CORE	11/14/17	9	Regular	120	7.5	7.7	0.2	6.8	7.1	0.3	Still in CORE
33		JJAEP	11/15/17	11	Regular	116	8.4	10.6	2.2	10	12	2	
34		CORE	11/15/17	10	LD	117	5.8	4.6	-1.2	7.1	5.4	-1.7	TJJD / Little effort on POST-TEST
35		CORE	11/15/17	10	LD/LEP	117	6.3			4.6			Education missed POST-TEST
36		JJAEP	11/17/17	9	OHI	77	3.5			3.2			Released early / No POST-TEST given
37		JJAEP	11/30/17	9	504	108	4.7			4.3			Court sent him back to public school
38		JJAEP	12/4/17	8	Regular	120	6.2	8.8	2.2	3.4	6.3	2.9	
39		JJAEP	12/5/17	8	OHI	120	5.7			6.3			Still in JJAEP

#	Student Name	CORE or JJAEP	Entry Date	Grade Level	Educ. Status (HC)	# Days Placed	Math Pre-Test	Math Post-Test	Increase or Decrease	Reading Pre-Test	Reading Post-Test	Increase or Decrease	Comments
40		JJAEP	12/8/17	11	OHI	120	3.8	5.9	2.1	3.1	6	2.9	runaway 12/16, det 1/9, jj 2/2/2018
41		CORE	12/12/17	9	Regular	115	5.9			6.8			No POST-TEST / runaway
42		CORE	12/20/17	10	OHI	120	4.8			3.7			Still in CORE
43		JJAEP	1/10/18	11	ED/OHI	91	6.7			11.3			Released early / court
44		CORE	1/29/18	9	Regular	100	11.3	11.3	0	13	13	0	Still in CORE
45		JJAEP	1/29/18	8	504	80	4.9	5.1	0.2	4.9	5.2	0.3	
46		CORE	1/30/18	11	LD/OHI	120	3.6			5.6			Still in CORE
47		CORE	2/12/18	9	LD/LEP	120	4.3	5.1	0.8	4.6	3.2	-1.4	Little effort on Reading POST-TEST
48		CORE	2/20/18	9	504/ DYS	120	3.6			5.3			Still in CORE
49		CORE	2/20/18	9	Regular	120	5.8			3.4			Still in CORE
50		CORE	2/21/18	9	LEP	120	4.1			4.7			Still in CORE
51		CORE	3/7/18	9	ED	120	6.5			6.8			Still in CORE
52		JJAEP / CORE	3/8/18	8	OHI	180	4.8			5			Now in CORE program
53		CORE	3/19/18	10	Regular	100	13			13			Still in CORE
54		JJAEP	3/19/18	9	Regular	180	8.8			7.1			Still in JJAEP
55		CORE	4/19/18	10	ED	120	6.9			9.1			Still in CORE
56		CORE	4/25/18	9	ED/OHI	120	3.2			5			Still in CORE
57		JJAEP	5/17/18	9	Regular	90	4.3			5.9			Still in JJAEP
58		CORE	5/17/18	9	504	120	3.5			10.1			Still in CORE
59		CORE	6/25/18	7	ED/LD	120	5.7			7.4			Still in CORE
Averages for 2017-2018							5.9	6.7	0.8	6.6	7.1	0.5	

Total Students Tested	Math	Reading
Pre-Tested	59	59
Post-Tested	36	36
Incomplete Tests	23	23
Pre and Post Tested	36	36
<i>not Post-Tested yet.</i>		

Total Students	Math	Reading
Tested Below Grade Level Pre	54	50
Tested Below Grade Level Post	31	29
Negative Grade Level Change	12	11
No Grade Level Change	2	3
Increased up to 1 Grade Level	8	9
Increased more than 1 Grade Level	14	13
Tested at/above Grade Level Pre	5	9
Tested at/above Grade Level Post	5	7

61% of students pre and post tested improved by 1 or more grade levels in both Math and Reading

CORE / JJAEP Attendance	
Total Days Enrolled	5631
Total Days Present	5303
Total Days Absent	328
Attendance Rate	94%

Note:
9 JJAEP students who had truancy issues accounted for 206 of the total absences.

CORE / JJAEP Academic Progress	
Courses Taken	516
Courses Passed	429
Courses Failed	87
Courses In Progress	102
Passing Rate	83%

Note:
Courses in progress were on-line and regular courses students did not complete or are still working on completing

CORE / JJAEP Recidivism Rate 1 year	
Repeats from 2016-17	12
Total Students 2017-18	96
Recidivism Rate	12.5%

Note: 2 students started in TRIAD and returned a second time to CORE.

CORE / JJAEP Credit Recovery	
Total Students	25
Courses Completed	31
Credits Earned	15.5
Courses In Progress	8

Special Needs Students	
Special Education	34
Section 504	11
ESL / LEP	11
% Special Ed.	35%
% Section 504	11%
% ESL / LEP	11%

Recidivism: 1st Placement / 2nd Placement	
From JJAEP to JJAEP a second time	3
From JJAEP to CORE Residential	7
From CORE to CORE a second time	2

GED Program Results 2017-18			
Student	Grade	Completed	Comments
JR	9	Yes	
BR	10	Yes	
AA	11	Yes	
RH	10	No	Runaway - did not return
RF	9	No	Failed Eng. 2x - released/age
AV	10	Yes	Finished last test after release

Completion Rate	67%
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