

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

Table of Contents

- Comprehensive Needs Assessment 4
 - Demographics 4
 - Student Learning 4
 - School Processes & Programs 5
 - Perceptions 6
- Priority Problem Statements 7
- Comprehensive Needs Assessment Data Documentation 8
- Goals 9
 - Goal 1: Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student. 10
 - Goal 2: Utilize efficient and effective operations to support and improve the learning organization. 12
 - Goal 3: All students and staff will learn and work in a safe and responsive environment. 14

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: In addition to well qualified teachers, it is imperative, when possible, to maintain a diversified (gender/racially) faculty and staff. Teacher retention is an issue for all campuses, and even more so at DAEP. **Root Cause:** The perception by applicants of DAEP students and the campus, increases the difficulty in obtaining well qualified and diverse candidates.

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.

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 pagefor 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 Recovdery 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: The programs and processes in place at the DAEP campus are difficult to sustain at the home campus. **Root Cause:** Campus populations and other variables affect students ability to maintain success at their home campus

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 DAEP Student Exit Surveys indicate Character Education coursework has been effective.. 66% feel they have better control of their emotions, 81% report they are better equipped to set and achieve goals.

Communication between home campus teachers and the DAEP faculty and staff have improved. DAEP instructors continue to work towards providing the instructional expectations of home campuses to students.

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

Problem Statement 1: Upon returning to home campuses students are not receiving the same level of academic, behavioral and social support they receive at DAEP **Root Cause:** A plan for ongoing transition support that does not exist at most home campuses.

Problem Statement 2: Recidivism rate is 5% or less for students placed at DAEP for all incidents not involving drugs/alcohol , but the rate rises to 10% when including drug/alcohol offenses **Root Cause:** An effective drug/alcohol prevention program does not exist at home campuses.

Priority Problem Statements

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 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

Strategy 1 Details	Reviews			
<p>Strategy 1: 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>Actions: 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>Staff Responsible for Monitoring: 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

Strategy 1 Details	Reviews			
<p>Strategy 1: 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>Actions: 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>Staff Responsible for Monitoring: Educational Aides, teachers, administrator</p>	Formative			Summative
	Nov	Jan	Mar	June
	 25%	 0%		
<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>				







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

Strategy 1 Details	Reviews			
Strategy 1: 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.	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				







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

Strategy 1 Details	Reviews			
<p>Strategy 1: 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>Actions: 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>Staff Responsible for Monitoring: Administrator</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 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






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

Strategy 1 Details	Reviews			
<p>Strategy 1: 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>Actions: 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>Staff Responsible for Monitoring: Administrator, SE Counselor, teachers, Educational Aides,</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: DAEP utilize a number of daily operational procedures that will reduce the opportunity for altercations.</p> <p>Actions: 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>Staff Responsible for Monitoring: Administrator, all faculty and staff, SE counselor, campus SRO, security guard.</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: DAEP faculty and staff will receive training in the use of proper restraining procedures and ROPES.</p> <p>Actions: 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>Staff Responsible for Monitoring: Administrator, SE Counselor (ROPES)</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				