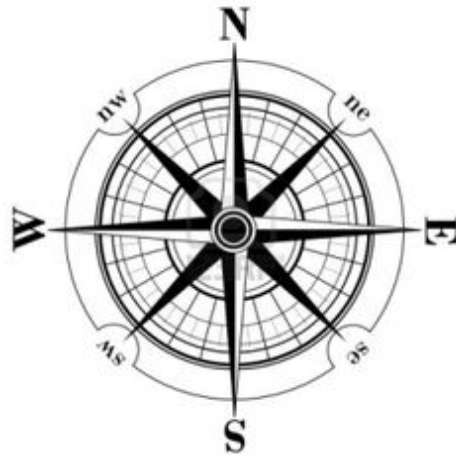


Jacksonville Independent School District

Compass Center

2019-2020



Board Approval Date: November 18, 2019

Mission Statement

MISSION STATEMENT

The mission of the Compass Center is to promote the successful academic and social development of all students by applying appropriate teaching strategies, by providing a caring and positive learning environment, and by collaborating with families and community support systems; thereby, enhancing a favorable transition to adulthood.

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Comprehensive Needs Assessment

Needs Assessment Overview

On August 21, 2019, The Compass Center SBDMC met to discuss our CNA. All members of the committee were contacted either via phone August 14th (if they do not work on the campus) or in person August 14th (if they work on campus) to notify them of the meeting. 100% of the teaching staff participated on the committee. During our open discussion, the following items were discussed: Attendance, Discipline, Completion Rate (Empowerment), Possible Ruby Payn training next summer, and programming, Teacher Training (TI Conference), Presenters to come and discuss careers, possible college visit, Restorative Practices. We discussed the curriculum Choosing Love. We decided that with restorative practices and Capturing Kids Hearts that there was no need at this time to use another program for social skills and climate. We did however discuss that we now have a social emotional component on our online learning system. Mrs. Gresham the counselor will take care of selecting courses for students. We also discussed our incentive plan for behavior in D.I.R.E.C.T.

On August 21, 2018, immediately after our CNA discussion, the Compass Center SBDMC reviewed our CIP for the 2019-20 School Year. From our CNA discussion of data, the following items were identified to be the main focus of our plan for the 2019-20 school year: Attendance, Discipline, and Graduation Rates.

In an effort to address attendance for students that are truant the committee determined in some cases that it would be prudent to make home visits for students who miss 3 or more days of school without a note from either parent, doctor, or court. To date, we have made four home visits: 10/1/19 (Drop Out),

Due to the fact that 100% of our student population is at risk, the Compass Center SBDMC have elected to implement the use of restorative practices circles. These circles will be conducted each Friday for 30 minutes. This will occur in DIRECT during their character education class time. In Empowerment, this will occur during 3rd period on Fridays. The Compass Center SBDMC also determined the following dates to hold our parent meetings / Meet the teacher/ parent compact 8/21/19 6 - 7:30 open house: October 10/17/19 1:00-4: 00, February 2/17/20.

In an effort to improve the JISD dropout rate the SBDMC determined that the following action should be taken: Before the school start date window closes, any student who is currently coded 98 in our PEIMS data the campus will make contact via phone or in person. All Empowerment students will undergo a transcript audit. From this audit, we will determine what if any courses are eligible for credit by exam. Students will also be presented the option of working on PLATO for courses they feel that can move through quicker. We reviewed individual student results for each assessment that students took while at The Compass Center. Upon that review, it was indicated that English EOC assessments continue to be a hurdle for our students. The committee reached this conclusion after looking at score reports and also reviewed the number of students who graduated via Independent Graduation Committee determination. Seven students fell into that category because of failure to meet state standards for either the English 1 or 2 or both EOC's. Students who have failed the either English EOC will be scheduled into an English EOC acceleration course. Our English teacher will also be trained in the Literacy Continuum.

CNA Findings

The Compass Center SBDMC also reviewed our two student programs. Both programs student population is 100% at risk for not graduating. Our two programs consist of the Empowerment Academy (Drop out Recovery, Dropout Prevention) and D.I.R.E.C.T. (District DAEP). 98% of our population is on free and reduced lunch. 100% of our Empowerment students are behind in credits and 70% have truant levels of attendance prior to joining our campus.

18% 504, 18% LEP, 9% SPED, 21% Drop out Recovery

We provide a structured, routine environment to provide an environment conducive to learning in the following ways:

1. Uniformed Dress Code
2. Security Check each day
3. Student / Parent Intake meetings for new students (DIRECT/DAEP)
4. Student Interviews (Empowerment)
5. Small teacher to student ratio for instruction
6. Each student is assigned a mentor teacher
7. Weekly class progress checks. Occurs with the Mentor Teacher.
8. Use of PLATO for credit recovery and credit acceleration
9. Credit by Exam (Only for courses the student has already attended and not been successful)

Teachers have developed syllabi for each of the courses they teach. Our Empowerment students do not participate in their home campus developed assessments. Our D.I.R.E.C.T. students do participate in their home campus developed assessments.

Instructional practices vary from subject to subject. We offer students online learning, face to face, or a hybrid of the two. Each student is evaluated on an individual basis with input from the student on how he/she feels they can best progress in their learning.

The plan was approved by JISD School Board 11/

Demographics

Demographics Summary

We serve a population of 100% at-risk students for Jacksonville ISD. 95% of our students are on free and reduced lunch. Our staff consists of four core teachers, one campus secretary, and two campus para-professionals. Our parents come from a variety of backgrounds. Stakeholders indicate that they do want is for their child to do well and either finish their time (DAEP) or graduate (Empowerment).

18% 504

18% LEP

9% SPED

21% Drop out Recovery

School Processes & Programs

School Processes & Programs Summary

D.I.R.E.C.T. (DAEP) Anyone assigned to the DAEP must go through the District Placement Committee (DPC). This committee considers relevant information on each student before they are placed. The DPC Committee makes the final determination for placement length. (Exception: For SPED and 504 students their respective committees received a recommendation from the DPC).

Empowerment Academy (EA) Any student wishing to attend the Empowerment Academy must submit an application. Applications are taken four times a year. All students go through a review which consists of: reviewing the transcript, reviewing state testing information, attendance, behavior and essay portion of the application, and students are interviewed by a panel of teacher and administrator.

Our campus consists of four core teachers, two para-professionals, campus secretary, and campus principal. We utilize the PLATO online learning system for elective courses for students in both programs.

School Processes & Programs Strengths

Small student to teacher ratio

Consistency with students applying to Empowerment.

Consistency on how a student is placed in the DAEP.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

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

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data

Employee Data

- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Communications data
- Budgets/entitlements and expenditures data

Goals

Revised/Approved: November 18, 2019

Goal 1: The Compass Center will build a foundation of reading and mathematics through a systematic evaluative process that includes professional development, research-based instructional practices and resources resulting in an increase on state and local assessments.

Performance Objective 1: The instructional delivery systems will be aligned so that all student populations (Special Education, 504, LEP, At Risk,GT) are able to meet the challenging State academic standards.(TEKS, STAAR)

Evaluation Data Source(s) 1: Graduation rates and course completion rates.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	May
1) Ensure that instructional strategies provide all students and student populations opportunities to: * Reach graduation goals a) Transcript Audit b) Credit by Exam c) Restorative Practices d) Attendance Monitoring e) Course Completion * Reach course completion goals a) Attendance		Principal Teachers	At least 95% course completion At least 95% graduation rate				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	May
2) Enhance math instruction with the use of manipulative's, graphing calculators, and laptop computers.		Teachers Principal	Teacher will be using instructional modalities at least 50% of the time. Walk-through observations 3x per nine week period 5% increase in number of Math credits earned.				
	Funding Sources: Title I, part A - 250.00						
3) Enhance literature instruction through the use of multimedia materials: projectors, DVD and periodicals.		Principal Teachers	Teacher will be using instructional modalities at least 50% of the time Walk-through observations 3x per nine week period 100 % Completion of required English credits.				
	Funding Sources: Title I, part A - 250.00						
4) Support science and social studies instruction by providing manipulatives, multimedia materials, visual aids, maps, computer software, periodicals.		Administrator Teachers	Teacher will be using instructional modalities at least 50% of the time Walk-through observations 3x per nine week period				
	Funding Sources: Title I, part A - 250.00						
5) Expand the use of research-based strategies to increase teaching for rigor and relevance through the use of technology-integrated lessons across all curriculum.		Principal Teachers	Aware assessment analysis reports				
	Funding Sources: Title I, part A - 500.00						
6) Support and expand the use of emerging technologies to support interactive lessons including electronic devices.	2.4, 2.6	Technology support Administrators Teachers	Improved course completion 90% Improved graduation rate 90%				
	Funding Sources: Local - 0.00, Title I, part A - 500.00						
7) Professional development to address best practice instruction to include project based, and brain based methodologies to assist all students in their educational development.		Funds to conduct staff development and or travel/Campus Leadership.	1 Cross curricular project per semester. Student Presentations				
	Funding Sources: Title I, part A - 1200.00, Local - 0.00						
8) Utilize SCE funds to support implementation of Title I school wide strategies.		Administrator	95% Graduation rate				
	Funding Sources: SCE - 535231.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	May
9) The Campus will utilize the STAR program through ACCESS (Mental Health Authority) for students assigned to DAEP.		Principal	Improved Community (Positive outcomes on student survey) Improved transition to home campus (< 5% return to DAEP in the course of a school year)				
10) The Campus will utilize the East Texas Council on Drug and Alcohol abuse program to allow all students and student populations an opportunity to participate in the understanding of the effects of drugs and alcohol have on academic success.		Principal Counselor	Students will actively participate in sessions (Notes from instructor of non compliance)				
11) The campus will utilize the PLATO system for the selection of electives for all students and student populations.		Principal	Course Completion Graduation				
12) Utilize available academic data to develop an individualized graduation plans for all students.		Principal	Graduation rate 95% Accelerated graduation timeline (Cohort start and graduation dates)				
13) For students who have failed an EOC, they will be assigned to an EOC prep course to prepare the student for the challenging State academic standards. (STAAR).		Principal Teacher	5% decrease in use of Independent Graduation Committee.				



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 1: The Compass Center will build a foundation of reading and mathematics through a systematic evaluative process that includes professional development, research-based instructional practices and resources resulting in an increase on state and local assessments.

Performance Objective 2: Promote and maintain a safe and orderly learning environment to address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

Evaluation Data Source(s) 2: Number of office referrals, number of serious offenses that occur during the school year.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	May
1) All students and parents will be provided a Compass Center Handbook.		Principal, Secretary	100% signed acknowledgement receipt forms				
	Funding Sources: Local - 0.00						
2) Utilize behavior management systems included but not limited to: PBIS Mentor Group Capturing Kids Hearts Restorative Practices		All Staff	Weekly meetings with Mentor group will allow staff to respond quickly to student issues. Increased graduation rate 90%				
	Funding Sources: Local - 0.00, Title I, part A - 1200.00						
3) Work with the East Texas Council on Drug and Alcohol abuse to provide classroom education about drug and alcohol abuse.		Principal Teachers	Essays from students demonstrating the issues caused by drug and alcohol abuse.				
	Funding Sources: Local - 0.00						
4) Continue to enlist police assistance as necessary.		Administrator Police Officer	At least 20% reduction in number of requests for police assistance				
	Funding Sources: Local - 0.00						
5) Integrate Character Education instruction into the curriculum in the DIRECT program.		Teachers Instructors Principal	At least 5% reduction in number of discipline referrals				
	Funding Sources: Local - 0.00						
6) Professional Development to empower all staff with behavior de-escalation techniques		Principal Teachers	At least 5% reduction in discipline referrals				
	Funding Sources: Local - 0.00, Title I, part A - 1200.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative		Summative	
				Dec	Feb	Apr	May





Goal 2: The Compass Center will recruit, support, and retain teachers and principals through a systemic evaluative process resulting in a decrease in teacher turnover rate.

Performance Objective 1: Provide opportunities for all stakeholders to have a voice in the development of campus initiatives.

Evaluation Data Source(s) 1: At least seven staff meetings and two SBDM meetings per year.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	May
1) Ensure ongoing communication with parents and community agencies by providing: *Daily phone contacts with parents when students are absent or have behavioral difficulties. *Daily written progress notes to parents (DIRECT Students). *Interagency staff meetings with Juvenile Probation and ACCESS invited to attend. *Parent Choice Notification/Community Survey system.		Administrator Teachers Instructors Admin. Assistant	Increased parental involvement				
	Funding Sources: Local - 0.00, Title I, part A - 83.00						
2) Provide opportunities for parent/family involvement: *Open House *CRCG meetings *Surveys * Materials on college and career planning * Annual Graduation		All Staff	At least 50% surveys indicating: *Increased parent awareness of Compass Center *Parents feel better equipped to assist student				
	Funding Sources: Local - 0.00, Title I, part A - 83.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	May
3) Strengthen two-way communication between Compass Center and other JISD campuses to provide appropriate educational opportunities for students. (DIRECT) Communicate with JHS counseling staff at least 1x per nine weeks concerning Empowerment Application windows.		Campus level Instructional Coaches Teachers Principal	Documentation of exchange of information and materials for students.				
Funding Sources: Local - 0.00							
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 4) Provide local and out-of-district professional development for all staff: Behavioral management systems Campus Safety Crisis Prevention Intervention Campus Emergency Operations Plan Classroom Management Strategies for building ties with families Accountability ELL/Special education Researched based methodology		Principal	Certificates of training. Graduation rate 95%.				
Funding Sources: Title I, part A - 1200.00							
5) Campus faculty and staff will participate in campus team building exercises.		Principal Counselor	95% retention rate of current staff				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							

Goal 3: The Compass Center will have a systematic evaluative process that ensures students are aware of post secondary opportunities resulting in each graduating senior developing a post secondary plan.

Performance Objective 1: Using transcript data and STAAR scores a plan will be developed for all student populations served (Special Education, 504, LEP, At Risk) students by campus staff to assist all students in reaching academic goals (graduation/course completion)

Evaluation Data Source(s) 1: Transcripts, STAAR scores, Skyward Attendance

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	May
1) Develop and implement course syllabi, outlines and assessments which are aligned with TEKS and STAAR objectives.		Principal Teachers	100% turn in rate and review of syllabus for each course.				
2) Utilize available academic data to develop an individualized graduation plan for Empowerment students		Principal Strategic planning team	Students in the Empowerment program will have the following completed: Empowerment Academy Application Scoring Rubric Strategic planning team review form Transcript Plans developed for each 9 week period per student.				
3) Using transcript data to drive Empowerment students in selecting courses		Principal Strategic planning team	Empowerment students will have a 95% graduation rate.				
4) Utilize PLATO/Edgenuity program to provide accelerated credit acquisition and credit recovery for all students.		Teacher	Weekly student progress monitoring reports				
Funding Sources: Title I, part A - 12930.00							
5) Intrinsic and extrinsic attendance incentives will be awarded at semester intervals for the Empowerment Program		Principal	At least 85% students having perfect attendance in the Empowerment Program. *Awards Ceremony *Early out at the end of the semesters if students have missed no more than 3 days in a semester.				
Funding Sources: Local - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Dec	Feb	Apr	May
6) Contact parents/guardians when student is absent. After 3 absences letter will be sent home.		Instructors Attendance Clerk	Contact log documentation 90% or more successful contacts				
	Funding Sources: Local - 0.00						
7) Conduct home visits when student accumulates 4 habitual absences.		Police Officer Principal Counselor	Contact log indicates 90% Success rate from home visits.				
	Funding Sources: Local - 0.00						
8) Ensure JISD and Compass Center attendance policies are understood by students, parents/guardians.		Principal	At least 95% attendance rate for the Empowerment and DIRECT Programs.				
	Funding Sources: Local - 0.00						
Comprehensive Support Strategy Additional Targeted Support Strategy 9) Monitor DAEP placement request using the District DPC committee.		Principal DPC committee	5% or fewer placements DAEP discretionary placements for school year 2019-20.				
Comprehensive Support Strategy 10) All referrals to DPC will be sent to the special programs district director before scheduled DPC meeting.		DPC Chair person Executive Director for Student Services Principal	Students being placed at DAEP will have review of appropriate paperwork and processes prior to being placed.				

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
3	1	9	Monitor DAEP placement request using the District DPC committee.
3	1	10	All referrals to DPC will be sent to the special programs district director before scheduled DPC meeting.

2019-2020 Campus Site-Based Committee

Committee Role	Name	Position
District-level Professional	Bill Avera	Police Chief
Administrator	TJ Rucker	Principal
Parent	Randy Burton	
Community Representative	Sandra Minter	
Business Representative	Cameron Hambrick	
Classroom Teacher	Heather Avera	Teacher
Classroom Teacher	Kerri Antes	Teacher
Classroom Teacher	Maxine Moore	Teacher
Classroom Teacher	Angela Russell	Teacher
Non-classroom Professional	Erica Gresham	AP

Campus Funding Summary

Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6			\$0.00
1	1	7			\$0.00
1	2	1			\$0.00
1	2	2			\$0.00
1	2	3			\$0.00
1	2	4			\$0.00
1	2	5			\$0.00
1	2	6			\$0.00
2	1	1			\$0.00
2	1	2			\$0.00
2	1	3			\$0.00
3	1	5			\$0.00
3	1	6			\$0.00
3	1	7			\$0.00
3	1	8			\$0.00
Sub-Total					\$0.00
Title I, part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$250.00
1	1	3			\$250.00
1	1	4			\$250.00

Title I, part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5			\$500.00
1	1	6			\$500.00
1	1	7			\$1,200.00
1	2	2			\$1,200.00
1	2	6			\$1,200.00
2	1	1			\$83.00
2	1	2			\$83.00
2	1	4			\$1,200.00
3	1	4			\$12,930.00
Sub-Total					\$19,646.00
SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8			\$535,231.00
Sub-Total					\$535,231.00
Grand Total					\$554,877.00