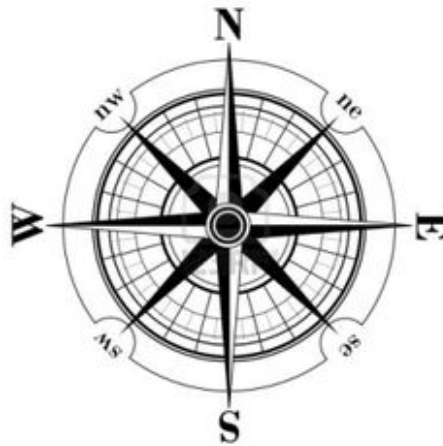


Jacksonville Independent School District

Compass Center

2018-2019 Campus Improvement Plan



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 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.

Comprehensive Needs Assessment

Demographics

Demographics Summary

100% of population is At Risk

Discretionary Placements: 47%

White: 25%

African American: 56.25%

Hispanic: 18.75%

Mandatory Placements: 44%

White: 46.6%

African American: 40%

Hispanic: 13.3%

Expulsions to DAEP : 8.8%

White: 33.3%

African American: 33.3%

Hispanic: 33.3%

School Context and Organization

School Context and Organization Summary

The Compass Center is comprised of two programs:

1. D.I.R.E.C.T. - DAEP
2. Empowerment Academy - Districts School of Choice

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- 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
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) 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

- 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
- 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.
- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement 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
- Student surveys and/or other feedback
- School safety data

Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals


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 will achieve satisfactory scores at the end of each 9 week grading period.

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 students opportunities to: * Use a variety of critical thinking techniques * Reach graduation goals * Reach course completion goals		Principal Teachers	At least 75% course completion At least 95% graduation rate Administrator walk-through 3x per 9 week period.				
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, but not limited to document cameras and other 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.		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						
							

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

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) Provide Compass Center Handbook and JISD Student Code of Conduct to all personnel, parents and students.		All staff	100% signed acknowledgement receipt forms				
Funding Sources: Local - 0.00							
2) Utilize behavior management systems included but not limited to: PBIS Mentor Group		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							
							







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 campus and course set up and application.

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 *Thanksgiving Lunch *CRCG meetings *Surveys		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						
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 six 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						

<p>4) Provide local and out-of-district professional development for all staff:</p> <p>Behavioral management systems</p> <p>Crisis Prevention Intervention</p> <p>Classroom Management</p> <p>Strategies for building ties with families</p> <p>Accountability</p> <p>ELL/Special education</p> <p>Researched based methodology</p>		Principal	<p>Certificates of training.</p> <p>Increased graduation rate 90%.</p>				
<p>5) Campus faculty and staff will participate in campus team building exercises.</p>		Principal	95% retention rate of current staff				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

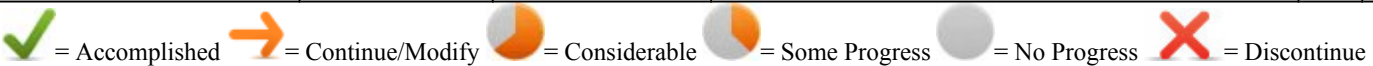
Goal 3: The Compass Center will have a systematic evaluative process that ensures students are aware of post secondary opportunities resulting in each graduating senior developing a post secondary plan.

Performance Objective 1: Using transcript data and STAAR scores a plan will be developed for students by campus staff to assist the student 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 program to provide accelerated credit acquisition and credit recovery		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							

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 consecutive absences.	Police Officer Principal	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 96% attendance rate for the Empowerment Program.				
	Funding Sources: Local - 0.00					
9) Monitor DAEP placement request using the District DPC committee.	Principal DPC committee	5% or fewer placements DAEP discretionary placements for school year 2017-18.				
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.

2018-2019 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Timothy Rucker	Principal
Classroom Teacher	Heather Avera	Teacher
Non-classroom Professional	Bill Avera	District Police Chief
Paraprofessional	Karen Burton	Instructor
Classroom Teacher	Kerri Antes	Teacher

District 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
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
Grand Total					\$19,646.00