

Judson Independent School District
Judson High School
2021-2022 Campus Improvement Plan



Mission Statement

All Judson High School students will receive a quality education enabling them to become successful in a global society.

Vision

Judson High School is Producing Excellence!

Value Statement

Judson High School values the following:

Students First

Teamwork

Accountability

Results-Oriented

Loyalty

Integrity & Mutual Respect

Safe & Secure Environment

Two-way Communication

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Judson High School is an urban 6A comprehensive high school with approximately 2,700 students. We serve a population of 65% Hispanic, 25% African American, and 9% White and 1% other. Eighty two percent (82%) of our student population is defined as at-risk as defined by the Texas Education Agency. Seventy one (71%) of our student population receives free or reduced lunch.

Gender

Female	1,357	50.62%
Male	1,324	49.38%

Ethnicity

Hispanic-Latino	1,468	54.76%
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Race

American Indian - Alaskan Native	6	0.22%
Asian	50	1.86%
Black - African American	745	27.79%
Native Hawaiian - Pacific Islander	12	0.45%
White	302	11.26%
Two-or-More	98	3.66%

Limited English Proficient (LEP)	208	7.76%
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English as a Second Language (ESL)	170	6.34%
Gifted and Talented	187	6.97%
Special Education (SPED)	326	12.16%
Dyslexia	228	8.50%

Homeless Statuses

Homeless Status Total	7	0.26%
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At-Risk	<u>1,995</u>	74.41%
Immigrant	<u>14</u>	0.52%
Migrant	<u>5</u>	0.19%
Foster Care	<u>5</u>	0.19%
Section 504	<u>263</u>	9.81%
IEP Continuer	<u>12</u>	0.45%
Transfer In Students	<u>18</u>	0.67%

Primary Disabilities

Orthopedic impairment	<u>3</u>	0.92%
Other health impairment	<u>46</u>	14.11%
Auditory impairment	<u>4</u>	1.23%
Visual impairment	<u>3</u>	0.92%
Intellectual disability	<u>42</u>	12.88%
Emotional disturbance	<u>33</u>	10.12%
Learning disability	<u>146</u>	44.79%
Speech impairment	<u>4</u>	1.23%
Autism	<u>45</u>	13.80%
Instructional Settings		
Speech Therapy	<u>4</u>	1.23%
Homebound	<u>1</u>	0.31%
Mainstream	<u>176</u>	53.99%
Resource Room	<u>49</u>	15.03%
Off Home Campus	<u>7</u>	2.15%

Primary Disabilities

Residential Care	<u>5</u>	1.53%
Self Contained	<u>84</u>	25.77%

Administrative Support

Teacher	<u>170</u>	77.27%
Educational Aide	<u>22</u>	10.00%
Auxiliary	0	0.00%

Demographics Strengths

Judson High School has a higher rate of military connected students than the state by over 400%.

Judson High School CTE has a large number of students enrolled in a pathway. (83%)

Judson High School teacher experience is higher than the state average.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Judson High School CCMR rating is declining. The current pandemic affected this rating along with the separation of students from the classroom. **Root Cause:** Exposure of the opportunities to students has suffered.

Student Learning

Student Learning Summary

The current student body of Judson High School is coming off a pandemic situation. The reintegration of the students back into the school community will be key to their success. The pandemic forced us to institute a hybrid teaching model. This was not conducive to a large population. A large portion of the students did not attend school and decided to use the virtual option. This was also detrimental as a large number of students did not participate, log on, submit assignments, or truly show mastery of the TEKS. Attendance became a rampant problem when students discovered that they did not really have to attend online lessons. All they needed to do was submit assignments at their leisure.

Our student achievement data is as follows:

Student Learning Strengths

JHS STAAR EOC scores sustained from the 2019-2020 to the 2020-2021 academic school year better than the rest of the secondary campuses in Judson ISD. Although the scores decreased due to inconsistent attendance and low class sizes, JHS was able to bear the weight of the pandemic slide better than other campuses. Students and teachers proved to be resilient.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: JHS student learning data shows low performance on state and national standardized testing. **Root Cause:** JHS does not have a systematic literacy program to support students' needs.

School Processes & Programs

School Processes & Programs Summary

Instructional: CTE, IB, AP, PLC, DC, Common Assessments, Common Planning

Personnel: Lost a large number of teachers last year, we recruit using the HR Website, social media, word of mouth,

Organizational: Departmentalized

Administrative: Traditional 1 Principal, 1 Academic Dean, 5 AP's 1 Academic Coach, 1 CTC, 2 Instructional Trainers

Perceptions

Perceptions Summary

Culture: Judson High School is a long-standing institution in the Converse, TX community. We are an athletic powerhouse with a large focus on CTE. The large school community makes us a fast-paced campus serving a diverse community. The culture at JHS is one of worth and value for all its stakeholders.

Climate: The climate of JHS has a family feel.

Values: Tradition, loyalty, family

Beliefs: Everyone should feel valued

We should use the TASB survey here.

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 goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Targeted support Identification data

Student Data: Assessments

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- (STAAR) current and longitudinal results, including all versions
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates

Student Data: Student Groups

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

- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity 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
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework, program growth and student achievement by race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Dual-credit and/or college prep course completion 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
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data





Parent/Community Data

- Parent engagement rate

Goals





Goal 1: EFFECTIVE INSTRUCTION: Judson ISD students will meet or exceed grade-level expectations and will be college, career or military ready.

Performance Objective 1: JHS will increase the STAAR EOC Algebra I scores by 10% points in Approaches, 5% in Meets and 1% in Masters by the end of the 2021-2022 accountability cycle.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Tutoring Busses-Students will be provided transportation home after school for tutoring in every subject.</p> <p>Strategy's Expected Result/Impact: Increase in class passing rates, STAAR EOC scores</p> <p>Staff Responsible for Monitoring: Academic Coach, Principal</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Additional Targeted Support Strategy</p> <p>Funding Sources: Funds for transportation - 171 State Comp Ed - \$7,000</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Socratic Learning Online. Students and teachers in our math classes will be able to use an online system to assess students' learning with real time feedback</p> <p>Strategy's Expected Result/Impact: Increased scores on formative and summative assessments.</p> <p>Staff Responsible for Monitoring: Math AP, Academic Dean, Academic Coach</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: EFFECTIVE INSTRUCTION: Judson ISD students will meet or exceed grade-level expectations and will be college, career or military ready.

Performance Objective 2: JHS will increase the STAAR EOC English I and II scores by 10% points in Approaches, 5% in Meets and 1% in Masters by the end of the 2021-2022 accountability cycle.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Improved literacy throughout the curriculum. All Judson High School students will be able to read, write, speak and listen with the academic language of their courses.</p> <p>Strategy's Expected Result/Impact: Increased literacy and quintile rates</p> <p>Staff Responsible for Monitoring: ELA AP, Academic Dean, Academic Coach</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Formative		
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 1: EFFECTIVE INSTRUCTION: Judson ISD students will meet or exceed grade-level expectations and will be college, career or military ready.





Performance Objective 3: JHS will increase the STAAR EOC Biology I scores by 10% points in Approaches, 5% in Meets and 1% in Masters by the end of the 2021-2022 accountability cycle.

Goal 1: EFFECTIVE INSTRUCTION: Judson ISD students will meet or exceed grade-level expectations and will be college, career or military ready.

Performance Objective 4: JHS will increase the STAAR EOC US History scores by 10% points in Approaches, 5% in Meets and 1% in Masters by the end of the 2021-2022 accountability cycle.

Goal 1: EFFECTIVE INSTRUCTION: Judson ISD students will meet or exceed grade-level expectations and will be college, career or military ready.

Performance Objective 5: JHS will Read, Write, Speak and Listen the academic vocabulary in every class, every day 100% of the time by December 2021.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Students will write in class every day.</p> <p>Strategy's Expected Result/Impact: Students performance date on English I and II STAAR EOC, TELPAS, and TSI will increase</p> <p>Staff Responsible for Monitoring: Academic Coach, Principal, Subject Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Funding Sources: Comp Books Sem 1 - 171 State Comp Ed - 171.11.6399.00.001.24.00.C - \$2,240</p>	Formative		
	Nov	Feb	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 2: POSITIVE SCHOOL CULTURE: JISD students and staff will feel involved, connected, supported, safe, and valued in their pursuit of excellence.

Performance Objective 1: The Attendance Rate for JHS will be 93% by December 2021, and 95% by May 2022.

Goal 2: POSITIVE SCHOOL CULTURE: JISD students and staff will feel involved, connected, supported, safe, and valued in their pursuit of excellence.

Performance Objective 2: JHS will have over 75% of our students involved in extra-curricular or co-curricular activities by May 2022.

Goal 2: POSITIVE SCHOOL CULTURE: JISD students and staff will feel involved, connected, supported, safe, and valued in their pursuit of excellence.

Performance Objective 3: JHS will have less than 1 discipline referral per student by May 2022.

Goal 3: INVOLVING FAMILIES AND COMMUNITY: Judson families and community members will be involved in Judson ISD.

Performance Objective 1: JHS will have over 2,000 volunteer visits by May 2022.

Goal 4: LEADERSHIP: Judson ISD will grow leaders and sustain the growth of outstanding leaders over time.

Performance Objective 1: JHS will hire from former Rockets, promote employees from within, and propel employees to other leadership roles.

Goal 4: LEADERSHIP: Judson ISD will grow leaders and sustain the growth of outstanding leaders over time.

Performance Objective 2: JHS will increase the employee survey data on being fulfilled 5%.

Goal 5: CUSTOMER SERVICE: Judson ISD will strive to consistently model kindness and empathy when interacting with our students, families, and community.

Campus Funding Summary

171 State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Funds for transportation		\$7,000.00
1	5	1	Comp Books Sem 1	171.11.6399.00.001.24.00.C	\$2,240.00
Sub-Total					\$9,240.00
Budgeted Fund Source Amount					\$131,156.00
+/- Difference					\$121,916.00
Grand Total					\$9,240.00