Seguin Independent School District

DAEP at Saegert

2022-2023 Campus Improvement Plan

Mission Statement

To inspire change with transformative beliefs and inclusive practices.

Vision

Our vision is a culture of excellence within our schools and community.

Core Beliefs

We believe Seguin ISD is at its best when:

- Students grow academically, emotionally and socially when creative and imaginative educators ignite their passions.
- The learning experience should be engaging, relevant and collaborative to meet the needs of all.
- Parent, community and industry partners are essential for student success.
- Teachers foster student curiosity and initiative through meaningful and relevant learning experiences.
- Relationships that nurture student growth and development are key to success.

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Comprehensive Needs Assessment

Revised/Approved: June 20, 2022

Demographics

Demographics Summary

We are the disciplinary alternative school for SISD which serves students grades 1-12 who have violated the SISD 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. Students assigned to the DAEP are incentivive to receive up to a 10 day based on behavior, attendance, improved/passing grades and participation in our outreach programs on parenting or substance abuse awareness. Building student 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 2022-2023 school year we had an average daily attendance of 88% approximately 2/3 of our students had the following sub population identifiers: Economically disadvantaged, Special Education, ELL 504 and 100% At risk.

The placements were 213 discretionary placements and 140 mandatory placements.

The recidivism placements were +20%.

Total placements for 21-22 was 353 placements.

Demographics Strengths

Student to staff ratio is low 15 to 1. All core teachers follow the home campus pacing calendar; making a smoother 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 (with % of participation by disability)

*Student discipline data

*PBIS Classroom fidelity information

*Referral incident reports

*Bilingual/ELL % participating

*Percentage of student referred to DAEP by campus and incident type

*Percentage of students returning to their home campus early due to good behavior, attendance and improved/passing grades

*Recidivism rate

*Students requiring academic intervention

*Student requiring Tier 2 and 3 behavior interventions

*Community service and attendance hours needed

Problem Statements Identifying Demographics Needs

Problem Statement 1: Majority of student that come to DAEP are for discretionary placements. **Root Cause:** Lack of consistency and procedures for Tier 1 / PBIS behavior strategies for all students.

Student Learning

Student Learning Summary

Our students come to DAEP in most instances with learning gaps in their education. Several students have failed the STAAR/EOC multiple times. We have many special education students who are on basic curriculum. We review student achievement data, test scores, CFA and teacher observations on how they are doing on their work in general. For the 2022-2023 school year all staff members will have a case load of students that they will case manage to ensure student's have ssomeone checking on their progress social/emotionally, academically and behaviorally.

Student Learning Strengths

Due to low student to teacher ratios were are able to offer the following interventions to help with student learning:

*Individualized instruction

*Deep dive into transcripts and needs

*Frequent reteach opportunities

*Frequent checks for understanding

*Peer to Peer discussion structures and opportunities

*Frequent use of formative and summative processes to include academic feedback loops

*Target time/ CAST SEL: Social Skills curriculum daily for 45 min.

*Smaller Class Sizes

*Strong PBIS system

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Intrinsic motivation is lacking leading to learning gaps in foundational skills. **Root Cause:** Poor behavior, lack of attendance, frequent use of OSS and ISS

School Processes & Programs

School Processes & Programs Summary

*mentors for new staff members

*Intake for all students and parents/guardian

*Transition meetings for all students upon withdraw

*30/90 day reviews for new campus staff

*Crisis and Individual Counseling

*Group Counseling

*Targeted intervention and credit recovery time built into the master schedule

*Use of Restorative Practices for Character Development/Social Skills

*Restorative Circles

*Staff Surveys

*Guiding Coalition

*Student surveys

*Parent entry and exit survey

*Multiple Community Partners

School Processes & Programs Strengths

Students and parents voice in exit surveys that the partnership have been successful. They like the smaller classes, being able to understand the teachers and ask questions. Students also identify the smaller classes and the PBIS system as an environment they are able to focus and feel safe. Students feel safe at DAEP, they like the structure and predictability of the expectations and consistency of the routines. Students have a full time counselor available to them at all times for both crisis and individual counseling. Restorative Practice Coordinator helps with repair harm circles and welcoming circles with families. Restorative practices help develop habits with behavior and veers away from traditional discipline practices while making students still accountable for their actions. Surveying various stakeholders provides effective, actionable feedback for continuous improvement.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: No intervention is given to students who are sent to DAEP in relation to their offense, or intervention supports identified for the function of behavior on the transition. **Root Cause:** DAEP is set up as a strictly consequence driven program.

Perceptions

Perceptions Summary

DAEP is a very relationship driven program. We strive to build authentic, caring relationships with all of our students. We feel relationships are a critical component to student success. If students don't like you or think that their teacher doesn't like them they are not successful based on research. Our culture is once of firm boundaries with caring adults who are here at the DAEP because they want to be here. Our climate is one of a safe haven from many students who struggle with numerous issues outside the school building. We believe all students can learn to make good choices both academically, behaviorally and socially.

Perceptions Strengths

*Clear DAEP Mission, DAEP Vision, DAEP Core Values and Collective Agreements

* Students feel successful at DAEP

*Strong, genuine, professional relationships with students are evident

*DAEP is a restorative program

*CAST curriculum is used daily

Smaller classes, one on one attention, strong incentives and positive behavior supports, no crowded halls, structured restroom breaks and transitions

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Students like to be at DAEP **Root Cause:** Smaller classes, one on one attention, strong incentives and positive behavior supports, no crowded halls, structured restroom breaks and transitions

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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
- State and federal planning requirements

Accountability Data

- RDA data
- Alternative Education Accountability (AEA) data

Student Data: Assessments

- State and federally required assessment information
- Local benchmark or common assessments data
- 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
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- 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
- Equity data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- 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
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Revised/Approved: October 25, 2022

Goal 1: Improve student learning through improved instructional practices in Reading/ELAR (Strategic Priority 1 and 2).

Performance Objective 1: 55% of DAEP students will obtain passing rates on Reading/ELAR CFA's.

High Priority

HB3 Goal

Evaluation Data Sources: Eduphoria

Strategy 1 Details		Reviews			
Strategy 1: 100% of teachers will follow the district pacing calendar and scope and sequence. 100% of teachers will turn in lesson plans weekly to verify this congruency.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students will not have learning gaps when they transition to or from DAEP. **Staff Responsible for Monitoring:** A. Graeber **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum - **Targeted Support Strategy**					
Strategy 2 Details		**Reviews**			
Strategy 2: 100% of staff will attend professional development through PLC specifically supporting instructional practices, data and curriculum: Eduphoria training, data talks, district PLC curriculum training, resource training and Cambium training.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: DAEP Teachers will be able to interpret student data and use district aligned resources to design lessons. **Staff Responsible for Monitoring:** A Graeber **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum					

Strategy 3 Details	Reviews			
Strategy 3: 80% of walks will align with planning of District and weekly- focused learning walks will be analyzed in PLC: Weekly teachers will receive walkthrough; quarterly teachers will complete focused learning walks **Strategy's Expected Result/Impact:** Fidelity checks for planning, approved resources and instructional strategies **Staff Responsible for Monitoring:** A Graeber	Formative			Summative
	Nov	**Jan**	**Mar**	**June**

Strategy 4 Details	Reviews			
Strategy 4: DAEP teachers will align through fidelity walks at a rate of 80%: learning targets with clear objectives, multiple paths of instruction geared toward a clearly defined goal, and formative assessments aligned with the campus Instructional Playbook. **Strategy's Expected Result/Impact:** 80% Weekly walkthroughs will show at least 1 playbook strategy per class period. **Staff Responsible for Monitoring:** A Graeber	Formative			Summative
	Nov	**Jan**	**Mar**	**June**

Strategy 5 Details	Reviews			
Strategy 5: Professional Development: 100% of DAEP teachers will participate in PLC (academic, behavior and Super) for job embedded professional development based in weekly learning walks, teacher need and to align campus teaching and learning strategies. **Strategy's Expected Result/Impact:** DAEP/JDC teachers sharing ideas and plans to provide success for the student population. **Staff Responsible for Monitoring:** A Graeber **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum	Formative			Summative
	Nov	**Jan**	**Mar**	**June**

0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

Goal 1: Improve student learning through improved instructional practices in Reading/ELAR (Strategic Priority 1 and 2).

Performance Objective 2: Seguin Alternative School will increase attendance from 87.7% to 90%. (Strategic Priority 4)

    Evaluation Data Sources: Weekly attendance percentages, Daily student group attendance percentages.

Strategy 1 Details	Reviews			
Strategy 1: 100% of students will be assigned a staff as a case manager to weekly review grades, attendance, and behavior every Friday with student to ensure student success and pathway. **Strategy's Expected Result/Impact:** Students present in school are more likely to learn. **Staff Responsible for Monitoring:** D Johnson	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy 2 Details	Reviews			
Strategy 2: 100% of parents/guardians and students will participate in orientation that will review student expectations and participate in a restorative circle. **Strategy's Expected Result/Impact:** Students will be well informed of what is expected of them to help them be successful. **Staff Responsible for Monitoring:** A Graeber	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 2: Improve student learning through improved instructional practices in Math (Strategic Priority 1 and 2).

Performance Objective 1: 55% of DAEP students will obtain passing rates on Math CFA's.

   High Priority

   HB3 Goal

   Evaluation Data Sources: Eduphoria

Goal 3: Increase the percentage of graduates who meet the College, Career, or Military Readiness (CCMR) requirements from 39% to 73% by August 2025.

Goal 4: DAEP will build a thriving learning community as indicated on a numerical score of 80 or higher on the balanced scorecard.

Performance Objective 1: Seguin Alternative School will increase attendance from 87.7% to 90%. (Strategic Priority 4)

High Priority

Evaluation Data Sources: Attendance records

Strategy 1 Details				Reviews			
Strategy 1: 100% of students will participate in social skills lessons on a daily basis with learning objective and clearly defined mastery path developed in SST meetings. 10% of students will be identified in T2.				**Formative**			**Summative**
				Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Intentional social skills class with an objective and CFU within social skills classes. fidelity checks for Social Skills, CICO, DBRC usage by teacher weekly every student/ daily for MTSS students **Staff Responsible for Monitoring:** D Johnson **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture							

Strategy 2 Details				Reviews			
Strategy 2: 100% of students and parent/guardian will attend a Restorative-based transition meeting that will be held prior to students returning to their home campus.				**Formative**			**Summative**
				Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Reduced behaviors upon students return to home campus; reduced recidivism rate; communicate successful strategies and interventions both behaviorally and academically from the DAEP. **Staff Responsible for Monitoring:** D. Johnson							

Strategy 3 Details				Reviews			
Strategy 3: 100% of teachers will attend /lead professional development for growth in staff wellness and student and staff social development: Trauma Informed Care, PBIS, Social Awareness, De-escalation techniques, restorative practices				**Formative**			**Summative**
				Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Staff will become more socially aware of their needs as it relates to student needs. **Staff Responsible for Monitoring:** D. Johnson **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture							

Strategy 4 Details	Reviews			
Strategy 4: 85% of students will leave DAEP on 'early release' for meeting campus expectations and participating in point system, social skills lessons, and PBIS system.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Strategy's Expected Result/Impact: Students will participate in a structured system for an incentive combination of attendance, academic performance, and behavior demonstrated in each class period; for weekly rewards as well as placement early release. **Staff Responsible for Monitoring:** D. Johnson **TEA Priorities:** Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 5: DAEP will improve staff satisfaction as determined by the Organizational Health Inventory (OHI).

Performance Objective 1: Seguin Alternative will achieve a teacher turnover rate of less than 25%.

Evaluation Data Sources: Weekly Faculty/Staff Recognition in weekly newsletter, Professional Development, PLC agendas, Staff wellness opportunities. Rounding techniques

Goal 6: DAEP will improve student, staff, parent, and community perception as determined by the Net Promoter score.

Performance Objective 1: 80% of parents/guardians will indicate their partnership with DAEP was successful.

    Evaluation Data Sources: Parent Surveys, Parent Entry and Exit Surveys, Meeting Agendas, Social Media Posting, Parent Contacts

Strategy 1 Details				Reviews			
Strategy 1: 80% of DAEP staff will make 1 positive contact a week as indicated on the positive vibe board.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Building a positive connection with parents closing the school/home gap.				**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: D Johnson							
Strategy 2 Details				**Reviews**			
Strategy 2: A DAEP staff member will visit each secondary campus one time a month to meet with students that have returned to their home campus.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Capture academic and behavioral feedback, transition feedback and modifications for interventions and transition plans.				**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: A. Graeber							
Strategy 3 Details				**Reviews**			
Strategy 3: DAEP staff (Administrator and counselor) will conduct monthly community and outreach events based on parent survey and campus needs.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Offering community connections and resources for families based on their need.				**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: D Johnson							
	0% No Progress		100% Accomplished		Continue/Modify		Discontinue

Goal 6: DAEP will improve student, staff, parent, and community perception as determined by the Net Promoter score.

Performance Objective 2: Seguin Alternative School will identify student needs and align community partnerships to build student success through wrap around services. Every student will have 1 need identified with an intervention identified in the transition plan. (Strategic Goal 6)

    Evaluation Data Sources: partnership list identifying services, transition documents.

Strategy 1 Details				Reviews			
Strategy 1: 70% attendance of partnership programming.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Create a master schedule to incorporate partnership programming that aligns with identified student needs for wrap around services **Staff Responsible for Monitoring:** A Graeber				Nov	Jan	Mar	June
Strategy 2 Details				**Reviews**			
Strategy 2: Reduce recidivism rate from +20% to 10% by implementing wrap around services to include continued partnership with T.L.U., Bluebonnet Counseling Services, Guadalupe Juvenile Probation Department, C. Larson and community motivational speakers, Emmanuel Lutheran Church to further implement and refine the efforts of wraparound services.				**Formative**			**Summative**
				Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Identified wrap around service will support students in their home environment for continue supports for students and families. **Staff Responsible for Monitoring:** A Graeber							
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue							

Goal 7: 80% or more of SISD students will be enrolled in a campus that is rated A or B by August 2025.

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	100% of teachers will follow the district pacing calendar and scope and sequence. 100% of teachers will turn in lesson plans weekly to verify this congruency.

State Compensatory

Budget for DAEP at Saegert

Total SCE Funds: $728,666.00
Total FTEs Funded by SCE: 13.6
Brief Description of SCE Services and/or Programs

SCE funds are used to provide FTEs for supplemental instruction and counseling for students who are at risk of dropping out of school.

Personnel for DAEP at Saegert

Name	Position	FTE
Alperin, Howard	Teacher	1
Autry, Jennifer	Teacher	1
Cathey, Marissa	Instructional Support, JDC	1
Diaz, James	Administration	1
Grise, Mary	Teacher	1
Holmes, Megan	Transition Coordinator	0.6
Johnson, Donald	Counselor	1
Maldonado, Elizabeth	Support	1
Ramos, Samuel	Teacher	1
Rodriguez, Meranda	Instructional Support	1
Sanchez, Gilbert	Instructional Support	1
Schnautz, John	Teacher, JDC	1
Taylor, Barbara	Teacher	1
Wolfe, Donna	Teacher	1

2022-2023 Site Based Decision Making Team

Committee Role	Name	Position
Administrator	Amy Graeber	Principal
Paraprofessional	Elizabeth Maldonado	Secretary
Non-classroom Professional	Donald Johnson	Counselor
Classroom Teacher	Megan Holmes	Transition Coordinator
Classroom Teacher	Bily Maples	Special Education Teacher