

**Birdville Independent School District**

**DAEP**

**2023-2024 Department Plan**

# 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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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

The DAEP campus does not offer a graduation. 95% of students meet their review and are returned to their home campus early. Demographic Breakdown: 39% Hispanic, 25% White, 17% Black/African American, 2% Asian, 16% LEP, 11% 504, 10% SPED, 1% GT. Elementary teacher to student average is 1:3, secondary teacher/student ratio meets states requirement of 1:15 but DAEP average a ratio of 1:10. Five of the eight certified teachers have served on the campus for five or more years. New hires in the past two years have multiple years experience in Texas public education settings. Three of the Educational aides have significant college credit hours. One EA has a college degree and experience as a Social Worker and prior employment with the Texas juvenile system.

### Demographics Strengths

During the hiring process it is imperative to the campus that we hire certified teachers, and the campus currently have at least one certified teacher for each core subject. Six members of the faculty and staff are bilingual (5 Spanish/1 French and German). One new hire has thirty years experience in the Juvenile Justice System, with a degree in Criminal Justice. Two EA's are working towards a teaching certification. The DAEP faculty and staff is diverse (6 males, 11 females, 6 Whites, 6 Hispanics, 4 African Americans, 1 Egyptian) All are dedicated and open to improvements.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** While the DAEP demographics mirror the district's in a number of categories, the distinction in rates for African American students, 504 and SPED students is a concern. **Root Cause:** The root cause for the number of 504 and SPED students placed at DAEP may be a result of a lack of training and understanding the manifestation of a students disability. Racial biases may play a role in the number of AA students placed at DAEP, however it cannot serve as the predominate or soul cause. There are other mitigating factors that affect placement.

**Problem Statement 2:** Educational Aides are called upon to work with SPED students and some students that have the propensity for aggression. Educational Aides are essential members to the DAEP campus and are difficult to recruit and retain. **Root Cause:** The DAEP Educational Aides are not paid at the highest EA rate.

**Problem Statement 3 (Prioritized):** In addition to well qualified teachers, it is imperative, when possible, to maintain a diversified (gender/racially) faculty and staff to reflect the cultural and diverse student body **Root Cause:** "Teacher recruitment and retention is an ongoing issue, and unfortunately there is a misconception of the DAEP campus environment and the population we serve.

**Problem Statement 4:** In addition to well qualified teachers, it is imperative, when possible, to maintain a diversified (experience/gender/racially) faculty and staff to reflect the cultural and diverse student body **Root Cause:** Teacher recruitment and retention is an ongoing struggle and unfortunately there is a misconception of the DAEP campus

environment and the population we serve. DAEP cannot compete with traditional campuses in recruiting well qualified teachers.

**Problem Statement 5:** While the DAEP demographics mirror the district's in a number of categories, the distinction in rates for African American students, 504 and SPED students is a concern **Root Cause:** The root cause for the number of 504 and SPED students placed at DAEP reflect a lack of training in and understanding the manifestation of a students disability. Racial biases may play a role in the number of AA students placed at DAEP, however it cannot serve as the predominate or soul cause. There are other mitigating factors that affect placement.

**Problem Statement 6:** In addition to well qualified teachers, it is imperative, when possible, to maintain a diversified (gender/racially) faculty and staff to reflect the cultural and diverse student body **Root Cause:** Teacher recruitment and retention of effective teachers is often difficult to realize due to insufficient resources. The recruitment of diverse candidates is limited, add to this the misconceptions about the DAEP campus environment and the population we serve result in even greater difficulties for our campus.

# Student Learning

## Student Learning Summary

DAEP is not rated by TEA. All state assessments results that are given at DAEP are combined with the home campus data.

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** Educational Aides are called upon to work with SPED students and some students that have the propensity for aggression. Educational Aides are essential members to the DAEP campus and are difficult to recruit and retain. **Root Cause:** The DAEP Educational Aides are not paid at the highest EA rate.

**Problem Statement 2:** The DAEP campus utilizes the Edgenuity Curriculum when home campus teachers elect to utilize it rather than Canvas. Edgenuity curriculum does not reflect the specialized instruction classroom teachers provide students, and must be adjusted to reflect the instruction that is given in the home campus classrooms. Students struggle academically with this program. **Root Cause:** Teachers are not familiar enough with the Edgenuity program to make the needed adjustments. The program does not offer accommodations for SPED students that are needed for some of the core subjects

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**Problem Statement 5:** With the start of the 2023-2024 school year the district transitioned to a new operating system. The transition to this new system has hampered the efficiency in which DAEP operates, delaying placements, restricting access to needed student information, and hampering communication between campuses regarding student academics . **Root Cause:** The number of issues were not anticipated and solutions were not quickly made available.

**Problem Statement 6:** The DAEP campus utilizes the Edgenuity Curriculum when home campus teachers elect to utilize it rather than Canvas. Edgenuity curriculum does not reflect the specialized instruction classroom teachers provide students, and must be adjusted to reflect the instruction that is given in the home campus classrooms. Students struggle academically with this program. **Root Cause:** Limited accommodations for SPED students exist with the program. Not all teachers are familiar with the procedures for making the needed adjustments

**Problem Statement 7 (Prioritized):** There is a need for training for parents seeking solutions for improving the overall emotional and mental health of their children and to reduce their use /dependency on drugs. The age/grade level at which students are placed at DAEP for drug related infractions are increasing at the elementary level. **Root Cause:** The lack of involvement from parents creates a lack of student engagement in all areas at campuses, and lends to students making poor choices. Preventive measures regarding drug/alcohol use on home campuses are limited and/or nonexistence. A program that require parental involvement offering support for both students and parents is recommended as students transition back to their home campus.

**Problem Statement 8:** While the DAEP demographics mirror the district's in a number of categories, the distinction in rates for African American students, 504 and SPED students is a concern **Root Cause:** The root cause for the number of 504 and SPED students placed at DAEP reflect a lack of training in and understanding the manifestation of a students disability. Racial biases may play a role in the number of AA students placed at DAEP, however it cannot serve as the predominate or soul cause. There are other mitigating factors that affect placement.

# School Processes & Programs

## School Processes & Programs Summary

The DAEP faculty maintains the districts scope and sequence. In an effort to aide students with a successful transition to and from their home campus, communication with home campus teachers is a focus of the DAEP campus. Home campus teachers receive communication from DAEP teachers upon placement, providing the home campus teacher with the opportunity to elect to have students work in Edgenuity or Canvas.

The DAEP administrator completes an intake process with each student and a parent prior to starting on our campus. The campus structures, procedures, and expectations are clearly communicated during the intake meeting. Upon entry into the classroom, all students receive additional explanations of structures and procedures.

The DAEP faculty and staff rotate, while students remain stationary in one classroom throughout the day. This provide for students to receive instructional support from core teachers when accessing their core subject assignments. This also aides in maintaining a safe and secure environment.

Daily Character Education classes are taught, under the guidance of the campus SE Counselor. Two days of the week the focus is on the district's initiative Character Strong. One day a week, students participate in a ROPES course that teaches team building traits and communication skills.

The campus utilizes a points system that affects dismissal from the campus. The Behavior Management System is computerized providing immediate access for all faculty and staff, home campus designees and DAEP students. The BMS is used to record students behaviors throughout the day. Negative behaviors result in students losing points, and losing points add up to additional days at DAEP. The BMS provide students the opportunity to monitor their behaviors and make adjustments where needed. The administrator is able to see when immediate interventions are needed.

DAEP students are required to maintain an Academic Binder. The binders consist of grade data form, notes for each core subject, assignment submission page for each course, Character Ed reflection page, and a grade tracker page for each course (Canvas/Edgenuity)

Drug/Alcohol focused sessions with Recovery Resource and Narcotics Anonymous. With parent permission, middle school students participate in weekly discussions with drug/alcohol trained counselors through Recovery Resource. High school students, with parent permission, participate in a biweekly sessions with clients from Narcotics Anonymous. The programs are under the guidance of the campus SE Counselor.

## School Processes & Programs Strengths

Students academics improve while at DAEP

Processes hold students accountable academically and behaviorally

Students receive strategies for solving conflicts and decision making, team building and communication skills through Character Education/ROPES course.

Communication between home campuses and DAEP are improved.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Educational Aides are called upon to work with SPED students and some students that have the propensity for aggression. Educational Aides are essential members to the DAEP campus and are difficult to recruit and retain. **Root Cause:** The DAEP Educational Aides are not paid at the highest EA rate.

**Problem Statement 2:** There is an increasing need to support the emotional well being and mental health of all students. The campus does a good job through the use of one SE counselor, but a plan must be developed that encompasses parental support and training, and one that transitions back to home campuses. **Root Cause:** Some students come to school with learned behaviors and other triggers and often there is a lack/delay in identifying high need students.

**Problem Statement 3:** The DAEP campus utilizes the Edgenuity Curriculum when home campus teachers elect to utilize it rather than Canvas. Edgenuity curriculum does not reflect the specialized instruction classroom teachers provide students, and must be adjusted to reflect the instruction that is given in the home campus classrooms. Students struggle academically with this program. **Root Cause:** Teachers are not familiar enough with the Edgenuity program to make the needed adjustments. The program does not offer accommodations for SPED students that are needed for some of the core subjects

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**Problem Statement 8 (Prioritized):** To assist in maintaining a safe learning environment additional support for the emotional well being and mental health of students must be provided at the DAEP campus, with a successful transition plan implemented as students return to their home campus. Throughout the district de-escalation strategies and improved threat assessment skills need to be developed. **Root Cause:** Some students come to school with learned behaviors and other triggers. Training in identifying high need students do not exist for all faculty and staff.

**Problem Statement 9:** The DAEP campus utilizes the Edgenuity Curriculum when home campus teachers elect to utilize it rather than Canvas. Edgenuity curriculum does not reflect the specialized instruction classroom teachers provide students, and must be adjusted to reflect the instruction that is given in the home campus classrooms. Students struggle academically with this program. **Root Cause:** Limited accommodations for SPED students exist with the program. Not all teachers are familiar with the procedures for making the needed adjustments



# Perceptions

## Perceptions Summary

Structured planning has resulted in a safe learning environment, with 0% altercations between students since the 2020-2021 school year.

Results from the 2021-2022 and the 2022-2023 DAEP Student Exit Surveys indicate Character Education coursework has been effective.. 66%/70% feel they have better control of their emotions, 81%/85% report they are better equipped to set and achieve goals.

Communication between home campus teachers and the DAEP faculty and staff have improved.

## Perceptions Strengths

The creation of an Instructional Coach for DAEP has resulted in training for home campus teachers as well as DAEP instructors that specifically addresses scope and sequence when utilizing Edgenuity as well as communicating assignment needs for DAEP students.

Rotating teachers ensures core subject teachers are present when students are working on core subject assignments from their home campus.

Preventive planning has provided for a safe and secure environment for faculty, staff and students.

## Problem Statements Identifying Perceptions Needs

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**Problem Statement 2 (Prioritized):** In addition to well qualified teachers, it is imperative, when possible, to maintain a diversified (gender/racially) faculty and staff to reflect the cultural and diverse student body **Root Cause:** "Teacher recruitment and retention is an ongoing issue, and unfortunately there is a misconception of the DAEP campus environment and the population we serve.

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# Priority Problem Statements

**Problem Statement 1:** In addition to well qualified teachers, it is imperative, when possible, to maintain a diversified (gender/racially) faculty and staff to reflect the cultural and diverse student body

**Root Cause 1:** "Teacher recruitment and retention is an ongoing issue, and unfortunately there is a misconception of the DAEP campus environment and the population we serve.

**Problem Statement 1 Areas:** Demographics - Student Learning - Perceptions

**Problem Statement 2:** The DAEP campus utilizes the Edgenuity Curriculum when home campus teachers elect to utilize it rather than Canvas. Edgenuity curriculum does not reflect the specialized instruction classroom teachers provide students, and must be adjusted to reflect the instruction that is given in the home campus classrooms. Students struggle academically with this program.

**Root Cause 2:** Limited accommodations for SPED students exist with the program. Not all teachers are familiar with the procedures for making the needed adjustments.

**Problem Statement 2 Areas:** Student Learning - School Processes & Programs

**Problem Statement 3:** There is a need for training for parents seeking solutions for improving the overall emotional and mental health of their children and to reduce their use / dependency on drugs. The age/grade level at which students are placed at DAEP for drug related infractions are increasing at the elementary level.

**Root Cause 3:** The lack of involvement from parents creates a lack of student engagement in all areas at campuses, and lends to students making poor choices. Preventive measures regarding drug/alcohol use on home campuses are limited and/or nonexistence. A program that require parental involvement offering support for both students and parents is recommended as students transition back to their home campus.

**Problem Statement 3 Areas:** Student Learning - School Processes & Programs - Perceptions

**Problem Statement 4:** To assist in maintaining a safe learning environment additional support for the emotional well being and mental health of students must be provided at the DAEP campus, with a successful transition plan implemented as students return to their home campus. Throughout the district de-escalation strategies and improved threat assessment skills need to be developed.

**Root Cause 4:** Some students come to school with learned behaviors and other triggers. Training in identifying high need students do not exist for all faculty and staff.

**Problem Statement 4 Areas:** School Processes & Programs - 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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

## **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
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Gifted and talented data

## **Student Data: Behavior and Other Indicators**

- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback

## **Employee Data**

- Professional learning communities (PLC) data
- Campus department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact

## **Support Systems and Other Data**

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

# Goals





**Goal 1:** Students will achieve their full potential through a system that is responsive to the behavior, 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, teacher feedback, Transition plans

Strategy 1 Details	Reviews			
<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. <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. <b>Staff Responsible for Monitoring:</b> Administrator, advisory teachers, Educational Aides, SE Counselor  <b>Problem Statements:</b> Demographics 3 - Student Learning 3 - Perceptions 2	Formative			Summative
	Nov	Jan	Mar	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

## Performance Objective 1 Problem Statements:





Demographics
<b>Problem Statement 3:</b> In addition to well qualified teachers, it is imperative, when possible, to maintain a diversified (gender/racially) faculty and staff to reflect the cultural and diverse student body <b>Root Cause:</b> "Teacher recruitment and retention is an ongoing issue, and unfortunately there is a misconception of the DAEP campus environment and the population we serve.
Student Learning
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Perceptions
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**Goal 1:** Students will achieve their full potential through a system that is responsive to the behavior, academic, social, and emotional needs of the student.

**Performance Objective 2:** Academic alignment is achieved for each student course utilizing Canvas and Edgenuity

**High Priority**

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p><b>Strategy 1:</b> DAEP teachers contact all home campus teachers on CANVAS or Edgenuity to ensure students are completing assignments that are mirroring to the home campus classroom instruction . The campus instructional coach support by following up with additional communication with home campus teachers when needed . AI is tracked by the instructional coach.</p> <p><b>Actions:</b> Immediate notification of home campus teachers of students placement at DAEP, maintain communication with home campus teachers throughout DAEP placement, provide grade withdrawal form to home campus.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach, administrator, faculty and staff</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p> <p><b>Problem Statements:</b> Student Learning 4 - School Processes &amp; Programs 5</p>				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				





**Performance Objective 2 Problem Statements:**

Student Learning
<p><b>Problem Statement 4:</b> The DAEP campus utilizes the Edgenuity Curriculum when home campus teachers elect to utilize it rather than Canvas. Edgenuity curriculum does not reflect the specialized instruction classroom teachers provide students, and must be adjusted to reflect the instruction that is given in the home campus classrooms. Students struggle academically with this program. <b>Root Cause:</b> Limited accommodations for SPED students exist with the program. Not all teachers are familiar with the procedures for making the needed adjustments.</p>
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**Goal 1:** Students will achieve their full potential through a system that is responsive to the behavior, academic, social, and emotional needs of the student.

**Performance Objective 3:** Faculty and staff are provided professional development with a focus on best practices in the DAEP classroom, ensuring the use of these strategies during classroom observations.

**Evaluation Data Sources:** teacher observations, professional development

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Maintaining communications with home campus teachers, use of PDSA, obtainable goal setting and organizational skills. <b>Actions:</b> Communications logs, emails, binders, <b>Staff Responsible for Monitoring:</b> administrator, instructional coach  <b>Targeted Support Strategy</b> <b>Problem Statements:</b> Student Learning 4 - School Processes & Programs 5		Formative			Summative
		Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>					

### Performance Objective 3 Problem Statements:





Student Learning
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**Goal 2:** Utilize efficient and effective organizational skills to support and improve student learning,.

**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.

Strategy 1 Details		Reviews			
<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.  <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. <b>Staff Responsible for Monitoring:</b> Administrator, teachers, students  <b>Problem Statements:</b> School Processes & Programs 8 - Perceptions 7		Formative			Summative
		Nov	Jan	Mar	June
 No Progress		 Accomplished		 Continue/Modify	
		 Discontinue			

**Performance Objective 1 Problem Statements:**

School Processes & Programs
<b>Problem Statement 8:</b> To assist in maintaining a safe learning environment additional support for the emotional well being and mental health of students must be provided at the DAEP campus, with a successful transition plan implemented as students return to their home campus. Throughout the district de-escalation strategies and improved threat assessment skills need to be developed. <b>Root Cause:</b> Some students come to school with learned behaviors and other triggers. Training in identifying high need students do not exist for all faculty and staff.
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**Goal 2:** Utilize efficient and effective organizational skills to support and improve student learning,.

**Performance Objective 2:** During staff meetings each week we will discuss our changing student population and any concerns or areas of growth within our systems.

**High Priority**

**Evaluation Data Sources:** Review data on successful reviews , BMS, student binders

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Each day will receive a specific area on which to focus. Specific days dedicated to SPED concerns, safety issues, and technology concerns. We will remain flexible as additional concerns are brought forth. <b>Actions:</b> daily after school discussions with all faculty and staff offering input <b>Staff Responsible for Monitoring:</b> Administrator, SE Counselor, Instructional Coach and Department Chair  <b>Problem Statements:</b> Demographics 3 - Student Learning 3 - Perceptions 2		Formative			Summative
		Nov	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>					

**Performance Objective 2 Problem Statements:**

Demographics
<b>Problem Statement 3:</b> In addition to well qualified teachers, it is imperative, when possible, to maintain a diversified (gender/racially) faculty and staff to reflect the cultural and diverse student body <b>Root Cause:</b> "Teacher recruitment and retention is an ongoing issue, and unfortunately there is a misconception of the DAEP campus environment and the population we serve.
Student Learning
<b>Problem Statement 3:</b> In addition to well qualified teachers, it is imperative, when possible, to maintain a diversified (gender/racially) faculty and staff to reflect the cultural and diverse student body <b>Root Cause:</b> "Teacher recruitment and retention is an ongoing issue, and unfortunately there is a misconception of the DAEP campus environment and the population we serve.
Perceptions
<b>Problem Statement 2:</b> In addition to well qualified teachers, it is imperative, when possible, to maintain a diversified (gender/racially) faculty and staff to reflect the cultural and diverse student body <b>Root Cause:</b> "Teacher recruitment and retention is an ongoing issue, and unfortunately there is a misconception of the DAEP campus environment and the population we serve.


**Goal 2:** Utilize efficient and effective organizational skills to support and improve student learning,.


**Performance Objective 3:** Upon entry into the DAEP program, all students will be assessed by the campus SE Counselor and participate in Character Strong/ 'Character Education course daily


**High Priority**


**Evaluation Data Sources:** MAY-SI mental health evaluation data, Character Strong curriculum, SE counselor, student survey results.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 3 Problem Statements:**

School Processes & Programs
<b>Problem Statement 8:</b> To assist in maintaining a safe learning environment additional support for the emotional well being and mental health of students must be provided at the DAEP campus, with a successful transition plan implemented as students return to their home campus. Throughout the district de-escalation strategies and improved threat assessment skills need to be developed. <b>Root Cause:</b> Some students come to school with learned behaviors and other triggers. Training in identifying high need students do not exist for all faculty and staff.
Perceptions
<b>Problem Statement 7:</b> To assist in maintaining a safe learning environment additional support for the emotional well being and mental health of students must be provided at the DAEP campus, with a successful transition plan implemented as students return to their home campus. Throughout the district de-escalation strategies and improved threat assessment skills need to be developed. <b>Root Cause:</b> Some students come to school with learned behaviors and other triggers. Training in identifying high need students do not exist for all faculty and staff.





**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.

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> <p><b>Problem Statements:</b> School Processes &amp; Programs 8 - Perceptions 7</p>	Formative			Summative
	Nov	Jan	Mar	June
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> <p><b>Problem Statements:</b> School Processes &amp; Programs 8 - Perceptions 7</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> DAEP faculty and staff will receive training in the use of proper restraining procedures and ROPES. <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. <b>Staff Responsible for Monitoring:</b> Administrator, SE Counselor (ROPES)  <b>Problem Statements:</b> School Processes & Programs 8 - Perceptions 7	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

### Performance Objective 1 Problem Statements:

School Processes & Programs
<b>Problem Statement 8:</b> To assist in maintaining a safe learning environment additional support for the emotional well being and mental health of students must be provided at the DAEP campus, with a successful transition plan implemented as students return to their home campus. Throughout the district de-escalation strategies and improved threat assessment skills need to be developed. <b>Root Cause:</b> Some students come to school with learned behaviors and other triggers. Training in identifying high need students do not exist for all faculty and staff.
Perceptions
<b>Problem Statement 7:</b> To assist in maintaining a safe learning environment additional support for the emotional well being and mental health of students must be provided at the DAEP campus, with a successful transition plan implemented as students return to their home campus. Throughout the district de-escalation strategies and improved threat assessment skills need to be developed. <b>Root Cause:</b> Some students come to school with learned behaviors and other triggers. Training in identifying high need students do not exist for all faculty and staff.

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

**Performance Objective 2:** All faculty and staff will receive professional development for CPI-Nonviolent Crisis Intervention training program and utilize learned strategies

**High Priority**

**Evaluation Data Sources:** CPI training,

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Revisit training midyear. Provide training for late hires. <b>Actions:</b> Call upon district administration for additional training when new EAs are hired. Request review training midyear from district trainers.  <b>Problem Statements:</b> School Processes & Programs 8 - Perceptions 7	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

**Performance Objective 2 Problem Statements:**





School Processes & Programs
<b>Problem Statement 8:</b> To assist in maintaining a safe learning environment additional support for the emotional well being and mental health of students must be provided at the DAEP campus, with a successful transition plan implemented as students return to their home campus. Throughout the district de-escalation strategies and improved threat assessment skills need to be developed. <b>Root Cause:</b> Some students come to school with learned behaviors and other triggers. Training in identifying high need students do not exist for all faculty and staff.
Perceptions
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**Goal 3:** All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 3:** Upon entry into the DAEP program, all students will receive daily instruction in Character Education/Character Strong, learning solution/resolutions to conflicts.

**High Priority**

**Evaluation Data Sources:** Student surveys, Character Strong/Education curriculum, recidivism data, Character Ed. student reflections

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Ensure curriculum is relevant and relatable to students. Teacher attends Character Education Training <b>Actions:</b> Provide students with hands on activities, problem/solution demonstrations and speakers <b>Staff Responsible for Monitoring:</b> Teacher, SE Counselor and administrator  <b>Problem Statements:</b> School Processes & Programs 8 - Perceptions 7	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Performance Objective 3 Problem Statements:**

School Processes & Programs
<b>Problem Statement 8:</b> To assist in maintaining a safe learning environment additional support for the emotional well being and mental health of students must be provided at the DAEP campus, with a successful transition plan implemented as students return to their home campus. Throughout the district de-escalation strategies and improved threat assessment skills need to be developed. <b>Root Cause:</b> Some students come to school with learned behaviors and other triggers. Training in identifying high need students do not exist for all faculty and staff.
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**Goal 3:** All students and staff will learn and work in a safe and responsive environment.

**Performance Objective 4:** Upon entry into the DAEP program all students will participate weekly in ROPES, a hands on physical obstacle course, learning team building and communication skills

**Evaluation Data Sources:** Student surveys, Character Ed student reflection data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Prepare students during intake providing information regarding the ROPES course. Ensure activity is followed by a debrief of learned skills with students <b>Actions:</b> Ensure course is safe for participation, provide instructions prior to participation. <b>Staff Responsible for Monitoring:</b> SE Counselor, teacher, administrator  <b>Problem Statements:</b> Student Learning 7 - School Processes & Programs 7, 8 - Perceptions 7, 8	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

**Performance Objective 4 Problem Statements:**

Student Learning
<b>Problem Statement 7:</b> There is a need for training for parents seeking solutions for improving the overall emotional and mental health of their children and to reduce their use / dependency on drugs. The age/grade level at which students are placed at DAEP for drug related infractions are increasing at the elementary level. <b>Root Cause:</b> The lack of involvement from parents creates a lack of student engagement in all areas at campuses, and lends to students making poor choices. Preventive measures regarding drug/alcohol use on home campuses are limited and/or nonexistence. A program that require parental involvement offering support for both students and parents is recommended as students transition back to their home campus.
School Processes & Programs
<b>Problem Statement 7:</b> There is a need for training for parents seeking solutions for improving the overall emotional and mental health of their children and to reduce their use / dependency on drugs. The age/grade level at which students are placed at DAEP for drug related infractions are increasing at the elementary level. <b>Root Cause:</b> The lack of involvement from parents creates a lack of student engagement in all areas at campuses, and lends to students making poor choices. Preventive measures regarding drug/alcohol use on home campuses are limited and/or nonexistence. A program that require parental involvement offering support for both students and parents is recommended as students transition back to their home campus.  <b>Problem Statement 8:</b> To assist in maintaining a safe learning environment additional support for the emotional well being and mental health of students must be provided at the DAEP campus, with a successful transition plan implemented as students return to their home campus. Throughout the district de-escalation strategies and improved threat assessment skills need to be developed. <b>Root Cause:</b> Some students come to school with learned behaviors and other triggers. Training in identifying high need students do not exist for all faculty and staff.

## Perceptions

**Problem Statement 7:** To assist in maintaining a safe learning environment additional support for the emotional well being and mental health of students must be provided at the DAEP campus, with a successful transition plan implemented as students return to their home campus. Throughout the district de-escalation strategies and improved threat assessment skills need to be developed. **Root Cause:** Some students come to school with learned behaviors and other triggers. Training in identifying high need students do not exist for all faculty and staff.

**Problem Statement 8:** There is a need for training for parents seeking solutions for improving the overall emotional and mental health of their children and to reduce their use / dependency on drugs. The age/grade level at which students are placed at DAEP for drug related infractions are increasing at the elementary level. **Root Cause:** The lack of involvement from parents creates a lack of student engagement in all areas at campuses, and lends to students making poor choices. Preventive measures regarding drug/alcohol use on home campuses are limited and/or nonexistence. A program that require parental involvement offering support for both students and parents is recommended as students transition back to their home campus.



# Targeted Support Strategies

Goal	Objective	Strategy	Description
1	3	1	Maintaining communications with home campus teachers, use of PDSA, obtainable goal setting and organizational skills.