

**Lancaster Independent School District**  
**JD Hall Learning Center**  
**2016-2017 Campus Improvement Plan**



# Mission Statement

## Campus Mission Statement

It is our goal to prepare each student for success after high school by providing opportunities to experience optimum academic success, while improving their social and interpersonal skills.

## Campus Motto

Equipping the Mind to Impact the World

# Vision

At J.D. Hall, our purpose is to provide a caring learning environment where staff are sensitive to the needs of the whole child. Students assigned to the J.D. Hall Learning Center at Rocky Crest will experience the academic success in a non-traditional educational setting. We provide a relative, positive, engaging, rigorous, and hands-on programs to all students. The concurrent use of prescriptive interventions and resources to aid in the development of appropriate social skills and proper decision-making strategies with effective instructional strategies will allow students to realize their potential and prepare them for multiple academic options.

Our teachers are arranged in an instructional format that supports learning and collaboration. They are participants and contributors to a learning community that aligns goals for continuous instructional improvement. This configuration and partnership with our feeder campuses will ensure high academic standards for all.

Additionally, our staff provides interventions that demonstrate the development of confidence and a respectful and responsible character. We will provide opportunities for students to participate in projects, sessions, and activities that encourage them to think critically, evaluate the impact of their decision, explore and discover their talents, interests, and aspirations. We will meet the needs of all students regardless of their cultural background, medical conditions, behavioral patterns, or academic performance. We will successfully transition students back to their home campuses or to the workforce prepared for success.

Students in grades 1-5 will receive instruction in a self-contained setting. Students in grades 6-12 will receive instruction in the core academic and limited elective courses by several secondary teachers. Curriculum alignment is an essential element that is taken very seriously. To insure that our students stay on course and do not fall behind the home campus instruction, teachers will follow the District's curriculum guide (CScope) and will collaborate with teachers at the home campus by attending meetings with their peers.

Various community agencies will visit our campus to deliver life skills sessions for students and/or parents on a rotating schedule. These sessions are designed to assist students in making good choices. Similar programs have been effective in reaching students and serving as resources for parents. One hundred percent of our students receive group and or individual counseling.

VISION 2020 KEY STRATEGY	CORRESPONDING DISTRICT GOALS
1. We will assimilate the use of technology to produce creative and innovative learners.	GOAL 1: INSTRUCTION GOAL 4: STUDENT SUPPORT SYSTEMS
2. We will provide collaborative, relevant training to all stakeholders that is interfaced with all instructional initiatives, including STEM, PBL, and TRS.	GOAL 1: INSTRUCTION GOAL 2: TEACHER RETENTION GOAL 4: STUDENT SUPPORT SYSTEMS GOAL 6: SAFE ENVIRONMENT
3. We will utilize 21st century practices to design a recruitment, retention, and development system for personnel that capitalizes on strengths and talents.	GOAL 2: TEACHER RETENTION GOAL 4: STUDENT SUPPORT SYSTEMS
4. We will empower, educate, and encourage families to embrace involvement in education.	GOAL 3: COMMUNICATION GOAL 4: STUDENT SUPPORT SYSTEMS GOAL 5: CHARACTER DEVELOPMENT
5. We will create new experiences that will result in an overall positive perception of the community.	GOAL 3: COMMUNICATION GOAL 5: STUDENT SUPPORT SYSTEMS GOAL 6: SAFE ENVIRONMENT
6. We will collaborate with businesses and community leaders to invest in the vision and mission of LISD.	GOAL 3: COMMUNICATION GOAL 6: SAFE ENVIRONMENT GOAL 7: FISCAL OPPORTUNITIES GOAL 2: TEACHER RETENTION
7. We will provide customized learning environments to ensure that all learners reach self-sustaining learning potential.	GOAL 1: INSTRUCTION GOAL 4: STUDENT SUPPORT SYSTEMS GOAL 6: SAFE ENVIRONMENT

# Core Beliefs

**In Lancaster ISD, we believe that:**

**Equity in education is a human right.**

**Educators, parents and students share in the responsibility of developing well-rounded individuals.**

**Engaged, relevant learning experiences provide for a quality education leading to quality of life.**

**Learning is a life-long process that is enhanced by taking risks.**

**A person has the capacity to learn from past experiences.**

**Purposeful planning to meet individual student needs leads to intentional outcomes for student success.**

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Our purpose is to provide a caring learning environment where staff are sensitive to the needs of the whole child. Students assigned to the J.D. Hall Learning Center at Rocky Crest will experience the opportunity for academic success in a non-traditional educational setting. We provide a relative, positive, engaging, rigorous, and hands-on programs to all students. The concurrent use of prescriptive interventions and resources to aid in the development of appropriate social skills and proper decision-making strategies with effective instructional strategies will allow students to realize their potential and prepare them for multiple academic options.

Our teachers are arranged in an instructional format that supports learning and collaboration. They are participants and contributors to a learning community that aligns goals for continuous instructional improvement. This configuration and partnership with our feeder campuses will ensure high academic standards for all.

Additionally, our staff provides interventions that demonstrate the development of confidence and a respectful and responsible character. We will provide opportunities for students to participate in projects, sessions, and activities that encourage them to think critically, evaluate the impact of their decision, explore and discover their talents, interests, and aspirations. We will meet the needs of all students regardless of their cultural background, medical conditions, behavioral patterns, or academic performance. We will successfully transition students back to their home campuses or to the workforce prepared for success.

Students in grades 1-5 will receive instruction in a self-contained setting. Students in grades 6-12 will receive instruction in the core academic from certified secondary teachers. Curriculum alignment is an essential element that is taken very seriously. To insure that our students stay on course and do not fall behind the home campus instruction, teachers will follow the District's curriculum guide (CScope) and will collaborate with teachers at the home campus.

Various community agencies will visit our campus to deliver life skills sessions for students and/or parents on a rotating schedule. These sessions are designed to provide resources and to assist students in making good choices. Similar programs have been effective in reaching students and serving as resources for parents. One hundred percent of our students receive group and/or individual counseling.

We have targeted additional resources for social skills and character education training. Through the partnerships established with community agencies, we are eager to take a proactive approach by providing intervention to students who demonstrate behaviors that would ordinarily lead to placement here. In an effort to provide a seamless instructional transition, our teachers will collaborate with elementary and secondary campuses to remain aligned with the District's instructional plan. We will also continue to enhance campus, classroom, and professional libraries. Additionally, we focus on meeting the various needs of the whole child, as we continue to see greater numbers of students assigned to alternative programs.

Engage 100% of our students in guidance sessions to evaluate academic options and the impact of their decision making process.

Train 100% of the staff in current, research-based, effective instructional strategies.

Train 100% of staff in techniques that encourage positive behavior to deescalate volatile situations.

Develop a positive campus culture where students are motivated to achieve academically and behaviorally.

Decrease the number of campus referrals and suspensions by 50%.

Maintain the number of students sent to the JJAEP to zero.



# 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

## **Accountability Data**

- Community and student engagement rating data
- Annual Measurable Achievement Objectives (AMAO) data

## **Student Data: Assessments**

- Observation Survey results

## **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

## **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data

## **Employee Data**

- Professional Learning Communities (PLC) data

## **Parent/Community Data**

- Parent Involvement Rate

## **Support Systems and Other Data**


- Capacity and resources data

# Goals

**Goal 1: We will implement a rigorous, relevant, and strategically organized professional development so that teachers and staff are prepared to consistently apply best instructional and assessment practices.**

**Performance Objective 1:** Teachers will create an interactive classroom through the use of technology, innovative instruction, and active engagement to ensure optimum academic success for all students.


**Summative Evaluation:** We will monitor progress by viewing data and student progress through classroom assessments.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Organize instructional learning communities and provide ongoing opportunities to develop engaging lessons and attend vertical meetings on feeder campuses.	Principal, Teachers	Attendance at weekly cluster and department planning meetings.				
2) Develop lesson plans using the 5E model, based on the District's instructional calendar Provide on-going professional development to accommodate different learning needs. Incorporate TAP instructional strategies in the development of lesson plans.	Principal, Teachers	Lesson plans				
3) Use a variety of methods (integrated course work, technology-based, project-based learning, etc.) to make real-life connections between school and the rest of the world.	Principal, Teachers	Lesson plans, Weekly class work, Observations.				
4) Incorporate the use of STEM technology into the projects using mobile computing devices to allow for students and teachers to extend their learning beyond the classroom	Principal, STEM	Lesson plans, Teacher made assessments, Weekly class work.				
						

**Goal 2: We will develop and maintain a staff that seeks, learns, and effectively implements effective strategies to ensure that every student receives a quality education.**

**Performance Objective 1:** All staff members will attend strategically organized professional development so that they are prepared to consistently apply best instructional and assessment strategies.


**Summative Evaluation:** Teacher on-going evaluations.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) 1). Teacher aligned lesson plans. 2). Provide training in curriculum and behavioral strategies that are appropriate for use with students attending the DAEP, Region X Workshops, visits to local AEP's as needed. 3). Facilitate weekly vertical and horizontal planning. 4). Allow for common planning times.	Principal, Lead Teacher	Participation in Professional Development				
						

**Goal 3: Clear communication internally and to all constituents.**

**Performance Objective 1:** We will develop and implement a communication plan about JD Hall's goals and resources for all families.

**Summative Evaluation:** Parent, Student, and Community response.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Send monthly newsletters to parents. Utilize electronic robotic calls to parents. Teachers will make positive contact with parents concerning their children.	Principal, Student Advisor, Teachers	Newsletter, Response from robotic calls and parent contacts. Conference logs.				
						

**Goal 4: We will have a learning environment that fosters positive relationships and implement effective support and interventions that address the needs of at-risk students.**

**Performance Objective 1:** All students will evaluate their academic progress, identify barriers to their success.


**Summative Evaluation:** Monitor student success.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Academic Option (AO) Students will work in Odyssey Ware to complete courses toward graduation requirements, track their completion rate(s). AO students will visit 3 to 4 colleges/universities/businesses within a calendar school year.  2) Students will utilize a point sheet to record daily progress.  3) Promote communication between JD Hall and home schools to indicate the areas in which students need to improve, provide suggestions, and/or interventions.	Principal, Teachers, Academic Options Facilitator.	Graduation rate (from Academic Options). Social growth.				

**Goal 5: We will use the principles of character to create and maintain a safe learning environment.**

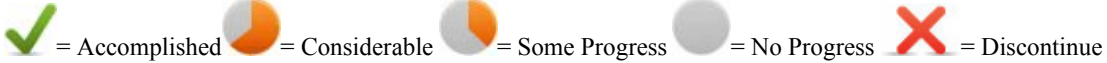
**Performance Objective 1:** All students will demonstrate an understanding of the principles of character through the implementation of them at school.

**Summative Evaluation:** Monitor student social growth.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Students will attend "Talk Back" a character development class each day. Implement an effective education program that focuses on the principles of character, leadership and personal development for students. Provide staff with a framework for maintaining safety and security at all times. Training in restraint and de-escalation strategies.	Principal, Student Advisor, Teachers, Staff	Monitor student social growth. Maintain data on returning students.				
						

**Goal 5:** We will use the principles of character to create and maintain a safe learning environment.

**Performance Objective 2:** Promote parent involvement and develop partnerships with businesses and local agencies and organizations as part of our Character Education plan.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Provide mentorships for our students through community members, district, and campus personnel. Create programs that will allow community members and individuals from selected organizations to come and share character education and social growth techniques with our students.	Principal, Student Advisor, Teachers	Monitor student social growth. Maintain data on returning students.				
						

**Goal 5:** We will use the principles of character to create and maintain a safe learning environment.


**Performance Objective 3:** Provide effective and appropriate programs and strategies to address behavior, discipline and other barriers.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Intervene on behalf of those students whose immediate personal concerns or problems put their continued personal-social, and/or educational development at risk by:  Ensuring there are responsive services to address:  1. school drop-outs 2. severe stress 3. child abuse and neglect 4. school age pregnancy 5. gang pressures/involvement 6. harassment issues	Principals, Student Advisor, Teachers, Staff	Monitor student success, socially, and academically.				




**Goal 6: We will develop a comprehensive plan in partnership with outside sources and agencies to support the needs of students and families in order to reduce barriers to learning.**

**Performance Objective 1:** All students will demonstrate the ability to problem-solve, deescalate situations, verbalize the impact of their decisions, and identify available resources to meet their social and academic needs.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Identify areas of conflict and customize a program to meet the needs and/or make referrals for students and parents as needed.	Principal, Student Advisor, Teachers	Campus, district, and community resources. Principal evaluation of programs.				
						

**Goal 7: We will use technology proficiency in computer usage to create an interactive learning experience that allows students to learn beyond the classroom.**

**Performance Objective 1:** All teachers will integrate technology into their lessons to improve academic achievement through technology.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Teachers will use technology to develop student-centered learning activities.	Principal	Teacher observation.				
						

# State Compensatory

## Personnel for JD Hall Learning Center:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Cynthia Johnson	AO Facilitator		
Donna Black	Lead Teacher		
Dwayne Connor	Teacher		
Eleanor Webb	Principal		
Garland Kirkpatrick	Teacher		
Gloria Williams	Administrative Assistant		
Jackie Jackson	Business/Community Partner	Dallas Challenge Educational Services	
Joe Smith	Paraprofessional		
Patricia Taylor	Parent Representative		
Rosalind Johnson	Teacher		
Shavette Holland	Teacher		
Terry Tucker	Student Advisor		

## 2016-2017 School Support Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
District-level Professional	Eleanor Webb	Principal
Classroom Teacher	Donna Black	Lead Teacher
Community Representative	James Lacy	Business/Community Representative
Non-classroom Professional	Terry Tucker	Student Advisor
Paraprofessional	Gloria Williams	Administrative Assistant
Parent	Christine Marshall	Parent
Student	Sakya Dews	Student