

# **Birdville Independent School District**

## **DAEP**

### **2022-2023 Department Plan**

**Accountability Rating: Not Rated**

# Mission Statement

The Disciplinary Alternative Education Program (DAEP) seeks to meet the needs of students from all campuses of the Birdville Independent School District. Our mission therefore reflects the Birdville Independent School District's mission, which is to ensure that all students position themselves to excel with integrity in an ever-changing global society through innovative and responsive learning environments.

## Vision

Our vision at DAEP is to provide an alternative setting that utilizes best practices to reduce recidivism, holding students behaviorally and academically accountable, while encouraging personal growth and improved social skills through Character Education.

## Value Statement

As members of the DAEP campus,

1. We will not give up on any student
2. We will treat all people with dignity and respect
3. We will model and expect personal responsibility
4. We will make decisions in the best interest of students.
5. We will practice responsible stewardship of our resources
6. We will not compromise our commitment to excellence

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# Goals

**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.








**Performance Objective 1:** Student is exited from DAEP after a successful review.

**High Priority**

**Evaluation Data Sources:** Data notebooks

**Summative Evaluation:** Significant progress made toward meeting Objective

**Next Year's Recommendation:** Continue use of binders and improve in how we utilize them at DAEP

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All staff and students will use the Academic Notebooks to document academic continuous improvement. Students will set goals and be responsible for their data on grades and social goals. The campus administrator meets individually with students to discuss their progress and how to transition back to their home campus successfully.</p> <p><b>Actions:</b> During the administrative review, students discuss with the administrator the effort and changes they displayed while at DAEP and how they can transition to their home campus successfully, implementing the strategies learned while at DAEP.</p> <p><b>Staff Responsible for Monitoring:</b> Administrator, advisory teachers, Educational Aides, SE Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.







**Performance Objective 2:** DAEP will have a 5% or less recidivisms rate.

**High Priority**

**Evaluation Data Sources:** Comparison of data from 2021-2022 to 2022-2023.

**Summative Evaluation:** Some progress made toward meeting Objective

**Next Year's Recommendation:** The goal of 5% or less recidivism rate will continue to be the aim of DAEP

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Placement at DAEP results in students losing privileges allowed at home campuses, (no cell phone, strict dress code, restricted opportunity to communicate with peers, individual seating during lunch, no free movement) which develops an appreciation from their home campus and for most students a motivation to not return to the DAEP campus.</p> <p><b>Actions:</b> Students remain stationed in one room, while teachers rotate. Limited movement for students, and escorted when allowed. Opportunity to communicate with peers limited to Character Education classes. Students focus is on academics and behavioral changes.</p> <p><b>Staff Responsible for Monitoring:</b> Educational Aides, teachers, administrator</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 1:** Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

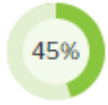





**Performance Objective 3:** Academic alignment is achieved with home campus for each student course.

**High Priority**

**Evaluation Data Sources:** Emails, academic logs

**Summative Evaluation:** Significant progress made toward meeting Objective

**Next Year's Recommendation:** If the main curriculum continues to be Edgenuity, trainings needed for home campus teachers.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> DAEP teachers contact all home campus teachers for information on CANVAS or Edgenuity. The campus instructional coach contacts specific campuses based off need. AI is tracked by the instructional coach.</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 2:** Utilize efficient and effective operations to support and improve the learning organization.







**Performance Objective 1:** All faculty and staff will utilize the Behavior Management System (BMS) with fidelity.

**High Priority**

**Evaluation Data Sources:** Student profiles in the BMS platform.

**Summative Evaluation:** Some progress made toward meeting Objective

**Next Year's Recommendation:** Continue to utilize the BMS, review the BMS for improvement and effectiveness,

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Administrator tracks use of the BMS for consistency among faculty and staff. All rooms will have posted BMS checking for student reminders/encouragement. Daily end of the day open forum talks with faculty and staff reviews student behaviors and actions taken/not taken.</p> <p><b>Actions:</b> Initial concern with student behavior is required to be placed in the BMS. During end of the day transitioning time, teachers will require students to check their BMS.</p> <p><b>Staff Responsible for Monitoring:</b> Administrator</p>	Formative			Summative
	Nov	Jan	Mar	June
	 75%	 85%		
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 2:** Utilize efficient and effective operations to support and improve the learning organization.

**Performance Objective 2:** We will hold at least 3 staff meetings after dismissal each week to discuss our changing student population and any concerns or areas of growth within our systems.

**Evaluation Data Sources:** Camera, notes.

**Summative Evaluation:** Significant progress made toward meeting Objective

**Next Year's Recommendation:** Continue to meet 3-4 days a week with entire staff for consistency in expectations

**Goal 3:** All students and staff will learn and work in a safe and responsive environment.












**Performance Objective 1:** Students in DAEP will not participate in physical altercations.

**High Priority**

**Evaluation Data Sources:** Discipline records. Behavior Management System BMS.

**Summative Evaluation:** Met Objective

**Next Year's Recommendation:** Discipline data indicates procedures are successful in preventing physical altercations. Recommend continuation of current procedures

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Students in DAEP will participate in Ropes Course, Character Education classes, and Drug Intervention forums. Participation results in students being exposed to alternate solutions for conflicts, demonstrates and improve their communication and decision making skills.</p> <p><b>Actions:</b> Ropes Course, which is held once a week, introduce students to teamwork, communication skills and problem solving strategies. Daily Character Education classes provide students with positive means for solving conflicts. Participation in the Drug Interventions offered at DAEP weekly for middle school students, and biweekly for high school students, assist students in understanding the effects drug/alcohol use has on their behavior and demonstrates to them real life consequences of continued use.</p> <p><b>Staff Responsible for Monitoring:</b> Administrator, SE Counselor, teachers, Educational Aides,</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> DAEP utilize a number of daily operational procedures that will reduce the opportunity for altercations.</p> <p><b>Actions:</b> DAEP will have a secured check in held daily, in which all students walk through a metal detector and are searched manually, which lessen the chance for a weapon on campus. Upon placement notification, the DAEP coordinator and administrator, communicate with assigning campus to ensure separation of students involved in conflicts, as well as ensure a separation for those involved in incidents such as group drug use and/or lewd behavior. To make classroom assignments more efficient, the hallway is structured so that one group of rooms would not encounter the opposite group of rooms throughout the day. All bathroom breaks are escorted one classroom at a time. Overall student movement is limited. Students remain in one room most of the day, while teachers rotate. When being escorted to lunch and during bathroom breaks, students are required to walk on center hallway line with hands in pockets or behind their back. Communication between students is limited to Character Education classes. Open discussions during regular classes is prohibited and should result in a loss of points, and losing points could result in additional days. Dismissal is staggered by rooms, and based on best behaviors (Gold dismissed first, green second, followed by pink). All expectations are provided to students and parents at the required intake meeting.</p> <p><b>Staff Responsible for Monitoring:</b> Administrator, all faculty and staff, SE counselor, campus SRO, security guard.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> DAEP faculty and staff will receive training in the use of proper restraining procedures and ROPES.</p> <p><b>Actions:</b> BISD requires that all faculty and staff of the DAEP campus receives training in restraining procedures. The training is offered at the start of the school year. Late hires are trained as the course becomes available. During the start of the year as a campus professional development day, teachers participate in a hands on training for the ROPES course. This training provides lessons in teamwork, problem solving and communication. Late hires do not receive the training, as it is only offered once a year.</p> <p><b>Staff Responsible for Monitoring:</b> Administrator, SE Counselor (ROPES)</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<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>				