

Victoria Independent School District
Juvenile Justice Center
2018-2019 Campus Improvement Plan

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Comprehensive Needs Assessment

Revised/Approved: August 31, 2018

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Weakness:

JJC has two positions which are categorized as para-professional positions; one is a Computer Lab Assistant and the other is a Teaching Assistant. Both of these positions are instructional positions. There is no certified teacher in the classroom. The instruction and curriculum design is not done by someone else. The classroom management and tabulation of student participation, attendance and grading is not done by anyone else. The person in this position is expected to run the entire classroom without a certified teacher in the room. The certified teacher is support and teacher of record only.

1. Change the title of the position Instructional Assistant: Title 1 Paraprofessional
2. Pay grade increase to equal 15\$/HR or 23,000 annually.

Staff Quality, Recruitment, and Retention Strengths

Strengths:

1. JJC have great certified teacher in all of our core education classes.
2. JJC has kept the certified teaching staff for many years.
3. JJC certified staff are all willing to change content roles to met the students needs year to year.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: JJC offers programs which do not require a certified teacher and the pay scale for the position is so low that truly qualified candidates can not live on the salary offered. **Root Cause:** Budget money has not be allotted for the positions.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans

Accountability Data

- Domain 1 - Student Achievement

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
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- Section 504 data

Student Data: Behavior and Other Indicators

- Mobility rate, including longitudinal data
- Student surveys and/or other feedback

Support Systems and Other Data

- Capacity and resources data
- Budgets/entitlements and expenditures data

Annual Goals

Revised/Approved: August 31, 2018

Annual Goal 1: 50% of the English I students will score ACCOMPLISHED and 10% will score MEETS level or higher on the EOC exam.

Annual Goal 2: 50% of the English II students will score ACCOMPLISHED and 20% will score MEETS level or higher on the EOC exam.

Annual Goal 3: 50% of the Algebra I students will score ACCOMPLISHED and 10% MEETS level or higher on the EOC exam.

Quarterly Goal 1: All students will complete math inventory skills test to determine estimated grade level in math skills. 75% will have complete the 4 units with a passing grade of 75 or higher.

Quarterly Goal 2: 50% of the credit recovery students will complete the course for 1/2 credit. 100% of the Algebra I students will have participated in EOC prep classes.

Summative Evaluation 1:

Annual Goal 4: 50% of the Biology students will score ACCOMPLISHED and 30% MEETS level or higher on the EOC exam.

Quarterly Goal 1: 75% of all students will complete the 4 required units with a passing grade of 75 or above.

Quarterly Goal 2: 35% of the Biology credit recovery students will have earned 1/2 a credit. 100% of the Biology EOC re-testing students will participate in tutoring.

Summative Evaluation 1:

Annual Goal 5: 90% of the US History students will score ACCOMPLISHED and 50% MEETS level or higher on the EOC exam.

Quarterly Goal 1: All United States history students will complete American History review plus design powerpoint presentation on 13 colonies, branches of the government and Bill of Rights/Amendments and design poster: People, Places and Events you need to know about the

American Revolution and the Civil War.

Quarterly Goal 2: All student will create interactive notebook which includes information regarding Guided Age, Progressive Era; Compare and Contrast Roosevelt, Taft and Wilson; Important Facts of WWI; Impact of Prohibition and the rise of Organized Crime; Great Depression.

Quarterly Goal 3: All students will analyze the effects of modern warfare and the US involvement in World Affairs. Examine political crisis of the Nixon and Carter presidency and how US policy effected other countries.

Quarterly Goal 4: Discuss terrorism and create an interactive notebook which includes Most Wanted posters or Fracebook pages that include information on bombing, highjacking; right/left-winged groups and fanaticism.

Summative Evaluation 1:

Annual Goal 6: 90% of the student population will be enrolled in a CTE course and 50% will complete certification in at least one area of study.

Quarterly Goal 1: 100% students take career interest inventory. Create Career Portfolio: 3 careers of interest; investigate what skills and education are needed to work in that field; how much money can be made in that field; is there a need of workers in that field; what job skills are needed in the home town or in a future home site.

Quarterly Goal 2: 50% of the students complete Food Handler's Certificate and completed 2 career basic courses through edgunity. 90% of the student enrolled in General Employability Skills course earn 1/2 credit.

Quarterly Goal 3: Have all students take career interest inventory. Create Career Portfolio: 3 careers of interest; investigate what skills and education are needed to work in that field; how much money can be made in that field; is there a need of workers in that field; what job skills are needed in the home town or in a future home site.

Quarterly Goal 4: 50% of the students complete Food Handler's Certificate and completed 2 career basic courses through edgunity. 90% of the student enrolled in General Employability Skills course earn 1/2 credit.

Summative Evaluation 1:

Annual Goal 7: 90% of the students enrolled in Spanish will earn a credit prior to release.

Quarterly Goal 1: Have all students who have earned a full PE credit enrolled in either Spanish I or Spanish II

Quarterly Goal 2: Make sure Spanish III and Spanish Cultural Language course that JJC requested to purchase are available and enroll those student with Spanish I and II credits in these courses.

Quarterly Goal 3: Have all Spanish I, II, III students 75% completed with their course work.

Quarterly Goal 4: Have all Spanish I, III, III students 100% completed and earn 1 full credit for each class completed.

Summative Evaluation 1:

Annual Goal 8: 96% will be our average daily attendance.

Quarterly Goal 1: Have all teacher's daily attendance turned into office at 9:30. Have all students sign attendance awareness form notifying the of the state 90% attendance rule.

Quarterly Goal 2: Have doctors notes for all students who have missed classes to justify absence documented.

Quarterly Goal 3: Have all facility room restrictions on file to document unexcused absences.

Quarterly Goal 4: Have 100% enrollment and withdrawal codes and PEIMS 6 weeks attendance balanced.

Summative Evaluation 1:

Annual Goal 9: 100% of the students will participate in teen leadership classes which includes character building classes and team building activities; personal physical activities and cognitive skill building activities.

Quarterly Goal 1: Hire qualified staff to instruct the General Employability Skills course and our PE and Character Education classes. Make appointment with HR to discuss pay grade for these position and program needs.

Quarterly Goal 2: Purchase curriculum resources to help students build leadership skills.

Quarterly Goal 3: Design and implement programs to support healthy emotional and physical lifestyles through self management and self discipline.

Quarterly Goal 4: Provide opportunities to experience alternative life enrichment activities through arts, crafts, dance, music and hands on activities or group leadership building/team building actives. ROPES

Summative Evaluation 1: