

Lancaster Independent School District
JD Hall Learning Center
2017-2018 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 3-5 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

The JD Hall STEM Learning Center is the central location for the following programs: 1). The DAEP; 2). The AAA (Academic Acceleration Academy) credit recovery program.

The DAEP is a behavior management program that services 3rd - 12th grades from every campus within the district.

AAA is a credit recovery program that serves High School students who are at risk of not graduating.

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.

Demographics Strengths

1. We have a AAA credit recovery program that allows students to complete courses via Odyssey Ware.
2. 100% of staff participated in Professional Development which provided effective instructional strategies.

Problem Statements Identifying Demographics Needs

Problem Statement 1: We have a significant amount of students being sent to JJAEP. **Root Cause:** We need stronger parental support and an implementation of Restorative Discipline training District Wide.

Student Achievement

Student Achievement Summary

Students in grades 3-5 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 ensure that our students stay on course and do not fall behind the home campus instruction, teachers will follow the District's curriculum guide (TEKS Resource System) and will collaborate with teachers at the home campus. Academic progress is continued while assigned to DAEP; however, core grades increase while elective grades decrease. In response, efforts have been placed to improve collaboration between JD Hall's Student Advisor and the student's teacher of record.

Student Achievement Strengths

1. Teachers attended cluster meetings at the High School, Middle School, and Belt Line Elementary throughout the year.
2. Teachers followed the Scope and Sequence and collaborative with teachers from the home schools to ensure there was no gap in academic expectations.
3. AAA students receive tutoring from the Core teachers at JD Hall. The number of graduates from the AAA (Academic Acceleration Academy) has increased each year.
4. Elementary classes are kept under ten students which allows for more one-on-one direct teaching.
5. Teachers meet bi-weekly to collaborate learning and instructional strategies to be used across curriculum.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: 1. Develop a method that would allow the use of more STEM technology in the classrooms **Root Cause:** The lack of technology in the classroom (Chrome Books)

School Culture and Climate

School Culture and Climate Summary

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.

School Culture and Climate Strengths

1. Teachers have common planning where bi-weekly meetings are facilitated by the Lead Teacher and Administrator.
2. Students demonstrate respectful and responsible behavior.
3. Students attend "Talk Back" daily (Character Development class).
4. The structured environment of JD Hall provides a learning environment that is safe for both the student and staff. Systems are in place to monitor all students entering the building, student academic and disciplinary progress.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: 1. Students are working to deter behavior that will cause them to be placed at DAEP. Students need the correct behavior modeled for them throughout the year. **Root Cause:** 1. Students are in need of on-going counseling and/or interventions beyond DAEP.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The JD Hall STEM Learning Center consists of six (6) Disciplinary Alternative Education Program (DAEP) teachers and three (2) paraprofessionals; one (1) student advisor; one (1) Academic Acceleration Academy (AAA) teacher; one (1) Administrative Assistant. The entire staff is Crisis Prevention Institute (CPI) trained. DAEP teachers consist of 4 year DAEP teachers to teachers with over 30 years of teaching experience.

Retention at JDH is high and therefore, the need for recruitment is low. Recruitment efforts will consist of highly qualified teachers certified in needed grade level and/or content.

Staff Quality, Recruitment, and Retention Strengths

1. JD Hall practices an open-door policy for all staff. The staff is certified in their specific area of responsibility.
2. Staff are sent to in-district and out-of-district trainings and conferences yearly to ensure they are exposed to and are practicing 21st century instruction and understand the student population the JDH serves.
3. Staff birthdays, achievements, and losses are recognized, celebrated, and comforted appropriately.
4. Retention is high given that staff members understand their role and value their part in student behavioral and academic success.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: 1. Need to continue focusing Staff Development and Professional Development on topics centered around behavior techniques and Restorative Discipline. **Root Cause:** 1. Improve staff knowledge of Restorative Discipline

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The JD Hall STEM Learning Center uses TEKS Resource System as the district's viable curriculum in core subjects. Teachers align their lessons according to the appropriate grade-level TEKS and Year At a Glance (YAG). For electives, the home campus teachers provide the content, books (if applicable), assignments and exams to the Student Advisor.

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Curriculum, Instruction, and Assessment Strengths

1. Student class size is fifteen (15) or less.
2. Courses completed in Odyssey Ware by AAA students. EOC standards meet by 90% of AAA students.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Continue to monitor lesson plans. **Root Cause:** More collaboration with home school teachers and JD Hall teachers, both on core subjects and a greater emphasis on elective courses.

Family and Community Involvement

Family and Community Involvement Summary

Parent/guardians attend orientation prior to a student starting at the JD Hall STEM Learning Center. Constant communication between teachers and parents/guardians is made via a point sheet that a student receives on a daily basis. We also send home a monthly newsletter with parenting tips and a character emphasis.

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.

Family and Community Involvement Strengths

1. JD Hall is in partnership with several outside sources that provide mentorship, counseling, and responsive services to our students.
2. JD Hall partners with agencies that supply our students and families with clothing and other requested resources.

Problem Statements Identifying Family and Community Involvement Needs

Problem Statement 1: Parenting Seminars that will offer skills on establishing and maintaining open communication. **Root Cause:** More Parental involvement is needed.

School Context and Organization

School Context and Organization Summary

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.

The main goal of the campus is that students leave JD Hall more positive in who they are, confident in their academic abilities, and focused on their academic goals for high school and beyond.

School Context and Organization Strengths

1. JD Hall students receive counseling and social services without charge to the families.
2. We have made major gains in our use of Restorative Discipline; as a result students are learning to settle matters without physical confrontation.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Collaborate efforts that will encourage parents to give back to the organizations that give to their children. **Root Cause:** Engage parents in the social development of their children at school.

Technology

Technology Summary

JD Hall has a computer lab and a math class with computers. The building is equipped with wifi throughout the campus, allowing teachers to be mobile with a laptop.

Use instructional technology effectively, with a balance of computer-assisted/teacher directed instructions.

Technology Strengths

1. JD Hall has a computer lab with fifteen (15) computers.
2. The Math class has eleven (11) computers.
3. Teachers use instructional technology.
4. The campus has a comprehensive security system that monitors the multi-purpose room (serves as the cafeteria and auditorium), hallways, and perimeter of the campus. Each classroom has a computer station, printing capabilities, and wifi.

Problem Statements Identifying Technology Needs

Problem Statement 1: JD Hall needs a set (15) of Chrome books that will serve each core curriculum class. **Root Cause:** Budget

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- At-Risk population, including performance, discipline, attendance, and mobility

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- PDAS and/or T-TESS

Parent/Community Data

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

Support Systems and Other Data

- Budgets/entitlements and expenditures data











Goals

Goal 1: Improve Student Achievement for All

Performance Objective 1: Provide an aligned, relevant and rigorous curriculum and courses of study in order to prepare students to meet or exceed expected educational standards. Increase the integration of technology resources and systems in order to produce 21st century learners.

Evaluation Data Source(s) 1: 1. Improved local student performance on state testing. 2. Improved local 4-year graduation rates. 3. Improved local college and career readiness.

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Organize instructional learning communities and provide ongoing opportunities to develop engaging lessons and attend vertical and horizontal meetings on feeder campuses.	Principal, Teachers	Attendance at weekly cluster and department planning meetings. Increase in student academic achievement. Decrease in disruptive behavior.				
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	Review Lesson plans Teacher observations				
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, Teacher 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 Specialist, Teachers	Lesson plans, Teacher made assessments, Weekly class work. STEM Professional Development. The use of chrome books in the classroom.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: Provide a Quality Workforce in a Positive Work Environment

Performance Objective 1: Develop and maintain a staff that seeks, learns, and effectively implements effective strategies to ensure that every student receives a quality education.

Evaluation Data Source(s) 1: All staff members will attend strategically organized Professional Development so that they are prepared to consistently apply best instructional strategies.

Summative Evaluation 1: Significant progress made toward meeting Performance Objective








Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) 1). Teacher aligned lesson plans. 2). Provide training in curriculum and behavioral strategies (PD) 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. 5). Continuous monitoring of campus budget and campus needs.	Principal, Lead Teacher, Teachers	Participation in Professional Development, Attendance to Cluster Meetings, Lesson Plans				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

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.

- Evaluation Data Source(s) 1:**
1. Increased number of parent and family volunteers in schools and school activities.
 2. Increased number of outside individuals and organizations having direct involvement with the schools.
 3. Analyze and evaluate stakeholder surveys.

Summative Evaluation 1: Some progress made toward meeting Performance Objective








Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) 1). Send monthly newsletters to parents. 2). Parents and students will attend an orientation upon entry into DAEP. 3). Continued evaluation of parental/guardian involvement in each student's academic and social success 4). Improved community support	Principal, Student Advisor, Teachers	Newsletter DAEP Orientation Increase in community support Improved student behavior Improved teacher-parent and communication support.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 4: Implement effective support and interventions that address the needs of at-risk students.

Performance Objective 1: Graduate college and workforce ready students who demonstrate the skills necessary for post-secondary success in a global community.

Evaluation Data Source(s) 1: Improved local 4-year graduation rates.

Summative Evaluation 1: Significant progress made toward meeting Performance Objective








Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>1) 1).AAA (Academic Acceleration Academy)Students will work in Odyssey Ware to complete courses toward graduation requirements,</p> <p>2).Track their completion rate(s).</p> <p>3). AAA students will visit 3 to 4 colleges/universities/businesses within a calendar school year.</p> <p>4). AAA Students will utilize the Course Percentage Complete Report for planning purposes.</p> <p>5). Students will utilize a point sheet to record daily progress.</p> <p>6). Communicate with home school Counselor to indicate the areas in which students need to improve. The home school will provide suggestions, and/or interventions.</p>	Principal, Teachers, AAA (Academic Acceleration Academy) Facilitator, Home School Counselor	Graduation rate (from AAA). Number of credits achieved per month Course Completion Report				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 5: Provide Safe, Secure, and Nurturing Schools

Performance Objective 1: 1. Provide a safe, secure and nurturing environment for all students and staff. Provide effective communication for all stakeholders regarding safety/security.

Evaluation Data Source(s) 1: 1. Compliance with all safety standards. 2. Reduce number of students missing instructional time due to disciplinary reasons.

Summative Evaluation 1: Significant progress made toward meeting Performance Objective




Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			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 Development and Professional Development on topics centered around behavior techniques and Restorative Discipline. Training in restraint and de-escalation strategies.	Principal, Student Advisor, Teachers, Staff	Decrease in disruptive behavior. Improvement on student's social skills. Improved teacher-student relationships.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 5: Provide Safe, Secure, and Nurturing Schools

Performance Objective 2: Provide effective and appropriate programs and strategies to address behavior, discipline and other barriers.

Evaluation Data Source(s) 2: All students will demonstrate an understanding of the principles of character through the implementation of them at school.

Summative Evaluation 2: Significant progress made toward meeting Performance Objective








Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			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: Improving the use of Restorative Discipline. 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	Increase in academic achievement. Improved teacher-student relationships. Improvement on student's social skills.				
2) Provide mentorships through community partnerships, district, and campus personnel. Institute programs that allow community partners to share character and social growth techniques with our students.	Principal, Student Advisor, Teachers	Improvement on student's social skills. Improved teacher-student relationships.				
						

Goal 6: Use technology proficiency in computer usage to create interactive learning experiences.

Performance Objective 1: Technology usage that allows students to learn beyond the classroom.

Evaluation Data Source(s) 1: Teachers will integrate technology into their lessons to improve academic achievement through technology.

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Teachers will use technology to develop student-centered learning activities.	Principal	Teacher observation.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue						

State Compensatory

Personnel for JD Hall Learning Center:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Cynthia Johnson	AAA (Academic Acceleration Academy) Faci		
Donna Black	Lead Teacher		
Dwayne Connor	Teacher		
Eddie Moten	Paraprofessional		
Eleanor Webb	Principal		
Garland Kirkpatrick	Teacher		
Gloria Williams	Administrative Assistant		
James Lacy	Business/Community Partner	Dallas Challenge Educational Services	
Joe Smith	Paraprofessional		
Patience Byrd	Parent Representative		
Reginald Johnson	Teacher		
Rosalind Johnson	Teacher		
Shavette Holland	Teacher		
Terry Tucker	Student Advisor		
Try'zman Jackson	Student		

Plan Notes

JD Hall is supported through LHS Titel I Allocation.

School Support Team

Committee Role	Name	Position
Administrator	Eleanor Webb	Principial
Classroom Teacher	Shavette Holland	Teacher
Classroom Teacher	James Lacy	Business/Community Representative
Paraprofessional	Terry Tucker	Student Advisor
Paraprofessional	Eddie Moten	Paraprofessional
Parent	Patience Byrd	Parent
Student	Try'zman Jackson	Student