

Brazos Independent School District
Prairie Harbor Alternative School
2018-2019 Campus Improvement Plan

Accountability Rating: Not Rated



Mission Statement

Mission Statement: Prairie Harbor's mission is to provide a safe and positive learning environment that equips our students with a foundation for becoming productive members of our society. We work toward our goal to help students discover their potential and maximize social-emotional-behavioral growth and awareness. We are focused on encouraging students to fulfill graduation requirements in an accelerated, academic, and technological environment which will be accomplished by students, faculty, staff, and home working together towards student success.

Vision

Brazos ISD inspires each student to become a productive citizen who demonstrates leadership, passion, and selfreliability. We foster a culture of respect, community, perseverance, and achievement.

Table of Contents

Comprehensive Needs Assessment	4
Needs Assessment Overview	4
Demographics	4
Comprehensive Needs Assessment Data Documentation	5
Goals	7
Goal 1: Student Growth and Success: Each student will be provided engaging, relevant, and meaningful learning experiences which foster the acquisition of the Texas Essential Knowledge and Skills.	6
Goal 2: Recruit, develop and retain a highly qualified staff reflective of, and responsive to, the needs of the district's diverse student body.	6
Goal 3: Maintain a safe and disciplined environment conducive to student learning and employee effectiveness.	10
Goal 4: Enhance communication between district, schools, parents and the community by encouraging parents and community members to actively support student success.	12
Goal 5: Maintain an annual dropout rate of less than 1% for 7th and 8th grade students. Increase the completion rate to 95% for grades 9-12.	14

Comprehensive Needs Assessment

Needs Assessment Overview

Prairie Harbor Residential Treatment Facility is a residential facility for girls with social emotional and behavioral disorders and challenges placed through DFPS. This year, we will expand our devotion to creating a school wide culture of care and providing students a safe and supportive environment so they may identify post-secondary goals and take academic risks in reaching those goals. The majority of our students have tremendous challenges in academic settings due to the lack of continuity they have experienced as well as their intense emotional struggles. Approximately two-thirds of our student body receive special education services and several function well below grade level. All of our students demonstrate difficulty maintaining focus on academics due to social emotional and behavioral needs. We offer a multi-tiered system of support to address unique student needs. It is our goal to maintain a climate where all students will increase their academic skills, self-esteem and self-determination, as well as their abilities to think critically. We offer various credit recovery and remediation opportunities to address student needs resulting from their transient lifestyle. We provide continuity and opportunity through PLATO a computer based curriculum as well as teacher led instructional experiences.

Demographics

Demographics Summary

59 students enrolled, 27 Black/African American, 20 Hispanic Latino, 22 White, 1 Two or More

ESL: 1, Bilingual Students: 0, Migrant Students: 0, Special Education: 38, At-Risk: 59, Homeless/Unaccompanied: 59

Grade Levels: 6th - 7; 7th -6; 8th -9; 9th -20; 10th -10; 11th -5; 12th -2

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- 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
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- 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
- Local benchmark or common assessments data

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,
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- Section 504 data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data

Employee Data

- T-TESS

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation

Goals

Goal 1: Student Growth and Success: Each student will be provided engaging, relevant, and meaningful learning experiences which foster the acquisition of the Texas Essential Knowledge and Skills.

Performance Objective 1: All Prairie Harbor Alternative School students will show an increase in academics related to math, reading and writing.

Evaluation Data Source(s) 1: 1) Brazos ISD STAAR/EOC scores
2) Plato Progress Reports

Summative Evaluation 1:

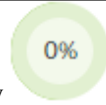
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Continue to make services available to identify students as Gifted and Talented- conduct screening, provide required training, use teaching strategies within the classroom	2.4	Principal Teachers	Increase in identification				
2) Provide services to address the needs of students identified as ESL Learners- provide appropriate training for the teachers, appropriate classroom strategies	2.4	Principal Teachers ESL Coordinator (Special Programs Coordinator)	Increase in linguistic skills				
3) Develop services to address the needs of students identified as dyslexic	2.4	Principal Teachers 504 Coordinator (Special Programs Coordinator)	increase in identification of Dyslexic students				
4) Address the needs of Special Education services: Meet Child Find requirements, Conduct ARDS in a timely manner, Address student needs, Curriculum and Behavior modifications		Principal Teachers Special Education Director	increase in student achievement				
5) Identification of Migrant Students	2.4	Coordinator Admin Asst Principal	Migrant student documentation				



= Accomplished



= Continue/Modify



= No Progress




= Discontinue

Goal 2: Recruit, develop and retain a highly qualified staff reflective of, and responsive to, the needs of the district's diverse student body.

Performance Objective 1: At Prairie Harbor Alternative School 100% of all professional and paraprofessional personnel will meet the definition of "highly qualified"

Evaluation Data Source(s) 1: human resource records, staff development records

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 7 1) Provide staff development necessary to meet state and federal requirements as well as campus improvement plan needs		Principal Dir Sp Ed Administrator(s)	Staff development logs				
2) Conduct annual reviews of certifications and continue to encourage staff to increase certifications.		Principal Dir Sp Ed Administrator(s)	Staff development logs increase in teacher certifications when necessary				
3) Implement collaborative teacher induction program.		Principal Dir Sp Ed Special Programs Coord. Administrator(s)	Sign in sheets Training documents Walk-throughs Professional Dev.				
							





Goal 3: Maintain a safe and disciplined environment conducive to student learning and employee effectiveness.

Performance Objective 1: All internal and external threats to the safety of students, staff, and patrons in the 2018-2019 school year will be mitigated appropriately and according to training so that no one is seriously harmed.

Evaluation Data Source(s) 1: safety reports

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide educational materials for surrogate parents, case workers and students; information provided will assist parents/guardians and students in learning about health-related issues pertaining to alcohol and drug abuse, suicide, and other mental health issues of concern.		Principal Teachers Special Ed Director Special Programs Coord	Team meeting notes with faculty and staff Parent meetings Program materials Discipline reports Sign in sheets				
2) Provide crisis management team training for all counselors; this training is to be specifically designed for counselors relative to prevention, intervention, and post intervention methodologies.		Principal Teachers Special Ed Director Special Programs Coord	Sign in sheets from professional development presented to faculty and staff				
3) Provide suicide awareness training for all and staff.		Principal Teachers Special Ed Director Special Programs Coord	Sign in sheets from professional development presented to faculty and staff				
4) Provide training pursuant to HB 121, the new date violence law, such that students, teachers, and counselors receive two hours of training per year.		Principal Teachers Special Ed Director Special Programs Coord	Sign in sheets from professional development presented to faculty and staff				
5) Continue bullying prevention programs which target both physical bullying and cyber bullying for all grade levels.		Principal Teachers Special Ed Director Special Programs Coord	Sign in sheets from professional development presented to faculty and staff				

6) Continue drug and alcohol awareness programs at campus level through the guidance and counseling departments in coordination with campus health classes.		Principal Teachers Special Ed Director Special Programs Coord	Sign in sheets from professional development presented to faculty and staff				
7) Conduct drug and alcohol awareness training for high school staff; ensure that each staff member receives at least one hour of training per year.		Principal Teachers Special Ed Director Special Programs Coord	Sign in sheets from professional development presented to faculty and staff				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Goal 3: Maintain a safe and disciplined environment conducive to student learning and employee effectiveness.

Performance Objective 2: Ensure the district is National Incident Management System (NIMS) compliant. Ensure the plan is compliant with the 2003 International Fire Code Section 404.3. Ensure 100 percent compliance throughout the district. Reporting will be done to the Texas School Safety Center as required by SB11.

Evaluation Data Source(s) 2: Sign In Sheets
Crisis Management Plans
Drill records

Summative Evaluation 2:

Goal 3: Maintain a safe and disciplined environment conducive to student learning and employee effectiveness.

Performance Objective 3: Annually track incidences that threaten campus security using the Student Disciplinary Action Summary PEIMS report, the Gun-Free Schools Report, Wallis Police Department/Austin Sheriff and district security reports, relative to criminal activity in and around campus sites.

Evaluation Data Source(s) 3: PEIMS records
Sign In Sheets
Crisis Management Plans
Drill records

Summative Evaluation 3:


Goal 4: Enhance communication between district, schools, parents and the community by encouraging parents and community members to actively support student success.

Performance Objective 1: Continue to enhance and increase parent involvement as it relates to positive academic achievement. Involvement to be measured by annual evaluation of parent involvement opportunities by parents; by active participation in parent trainings; and parent involvement activities offered throughout the year.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June

1) Increase avenues of communication with parents/guardians, case workers and surrogate parents		Teachers Campus PEIMS Principal	Completion of Parent Packets Surrogate parent contact Conferences Discussion with parents/surrogates				
2) Increase parent/surrogate parent satisfaction		Teachers Campus PEIMS Principal	Completion of Parent Packets Surrogate parent contact Conferences Discussion with parents/surrogates				
3) Increase parent/surrogate parent satisfaction		Teachers Principal	Input forms Communication logs Satisfaction of parents/surrogate parents/case works				
4) Increase community awareness of our school		Prairie Harbor Staff Principal Dir SpEd	Newletters, notices Volunteers, community assistance				
							

Goal 5: Maintain an annual dropout rate of less than 1% for 7th and 8th grade students. Increase the completion rate to 95% for grades 9-12.

Performance Objective 1: ATTENDANCE - Improve student attendance to 97% district-wide.

Evaluation Data Source(s) 1: Review past years attendance reports.

Review incentives used by campuses. Review of attendance in PK revealed need for improvement.

Review various programs available to at-risk and Career & Technical Education (CATE) students.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Continue to monitor attendance procedures to ensure adequate time is allotted for researching excessive absences that could lead to student dropouts. Use spreadsheet provided at 9:00 am and 2:00 pm		Teachers Administrators PEIMS	Attendance reports PEIMS Reports Report cards				
2) Implement credit recovery and online elective program. 6K, 6Q, 8C		Administration Teachers Instructional assistant(s)	PLATO, and teacher records Completion rate				
3) Remediate any deficient area determined by attendance records and academic records		Teachers Administrators	Structured lessons Altered schedules Progress reports Report cards EOC				
4) Provide support in instruction for students struggling with behavior that interferes with academic progress.		Teachers Administrators Counselor Instructional Assistant	Structured lessons Altered schedules Progress reports Report cards EOC				
5) Implement professional development activities to assist teachers in providing programs that prevent students from dropping out of school		Counselors Administrators Teachers	Conference schedules PEIMS Reports				
6) Inform students and guardians of academic and support programs available to students 5C, 5D, 5I, 5J, 5N, 5O		Counselors Administrators Teachers	Conference schedules PEIMS Reports				
7) Continue exit interview for students contemplating dropping out of school. Provide alternatives to dropping out of school and discussion of alternative programs.		Counselors Administrators	Conference schedules PEIMS Reports				

