

Dkt fxknng"Kp fgrgp fgpv"Uejqqn" Fkuvtkev

FCGR

4244/4245" Fgrctv o gpv" Rncp

Accountability Rating: Not Rated

Okuukqp"Uvcvg o gpv

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.

Xkukqp

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.

Xcnwg"Uvcvg o gpv

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

Vcdng"qh"Eqpvpgpvu

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

Student Learning

Student Learning Summary

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

DAEP students use strategies for solving conflicts and decision making, team building skills and communication skills through Character Education/ROPES course.

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:

Rtkqtkv{"Rtqdnng o "Uvcvg o gpvu

Eq o r t g j g p u k x g " P g g f u " C u u g u u o g p v " F c v c " F q e w o g p v c v k q p

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

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

4 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:</p>	

Item 3 Students will achieve their full potential through a system that is responsive to the academic, social, and emotional needs of the student.

Item 5 Academic alignment is achieved with home campus for each student course.

High Priority

Evaluation Data Sources:

I qcn"4<

Objective 4: Utilize efficient and effective operations to support and improve the learning organization.

Objective 4: 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

Indicator 5: All students and staff will learn and work in a safe and responsive environment.

Objective 3: 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</p>	

Strategy 3 Details	Reviews
---------------------------	----------------