

Judson Independent School District
Judson Learning Academy
2024-2025 Campus Improvement Plan



Mission Statement

Judson Learning Academy is dedicated to excellence in teaching and student success.

Vision

Judson Learning Academy is dedicated to our students' social emotional learning and academic success.

Core Beliefs

Students First

Teamwork

Accountability

Results-Oriented

Loyalty

Integrity and Mutual Respect

Safe and secure Environment

Two-way Communication

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Comprehensive Needs Assessment

Revised/Approved: September 30, 2024

Demographics

Demographics Summary

Judson Learning Academy is primarily a Grade 10th - 12th non-traditional, high school with a current enrollment of 56 students. The student demographics consist of % Hispanic, % African American, % White, % American Indian, and 2% classified as Two or more. The school has identified 99% of the student population is At-Risk. Judson Learning Academy is also comprised of % gifted/talented, % special education, % Bilingual/ESL learners, and economically disadvantaged.

Demographics Strengths

JLA has a diverse student population that reflects the demographics of the district.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): JLA has an At-Risk population of 99% and there is need for ongoing professional development to better equip staff in addressing the academic and SEL needs of JLA students. **Root Cause:** Staff needs to be provided with more opportunities to attend professional development training that specifically targets At-Risk students and dropout prevention program strategies.

Priority Problem Statements

Problem Statement 1: JLA has an At-Risk population of 99% and there is need for ongoing professional development to better equip staff in addressing the academic and SEL needs of JLA students.

Root Cause 1: Staff needs to be provided with more opportunities to attend professional development training that specifically targets At-Risk students and dropout prevention program strategies.

Problem Statement 1 Areas: Demographics

Problem Statement 2: In previous years, less than 30% of JLA students were considered college, career, and/or military ready according to TEA.

Root Cause 2: JLA did not have a system in place that focuses on and prepared students to meet CCMR standards.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: JLA students have limited opportunities to learn through fine arts programming.

Root Cause 3: JLA does not have a Fine Arts teacher/program; therefore, students are only able to take Art on Edgenuity.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: JLA lacks a consistent SEL program that would benefit all students.

Root Cause 4: Due to the nature of our campus, JLA has been unsuccessful in fully implementing and SEL program with fidelity.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: JLA lacks partnership with stakeholders (i.e. parents, community members, businesses, alumni, etc.)

Root Cause 5: There may be limited opportunities in activities parents/community members feel confident in participating and because of time.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: JLA's presence and purpose are not well known throughout the Judson ISD district.

Root Cause 6: Many key personnel have not had the opportunity to visit and/or learning firsthand about JLA.

Problem Statement 6 Areas: Perceptions

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)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- 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
- SAT and/or ACT assessment data
- PSAT
- Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- Student failure and/or retention rates

Student Data: Student Groups

- 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 rates of progress for each student group
- 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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Pregnancy and related services 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
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- 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
- Equity data
- T-TESS data
- T-PSS data

Parent/Community Data

- Parent surveys and/or other feedback

- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

Goals


Revised/Approved: September 30, 2024


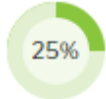




Goal 1: Effective Instruction: Judson ISD students will meet or exceed grade-level expectations and will be college, career, or military ready.

Performance Objective 1: JLA will meet or exceed 60% on the Algebra I & Biology STAAR EOC, 50% on the English I & II STAAR EOC, and 75% on the US History STAAR EOC, as well as increase our CCMR raw percentage from 19% to 30%.

HB3 Goal

Evaluation Data Sources: CCMR score provided by TEA.

Strategy 1 Details	Reviews			
<p>Strategy 1: JLA will provide TSI testing to all students multiple times throughout the school year and provide STAAR Accelerated Instruction and TSI test preparation to students during Penguin Time.</p> <p>Strategy's Expected Result/Impact: JLA will have more students take and pass the TSI ELA/Reading test than in past years.</p> <p>Staff Responsible for Monitoring: Administration, Counselor, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Patricia Santos, At-Risk Counselor - 199 General Operating</p>	Formative			Summative
	Oct	Jan	Mar	May
	 <p>25%</p>			

Strategy 2 Details	Reviews			
<p>Strategy 2: JLA students will attend field trips to colleges and universities.</p> <p>Strategy's Expected Result/Impact: Increased motivation in JLA students to graduate with their diploma and work towards achieving a CCMR indicator.</p> <p>Staff Responsible for Monitoring: Admin and Counselor</p> <p>TEA Priorities: Connect high school to career and college</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: School bus for trip to St Philips 10.31.24 - Campus Activity Funds - Simon Youth Foundation - \$250, School bus for trip to University Fall 2024 - Campus Activity Funds - Simon Youth Foundation - \$250, School bus trip to Community College Spring 2025 - Campus Activity Funds - Simon Youth Foundation - \$250, School bus trip to University Spring 2025 - Campus Activity Funds - Simon Youth Foundation - \$250</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 3 Details	Reviews			
<p>Strategy 3: JLA will host a CCMR Summit for students to participate in workshops and hear from guest speakers focusing on College, Career, and Military Readiness.</p> <p>Strategy's Expected Result/Impact: Increased motivation in JLA students to plan and set goals towards College, Career, or Military Readiness.</p> <p>Staff Responsible for Monitoring: Admin, Counselor, and Teachers</p> <p>Funding Sources: Lunch for students and presenters for Summit Fall 2024 - Campus Activity Funds - Simon Youth Foundation - \$500, Lunch for students and presenters for Summit Spring 2025 - Campus Activity Funds - Simon Youth Foundation - \$500</p>	Formative			Summative
	Oct	Jan	Mar	May
				
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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: 99.9 % of students will graduate from JLA according to their graduation plan.

High Priority

HB3 Goal

Evaluation Data Sources: PEIMS data

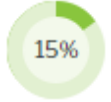




Strategy 1 Details	Reviews			
<p>Strategy 1: JLA will offer students opportunities to complete all required coursework on campus to ensure all graduation requirements can be met.</p> <p>Strategy's Expected Result/Impact: JLA students will be able to earn elective course credits to complete their graduation plan</p> <p>Staff Responsible for Monitoring: Counselor, Admin</p> <p>Funding Sources: Patricia Santos, At-Risk Counselor - 199 General Operating</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 2 Details	Reviews			
<p>Strategy 2: JLA will partner with a community based arts program for students to experience additional learning through the arts.</p> <p>Strategy's Expected Result/Impact: JLA students will create a final Art project to include in their portfolio</p> <p>Staff Responsible for Monitoring: Admin, Counselor</p> <p>ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: Contracted Art Teacher Fall 2024 - Campus Activity Funds - Simon Youth Foundation - \$750, Contracted Art Teacher Spring 2025 - Campus Activity Funds - Simon Youth Foundation - \$750</p>	Formative			Summative
	Oct	Jan	Mar	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 2: Involving Families and Communities: Judson ISD will build trusting relationships with students, parents/guardians, and members of our community by encouraging stronger advocacy of their child's social-emotional well-being.

Performance Objective 1: JLA staff will implement Social Emotional Learning (SEL) activities throughout the school year.

High Priority

Evaluation Data Sources: Completed SEL activity calendar



Strategy 1 Details	Reviews			
<p>Strategy 1: JLA staff will implement SEL activities including Morning Mindfulness, Everfi, Evolve, and instructions on how to build and utilize a Calming Corner.</p> <p>Strategy's Expected Result/Impact: JLA students will increase their learning opportunities by experiencing a growth mindset in a positive setting albeit in the classroom or the Calming Corner.</p> <p>Staff Responsible for Monitoring: Social Worker, Counselor, Admin, Teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Melissa Cruz, At-Risk Social Worker - 199 General Operating</p>	Formative			Summative
	Oct	Jan	Mar	May
	 15%			
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Goal 3: Positive School Culture: Judson ISD will create a positive school culture where the school community including staff, students, and parents/guardians will feel valued, connected, and safe.

Performance Objective 1: JLA students will participate in small group activities based on their interests to provide SEL.

HB3 Goal

Evaluation Data Sources: Campus culture survey, student exit feedback, and the graduation rate

Strategy 1 Details	Reviews			
<p>Strategy 1: JLA staff will partner with community organizations to implement student interest groups.</p> <p>Strategy's Expected Result/Impact: JLA students will increase their engagement with each other, campus culture, and the graduation rate.</p> <p>Staff Responsible for Monitoring: Admin, Counselor, Social Worker, and Teachers</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 2 Details	Reviews			
<p>Strategy 2: JLA will create a community garden to beautify the campus landscape grounds.</p> <p>Strategy's Expected Result/Impact: JLA students will increase their level of engagement of campus culture and reach higher graduation rate.</p> <p>Staff Responsible for Monitoring: Administration, Social Worker, and English Teacher</p> <p>Funding Sources: Garden supplies and materials - Campus Activity Funds - Gardopia - \$3,000, Water Tower - Campus Activity Funds - City of Kirby Sponsor - \$1,500</p>	Formative			Summative
	Oct	Jan	Mar	May
				

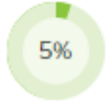




Strategy 3 Details	Reviews			
<p>Strategy 3: JLA Counselor and Social Worker will attend professional learning conferences specifically focused in their area of expertise.</p> <p>Strategy's Expected Result/Impact: Building community through increased positive relationships among faculty, staff, and students</p> <p>Staff Responsible for Monitoring: Administration, Counselor, and Social Worker</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p> <p>Funding Sources: Nicole Rosas Saunders, Principal - 199 General Operating - \$435, Frances M. de la Pena - 199 General Operating - \$320, Region 20 - Graduation Req Training (Santos) - 199 General Operating - \$131, Melissa Cruz - 199 General Operating - \$118</p>	Formative			Summative
	Oct	Jan	Mar	May
				
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Goal 4: Leadership: Judson ISD will cultivate outstanding leaders and sustain their growth over time.

Performance Objective 1: JLA staff will participate in professional learning opportunities within and outside the district that focus on core subject areas, working with At-Risk students and leadership development.

High Priority

Evaluation Data Sources: Staff Professional Learning Log, Campus Sign-in Sheets,







Strategy 1 Details	Reviews			
<p>Strategy 1: JLA Staff will attend conferences and workshops dealing with content, At-Risk students, and leadership (i.e. Texas Association for Alternative Education, The Council of Women School Executives, and Texas School Social Worker Conference)</p> <p>Strategy's Expected Result/Impact: JLA Staff will increase their skill set and areas of expertise to implement newly gained knowledge in an instructional setting</p> <p>Staff Responsible for Monitoring: Admin, Counselor, Social Worker, and Teachers</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Funding Sources: Registration, professional organization membership - 199 General Operating - \$300, Melissa Cruz, Social Worker-34th Texas School Social Workers Conference Feb. 19-21, 2025 - 199 General Operating - \$1,000, Patricia Santos, School Counselor-Region 20 Graduation October 24, 2024 - Campus Activity Funds - \$150</p>	Formative			Summative
	Oct	Jan	Mar	May
				
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Goal 5: Customer Service: Judson ISD will create a welcoming environment, treat everyone with respect, and model kindness and empathy when interacting with families and communities.

Performance Objective 1: JLA staff will present to key personnel and students throughout Judson ISD to increase interaction between and raise awareness of JLA.

High Priority

Evaluation Data Sources: Schedule of presentation dates, agendas, sign-in sheets

Strategy 1 Details	Reviews			
<p>Strategy 1: JLA Staff will present to the 3 comprehensive high schools in Judson ISD.</p> <p>Strategy's Expected Result/Impact: JLA will increase branding of the campus, grow student enrollment, and the success rate of graduating students.</p> <p>Staff Responsible for Monitoring: Admin, Counselor, and Social Worker</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 2 Details	Reviews			
<p>Strategy 2: JLA will host the Destination Project to present a Student Showcase and Graduate Dinner.</p> <p>Strategy's Expected Result/Impact: JLA students will be recognized among peers, parents, community members, and district personnel.</p> <p>Staff Responsible for Monitoring: Admin, Counselor, Social Worker, and Teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Catered food, paper goods, decorations - Campus Activity Funds - Simon Youth Foundation - \$2,000</p>	Formative			Summative
	Oct	Jan	Mar	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>				

State Compensatory

Budget for Judson Learning Academy

Total SCE Funds:

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

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Personnel for Judson Learning Academy

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Melissa Cruz	At Risk Social Worker	1

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention			Samantha Wohler	9/25/2024
Child Abuse and Neglect			Samantha Wohler	9/25/2024
Student Welfare: Crisis Intervention Programs and Training			Samantha Wohler	9/25/2024
Student Welfare: Discipline/Conflict/Violence Management			Samantha Wohler	9/25/2024