



Esmond Juvenile Justice Center Residential School
Comprehensive Needs Assessment
for the Development of the Campus Improvement Plan
2013-14

Educational Mission of the Esmond Center Programs

: To assist the student in making progress with the following educational goals:

- 1) Maintain and Improve Educational Achievement
- 2) Accrue School Credits that Meet State Requirements for Promotion/Graduation
- 3) Complete Secondary School or GED

DESCRIPTION

The Esmond Juvenile Justice Center is one of 11 campuses in Dickinson Independent School District. The Juvenile Justice Center has two residential programs serving students ages 10-17. The Juvenile Detention School provides educational services for students in Galveston County who are pre-adjudicated by the Juvenile Court. The Transforming Lives Cooperative provides educational services for students who have post-adjudications. Esmond Center requests provision of educational classes for students through the Dickinson Independent School District. Services and arrangements are established through a yearly Memorandum of Understanding.

Academic programming is provided to students through 3 teachers for Juvenile Detention, 2 fulltime teaching positions shared by three teachers in TLC, a special education facilitator, and a part time ELL facilitator. Two teachers in Detention and 2 teachers in TLC are also special education certified. Other academic staff includes a part-time principal, the education records secretary and a records clerk. ARDs are held as required by law. 504 accommodations are implemented. The programs have a trained TELPAS rater and test administrator. ELL services are provided to the students. State assessments are administered, as well as pre-and posting-testing for students who are in residence 90 days or more.

Ethnic/gender demographics for the total residential population during the 12-13 school year were as follows:

Hispanic males	24%
White non-Hispanic males	23%
Black males	32%
Hispanic females	1%
White non-Hispanic females	11%
Black females	9%

Galveston County Juvenile Detention

The fundamental purpose of detention is to provide a secure facility for the housing of juveniles who are believed to have engaged in some type of unlawful conduct requiring structured supervision or protection of the public. It is the County's philosophy to manage this program in accordance with the Texas Juvenile Probation Commission Standards and the Texas Family Code.

Students are placed in Detention by the judge and are released by the judge. DISD has no control over entrance or withdrawal from the program

The detention facility of the Juvenile Justice Department houses juvenile offenders ten years of age or older and under 17 years of age; or seventeen years of age or older and under 18 years of age who have been found to have engaged in delinquent conduct or conduct indicating a need for supervision as a result of acts committed before becoming 17 years of age.. The facility operates twenty-nine (29) single occupancy rooms. The Intake Officer assists in court proceedings, processing of admissions / releases of juvenile offenders 24 hours daily, and holds supervisory responsibility for line staff during evenings, weekends and holidays. The program is oriented towards rehabilitation and concerned humanistic care.

The juvenile who is placed in detention will participate in a comprehensive program, including diagnostic services, both indoor and outdoor recreation, voluntary religious instruction and other services believed to be beneficial to the child. Esmond Center requests provision of educational classes for students through the Dickinson Independent School District. Services and arrangements are established through a yearly Memorandum of Understanding. The Galveston County Juvenile Justice Department requests that DISD employees do not become involved with any of the services provided.

Juvenile Detention Days Enrolled Analysis 2012-13

# days detained	# students who served
1	7
2	8
3	17
4	8
5	11
6	10
7	7
8	22
9	33
10	54
11	8
12	8
13	3
14	6
15	7
16	5
17	8
19	5
20	5
21	3
22	5
23	4
25	2

# days detained	# students who served
26	3
28	1
29	1
30	2
32	1
33	1
34	1
35	1
36	1
38	1
39	1
41	1
44	1
46	1
47	1
48	1
53	1
57	1
58	1
59	1
60	1
72	1
78	1

days detained	# students
5 days or fewer	51
6-10 days	126
11-15	32
16-20	23
21-25	14
26-30	7
31-40	7
41-50	5
51-60	5
72-78	2

detained	% of total students
1-10 days	63%
1-20 days	83%
1-30 days	87%

Total number of students detained (one or more times)-198

Detained once-139 students Detained 2 times-43 students Detained 3 times-10 students Detained 4 times-5 students Detained 5 times-1 student

Number of detention enrollment/withdrawals-281

Total days of enrollment: 3375

Average length of stay: 12 days

Transforming Lives Cooperative

The Transforming Lives Cooperative's intent is to effectively channel the delinquent juvenile's behavior into more positive outcomes in the forms of willing law abiding citizens, instilling within its participants the importance of self discipline, responsibility, and respect towards one's self and community. It is our commitment to accomplish this in the least restrictive and most cost effective manner possible.

Students are placed in TLC by the judge and are released by the judge. DISD has no control over entrance or withdrawal from the program.

Any juvenile who is on formal probation and continues to violate order of probation will eventually reach Level 4 of the Progressive Sanctions. At that point, the student's probation officer may recommend placement in TLC. This action is a court order for post-adjudication requiring the student to report to Esmond Center daily for a minimum of 6 months. While at the Center, the student attends classes on Monday-Friday rather than those at his regular school in his district of residence.

In certain cases, any Level 4 juvenile through continued violations will be classified as L-5. At that point, the judge may issue a court order requiring a post-adjudication residential placement in About Face for a minimum of 6 months. The student lives in the facility and attends classes on Monday-Friday. The Galveston County Juvenile Justice Department requests that DISD employees do not become involved with any of the services provided other than direct classroom instruction.

Average length of stay is 68 days.

A committee met on May 22, 2013, to review the curriculum, instruction and all educational services. Members of the committee were:

<u>Name</u>	<u>Job/Title</u>		
Judy Ahlhorn	principal	Gary Willingham	special education facilitator
Steve Calhoun	teacher	Gerald Grauman	teacher
Sam Newman	teacher	Sammie Wankan	teacher
Diane Wonio	teacher	Louis Wortham	teacher

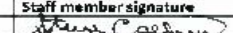

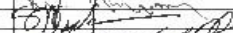

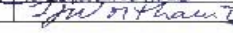


Esmond Juvenile Justice Center

Galveston County Juvenile Detention Center
Transforming Lives Cooperative
Judith Ahlhorn, Principal

Comprehensive Needs Assessment
Campus Improvement Plan for 2013-14

May 22, 2013

The following staff members participated in the planning meeting.

Staff member name	Staff member signature
Steve Calhoun	
Gerald Grauman	
Sam Newman	
Sammie Wankan	
Gary Willingham	
Diane Wonio	
Lou Wortham	

ELL Services

Strengths:

Ms. Wonio uses the Firelight English materials to help develop English proficiency. This year there was one high school student who was assessed through TELPAS, with results beginning level of proficiency. Oral language proficiency is generally acceptable. Test scores do show growth in the areas of reading, writing, speaking and listening. Teachers have worked with Rosa Herrera to determine how to adapt their lessons for this student's needs. Mrs. Herrera also visits the classroom to provide support.

Ms. Vickers is now learning about LPAC and learning how to request and evaluate those records. We are becoming more accurate in providing the correct services.

Rosetta Stone software will be purchased for the facility.

Needs:

When there is a deficiency, language acquisition and reading are key issues, especially if student has erratic attendance. Compared to a regular setting, incarcerated and adjudicated students generally have not attended the public school consistently and have not learned their first language. Some have a resistance to the culture of a regular school, so this type of student is very resistant to efforts made when they are locked up. Communication is the key to figure out how the teacher can best approach the student who might struggle with language acquisition. Teachers other than English teachers should also strive to incorporate more language and reading strategies into their lessons. Glen Watson, the County Deputy Director of Special Programs, said he would get more bilingual/ESL dictionaries. Mrs. Herrera brought one to the facility but apparently the county did not purchase the books.

Mrs. Wonio uses board games in her class, and she had found that students who are limited in English usage tend to participate more. Purchasing games and non-traditional materials for other classrooms could help both ELLs and other students who are limited in academic skills.

Special Services

Strengths:

We have better communication with other districts and are getting special education information from them in a timely manner. We are also getting much more accurate information, particularly for state assessments. We have gotten more assistance from the school district Director of Assessment and the Director of Special Education. They provide a link to their counterparts in other school districts.

This year Esmond Center has focused on immediate provision of special education based on the services as indicated by the paperwork from the last campus attended. Personnel from DISD will visit the facility as needed to comply with related services or other needs that Esmond staff cannot provide. Mr. Willingham and the special education records clerk kept detailed records for the Residential Facilities Tracker, which is managed by Maggie Burk in the DISD Special Services Office.

This year all Esmond Center classroom teachers were required to earn special education certification. 5 of those 6 teachers are now certified.

Needs:

All are not spec ed but all are at-risk. All are under RTI and we need a reading program in place. They are all needing reading development. Teachers need to work with Mr. Willingham in regard to when he can work with students. Teachers should send emails for any student especially when it deals with reading.

Much of the population at Esmond Center are students that we suspect have unaddressed mental health issues. Some are identified as special education but others are not, and do not have academic needs. Staff development in how to teach, engage and motivate mentally ill students would be beneficial.

RF Tracker Corrective Action Plan

DISD is under a Corrective Action Plan for Residential Facilities Tracker. During an audit last year, TEA cited the following concerns:

- Continuum of placement options at the Esmond Center (TLC Level 5 and Detention)
- Transfer, 30 day, and annual ARDs primarily at the Esmond Center (TLC Level 5 and Detention)
- Providing related services and dismissing related services

Appropriate goals for students in special education

-

As a result, DISD is implementing the following actions:

1. Providing training to all teachers at the Esmond Center so they can obtain their Special Education Certification. DISD will reimburse any teacher who passes the certification exam for the cost of the examination.
2. Providing training to the ARD CFs on ARDs (including Transfer, 30 day, and annual ARDs)
3. Providing training to ARD CFs on IEPs- developing, reviewing, and revising
4. Provide training on related services eligibility and dismissal
5. Hold ARD meetings for any student where there was a possibility that FAPE was not provided and discuss the possibility of compensatory services
6. Provide training on documenting when services, including related services are being provided
7. Conduct folder audits twice a semester for all residential facility students
8. Review, revise, and implement new procedures after training
9. Meet with Esmond Center to review the results of the audit and develop a plan for correcting all concerns cited by TEA

So far, DISD has met with the Esmond Center, provided all the training required, and is in the process of completing the revision of procedures. Teachers are scheduled to receive training related to Special Education Certification during the month of November.

The Texas Education Agency has completed its review of the corrective actions taken by the DISD special services department and has determined that district practices at Esmond Center are now in compliance, as indicated in this correspondence:

**IMPORTANT
MONITORING
INFORMATION**

May 21, 2013

084-901
2011-2012

Ms. Vicki Mims, Superintendent
Dickinson Independent School District
P.O. Drawer Z
Dickinson, TX 77539-2026

Sent Via Email
vmims@dickinsonisd.org

Subject: Notice of Correction of Noncompliance Identified in the Performance-Based Monitoring System for Special Education

This letter serves to notify the Dickinson Independent School District of the correction of noncompliance in the Performance-Based Monitoring (PBM) System for special education. The LEA was selected for participation in the 2011-2012 PBM process for special education at a stage 3 for residential facility (RF) monitoring level of intervention and completed the PBM monitoring requirements.

Correspondence related to the completion of stage 3 requirements was sent to the LEA on July 26, 2012. This correspondence detailed eight specific areas of noncompliance:

- Continuum of alternative placements – failure to provide a continuum of placement options upon entering the detention facility, despite previous instructional placements with no justification in the individualized education program (IEP) for the changes; 34 Code of Federal Regulations (CFR) §300.115;
- 30-Day transfer admission, review, and dismissal (ARD) – failure to conduct a transfer ARD committee to develop and implement a new IEP, or adopt the IEP from the previous LEA; 34 CFR §300.323(e)(2); 19 Texas Administrative Code (TAC) §89.1050(f)(2);
- Free appropriate public education (FAPE) – failure to provide comparable special education services required by students' IEPs from their previous district, and transfer ARD committee meetings were not held to revise the IEP; 34 CFR §300.101, §300.17(d);
- Definition of IEP – failure to document the frequency and duration for special education services; 34 CFR §300.320(a)(7);
- Definition of IEP – failure to develop goals and objectives for identified direct or indirect instructional special education services, speech, or related services; 34 CFR §300.320(a)(1)(2)(i)(B)(4);

- Provision of a related service for transfer students – failure to provide speech and related services to students at the detention facility due to access issues; 34 CFR §300.304(c)(4),(6), §300.305(e)(1), §300.320(a)(4);
- When IEPs must be in effect; IEPs for children who transfer public agencies within the same state – failure to conduct a permanent placement ARD committee; 34 CFR §300.323(e)(1)(2); 19 TAC §89.1050(f)(2);
- Development, review and revision of the IEP – failure to review and revise IEPs at least annually; 34 CFR §300.324(b)(1)(i);

A plan for correction of these eight issues of noncompliance was included in your corrective action plan (CAP). The documentation submitted by the LEA indicated that these areas of noncompliance have been addressed. Therefore, no further action on these eight issues is required at this time.

In September 2012, the TEA conducted an initial review of student performance and program effectiveness data and made determinations regarding monitoring and interventions based on the results of the PBMAS analysis. In a *To the Administrator Addressed* letter dated September 28, 2012, TEA notified LEAs that 2012-2013 intervention staging information would be available on the *Intervention Stage and Activity Manager* (ISAM) application on the Texas Education Agency Secure Environment (TEASE). The Dickinson ISD was selected for a stage 1 baseline level of intervention in the career and technical education (CTE) program and stage 1 in the data validation monitoring (DVM) discipline program. Therefore, the LEA should continue with any improvement or correction strategies implemented as a result of its identification for interventions.

If you have questions regarding this correspondence, please contact Ashley Mezger in the Division of Program Monitoring and Interventions at (512) 463-5226 or by e-mail at ashley.mezger@tea.state.tx.us.

Sincerely,



Judy Struve
Program Monitoring and Interventions

JS/sh

cc: Laurie Goforth, Special Education Director, Dickinson Independent School District
Pam Wells, Executive Director, Region IV Education Service Center
Jerry Klekotta, PBM Contact, Region IV ESC
Ginger Gates, Special Education Contact, Region IV ESC
Gene Lenz, Federal and State Education Policy, TEA

GENERAL EDUCATION PROGRAMMING

The committee reviewed information on dropouts, curriculum delivery/accelerated learning, materials, technology, report cards, student motivation, character education, social skills, English language learner needs, parent connection, record keeping and follow up after students leave the program.

Curriculum, Instruction and Assessment

The data showed:

Lesson plans and instruction are based on the TEKS and the DISD curriculum placemats. Teachers seldom receive any concrete data regarding a student's mastery of various objectives, so generally they must depend on the student to advise on greatest need. Strategies therefore are selected to align with the students' perception of weaknesses or gaps.

Strengths:

Teachers' knowledge of curriculum and differentiation techniques.

Needs:

Strong desire to work more closely with regular campus teachers. Develop skills with the new software GradPoint. Software that is not internet-based. Since there is no ability to give homework, students need opportunities to practice and drill on materials more within the classroom setting. Updated textbooks to replace outdated titles.

Students

Strengths:

Students have limited opportunity to misbehave or refuse to comply within the classroom. As a result, these students are more engaged and remain on task to a much greater degree than they would in a regular school environment. Almost all of them complete assigned class work. Appropriate social behaviors are practiced repeatedly. Students have the great advantage of having an exceptionally small student-teacher ratio. Because of the safe and secure environment, many students' achievement levels increase.

Students are now reading more independently and are choosing to read and expressing enjoyment at that activity as a recreational pastime. Many of the better students do very well on the Apex online curriculum and this allows them to move ahead and keep up the progress that students at a regular school might maintain.

High school students who live in the Dickinson ISD upon release are encouraged to consider attending the Dickinson Continuation Center, the alternative high school of choice, particularly if they are behind the graduation cohort group.

Needs:

Many of the students have exceptionally large gaps in knowledge. Because they are generally sectioned by the county in non-graded, self-contained classrooms, it is difficult for students to get individual academic needs addressed. Even though most classes never exceed fifteen students (generally

10 and below), there are many times when each student could use a one-to-one ratio to move toward grade level achievement. English language learners need more individual attention and materials. Many students are highly unmotivated for a myriad of reasons, and traditional classroom methods and materials are ineffective.

Students also do not have much support from the home environment in terms of emphasizing the importance of education, consistent attendance and appropriate behavior. They are also inconsistently exposed to appropriate social skills for the classroom and work place.

After being in such a protected and sheltered environment even if it is a short period of time, students need more transition and follow-up from the facility. Generally these students get “lost” when they return to a regular school.

A vast majority of the students who are court-ordered to attend these programs will be likely to fall behind and not graduate on time, if at all. Pre-GED and GED instruction can benefit students who may not be able to earn a high school diploma.

There is a segment of students who are indignant at being detained, and these students are unreachable. They become locked down emotionally, so they cannot make any effort toward engagement or achievement. Upon release, these are students who might be much more successful at an alternative high school or at least in the credit recovery lab back in their local district.

Staff

Strengths:

Staff members are up-to-date in their knowledge of the Texas Essential Knowledge and Skills. They participated in AVID training and have used elements of the program. They are flexible in dealing with working in the environment imposed upon them by the county facility. They work to address individual needs as much as the circumstances allow. The turn-over rate is low.

Teachers are addressing learning gaps. They reteach and connect to the supporting standards. They are also working with students at a higher level than in the past.

TREX has enhanced the official requests for student records. Mrs. Herrera conducts investigations into whether students re-enroll in school and provides transition services.

Staff feels that district training has provided good topics that are pertinent and meaningful for alternative programs. Teachers have common planning periods and weekly discussion sessions. Teachers were required to demonstrate proficiency in the training topics by including strategies in their lessons and were observed for delivery of the strategies. Teachers are working to develop differentiation skills to a better level.

Needs:

Teachers often cannot easily identify the academic levels of many students. Sometimes the student has not attended school in over a year; attendance prior to that may have been sketchy and students may have moved from school to school. Knowing “where to get started” when a student is low or non-performing is a frequent complaint.

Teachers need to continue to develop their technology usage and integration of technology. Instruction needs to be highly individualized, which can be partially achieved through use of software programs. Teachers attended two training sessions in preparation for the new online software, GradPoint. Additional training will be necessary.

Teachers need appropriate materials to use for accelerated instruction. They also need materials for low-performing highly at-risk students, as well as for English language learners. Teachers are working on skills much of the time because of the short-term nature of the program and because of the facility design of the classes. They cannot tailor their instruction as much as they would like because of the multi-age, multi-grade level nature of their groups. Once students are present for more than 20 days, they need to gain core-specific knowledge.

Because of the nature of the program, there is little opportunity for staff members to have a connection with students' families, even during the time that the student is court-ordered to attend the program.

Teachers need to collaborate with other teachers of these students.

Technology

Strengths:

GradPoint training was provided ahead of the year that the program will be used. Teachers also have the summer to prepare for the change-over from Apex Online.

Needs:

There is an insufficient number of GradPoint licenses. Hardware and technical infrastructure need serious attention. GradPoint will not run on the extenda station model. Computer projectors should be installed in all classrooms.

Parents

Issues:

Since students are court-ordered into both programs and parents are not participants in the educational process in the same way they could be in a regular public or private school, there are unique communication problems affecting parental involvement.

Many parents are incarcerated in the adult system, so a huge percentage of these students are not being raised by parents and at times not even with family members. The family is often homeless or moves to a new location frequently. Communication is difficult to establish and maintain. Responsible parties are often working multiple jobs in order to survive, so educational issues are often very low on the list of priorities.

Esmond Juvenile Justice Center Campus Improvement Plan 2013-2014

Campus Goal #1: Will provide a range of integrated activities within the limits and boundaries of the Juvenile Justice system to enhance student talents and explore their capabilities.

Campus Goal #2: Provide opportunities for students to meet state academic performance standards.

DISD Priority Objective Addressed: Use budget resources to provide the greatest educational return.

Performance Objective: To assist the student in making progress in reading and math.

Programs/Strategies/ Activities	Resources	Barriers/Obstacles	Person(s) Responsible	Time Line	Evaluation	Oct	Jan	Mar	June
1 Provide additional reading support twice a week one period for all TLC students (long term placements)	Title I D subpart 2 funding	High turn-over of students because of court system.	Juvenile Court At-Risk Liaison	8/26/2013-6/30/2014	Formative: pretests Summative: posttests				
2. Purchase supplemental core curricular materials to enhance content areas and increase success on state assessments.	Title I D subpart 2 funding (\$250)	Covering vast range of needs and grade levels within one classroom. High turn-over of students because of court system.	Teachers	8/26/2013-6/30/2014	Formative: pretests Summative: posttests				
3. Dickinson Continuation Center (DCC) is available for DISD students who leave Esmond Center needing an intensive drop-out recovery program.	District funds	Uncertainty of juvenile justice actions which impairs ability to enroll in DCC.	Administrators	8/26/2013-6/30/2014	Formative: students who enroll and attend Summative: number of credits completed				
4. Provide academic support and remediation through GradPoint online curriculum or other individual services to students returning to DHS from the Juvenile Justice Center	District funds	Unpredictability of student return. Transportation	Juvenile Court At-Risk Liaison	8/26/2013-6/30/2014	Formative: prior state assessment scores Summative: current state assessment scores				
5. Assist with transition services	Title I D subpart 2 funding (6411, \$500)	Scheduling of time to meet with students when they return to DHS	Juvenile Court At-Risk Liaison	8/26/2013-6/30/2014	Formative: students who enroll and attend Summative: number of credits completed or promotion records				

7. Juvenile Court At-Risk Liaison, to travel as itinerant provider as students are placed in disciplinary or juvenile justice settings.	Title I D subpart 2 funding (1FTE =\$58,818)	Coordination with administrators of various programs, scheduling for maximum use, travel time	Administrators Juvenile Court At-Risk Liaison	8/26/2013-6/30/2014	Formative: prior TAKS, STAAR scores, course grades Summative: current TAKS, STAAR scores, course grades				
X= discontinued 0= no progress 1 = some progress 2= considerable progress 3= accomplished									

Esmond Juvenile Justice Center Campus Improvement Plan 2013-2014

Campus Goal #3: Instruction by highly qualified professional staff

DISD Priority Objective Addressed: The District will recruit, train and retain competent staff in all positions.

Performance Objective: Provide staff members with the tools and training necessary to meet the requirements of NCLB (highly qualified) definition.

Programs/Strategies/ Activities	Resources	Barriers/Obstacles	Person(s) Responsible	Time Line	Evaluations	Oct	Jan	Mar	June
1. Provide professional development for all staff to maintain highly qualified status or become highly qualified in assigned academic subject areas.	All instructional staff, in service materials, trainings, professional development, local and Title II A funds	Title IIA (\$800)	Principals Administrators District Human Resources Dept.	8/26/2013-6/30/2014	Formative: district staff development plan, increase in number of staff receiving high quality training Summative: sign-in sheets, certificates of training				
X= discontinued 0= no progress 1 = some progress 2= considerable progress 3= accomplished									

Esmond Juvenile Justice Center Campus Improvement Plan 2013-2014

Campus Goal #4: Professional development for teachers and support staff

DISD Priority Objective Addressed: The District will recruit, train and retain competent staff in all positions.

Performance Objective: Professional development for teachers and support staff to enable all students to meet state performance standards and motivate students to remain enrolled in school

Programs/Strategies/ Activities	Resources	Barriers/Obstacles	Person(s) Responsible	Time Line	Evaluations	Oct	Jan	Mar	June
1. Provide training and continuing staff development in topics related to the more rigorous state assessment system and behavior intervention programs	District funds Title II A funds (\$6,000)	Time out of class for teachers, as these programs do not use substitutes Physical and technological limitations of onsite training.	Administrators	8/26/2013-6/30/2014	Formative: district staff development plan, increase in number of staff receiving high quality training Summative: sign-in sheets, certificates of training				

Esmond Juvenile Justice Center Campus Improvement Plan 2013-2014

[illegible]

**Campus Goal #5:
DISD Priority Objective
Addressed:
Performance Objective:**

Parental involvement
Create and maintain a welcome atmosphere for parents.

Within the security limits imposed through the juvenile justice facility, communication with parents regarding student school performance will occur through alternative methods when on-site discussions are prohibited or unlikely to occur.

[illegible]

Esmond Juvenile Justice Center Campus Improvement Plan 2013-14

**Campus Goal #6:
DISD Priority Objective
Addressed:**

Student transition from the facility
Develop meaningful collaboration with stakeholders so that communication between home, school and the community is continuous and open.

To provide information to the appropriate party that can enhance the student's opportunities for success upon exiting the facility.

Programs/Strategies/ Activities	Resources	Barriers/Obstacles	Person(s) Responsible	Time Line	Evaluations	Oct	Jan	Mar	June
1. Send withdrawal records and other pertinent information to campus that will receive the student.	District funds	Student is released by judge without district knowledge, thus appropriate materials cannot be provided in a timely manner Cannot locate parent or student	Support Staff Teachers Administrators	8/26/2013-6/30/2014	Formative: material distribution Summative: unknown-see barriers				
3. Do a PID search to determine which students have returned to a regular school if no other request for records is available.	District funds	Student is released by judge without district knowledge, thus appropriate materials cannot be provided in a timely manner Cannot locate parent or student	Support Staff Teachers Administrators	8/26/2013-6/30/2014	Formative: material distribution Summative: unknown-see barriers				
5. Juvenile Court At-Risk Liaison, as itinerant teacher moving between programs will address exchange of information regarding student's academic needs	Title I Part D subpart 2 funds (1FTE=\$53,906)	Uncooperative parents	Juvenile Court At-Risk Liaison	8/26/2013-6/30/2014	Formative: List of students who were released from Esmond Center during prior year Summative: List of contacts with students who have had contact with Juvenile Court				

X= discontinued 0= no progress 1 = some progress 2= considerable progress 3= accomplished

Esmond Juvenile Justice Center Campus Improvement Plan 2013-2014

**Campus Goal #7:
DISD Priority Objective
Addressed:**

Include teachers and pertinent district staff in planning and decisions
Create and maintain a learning environment that focuses on positive relationships and is inviting and supportive of high student achievement.

To design and operate successful practices and procedures within the limitations imposed by a secure detention facility

Performance Objective:	Resources	Barriers/Obstacles	Person(s) Responsible	Time Line	Evaluations	Oct	Jan	Mar	June
1 Teachers collaborate with DHS Juvenile Court Liaison and At-Risk Academic Support Facilitator	District funds	Program daily schedules do not start and stop at the same time.	Teachers Administrators Juvenile Court At-Risk Liaison	8/26/2013-6/30/2014	Formative: incoming student roster schedule of meetings Summative: orientation schedule sign-in sheets, emails, report summaries				
2. Teacher meetings to discuss and plan for the unique needs of learners who are in adjudicated settings..	District funds	Student needs are vastly different from program to program Student enrollment-exit is not comparable from one program to the next Students must teach in a multi-age, multi-grade level classroom serving ages 10-17.	Teachers Administrator	8/26/2013-6/30/2014	Formative: district staff development plan Summative: sign in sheets from meetings				
3. Teacher collaboration with regular campus through use of share drives, email, and attendance at regular campus curriculum meetings.	District funds	School dismissal times are not the same. One teacher must interact with more than one school and more than one department.	Teachers	8/26/2013-6/30/2014	Formative: district staff development plan Summative: teacher logs sign in sheets from meetings				

X= discontinued 0= no progress 1 = some progress 2= considerable progress 3= accomplished

