

# **Schertz-Cibolo Universal City Independent School District**

## **Daep**

### **2016-2017 Campus Improvement Plan**

**Accountability Rating: Not Rated**

# Mission Statement

The mission of the SCUCISD Disciplinary Alternative Education Program (DAEP) is to provide a learning environment where students are given the opportunity to achieve academic and behavioral success.

## Vision

The vision of the SCUCISD - DAEP is to improve student discipline as evidenced by a decrease in student referrals, a reduced recidivism rate, along with improved student learning resulting in all students passing all classes when they return to their home campuses due to a high performing, caring and competent staff.

## Core Beliefs

- We believe all students have the capacity to learn and be successful.
- We believe a safe, secure environment is paramount to learning.
- We believe living our core values of leadership, character, commitment, service and learning result in the ability to set and achieve lifelong goals.
- We believe quality instruction addresses the individual needs of students.
- We believe engaging, interactive, and authentic teaching, creates empowered, active learners prepared for our changing world.
- We believe embracing technology as a relevant tool enhances learning in and beyond the classroom.
- We believe in a Professional Learning Community (PLC) culture that allows time to collaborate and share best practices in order to improve continually.
- We believe good communication is critical to success.
- We believe lifelong learning enriches staff through professional development.
- We believe measures of our success go beyond standardized testing.
- We believe public education is defined by the local community, with limited state involvement.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Students who are placed in DAEP, usually involves many variables, when it comes to reviewing demographic data, in some cases a predictor of students who are at risk is a predictor of students who are assigned to DAEP.

Students assigned to DAEP demonstrate various types of behaviors that prevent them from being able to participate on their home campus. Their assigned days can range from 30-120 days; although most students are assigned 45 days with a 30 day review. The DAEP is culturally diverse and predominately male gender. The majority of our students for the current 2016-17 school year are male second and third year 9th grade students.

### Demographics Strengths

The school district has access to all of the following information through PEIMS/eSPED/TMPCC/AWARE and other intervention programs which provides school personnel with the ability to review various segments of the population.

Our student to teacher ratio is very low averaging 6 to 1. All core teachers are Highly Qualified in their area of expertise. Our core teachers follow the district pacing calendar; therefore the transition for the students back to their home campus is smooth.

DAEP generates the following reports to help with data disaggregation:

- Attendance Reports
- Discipline Offense/Action Reports
- SPED Disability List
- Student Restraints
- Harassment Reports

- Incident reports by students with numerous referrals
- Number of students expelled from the school district
- Bully Victim Reports and Action Taken
- Bilingual/ESL students in DAEP
- SPED students in DAEP
- Number of Students referred for DAEP placement; and by campus
- Academic performance level of students when they arrive and depart from DAEP focusing in on specific student deficits related to academics by conducting a baseline test to assess grade level equivalency and gaps in learning. RtI that focuses on reading, writing, math and behavioral needs thus reducing the anxiety and frustrations that cause these students to act out with inappropriate behavior.

We have a character development program that is used daily during morning announcements. We have a very active CIS counselor who provides presentations and guest speakers addressing the importance of obtaining an education, facing various life experience obstacles, substance abuse, believing in yourself, and being the leader not the follower.

### **Demographics Needs**

\* Better record keeping to include reports such as:

- Types of Disciplinary Offenses by Campus
- Recidivism Rate for students assigned to DAEP
- DAEP is implementing a social skills program
- All staff are being trained in Restorative Discipline.
- A mentor program for students in DAEP when they return to their home campus.

## **Student Achievement**

### **Student Achievement Summary**

Students are temporarily assigned to DAEP from 10-60 days depending on the seriousness of the offense. In most cases, these students are working below grade level. These students often demonstrate a variety of dysfunctional issues such as poor self esteem, inappropriate classroom behaviors, substance abuse, anger management, etc.

DAEP teachers focus on improving the student's self-esteem by validating their abilities through the use of praise whenever possible. Initially, assignments are designed for the student to experience success, something that they do not receive very often.

These students, many times are one to two years below grade level in reading, writing and math.

Having the students for brief periods of time does not allow the DAEP teacher to fully develop the instructional requirements for any one subject area, but we believe that we can improve the students attitudes toward correcting their classroom behavior, taking more interest in their school performance, and setting goals for success through our teachers emphasizing high behavioral expectations, character and social skill initiatives.

### **Student Achievement Strengths**

- High teacher expectations for addressing inappropriate classroom and passing period behaviors is reinforced throughout the day.
- Staff trained on motivating the unmotivated learner, signs to look for when a student seems depressed or struggling socially/emotionally.

### **Student Achievement Needs**

- The DAEP Program is in need of a basic skills academic intervention program.
- Staff development needs include focusing on teaching instructional strategies for lower level functioning students,

## **School Culture and Climate**

### **School Culture and Climate Summary**

The overall campus climate is healthy and positive compared to years past. In 2015-16 the campus gained a new principal along with a few new teachers.

### **School Culture and Climate Strengths**

The campus has increased opportunities for collaboration, input, and training. Campus administration continues to seek and implement programs and ideas with evidence of proven success. PLC meetings are held every Wednesday morning at 7:30 with every staff member in attendance. New ideas are encouraged and supported.

### **School Culture and Climate Needs**

Teachers need continued opportunities to work collaboratively for a healthy and productive campus climate. Staff need additional opportunities to suggest and implement ideas for improved campus culture and climate. Collaboration across the high school and junior high school campuses would be beneficial.

## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

DAEP continues to seek and employ highly qualified, highly competent faculty and staff, and makes efforts to retain valuable employees.

### **Staff Quality, Recruitment, and Retention Strengths**

100% of the professional and paraprofessional staff are considered to be “Highly Qualified” under NCLB. Teachers regularly participate in a variety of campus, District, and state trainings.

Our teachers are highly motivated and the respect they have for one another is in itself, a retention strength. Everyone respects and allows their colleagues to express concerns, suggestions, that ultimately impacts student success in a positive way. 100% of our staff returned for the 2016-17 school year.

### **Staff Quality, Recruitment, and Retention Needs**

With the implementation of T-TESS teachers will be afforded many opportunities to further develop their instructional strategies, classroom and discipline management. As a PLC continually reviewing common assessment data will help teachers to focus instructional needs and provide evidence of student mastery.



## **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment Summary**

SCUC ISD provides all teachers with an aligned curriculum to ensure that educators across the district have a cohesive plan to ensure all students have access to the required state standards and assured learning experiences. SCUCISD teacher teams plan and write formative and summative assessments throughout the year.

Intentional efforts and processes will be continued to increase fidelity of implementing a guaranteed and viable curriculum, instructional best practices, programs, processes and procedures for evaluating student performance and assessment of learning and for learning.

STAAR results, pre- and post-assessment data and grade report cards from all students who are placed in the DAEP during the 2016-2017 school year continue to be the focal point for measuring students' academic success.

### **Curriculum, Instruction, and Assessment Strengths**

TEKS Resource System - TCMPC Components: Multiple professional learning opportunities have been provided

Common progress monitoring methods (Grade reports)

Professional Learning Community

District Task Forces - District Student Success Team, Thinking Through Quality Questioning (TTQQ), New Teacher,

District Academies - Administrators, Professional Learning

Multiple communication efforts - Office 365 Notebooks, One Drive, Google Docs, District websites, and through learning leaders/content leaders

District Support Partners - Kelley Mosley(SAS Coordinator) and Matt Rivera (Cabinet member)

Implementation of district-wide half days designated for professional learning

Utilization of the Instructional Materials Allotment process to ensure materials are researched based and tightly aligned with TEKS.

### **Curriculum, Instruction, and Assessment Needs**

Communication among the DAEP teachers and the home campus teachers is an on-going strategy that needs attention.

## **Family and Community Involvement**

### **Family and Community Involvement Summary**

Schertz Cibolo Universal City ISD (SCUC) invites community members to bring a community focus to all task force, district and campus improvement, bilingual, Career and Technical Education (CTE) and Title One committees. SCUC invites community members to participate in an orientation program designed to prepare volunteers for campus and district involvement. SCUC has established a Preschool Program for Children with Disabilities (PPCD) starting at age 3.

SCUC district initiatives seek to connect community members with student success through various models of mentorship. Social workers are employed by the district to provide crisis intervention and to build community relationship with individuals and organizations. Communities in School is part of the DAEP campus structure.

### **Family and Community Involvement Strengths**

All community members are invited to participate in an orientation program designed to prepare volunteers for campus and district involvement.

District initiatives (career fairs, gifted symposiums, city government collaboration, college nights) seek to connect community members with student success through various models of mentorship.

Social workers employed by the district provide services beyond crisis intervention to build community relationship with individuals and organizations (Rotary, Kiwanis, Lions Club, local churches, Partners in Education, etc.) and provide community members to access with health and broader community resources to support the needs of families in crisis (foster system, Child Protective Services, McKinney Vento, health care, bill and food assistance). Partnership with Communities in Schools also supports the needs of students and families in crisis and with ongoing mental health needs.

Parents communication is facilitated through TX Grade Suite, Parent Portal, district, campus, and teacher websites,

Community partnership with local and national partners (Alamo Community College District; University of Texas System; College Board; International Baccalaureate Organization (IBO) )

Community members are invited to provide the district with feedback for district and site-based planning through the Engage process (Family and Community Online Survey)

DAEP Parents are required to participate in an intake process in order to orient themselves and the student to our program expectations, rules and consequences.

### **Family and Community Involvement Needs**

SCUC needs to establish a systematic approach to parent communication regarding district events and initiatives on individual campuses (Engage, Community Relationship Domain, 2015).

SCUC needs to improve access and quality of learning assistance opportunities to close learning gaps for all students, targeting evidence based need for RTI, Special Education, and socio-economically disadvantaged learners (Engage: Student Learning Domain,, 2015 & Special Education Audit, 2015).

SCUC needs to improve second language programs and gifted and talented programs to meet district stakeholder expectation of 85% satisfaction or higher (District goal 3.4 and Engage: HB 5 Criteria Satisfaction Domain, 2015).

SCUC needs to establish a consistent and visible marketing strategy to increase access and availability to non-English speaking community members, in order to build a wider and more representative stakeholder base for parent engagement in site based planning (Advanced Program Task Force Dual Language Parent Survey, 2015).

## **School Context and Organization**

### **School Context and Organization Summary**

DAEP organizational structure includes:

- 1 full time principal
- 1 full time counselor
- 1 full time school secretary
- 6 Highly Qualified core teachers; 4 teach electives
- 1 full time ISS para professional
- 1 Highly Qualified special education teacher
- 1 special education paraprofessional
- 1/2 time CIS social worker
- 1 full time custodian

Students who are assigned to DAEP experience the loss of freedom to make any decisions for themselves due to the poor choice(s) they made on their home campuses. DAEP focuses on removing the students privilege to move freely on the DAEP campus.

### **School Context and Organization Strengths**

\* DAEP is adequately staffed for proper student interaction and supervision.

### **School Context and Organization Needs**

DAEP would benefit from having access to interventions that would provide academic remedial instruction in basic skills, including, math, reading, and writing.

Consistent instructional guidance/lesson plans from the home campus teacher for electives classes for DAEP students would be greatly

appreciated in ensuring student's are receiving the instruction they need while at DAEP and enrolled in electives classes. This has to be addressed immediately in order for DEAP teachers to concentrate on an effective method for the continuation of their home campus instructional assignments.

## **Technology**

### **Technology Summary**

Students have access to computers in every class which works well for our computer based instruction.

The DAEP currently has a camera system that works well and provides the school administrator, counselor and secretary the ability to observe students and teachers interact in their classrooms.

### **Technology Strengths**

Computers in every classroom along with interactive white boards.

Digital camera system in every classroom and hallways that also produce audio.

### **Technology Needs**

DAEP needs all video cameras to be operating. We need 3 additional cameras 2 regular and one 360 degree camera to help us better monitor students and teachers across the campus.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- PBMAS data
- Community and student engagement rating data

## Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups



- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Section 504 data
- Homeless data
- Response to Intervention (RtI) student achievement data

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

- Attendance data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback

### **Employee Data**

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

### **Parent/Community Data**

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

- Action research results

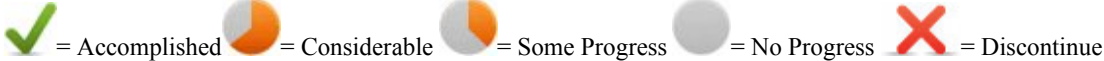
# Goals

**Goal 1: Students at DAEP are expected to show academic growth and achieve at high levels in all subject areas.**

**Performance Objective 1:** 100% of our students will be passing every class when they return to their home campus.

**Evaluation Data Source(s) 1:** Committee reviews will reflect all student's passing. Campus generated report with grades listed for each student returning to home campus.

**Summative Evaluation 1:**


Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Continue the use of an aligned curriculum to allow for proper pacing and alignment of courses at DAEP with home campus instructional planning to ensure students transition to their home campuses on academic track.	DAEP Principal/Teachers	Number of completed assignments Number of classes failed Number of student retentions				
2) Hold one-on-one conferences with DAEP students during school hours to discuss their progress and expectations.	DAEP Principal/Counselor/Teachers	Number of students finishing their time without accruing extra days.  Number of classes failed				
						

**Goal 1:** Students at DAEP are expected to show academic growth and achieve at high levels in all subject areas.

**Performance Objective 2:** DAEP Team Members will share at each PLC meeting high-yielding, best-practice activities that would engage more students in order to increase the number of students authentically engaged during classtime to > or = 75%.

**Evaluation Data Source(s) 2:** Walk Throughs data, PLC meeting agendas

**Summative Evaluation 2:**


Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Faculty and staff attend workshops including but not limited to: co-teach strategies, TTQQ, PLC Academy, Behavior intervention strategies, Restorative Discipline, Using ISS as a Learning Tool, TAAE in Austin in Feb. 2016, CIP, technology applications, Mathematics TEKS changes and new textbook adoptions.	DAEP Principal	Certificates of attendance, walk-through evidence of classroom use of strategies, PDAS data.				
Funding Sources: 199 - General Fund - \$4650.00						
						

**Goal 1:** Students at DAEP are expected to show academic growth and achieve at high levels in all subject areas.

**Performance Objective 3:** 100% of our students will participate in a character development and social skills program.

**Evaluation Data Source(s) 3:** Daily announcements using Project Wisdom program, Restorative Practices implementation and weekly circle time (round up) with cae manager teachers.

**Summative Evaluation 3:**

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Utilize a self-discipline and choice method of teaching behavior management, through the use of a level system. All teachers and school administrators reinforce student behaviors when students make the right choices.	DAEP Principal, Counselor, Teachers, Paraprofessionals	Fewer Office referrals More students on higher levels				
2) Conduct daily character-building instruction using Project Wisdom curriculum during morning announcements.	DAEP Principal	Number of students finishing without accruing extra days Fewer office referrals				
						

**Goal 1:** Students at DAEP are expected to show academic growth and achieve at high levels in all subject areas.

**Performance Objective 4:** 100% of our students will be assigned a case manager.

**Evaluation Data Source(s) 4:** Every student will have a case manager who will be their circle time (round up) facilitator and will check on behavior, grades, and social needs.

**Summative Evaluation 4:**

**Goal 1:** Students at DAEP are expected to show academic growth and achieve at high levels in all subject areas.

**Performance Objective 5:** 100% of students will be given a pre and post assessment to determine amount of growth during their time at DAEP.

**Evaluation Data Source(s) 5:** Assessment scores from pre and post test, RtI (Target Time) groupings, formative progress monitoring of RtI (Target Time) groups.


**Summative Evaluation 5:**

**Goal 2: DAEP will increase communication with all stake holders by creating additional pathways with increasing participation.**

**Performance Objective 1:** DAEP PLC Team will collectively lead weekly meetings to ensure that 100% of the faculty are informed of campus/district initiatives in a timely manner.

**Evaluation Data Source(s) 1:** Agendas from weekly PLC Team meetings

**Summative Evaluation 1:**

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Principal will utilize weekly bulletin "Monday Message" to increase effective written communication.	DAEP Principal	Weekly Bulletin				
						

**Goal 2:** DAEP will increase communication with all stake holders by creating additional pathways with increasing participation.

**Performance Objective 2:** Weekly Monday Messages will be sent out to inform staff of upcoming events and deadlines.

**Evaluation Data Source(s) 2:** Monday Messages for each week of the school year.


**Summative Evaluation 2:**

**Goal 3: The faculty and staff of DAEP work collaboratively to create an empowering, high-performing and engaging workforce making SCUCISD a premier employer.**

**Performance Objective 1:** DAEP PLC Team will develop an effective instructional support structure that builds teacher efficacy, increases job satisfaction, and increases employee retention.

**Evaluation Data Source(s) 1:** DAEP teachers will indicate a positive rating in the area of instructional support structure's influence on job satisfaction on the end-of-year teacher survey.

**Summative Evaluation 1:**

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) DAEP faculty and staff will be provided with the training, resources and support needed to positively impact their job.	DAEP Principal	Use of resources, training sign in sheets, PDAS documentation.				
						

# State Compensatory

## Budget for Daep:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6200 Professional and Contracted Services</b>		
13	6239 ESC Services	\$800.00
23	6239 ESC Services	\$300.00
11	6249 Contracted Maintenance & Repair	\$1,500.00
23	6249 Contracted Maintenance & Repair	\$500.00
11	6267 Leased Copiers - Locally Defined	\$2,900.00
<b>6200 Subtotal:</b>		<b>\$6,000.00</b>
<b>6300 Supplies and Services</b>		
11	6321 Textbooks	\$1,000.00
11	6329 Reading Materials	\$350.00
23	6395 Supplies, DP Operations - Locally Defined	\$200.00
11	6399 General Supplies	\$5,942.00
13	6399 General Supplies	\$1,096.00
31	6399 General Supplies	\$800.00
<b>6300 Subtotal:</b>		<b>\$9,388.00</b>
<b>6400 Other Operating Costs</b>		
13	6411 Employee Travel	\$2,450.00
23	6411 Employee Travel	\$725.00
31	6411 Employee Travel	\$650.00
11	6412 Student Travel	\$100.00



23	6429 Insurance and Bonding Costs - Locally Defined	\$75.00
11	6494 Reclassified Transportation Expenses	\$350.00
31	6495 Membership Fees	\$100.00
13	6495 Membership Fees	\$200.00
23	6495 Membership Fees	\$250.00
13	6499 Miscellaneous Operating Costs	\$250.00
23	6499 Miscellaneous Operating Costs	\$0.00
<b>6400 Subtotal:</b>		<b>\$5,150.00</b>

**Personnel for Daep:**

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Bart Donaldson	Sped Teacher	199	1
Cindy Martineau	Teacher	199	1
Cindy Schafer	Secretary-Para	199	1
Deb Brohaugh	Teacher	199	1
Denise Collier	Teacher	199	1
Dionetta Doerfler	Teacher	199	1
Gloria Bush	Para-ISS	199	1
Jim Swift	Teacher	199	1
Luis San Roman	Teacher	199	1
Ravin McCallum	CIS Social Worker/Counselor	199	1/2
Stacy Serna	Principal	199	1
Sue Buckley	Para-Sped	199	1
Tonya Pinell	Counselor	199	1

## Plan Notes

- We need 3 new cameras

## Campus Funding Summary

<b>199 - General Fund</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	2	1		6411 & 6429	\$4,650.00
<b>Sub-Total</b>					\$4,650.00
<b>Grand Total</b>					\$4,650.00