



Campus Improvement Plan

Disciplinary Alternative Education Program 2020-2021

18901 Timber Forest Drive * Humble, TX 77346

Humble Independent School District, Humble, Texas

ADMINISTRATORS

Christie Speights	Principal
Michael Heckman	Assistant Principal

COMMITTEE

Christie Speights	Principal
Joni Adams	Community Member
Kerri Bearnth	Teacher
Joseph Callaghan	Teacher
McLain Craig	CEO Kenneth's Car Care
Tracy Galo	Academic Lead Teacher
David Tristan	Parent

MISSION

The mission of the Disciplinary Alternative Education Program (DAEP) is to provide a safe, structured, and nurturing learning environment that supports our students in the development of the attitudes, responsibilities, knowledge, and skills that are essential for success in school and society.

VISION

The Disciplinary Alternative Education Program (DAEP) will support our students as they develop into life-long learners and responsible citizens by collaborating with our parents, educational colleagues, and community partners.

PROFILE

Disciplinary Alternative Education Program opened in 2011 and serves 53 students in grades 6 through 12. The student population is 37.50% African American, 39.29% Hispanic, 19.64% White, 75.00% Male, 25.00% Female.

Disciplinary Alternative Education Program serves 10.71% Special Education students, 53.57% Economically Disadvantaged students, 96.43% At-Risk students.

PACE

The PACE Program, Program of Accelerated Education, is an alternative education program in which the secondary students who attend the PACE Program attend school at the Community Learning Center; however, the students remain assigned to the Home Campus.

Comprehensive Needs Assessment

NEEDS

Goal #1: In addition to providing high quality instruction and learning opportunities in core areas (reading, math, writing, science, etc.), provide opportunities for students to develop important skills (POG) through modern, personalized instructional strategies that promote engagement, retention, and transfer of content and skills.

- 1 Students need personalized lessons to master key concepts.
- 2 Students need access to relevant and engaging reading and instructional materials.
- 3 Teachers need additional training on engaging instruction through project-based learning and trauma-informed instruction.

Goal #2: Study, plan and implement best practices in school safety to provide the most safe and secure schools possible.

- 1 Students and staff need to be trained in safety policies and procedures.
- 2 Students and staff need access to a positive climate/culture through campus-wide interventions and incentives.

Goal #3: Attract and retain the most talented staff available for our students.

- 1 100% of staff need to be trained in Non-Violent Crisis Intervention strategies in order to decrease the number of student crisis incidents
- 2 100% of campus staff need to be trained in the Emergency Management Plan and Crisis Management Plan by the end of September with periodic drills throughout the school year.
- 3 DAEP staff need to be provided with on-going research-based professional development opportunities to increase their effective instructional practices.
- 4 Staff members need to be provided a monthly opportunity to share their feelings about their work environment and ideas about how to improve.

Goal #4: Humble ISD is family - maintain and grow the family-like culture of Humble ISD in the best interest of the students, staff, and community.

- 1 The DAEP needs to increase the number of mentors/community partners to increase the number of positive contacts made with students/staff.
- 2 The DAEP students and parents of students need opportunities to participate in monthly drug/alcohol awareness seminars and Active Parent trainings through a community outreach partnership.

Goal #5: Align all resources (time, money, and talent) with the highest priorities of Humble ISD - safety, talent, instruction, and culture.

- 1 The administration needs to align the budget to the mission, goals, and strategic priorities to ensure that expenditures produce the desired results and maximize educational productivity.

Actions

ACTIONS

Goal #1: In addition to providing high quality instruction and learning opportunities in core areas (reading, math, writing, science, etc.), provide opportunities for students to develop important skills (POG) through modern, personalized instructional strategies that promote engagement, retention, and transfer of content and skills.

Campus Goal: Every three weeks, all available student data will be reviewed and evaluated to determine appropriate instructional strategies and interventions that will result in a 5% increase in student academic progress.

Campus Goal: The DAEP staff will implement project-based learning strategies that will assist students in developing the Portrait of a Graduate competencies throughout the 2020-21, as evidenced in 40% of classroom walkthroughs.

Campus Goal: All DAEP/PACE students will complete Apply Texas for college entrance as part of their intake process.

1	Action: Teachers will follow the District scope and sequence using research-based instructional strategies to improve student achievement.	
	Person(s) Responsible: DAEP Staff	Evidence of Implementation: Improvement in student grades Increase in Benchmark scores, STAAR
	Evidence of Impact (Formative): Improved daily instruction and student engagement	Evidence of Impact (Summative): Improved STAAR scores, grades, attendance
	Funding: Local Funds	Timeline: 8/1/2020 - 6/1/2021 (Ongoing)
2	Action: Provide supplemental instruction, support, and timely interventions to address the needs of at-risk students.	
	Person(s) Responsible: DAEP Staff Principal	Evidence of Implementation: Students participating in intervention programs
	Evidence of Impact (Formative): Improved attendance, behavior Higher learner engagement	Evidence of Impact (Summative): Improved STAAR scores, grades, attendance
	Funding: Local Funds	Timeline: 8/1/2020 - 6/1/2021 (Ongoing)

3	Action: Monitor lesson planning for effective instructional strategies through Eduphoria /Forethought and through Collaborative Instructional Rounds.	
	Person(s) Responsible: ALTs Assistant Principal Principal	Evidence of Implementation: Increased student scores Improved Benchmark scores
	Evidence of Impact (Formative): Higher learner engagement Improved attendance	Evidence of Impact (Summative): Increased student scores STAAR Benchmark scores
	Funding: Local Funds	Timeline: 8/1/2020 - 6/1/2021 (Ongoing)
4	Action: Students will participate in Character Education class and will receive continued behavioral support through Culture and Climate reinforcement system and the DAEP Level System.	
	Person(s) Responsible: DAEP Staff	Evidence of Implementation: Culture and Climate reinforcement system and classroom management training documents
	Evidence of Impact (Formative): Student daily point sheets	Evidence of Impact (Summative): Student successful completion of the DAEP program requirements and decreased recidivism rate
	Funding: Local Funds	Timeline: 8/1/2020 - 6/1/2021 (Ongoing)
5	Action: Ensure students participate in moderate to vigorous physical activity	
	Person(s) Responsible: Health Coord. PE Teacher	Evidence of Implementation: FitnessGram data analysis used to design PE lessons
	Evidence of Impact (Formative): Check-point fitness assessments	Evidence of Impact (Summative): Increasing percentage of students meeting all six standards on the FitnessGram Assessment
	Funding:	Timeline: 8/1/2020 - 5/1/2021 (Daily)
6	Action: Provide supplemental instruction/support and timely interventions for students who are at-risk of dropping out of school.	
	Person(s) Responsible: Principal	Evidence of Implementation: # of FTEs assigned; - 1.0 at-risk counselor
	Evidence of Impact (Formative): Improved at-risk performance on check-point assessments	Evidence of Impact (Summative): Gap between at-risk and non-at-risk student performance and drop-outs reduced
	Funding: Local Funds; State Comp Ed Funds \$78,916.00; 1.00 FTEs	Timeline: 8/28/2020 - 5/30/2021 (Daily)

7	Action: Implement a new district-wide instructional framework for dyslexia instruction and timely interventions for dyslexic students.	
	Person(s) Responsible: Principal	Evidence of Implementation: - Conduct needs assessment - Dyslexia program evaluation - Teacher and Advisory Committee surveys
	Evidence of Impact (Formative): Progress Monitoring mastery checks; improved trends	Evidence of Impact (Summative): Student growth between Beginning and End of Year Performance through multiple measures (e.g., DRA, Barton, Fluency, Comprehension, spelling)
	Funding: Local Funds	Timeline: 8/28/2020 - 6/4/2021 (Daily)
8	Action: Provide challenging learning experiences using differentiated instruction and incorporating pacing, depth and complexity to enable gifted and talented students to demonstrate self-directed learning, thinking, research, and communication.	
	Person(s) Responsible: Principal	Evidence of Implementation: - Implementation of G/T 3 yr plan - PD records - Meeting minutes - Student work samples
	Evidence of Impact (Formative): Improved performance of G/T identified students on district assessments	Evidence of Impact (Summative): Improved performance of G/T identified students on state assessments
	Funding: Local Funds	Timeline: 8/28/2020 - 6/4/2021 (Daily)
9	Action: Provide supplemental instruction/support and timely interventions for students who are Limited English Proficient.	
	Person(s) Responsible: Principal	Evidence of Implementation: - Professional development records - FTEs assigned (if applicable)
	Evidence of Impact (Formative): Increase in student attendance; success in core academics; meeting expectations on check-point and benchmark assessments	Evidence of Impact (Summative): Improved standardized test data
	Funding: Local Funds	Timeline: 8/28/2020 - 6/4/2021 (Daily)

10	Action: Provide supplemental instruction/support and timely interventions for Special Education students.	
	Person(s) Responsible: Principal	Evidence of Implementation: - Training for SB1196 (Behavior Support) and SB1727 (support for general education teachers who instruct special education students) completed # of FTEs assigned; - 3.00 teachers/staff
	Evidence of Impact (Formative): Improved performance of special education students on district assessments	Evidence of Impact (Summative): Improved performance of special education students on state assessments
	Funding: Local Funds; Special Education Funds (199) \$182,770.00; 3.00 FTEs; State Comp Ed Funds	Timeline: 8/28/2020 - 6/4/2021 (Daily)
11	Action: Students will meet with counselor for goal setting and post secondary planning	
	Person(s) Responsible: Principal, Counselors	Evidence of Implementation: Counselors will document academic planning sessions and all students will have completed Apply Texas
	Evidence of Impact (Formative): Evaluations will be conducted prior to student transition to home campus and communicated to home campus to counselor	Evidence of Impact (Summative): Students will have a goal and plan for their post secondary opportunities.
	Funding: Local Funds	Timeline: 7/1/2020 - 7/1/2021 (Daily)
12	Action: Students and parents will gain an increase of knowledge in financial aid opportunities and FAFSA completion assistance will be provided.	
	Person(s) Responsible: Principal, Counselor	Evidence of Implementation: More senior students complete FAFSA.
	Evidence of Impact (Formative): Increase in number of students that enter post secondary institutions after high school	Evidence of Impact (Summative): Student tracking with home campus and students enroll in post secondary institutions
	Funding: Local Funds	Timeline: 7/1/2020 - 7/1/2021 (Daily)

Goal #2: Study, plan and implement best practices in school safety to provide the most safe and secure schools possible.**Campus Goal:** 100% of DAEP staff will be trained on safety-related issues at least four times during the 2020-21 school year.

1	Action: Students and staff will participate in safety training and drills throughout the 2020-21 school year.	
	Person(s) Responsible: DAEP Staff Principal	Evidence of Implementation: Raptor system
	Evidence of Impact (Formative): Increased staff and student awareness of safety procedures and expectations during monthly	Evidence of Impact (Summative): Continued improvement in student behavior and improved response time to drills by the end of the 2020-21 school year.
	Funding: Local Funds	Timeline: 8/1/2020 - 6/1/2021 (Monthly)
2	Action: Students will be screened for prohibited items by entering the building through assigned doors and will walk-through metal detectors	
	Person(s) Responsible: DAEP Staff Principal	Evidence of Implementation: Decreased behavioral incidents related to prohibited items
	Evidence of Impact (Formative): Improved student behavior and achievement	Evidence of Impact (Summative): Decreases in interventions by school staff and DAEP recidivism.
	Funding:	Timeline: 8/20/2020 - 6/1/2021 (Daily)
3	Action: We will monitor to ensure all DAEP students enter the building through the assigned doors and will be screened for prohibited items using metal detectors throughout the 2020-21 school year.	
	Person(s) Responsible: Principal Assistant Principal DAEP Staff	Evidence of Implementation: Daily monitoring
	Evidence of Impact (Formative): Report of any infractions to the principal.	Evidence of Impact (Summative): Discipline Report in eSchool
	Funding:	Timeline: 8/20/2020 - 5/31/2021 (Daily)

4	Action: Implement strategies for violence prevention and intervention	
	Person(s) Responsible: Principal, Assistant Principal, Counselor	Evidence of Implementation: - No Place for Hate activities/curriculum - Individual and group counseling logs
	Evidence of Impact (Formative): Reduced discipline referrals, improved grades, increased attendance rates	Evidence of Impact (Summative): Year-over-year comparison demonstrates reduced discipline referrals, improved grades, increased attendance rates, and improved retention rates
	Funding:	Timeline: 8/1/2020 - 5/1/2021 (Daily)

Goal #3: Attract and retain the most talented staff available for our students.

Campus Goal: Through Professional Learning Communities (PLC), all staff will contribute to and participate in professional development that will increase student achievement by 5%.

Campus Goal: During the 2020-21 school year, DAEP staff will engage in structured PLC weekly with the primary focus of project-based learning and the social/emotional wellness of students/staff.

1	Action: Implement an ongoing professional development course of study based on identified staff and student needs to ensure all teachers are highly qualified.	
	Person(s) Responsible: Principal	Evidence of Implementation: Training aligned to identified professional development needs
	Evidence of Impact (Formative): Improved daily instruction	Evidence of Impact (Summative): Teacher retention
	Funding: Local Funds	Timeline: 8/1/2020 - 6/1/2021 (Ongoing)
2	Action: Conduct employee engagement surveys twice a year with the implementation of an action plan to address school climate.	
	Person(s) Responsible: Principal	Evidence of Implementation: Action Plan
	Evidence of Impact (Formative): Increase in Staff Attendance	Evidence of Impact (Summative): Increase in Mean of employee engagement survey Increase in retention rate
	Funding: Local Funds	Timeline: 8/1/2020 - 6/1/2021 (Ongoing)

Goal #4: Humble ISD is family - maintain and grow the family-like culture of Humble ISD in the best interest of the students, staff, and community.

Campus Goal: Through opportunities like intake meetings, parent phone calls, conferences, Community Outreach Nights, and mentors throughout the school year we will increase community and parent engagement with the DAEP by 5%.

Campus Goal: During the 2020-21 school year, the CLC will provide at least four opportunities for the community, parents, and students to participate in Community Outreach Nights.

1	Action: The DAEP staff will seek parent/guardian input and involve them in decision making and share knowledge regarding policies/progress at least once per three weeks.	
	Person(s) Responsible: DAEP Staff AP Principal	Evidence of Implementation: Teacher phone logs Emails Parent conferences
	Evidence of Impact (Formative): Increased attendance Decrease in discipline referrals	Evidence of Impact (Summative): Parent survey
	Funding: Local Funds	Timeline: 8/1/2020 - 6/1/2021 (Ongoing)
2	Action: The DAEP staff will offer Community Outreach Nights at least four times during the 2020-21 to all District parents.	
	Person(s) Responsible: Counselor At-Risk Counselor Behavior Facilitators Social Worker Principal	Evidence of Implementation: Parent Involvement at monthly seminars
	Evidence of Impact (Formative): Improved behavior, attendance, grades at campuses Decrease in drug/alcohol offenses	Evidence of Impact (Summative): Improved behavior, attendance, grades at campuses Decrease in drug/alcohol offenses
	Funding: Local Funds	Timeline: 9/1/2020 - 5/1/2021 (Monthly)
3	Action: Conduct, collect, report data from parent survey to assess school climate in a timely fashion.	
	Person(s) Responsible: Principal	Evidence of Implementation: Parent survey results
	Evidence of Impact (Formative): Increase in parent involvement	Evidence of Impact (Summative): Increase in parent involvement
	Funding: Local Funds	Timeline: 8/1/2020 - 6/1/2021 (Ongoing)

4	Action: Provide programs to encourage parental involvement	
	Person(s) Responsible: Campus Staff	Evidence of Implementation: Advertising to parents, attendance logs
	Evidence of Impact (Formative): Number of parents attending different events	Evidence of Impact (Summative): Increased parental involvement
	Funding: Title I, Part A \$500.00;	Timeline: 8/29/2020 - 6/1/2021 (Ongoing)

Goal #5: Align all resources (time, money, and talent) with the highest priorities of Humble ISD - safety, talent, instruction, and culture.

Campus Goal: By continuously maintaining and increasing purposeful relationships with students and families, to include community resources, we will see a 5% increase in attendance and student achievement for 2020-21.

Campus Goal: Based on staff survey results from the 2019-20 school year, the DAEP Leadership Team will focus on obtaining stakeholder input to create effective and efficient communication throughout the 2020-21 school year.

1	Action: Annually evaluate program effectiveness to ensure resources are being utilized efficiently and effectively for student achievement and success.	
	Person(s) Responsible: Principal	Evidence of Implementation: Program data collected, analyzed and reviewed
	Evidence of Impact (Formative): Increased student attendance Increased student achievement	Evidence of Impact (Summative): Increased student attendance Increased student achievement
	Funding: Local Funds	Timeline: 8/1/2020 - 6/1/2021 (Ongoing)
2	Action: Based on staff survey results from the 2019-2020 school year, the DAEP Leadership Team will focus on obtaining stakeholder input to create effective and efficient communication throughout the 2020-2021 school year.	
	Person(s) Responsible: Principal	Evidence of Implementation: Survey analysis
	Evidence of Impact (Formative): Staff input at PLCs.	Evidence of Impact (Summative): Improved results on the staff survey
	Funding:	Timeline: 7/1/2020 - 6/1/2021 (Monthly)

FUNDING

Local Funds

State Comp Ed Funds \$78,916.00 1.00 FTEs

Special Education Funds (199) \$182,770.00 3.00 FTEs

TEXAS EDUCATION AGENCY STRATEGIC PRIORITIES

- #1: Recruit, support, and retain teachers and principals
- #2: Build a foundation of reading and math
- #3: Connect high school to career and college
- #4: Improve low-performing schools

THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens . It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

- #1: The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
- #2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
- #3: The students in the public education system will demonstrate exemplary performance in the understanding of science.
- #4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

- Objective #1: Parents will be full partners with educators in the education of their children.
- Objective #2: Students will be encouraged and challenged to meet their full educational potential.
- Objective #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
- Objective #4: A well-balanced and appropriate curriculum will be provided to all students.
- Objective #5: Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.
- Objective #6: Qualified and highly effective personnel will be recruited, developed, and retained.
- Objective #7: The state's students will demonstrate exemplary performance in the comparison to national and international standards .
- Objective #8: School campuses will maintain a safe and disciplined environment conducive to student learning.
- Objective #9: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.
- Objective #10: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration