

Schertz-Cibolo Universal City Independent School District

Daep

2022-2023 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 expected to achieve academic and behavioral success.

Vision

The vision of the SCUCISD - DAEP is that ~ We believe you will Achieve!

Core Beliefs

We believe....

- education is a partnership between students, parents, staff, and community members.
- all students have the capacity to learn and are most successful when provided a wide range of tools, methods, and opportunities to learn and collaborate.
- acceptance, safety, inclusiveness, and mutual respect are critical and directly impact the ability to support and educate students.
- student success requires a balance of academic and social-emotional needs being met.
- education is a pathway to equip students with the skills to be prepared for each stage of life.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

We are the disciplinary alternative educational program/campus for the SCUCISD which serves students grades 6-12 who have committed mandatory and discretionary offenses according to the student code of conduct. Students are assigned to our campus for a predetermined number of school days set by a DAEP conference with the home campus principal. Students assigned to the DAEP are incentivized to receive up to a fifteen day shortened placement time based on behavior, attendance, improved/passing grades and participation in our outreach programs on parenting or substance abuse awareness. This year we are starting Student of the Week to recognize those students who are on track and going above and beyond to fulfill early exit requirements. Building students' confidence is important and encouraging good effort is a positive reinforcement we adhere to. All parents/guardians are required to partake in an intake meeting with their student prior to the student starting at the DAEP. For the 2021-2022 school year we had an average daily attendance of 85%, approximately 2/3 of our students were males with the following sub population averages:

Economically Disadvantaged 60%, Special Education 11%, ELL 8%, 504 21%, At-Risk 100%

Hispanic 40%, Black 14%, Asian 3%, White 32%, Multi 11%

Demographics Strengths

Our student to staff ratio is very low averaging 9 to 1. All core teachers are Highly Qualified and certified in their area of expertise. Our core academic teachers follow the district pacing calendar; therefore allowing a smooth transition for the student once they return to their home campus.

DAEP generates the following reports to help with data dis-aggregation:

- *Attendance Reports
- *Special Education % participation
- *Special Education Disability List (with % of participation by disability)
- *Student Restraint Reports
- *Incident reports by students with numerous referrals
- *Number of students expelled from the school district
- *Bully Victim Reports and Actions Taken
- *Bilingual/ELL % participation
- *Percentage of students referred for DAEP by campus and incident type
- *Percentage of students returning to their home campus fifteen days early due to good behavior, attendance, and improved/passing grades
- *Return to DAEP rate

Problem Statements Identifying Demographics Needs

Problem Statement 1: Special education students are referred at a high rate for non-mandatory reasons. **Root Cause:** There is confusion surrounding mandatory placements for special education students.

Student Learning

Student Learning Strengths

- *Student grades typically increase while placed here at the DAEP.
- *Students learn that they like to read. Reading at the DAEP is a mandatory expectation.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Special education students with critical content modifications is increasing and it is difficult to meet the needs of these students with our limited knowledgeable staff. **Root Cause:** More special education students on critical content curriculum are being sent to the DAEP due to mandatory and discretionary offenses of the student code of conduct.

School Processes & Programs

School Processes & Programs Summary

- *We follow the district scope and sequence.
- *On-Level core subject are taught by highly qualified and certified teachers (in that subject area).
- *We have implemented a life lessons course for 35 minutes a day to better meet the needs of our students. This course reviews basic life skills needed to be a productive member of society.
- *Our campus uses the PLC format to inform each other weekly about student progress and needs.
- *Students have mentor teacher who check their grades, behavior and check in on them for SEL reasons.
- *Professional development is aligned to meet the various needs of the school community and our students.
- *Social Skills is taught daily for 35 minutes using the 7 Mindsets curriculum as mandated by TEC chapter 37.

School Processes & Programs Strengths

- *Everything we do as a campus is "student first" driven.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Honors, critical content and electives work is hard to get from the home campus. **Root Cause:** So many new teachers across the district that do not understand how to serve their students at the DAEP.

Perceptions

Perceptions Summary

Student surveys reflect that students like the teachers, non-judgemental environment, and small classes at the DAEP. Our campus scored in the top 3 departments/campuses across the district reflecting a positive and supportive culture. We live our values of being a "student-first" climate. Student expectations are explained to each family during intake and rules are consistently enforced with a positive undertone. Many subs come to our campus repeatedly because they like the positive climate.

Perceptions Strengths

- *We like children.
- *We work to help students recognize their mistakes and how to overcome them.
- *We work together as a team to help our students be successful.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Others think that DAEP is a "scary" place; that only bad kids go here. **Root Cause:** Students are placed here for severe infractions of the student code of conduct.

Priority Problem Statements






Goals

Revised/Approved: September 7, 2022

Goal 1: We will cultivate collaborative and reciprocal partnerships between the district and campuses with community entities.

Performance Objective 1: 1.1 Establish a system which identifies and offers students both on campus community-based learning opportunities.






Evaluation Data Sources: Two presentations per school year

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: 1.1.1 The DAEP campus will have a guest speaker.</p> <p>Strategy's Expected Result/Impact: The guest speaker will expose the DAEP students to opportunities within the community to serve.</p> <p>Staff Responsible for Monitoring: T. Pinnell</p> <p>TEA Priorities: Connect high school to career and college</p>	Formative		
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 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 1: We will cultivate collaborative and reciprocal partnerships between the district and campuses with community entities.






Performance Objective 2: 1.2 Expand District procedures, protocols, and practices to establish campus infrastructures supporting successful community partnerships.

Evaluation Data Sources: Make contact with a potential guest speaker at least one time per month.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: 1.2.1 Make contact with a potential guest speaker.</p> <p>Strategy's Expected Result/Impact: Routine contact will build relationships with outside (community) people to entice them to come and speak to out students.</p> <p>Staff Responsible for Monitoring: T. Pinnell</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools</p>	Formative		
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Goal 1: We will cultivate collaborative and reciprocal partnerships between the district and campuses with community entities.

Performance Objective 3: 1.3 Increase community relationships and expand opportunities for district, campus, and community entities to serve one another.

Strategy 1 Details	Formative Reviews		
Strategy 1: Strategies for this Performance Objective will be addressed in a future District/Campus Improvement Plan.	Formative		
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Goal 2: We will offer opportunities for student choice and provide a challenging learning environment to prepare students for their individual passions and endeavors.






Performance Objective 1: 2.1 Expand teacher resources to incorporate student choice in a variety of ways.

Strategy 1 Details	Formative Reviews		
Strategy 1: Strategies for this Performance Objective will be addresses in a future District/Campus Improvement Plan.	Formative		
	Oct	Jan	May
			
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Goal 2: We will offer opportunities for student choice and provide a challenging learning environment to prepare students for their individual passions and endeavors.

Performance Objective 2: 2.2 Provide information and resources so that students can confidently choose the courses they want to take and clubs they want to join.








Evaluation Data Sources: Provide life lessons class daily.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: 2.2.1 Provide every student a list of available clubs at their home campus during the transition meeting.</p> <p>Strategy's Expected Result/Impact: This will help the student find something of interest to them so that they can make a connection to their home campus.</p> <p>Staff Responsible for Monitoring: S. Serna</p>	Formative		
	Oct	Jan	May
			
<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 2: We will offer opportunities for student choice and provide a challenging learning environment to prepare students for their individual passions and endeavors.






Performance Objective 3: 2.3 Develop opportunities for students to learn through non-traditional learning techniques.

Evaluation Data Sources: Students will attend and participate in daily life lessons class.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: 2.3.1 DAEP will offer every student the opportunity to partake in a daily life lesson class.</p> <p>Strategy's Expected Result/Impact: Students will learn how to develop a personal vision board, budget, conduct career exploration, basic sewing and personal hygiene modules.</p> <p>Staff Responsible for Monitoring: DAEP Teachers</p>	Formative		
	Oct	Jan	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: We will foster positive morale with support systems for students and staff.












Performance Objective 1: 3.1 Offer attractive and competitive employment opportunities.

Strategy 1 Details	Formative Reviews		
Strategy 1: Strategies for this Performance Objective will be addressed in a future District/Campus Improvement Plan.	Formative		
	Oct	Jan	May
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Goal 3: We will foster positive morale with support systems for students and staff.

Performance Objective 2: 3.2 Promote social opportunities for student and staff engagement.








Evaluation Data Sources: Provide the opportunities.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: 3.2.1 Daily circle time using the 7 Mindsets curriculum used 4 days a week, during Target Time. Strategy's Expected Result/Impact: Students will learn social skills, problem solving and feel part of a community. Staff Responsible for Monitoring: DAEP Teachers</p>	Formative		
	Oct	Jan	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: 3.2.2 Weekly staff celebrations during PLC Meetings. Strategy's Expected Result/Impact: Staff will feel part of a community and appreciated/recognized. Staff Responsible for Monitoring: Serna</p>	Formative		
	Oct	Jan	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: 3.2.3 Staff engagement outside of school will happen a minimum of twice this school year. Strategy's Expected Result/Impact: Build a sense of community and relationships among colleagues. Staff Responsible for Monitoring: Serna</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative		
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 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: We will foster positive morale with support systems for students and staff.















Performance Objective 3: 3.3 Ensure teachers and students have instructional resources needed for academic and social-emotional learning.

Evaluation Data Sources: Resources will be readily available via the website.

Strategy 1 Details	Formative Reviews		
Strategy 1: 3.3.1 The 7 Mindsets curriculum will be readily available for teachers to use in their circles with students four times a week. Strategy's Expected Result/Impact: Curriculum will be followed and students will learn appropriate social skills. Staff Responsible for Monitoring: DAEP Teachers	Formative		
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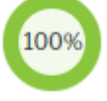





Goal 4: We will provide timely, consistent, and transparent communication.

Performance Objective 1: 4.1 Align the district's communication methods both internally and externally.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: 4.1.1 (Internal with teachers at DAEP) Monday Message will be sent out every Friday for the following week detailing upcoming deadlines, important messages, and news.</p> <p>Strategy's Expected Result/Impact: Keep the faculty and staff in touch with what is going on with regards to campus activities and deadlines.</p> <p>Staff Responsible for Monitoring: Serna</p>	Formative		
	Oct	Jan	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: 4.1.2 The DAEP staff will participate in weekly PLC meetings.</p> <p>Strategy's Expected Result/Impact: To gain knowledge of various students and to promote open communication between all stakeholders.</p> <p>Staff Responsible for Monitoring: Serna and DAEP Teachers</p>	Formative		
	Oct	Jan	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: 4.1.3 DAEP staff will conduct team parent conferences. as needed, on individual students.</p> <p>Strategy's Expected Result/Impact: To decrease behavior challenges and increase academic achievement.</p> <p>Staff Responsible for Monitoring: Serna and DAEP Teachers</p>	Formative		
	Oct	Jan	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: 4.1.4 Email will be utilized as a means of communication to limit our focus during PLC's on student case managing and reviews.</p> <p>Strategy's Expected Result/Impact: This will enable the faculty and staff to focus more closely on discussing particular student's and meeting their needs rather than housekeeping items.</p> <p>Staff Responsible for Monitoring: Serna</p>	Formative		
	Oct	Jan	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			






Goal 5: We will continually build a culture that promotes trusting relationships and mutual respect.

Performance Objective 1: 5.1 Create, communicate, and demonstrate a culture of belonging among all stakeholders.

Strategy 1 Details	Formative Reviews		
Strategy 1: 5.1.1 Conduct faculty and staff book study over the book "Belonging Through a Culture of Dignity" Strategy's Expected Result/Impact: Gain knowledge of how to be more inclusive with all members of our community. Staff Responsible for Monitoring: Serna	Formative		
	Oct	Jan	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: 5.1.2 All faculty and staff will greet every student positively in the morning. Strategy's Expected Result/Impact: Set a positive tone for the day. Staff Responsible for Monitoring: DAEP Teachers & Staff	Formative		
	Oct	Jan	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 5: We will continually build a culture that promotes trusting relationships and mutual respect.




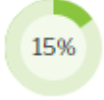






Performance Objective 2: 5.2 Build upon existing community service programs in schools and incorporate opportunities for teachers, students, and community members to serve.

Strategy 1 Details	Formative Reviews		
Strategy 1: 5.2.1 Strategies for this performance objective will be addressed in a future CIP.	Formative		
	Oct	Jan	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 5: We will continually build a culture that promotes trusting relationships and mutual respect.

Performance Objective 3: 5.3 Support social and emotional development for students and staff.

Evaluation Data Sources: Weekly recognition of students, Monthly recognition of staff

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: 5.3.1 Continue recognizing individual students with our student of the week recognition program. Strategy's Expected Result/Impact: Student must not have any blue slips, attendance issues, and exhibit good character the week prior. Student's will want to earn the recognition and prize and do what is required of them at their time at DAEP. Staff Responsible for Monitoring: DAEP Teachers and Staff</p>	Formative		
	Oct	Jan	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: 5.3.2 Use of the SHOUT OUT board for all members of the DAEP community. Strategy's Expected Result/Impact: Individual recognition for a job well done. Staff Responsible for Monitoring: DAEP Teachers and Staff</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p>	Formative		
	Oct	Jan	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: 5.3.3 Use of K.I.N.D. cards, given to students and staff as earned for various recognition items. It is a personal note from a staff member to the student/colleague. Strategy's Expected Result/Impact: Build relationships. Staff Responsible for Monitoring: DAEP Teachers and Staff</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative		
	Oct	Jan	May
			
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: 5.3.4 Use of The 7 Mindsets and Restorative Practices philosophy when interacting with students. Strategy's Expected Result/Impact: Reflective thinking, relate it to real life. Staff Responsible for Monitoring: DAEP Teachers and Staff</p>	Formative		
	Oct	Jan	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

2022-2023 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Stacy Serna	Principal
Administrator	Tonya pinnell	School Counselor
District-level Professional	Maggie Cornejo	Director of Child Nutrition
District-level Professional	Kelley Mosley	Instructional Materials Coordinator
Paraprofessional	Lori Merritt	ISS Paraprofessional
Paraprofessional	Jessica Whittenberg	Special Education Paraprofessional
School Secretary	Denise Rodriguez	Secretary
Classroom Teacher	Julie Burke	Teacher
Classroom Teacher	Dionetta Doerfler	Teacher
Classroom Teacher	Amanda Morales	Teacher
Classroom Teacher	Kyle Haecker	Teacher
Classroom Teacher	Jenny Wray	Teacher
Classroom Teacher	Molly Hayslip	Teacher
Classroom Teacher	Greg Woodard	Teacher
Classroom Teacher	Chandra Hooten	Teacher