

Houston Independent School District
Barbara Jordan Career Center
2022-2023 Campus Improvement Plan



Mission Statement

BJCC faculty and staff will ensure that BJCC is the best school in Houston ISD for students to complete high interest, high-demand, advanced technical opportunities to include local non-paid internships, state and national licenses, certifications, dual credit courses, and state-wide articulations for all interested students.

Vision

BJCC faculty and staff will provide each student a seamless transition from the program of study to their post-secondary education or career opportunities.

Value Statement

We are a student-centered organization. We accomplish this by being:

- * Present - The influence a teacher has is never underestimated**
- * Punctual - Lead by example**
- * Prepared - Lessons with a variety of strategies**
- * Productive - Active teaching blended with individual student needs**
- * Polite - Treating all individuals with respect**
- * Positive - Support students, staff, and school**

We Practice what we preach with Pride!

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The Barbara Jordan Career Center is the only career center in Houston ISD. The program serves approximately 500 students from 9 partner high schools in the north and east areas of Houston ISD. Approximately 64% of the student population is Hispanic and 35% is African American. Of the 600 students, approximately 63% are female and 37% are male. Additionally, the career center student population is comprised of 5.9% Special Education and 5.5% English Language Learner, or ELL. Two of our nine partner high schools are considered RISE schools, representing underserved and underperforming feeder pattern communities. Students are served by 19 teachers in 11 different career pathways. 69% of the career center teachers are African American, 21% are Anglo, 5% are Hispanic, and 5% are Other. 69% of the staff are female and 31% of the staff are male. Keeping in mind our large lab limitations for safety reasons, our current average class size is 14 students per class. Academic classes are roughly 20-28 students.

Demographics Strengths

Students attending BJCC have the opportunity to earn certifications in the following areas: Automotive Technology (ASE), Construction Technology (NCCER), Cosmetology (Operator License), Culinary Arts (ServSafe), Health Science (CCMA), and Marketing (ESB). Additionally, students can earn 15-20 hours of local community college credit in our Automotive Technology and Welding pathways. Auto and Welding students have the opportunity to earn a level one work-force certificate. Students in 11th and 12th grades at 9 area partner schools have the opportunity to take classes at the career center.

Problems of Practice Identifying Demographics Needs

Problem of Practice 1: Problem of Practice 1: English-Language Learners and Special Education students are underrepresented at the career center (both are at 6% of the student population). Root Cause: Recruiting events are held in majority language and lack of CTED offerings.

Student Learning

Student Learning Summary

In 2021-22, 16 students earned Certified Clinical Medical Assistant certifications, 9 students earned Entrepreneurship/Small Business certifications, 20 students earned ServSafe Manager certifications, 28 students earned student ASE certifications in Auto Tech, and 11 students earned NCCER Core certificates. Additionally, 6 students in Cosmetology earned 900 hours to qualify for the written exam for state licensure and 1 student passed all parts of the exam to earn a cosmetology operator license. Additionally, 19 senior students earned more than 9 dual-credit hours in Automotive Tech and 22 senior students earned more than 9 dual-credit hours in Welding.

Student Learning Strengths

Students have the opportunity to earn dual-credit or an industry based certification in many of our programs. Students are also provided opportunities to participate in CTSOs through DECA and Skills USA to encourage involvement in community and to develop team and leadership skills.

Problems of Practice Identifying Student Learning Needs

Problem of Practice 1: BJCC has had to provide credit recovery in 11th grade science the past two years. Root Cause: BJCC utilizes an accelerated-block model to accommodate attendance reporting at partner schools, with few opportunities to semester average core courses.

School Processes & Programs

School Processes & Programs Summary

The Barbara Jordan Career (BJCC) provides students the opportunity to learn in one of eleven career pathways: Architecture, Automotive Technology, Child Care, Construction Technology, Cosmetology, Culinary Arts, Electrical Technology, Government/Diplomacy, Health Science, Marketing, and Welding. Students begin our pathways in 11th grade. Students attend BJCC either in the morning or the afternoon, taking the remainder of their classes at their home campus. Students remain enrolled at their home school the entire time they take classes at BJCC. Interested students apply during the middle of their 10th grade year. They must have 12 credits by the start of their third year of high school and be on cohort to graduate. The BJCC administrative team reviews applications received by the deadline by school to verify credits. Programs that typically have more applicants than space available are filled by those received prior to the deadline and are on track to earn 12 credits by the beginning of their third year. For programs with space available, applications are reviewed throughout the summer. Transportation is notified of the selected students at each school for both our morning and afternoon sessions.

School Processes & Programs Strengths

Students at BJCC benefit from the smaller learning community afforded them at the career center. BJCC teachers work closely with career readiness staff to coordinate with business partners and industry to provide post-secondary opportunities.

Problems of Practice Identifying School Processes & Programs Needs

Problem of Practice 1: Applications to BJCC vary greatly by each partner school. Root Cause: Varying recruitment and accessibility opportunities to present to 10th graders at each partner school.

Problem of Practice 2: Communicating with prospective students/community members through campus/district schoolmessenger is difficult. Root Cause: BJCC does not have access to enrolled students at each partner school in schoolmessenger system.

Perceptions

Perceptions Summary

The pathways offered at BJCC include courses in 11 different career areas. Eight career pathways at BJCC offer certifications and two pathways offer dual-credit opportunities. Each pathway at BJCC teaches employability skills, such as resume writing, interviewing and collaboration. Students are given real-world experience. Career pathway teachers at BJCC have experience as industry professionals. Students at BJCC will be industry ready or have the skills for post secondary advancements. BJCC is a place for students to come to learn how to be employable-ready, gain real world experience, act collaboratively, and think critically. BJCC works with several business partners to provide many opportunities for students after high school.

Perceptions Strengths

Career pathway teachers have researched industry-relevant certifications for their career fields. Retention from 11th to 12th grades is very good, losing only a few students each year to moving, credits, or loss of interest in the career path. The number of certifications earned by students has increased each year we operated as a career center.

Problems of Practice Identifying Perceptions Needs

Problem of Practice 1: To increase the awareness of the career center in each partner school feeder pattern. Root Cause: Counselor turnover and varying degree of access to meet with 10th graders at partner school campuses.

Priority Problems of Practice

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**
- **Campus/District improvement plans (current and prior years)**

Accountability Data

- **Closing the Gaps Domain**

Student Data: Assessments

- **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**
- **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information**
- **Student failure and/or retention rates**

Student Data: Student Groups

- **Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.**
- **Dual-credit and/or college prep course completion data**

Student Data: Behavior and Other Indicators

- **Completion rates and/or graduation rates data**
- **Attendance data**
- **Student surveys and/or other feedback**
- **Enrollment trends**

Employee Data

- **Staff surveys and/or other feedback**
- **Teacher/Student Ratio**
- **Campus department and/or faculty meeting discussions and data**

Parent/Community Data

- **Parent surveys and/or other feedback**

Support Systems and Other Data

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

Board Goals

Board Goal 1: The percentage of 3rd-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase.

Board Goal 2: The percentage of 3rd-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase.

Board Goal 3: The percentage of graduates that meet the criteria for College/Career/Military Readiness as measured in Domain 1 of the state accountability system will increase.

Goal 1: Support nine area comprehensive high schools by providing career and academic classes for students each half of the day.

Strategic Priorities:





Expanding Educational Opportunities

Measurable Objective 1: Increase the number of students participating at the career center in 2022-23 by 10% from 2021-22.





Evaluation Data Sources: Number of students with schedules at the career center.

HB3 Board Goal

Strategy 1 Details	Reviews			
<p>Strategy 1: Host an informational meeting with principals, counselors, and/or other campus contacts to provide information and support identifying interested students for our offered career pathways.</p> <p>Strategy's Expected Result/Impact: Increase the number of applications to the career center. Staff Responsible for Monitoring: Ms. T. Broussard Action Steps: Prepare presentation, provide collateral, schedule early fall meeting</p> <p>TEA Priorities: Connect high school to career and college</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Conduct visits in-person or virtually at partner schools to meet with 10th grade students to present about program offerings at BJCC.</p> <p>Strategy's Expected Result/Impact: Increase the number of applications to the career center. Staff Responsible for Monitoring: Ms. T. Broussard</p> <p>TEA Priorities: Connect high school to career and college</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 3 Details	Reviews			
Strategy 3: Develop a parent and business partner climate survey to gauge perceptions and illicit feedback for programs and school improvement. Strategy's Expected Result/Impact: More and better perception of programs offered at the career center - resulting in opportunities for more students. Staff Responsible for Monitoring: Mr. R. McAlpine TEA Priorities: Connect high school to career and college	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: BJCC teachers will recognize students of excellence in all programs and academic areas. Strategy's Expected Result/Impact: Recognized students will be highlighted in social media posts bringing awareness of opportunities and programs at the career center. Staff Responsible for Monitoring: Ms. T. Broussard TEA Priorities: Connect high school to career and college	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 2: Increase the number of students earning at least one certification or earning 9+ hours of dual-credit in our offered career pathways by 5%

Strategy 1 Details	Reviews			
Strategy 1: Each career pathway will be reviewed for certification and dual-credit opportunities. Strategy's Expected Result/Impact: Increase the number of students earning a certification or dual-credit. Staff Responsible for Monitoring: Ms. T. Broussard TEA Priorities: Connect high school to career and college	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Measurable Objective 3: At least 20% of students will apply for scholarships in eligible career pathways.

Evaluation Data Sources: Completed applications

Strategy 1 Details	Reviews			
<p>Strategy 1: Hold a scholarship meeting with all seniors to review options, such as the Marvy Finger Scholarship for CTE students.</p> <p>Strategy's Expected Result/Impact: Scholarship applications will be turned in.</p> <p>Staff Responsible for Monitoring: Mr. E. Ford</p> <p>Action Steps: Schedule meeting with CTE advisor</p> <p>TEA Priorities: Connect high school to career and college</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Board Goal 4: The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-8 Reading and STAAR EOC English I and II assessments will increase.

Board Goal 5: N/A - Additional Campus Goals





Goal 1: To decrease the number of students who have attendance issues or lost credit each grading cycle.

Strategic Priorities:

Expanding Educational Opportunities, Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: To decrease the number of students who have attendance issues or lost credit each grading cycle by 10%.

Evaluation Data Sources: Rosters of students with attendance concerns

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers, administrators, Special Ed Liaison, and Instructional Coordinator will contact parents when a pattern of attendance issues begin.</p> <p>Strategy's Expected Result/Impact: Attendance rate will be above 90%</p> <p>Staff Responsible for Monitoring: Mr. Eric Ford</p> <p>Action Steps: 1. Weekly attendance review at admin meetings 2. Teacher report in MS Forms 3. Teachers will track home contacts 4. Use reports in PowerSchool to identify students</p>	Formative			Summative
	Nov	Jan	Mar	June
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Board Goal 5: N/A - Additional Campus Goals





Goal 2: DISCIPLINE

Board Goal 5: N/A - Additional Campus Goals

Goal 3: VIOLENCE PREVENTION

Measurable Objective 1: To eliminate the number of incidents of bullying on campus.

Evaluation Data Sources: Number of incident reports

Strategy 1 Details	Reviews			
Strategy 1: Provide teacher and staff training on FFH and FFI policies regarding harassment and bullying. Strategy's Expected Result/Impact: Students and staff will know how to report incidents. Staff Responsible for Monitoring: Mr. Ross McAlpine	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Board Goal 5: N/A - Additional Campus Goals

Goal 4: The campus will be in 100% compliance with requirements of state and federal guidelines regarding the teaching and learning of students identified in special populations.

Strategic Priorities:
Transforming Academic Outreach

Measurable Objective 1: The campus will be in 100% compliance with requirements of state and federal guidelines regarding the teaching and learning of students identified in special populations.

Evaluation Data Sources: Lesson Plans





Strategy 1 Details	Reviews			
Strategy 1: The special education inclusion teacher will work directly with BJCC teachers and counselors/special education department at partner schools to ensure proper LRE scheduling and support of identified students. Strategy's Expected Result/Impact: Students identified as special education will be successful in classes at BJCC Staff Responsible for Monitoring: Ms. Stacia Aliche	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 5: SPECIAL POPULATIONS: EL, Economically Disadvantaged, Dyslexia, At-Risk, Gifted and Talented, etc.

Measurable Objective 1: 100% of academic teachers will meet minimum requirements for Gifted and Talented (GT) training.

Evaluation Data Sources: Certificates of completed training





Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure that academic teachers have a minimum of 30 hours of GT training and meet the 6 hour update as appropriate.</p> <p>Strategy's Expected Result/Impact: Improved instruction for students in academic classes.</p> <p>Staff Responsible for Monitoring: Ms. Tamela Broussard</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 6: PARENT and COMMUNITY ENGAGEMENT





Measurable Objective 1: Communicate information about the career center to parents and the community at least 4 times each during 2022-23.

Evaluation Data Sources: Orientation, Newsletters, Open House

Strategy 1 Details	Reviews			
Strategy 1: Host an informational Open House for students and families in the fall of 2022. Strategy's Expected Result/Impact: Increase awareness of career pathways offered at the career center. Staff Responsible for Monitoring: Mr. Ross McAlpine Action Steps: Schedule Open House with admin team, assign newsletter to Marketing classes.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Create and distribute a newsletter to current students and community twice a year. Strategy's Expected Result/Impact: Promote opportunities for students at the career center. Staff Responsible for Monitoring: Ms. M. Hartwell Action Steps: Delegate newsletter creation to marketing teacher.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Utilize campus and district social media sites to promote programs and events at BJCC. Strategy's Expected Result/Impact: Increase awareness of pathways offered at the career center. Staff Responsible for Monitoring: Ms. Tamela Broussard Action Steps: Provide access to social media sites	Formative			Summative
	Nov	Jan	Mar	June
<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>				

Measurable Objective 2: Provide opportunities for parents and community members to utilize services at the career center.

Evaluation Data Sources: Scheduled appointments, Schoolpay

Strategy 1 Details	Reviews			
Strategy 1: Develop appointment and Schoolpay system to provide services, such as automotive safety inspections and cosmetology services, to parents and the community. Strategy's Expected Result/Impact: Increase positive attitudes and awareness of the career center. Staff Responsible for Monitoring: Mr. Ross McAlpine Action Steps: 1. Train on Schoolpay 2. Set up Schoolpay and appointment system	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 7: MANDATED HEALTH SERVICES





Strategic Priorities:

Ensuring Student Health, Safety and Well-Being

Measurable Objective 1: AED (Automated External Defibrillator) MONTHLY MAINTENANCE CHECKS will be conducted for all AEDs and an annual report submitted to Health and Medical Services.

Evaluation Data Sources: PERSON RESPONSIBLE who is certified in CPR/AED:

Number of AEDs on campus: 5

Strategy 1 Details	Reviews			
Strategy 1: The campus nurse will inspect and maintain all AEDs and report results to Health and Medical Services. Strategy's Expected Result/Impact: A safer campus Staff Responsible for Monitoring: Ms. T. Davis	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Board Goal 5: N/A - Additional Campus Goals

Goal 8: COORDINATED HEALTH PROGRAM (ES, MS and K-8 Campuses)

The campus will provide a Coordinated School Health Program designed to prevent obesity, cardiovascular disease, and Type 2 diabetes by coordinating health education, physical education, physical activity, nutrition services and parental involvement

Board Goal 5: N/A - Additional Campus Goals

Goal 9: OTHER UNMET (If applicable)

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

All schools develop comprehensive needs assessments as part of the planning and decision-making process. Title I schools have additional responsibilities to ensure that the plans and decisions regarding the use of federal dollars align with program requirements and the needs of students. The comprehensive needs assessment (CNA) at this campus was developed by the BJCC Administrative Team, with feedback and input from teachers and students. BJCC does not directly receive Title I funds.

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

The SIP is developed with the involvement of students and other members of the community to be served and individuals who will carry out the plan, including teachers, principals, other school leaders, paraprofessionals present in the school, and other stakeholders. Stakeholders were involved with the development of this plan in the following ways:

1. Student End-of-year survey;
2. Teacher and Staff Survey and feedback.

2.2: Regular monitoring and revision

Regular monitoring of the strategies funded through Title I occur in addition to the formative reviews required by this improvement plan. At our campus, regular monitoring of the implementation of strategies and students' progress includes: N/A

2.3: Available to parents and community in an understandable format and language

The SIP is available to parents in the following locations: School Website

The SIP was made available to parents by: Presentation at our Open House

2.5: Increased learning time and well-rounded education

Ways that we increase learning time and a well-rounded education for our students include: Examination of CTE seat time requirements and incorporating employment objectives in CTE curriculum classes.

2.6: Address needs of all students, particularly at-risk

An important campus focus is on schoolwide reform strategies that provide opportunities for all students, particularly those students who are at risk of not meeting the challenging State academic standards at advanced and proficient levels of student achievement.

N/A - State testing occurs at the home campus.

3. Annual Evaluation

4. Parent and Family Engagement (PFE)

5. Targeted Assistance Schools Only