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Demographics

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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.

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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.

R t q d n g o " U v c v g o g p v " K f g p v k h { k p i " F g o q i t c r j k e u " P g g f u

R t q d n g o " U v c v g o g p v " 3 < 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. **T q q v " E c w u g <** 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.

R t q d n g o " U v c v g o g p v " 4 < 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. **T q q v " E c w u g <** The DAEP Educational Aides are not paid at the highest EA rate.

R t q d n g o " U v c v g o g p v " 5 * R t k q t k v | g f + < 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 **T q q v " E c w u g <** "Teacher recruitment and retention is an ongoing issue, and unfortunately there is a misconception of the DAEP campus environment and the population we serve.

R t q d n g o " U v c v g o g p v " 6 < 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 **T q q v " E c w u g <** 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.

7 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. 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 student's disability. Racial biases may play a role in the number of AA students placed at DAEP, however it cannot serve as the predominate or sole cause. There are other mitigating factors that affect placement.

8 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. 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

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

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Rtqdnq o "Uvcvg o gpv"3< 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. **Tqqv"Ecwug<** The DAEP Educational Aides are not paid at the highest EA rate.

Rtqdnq o "Uvcvg o gpv"4< 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. **Tqqv"Ecwug<** 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

Rtqdnq o "Uvcvg o gpv"5"Rtkqtkvk|gf+< 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 **Tqqv"Ecwug<** "Teacher recruitment and retention is an ongoing issue, and unfortunately there is a misconception of the DAEP campus environment and the population we serve.

Rtqdnq o "Uvcvg o gpv"6"Rtkqtkvk|gf+< 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. **Tqqv"Ecwug<** Limited accommodations for SPED students exist with the program. Not all teachers are familiar with the procedures for making the needed adjustments.

Rtqdnq o "Uvcvg o gpv"7< 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 . **Tqqv"Ecwug<** The number of issues were not anticipated and solutions were not quickly made available.

Rtqdnq o "Uvcvg o gpv"8< 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. **Tqqv"Ecwug<** Limited accommodations for SPED students exist with the program. Not all teachers are familiar with the procedures for making the needed adjustments

Rtqdnq o "Uvcvg o gpv"9"Rtkqtkvk|gf+< 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. **Tqqv"Ecwug<** 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.

Rtqdnq o "Uvcvg o gpv":< 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 **Tqqv"Ecwug<**

School Processes & Programs

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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.

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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.

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Rtqdnq o "Uvcvg o gpn"4<

Rtkqtkv{"Rtqdnq o "Uvcvg o gpvu

Rtqdnq o "Uvcvg o gpv"3: 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

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The following data were used to verify the comprehensive needs assessment analysis:

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- 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

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- 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

U v w f g p v " F c v c " D g j c x k q t " c p f " Q v j g t " k p f k e c v q t u

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

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

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




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

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Gxcnwcvkqp"Fcvc"Uqwtegu< Data notebooks, teacher feedback, Transition plans

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<p>Uvtcvgi {"3< 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>Cevkqpu< 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>Uvchh" Tgurqpukdng" hqt" Oqpkvqt kpi< Administrator, advisory teachers, Educational Aides, SE Counselor</p> <p>Rtqdn g o "Uvcvg o gpvu< Demographics 3 - Student Learning 3 - Perceptions 2</p>	Hqt o cvkxg			Uw o o cvkxg
	Pqx	Lcp	O ct	Lwpg
<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/ </div> </div>				

Goal 1:

Goal 1:

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.

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Gxcnwcvkqp"Fcvc"Uqwtegu< Student profiles in the BMS platform.





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<p>Uvtcvgi {"3< 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>Cevkqpu< 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>Uvchh"Turqpukdng"hqt"Oqpkvtlpi< Administrator, teachers, students</p> <p>Rtqdn g o "Uvcvg o gpvu< School Processes & Programs 8 - Perceptions 7</p>	

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.

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Gxcnwckqp"Fcvc"Uqwtegu< Review data on successful reviews , BMS, student binders

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<p>Uvtcvgi{"3< 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.</p> <p>Cevkqpu< daily after school discussions with all faculty and staff offering input</p> <p>Uvchh"Turqpukdng"hqt"Oqpkvqtkpi< Administrator, SE Counselor, Instructional Coach and Department Chair</p> <p>Rtqdnq o "Uvcvg o gpvu< Demographics 3 - Student Learning 3 - Perceptions 2</p>	Hqt o cvkxg			Uwo o cvkxg
	Pqx	Lcp	Oct	Lwpg
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 2 Problem Statements:

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

Performance Objective 3:

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Uvtevgi {"5 DAEP faculty and staff will receive training in the use of proper restraining procedures and ROPES.
Cevkqpu 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

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.

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Gxcnwvkkp"Fcvc"Uqwtegu< Student surveys, Character Strong/Education curriculum, recidivism data, Character Ed. student reflections

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<p>Uvtcvgi{"3< Ensure curriculum is relevant and relatable to students. Teacher attends Character Education Training</p> <p>Cevkqpu< Provide students with hands on activities, problem/solution demonstrations and speakers</p> <p>Cevkq o 1 uqnwpi 1 "3<</p>	

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

Gxcwvkvq"Fcvc"Uqwtegu< Student surveys, Character Ed student reflection data

Uvtcvgi{"3" Fgvckmu	Tgxkgyu
Uvtcvgi{"3< Prepare students during intake providing information regarding the ROPES course. Ensure activity is followed by a debrief of learned skills with students Cevkqpu< Ensure course is safe for participation, provide instructions prior to participation.	

Perceptions

Perception 1: 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. **Perception 2:** 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.

Perception 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. **Perception 4:** 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

Targeted Support Strategies