

**Northwest Independent School District**  
**DAEP**  
**2018-2019 Campus Improvement Plan**

# Core Beliefs

Kids come first.

Continuous learning is essential to prepare for college and career opportunities.

Each student's success is the shared responsibility of students, families, schools, and communities.

Learning is influenced by environment.

## Northwest ISD Vision

Northwest ISD empowers  
learners and leaders to positively impact the world.

## Northwest ISD Mission

Northwest ISD, in collaboration with  
students, families, communities, and global partners,  
will engage in a culture of learning  
that prepares all students to confidently navigate their future.

## **Campus Mission:**

Students will demonstrate academic, social, and emotional growth by exhibiting intellectual development, integrity, and self-efficacy. SPC staff will support this growth by providing a culture of acceptance and accountability, a safe and respectful environment, and individualized, engaging learning experiences.

# Comprehensive Needs Assessment

Revised/Approved: September 30, 2018

## Demographics

### Demographics Summary

The Special Programs Center serves as NISD's DAEP site for secondary students.

• Placements by campus:		Mandatory	Discretionary
◦ BNHS	17% (37)	31	6
◦ EHS	24% (54)	46	8
◦ NHS	33% (74)	56	18
◦ Steele	2% (4)	4	0
◦ CTMS	8% (17)	13	4
◦ Medlin	2% (4)	1	3
◦ Pike	7% (16)	12	4
◦ Tidwell	6% (13)	11	2
◦ Wilson	2% (5)	2	3

• Programs	
◦ Special Education	25%
◦ 504	16%
◦ ELL	1%
◦ GT	5%
◦ N/A	59%

• Receive outside counseling	
◦ Yes	38%
◦ No	58%
◦ Unknown	4% (data unavailable due to withdrawal)

• Economically Disadvantaged	
◦ Free lunch	36%

- Reduced lunch 4%
- Not Economically Disadvantaged 59
- Ethnicity
  - American Indian 2%
  - Asian <1%
  - Black/African American 13%
  - White 83%
  - Hispanic 27%
  - Non-Hispanic 73%
- Male%:Female% = 66%/34%
- Students served in 2015-2016 = 150 placements (137 students)
- Students served in 2016-2017 = 190 placements (171 students)
- Students served in 2017-2018= 224 (207 students)
- Repeaters = 22 (BNHS – 4, Eaton – 5, NHS – 12, Steele – 2, CTMS – 2, Pike – 2)
- Received new placement while in DAEP = 7
- Percentage of students who successfully returned to campus = 88%
  - Did not return for an additional placement through the subsequent semester
- Percentage of Discretionary Placements = 21% (48/224)

% Disc. / (% All)

- Drug 6% / (1%)
- Fight 8% / (2%)
- Persistent 67% / (14%)
- Serious 27% / (6%)

(Percentages total more than 100% due to multiple coding on some incidences.)

- Percentage of Mandatory Placements = 79% (176/224)

% Mandatory. / (% All)

- Alcohol 15% / (12%)
- Assault Type Behavior 13% / (10%)
- Drug 48% / (38%)
- Felony Behavior 2% / (2%)

- Off Campus Felony Behavior 2% / (1%)
- Sexual Offense 8% / (6%)
- Theft <1% / (<1%)
- Threat/False Alarm 7% / (6%)
- Title V Felony 4% / (3%)

(Percentages total more than 100% due to multiple coding on some incidences.)

- Percentage of W/D = 15%
- Carry over to 2018-19 = 15%

### Demographics Strengths

Highest enrollment -

Lowest enrollment -

Discretionary placements saw a small rise in percentage of placements over all, however the total students served also increased by 36 students. The larger number of placements could account for the increase in the number of discretionary placements. Data for other districts our size indicates a larger number of placements (300-500) in a given year.

Largest enrollment - 53

Smallest enrollment 19

At-risk/Intervention counselor position was assigned to campus 40% of work week. This position has been added to a full-time position on campus for the 18-19 school year. In addition, an SRO has been added to campus for the 18-19 school year.

Campus staff has stabilized over the past 3 years. Half of the staff have been in place for 10+ years. Remaining staff have all been in their current position for 2+ years.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** The number of students who were placed in DAEP increased, as did the percentage of students receiving additional placements in the same year. **Root Cause:** Students lack the academic and social emotional skills to sustain the positive behaviors upon return to their home campus.

## Student Academic Achievement

### Student Academic Achievement Summary

Special Programs Center does not receive campus specific scores and/or rating through TEA. Students remain enrolled on their home campus during their placement. Student enrollment in home campus courses, electives, and advanced placement courses is maintained during placement at the SPC, in an effort to decrease any loss in credits. Class sizes are much smaller than home campus classes, typically less than 15, and most of the time less than 10 students per class. This allows for a greater amount of 1:1 support during a student's placement.

### Student Academic Achievement Strengths

Students thrive in the smaller environment. Grades increase in most courses. Elective and Advanced placement course would be the exception to this, yet drops are typically within the 3-7 point range.

Campus staff have longevity in their teaching field and expertise in a wide variety of courses within their teaching field. In addition, a collaborative atmosphere and high level of communication occurs with home campus teachers to ensure the students remain on track for smooth transitions when they return.

### Problem Statements Identifying Student Academic Achievement Needs

**Problem Statement 1:** The number of students who were placed in DAEP increased, as did the percentage of students receiving additional placements in the same year. **Root Cause:** Students lack the academic and social emotional skills to sustain the positive behaviors upon return to their home campus.

## **School Processes & Programs**

### **School Processes & Programs Summary**

Six of nine staff members have been employed by the district for 9+ years. All are very dedicated and exhibit a strong loyalty to the campus and district. New hires have multiple years experience in education.

Student return to campus is based on 4 criteria focusing on academic performance, behavior, and a project centered of community service.

Structured daily routine, positive behavior privileges and removal of distractions (cell phones, dress code) that often interfere with positive behavior are all implemented. Daily reporting to parents of student progress occurs in the form of a point sheet sent home for parent acknowledgement. Academic focus on maintaining progress with district scope and sequence to ensure smooth transition back to home campus upon return. Advanced placement and elective coursework is provided by home campus staff to allow students to continue on their academic track when possible. A well structured system of open communication is established with home campus staff (admin and teachers) upon a students placement. Students maintain their enrollment at their home campus and the ability to access all technology resources (HAC, staff moodle/google classroom pages, email, etc...).

### **School Processes & Programs Strengths**

Six of nine staff members have been employed by the district for 9+ years. All are very dedicated and exhibit a strong loyalty to the campus and district. New hires have multiple years experience in education. At-risk counselor position added.

95% of students pass their review and return to campus on the first opportunity.

88% of students returned to campus and did not receive a subsequent placement.

Student grades increase during placement.

Daily contact with parents that establishes strong collaborative relationships.

Small class sizes that enables increased amount of 1:1 support.

Parent conference nights are held twice a year. This year, virtual conferences were held with parents via e-mail with all staff providing input on the email. This was completed twice during the school year.

1:1 technology devices for all student. Campus has a charging station with 10 back-up chromebooks to enable all students access, even during times of chromebook repairs.





## Perceptions

### Perceptions Summary

Our focus is to provide structure to the daily routine of students while removing major distractions that typically pull them off task at their home campus. We try to identify the needs of each student and work to help them implement strategies that will help them be more successful upon their return to their home campus. Our belief is that if we provide them with skills for success academically and behaviorally, they will make more appropriate choices upon return and have more self-confidence to refrain from making choices to seek acceptance from their peers.

Transition planning for each student has posed to be the missing element. When students return they do not have the same level of academic and behavioral support that they have while at the SPC.

### Perceptions Strengths

Campus mission and vision are reviewed every year.

Addition of at-risk counselor and campus intervention counselors should contribute to transition support as students return to their home campus.

Home campus administration are becoming more aware of the need for support of the students upon return.

Discretionary placements have continued to remain low indicating value of the support being implemented by campus administrators, behavior contracts (restorative/supportive interventions) and district level review of placement processes.

### Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** The number of students who were placed in DAEP increased, as did the percentage of students receiving additional placements in the same year. **Root Cause:** Students lack the academic and social emotional skills to sustain the positive behaviors upon return to their home 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

## 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
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- 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 for each group
- 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
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, progress, and participation data

- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Response to Intervention (RtI) student achievement data

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

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Class size averages by grade and subject

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Highly qualified 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
- T-TESS
- PDAS and/or T-TESS

### **Parent/Community Data**

- Parent 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
- Other additional data

# Goals

Revised/Approved: May 29, 2018

**Goal 1: Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.**

**Performance Objective 1:** Campus staff will maintain lesson consistency with the district's outlined Scope and Sequence, or will maintain student performance through monitoring of home campus class activities and assignments (PreAP, AP, GT, Applied/Resource, Elective).

**Evaluation Data Source(s) 1:** Lesson plans  
Progress monitoring of student work and grades for home campus courses

**Summative Evaluation 1:**

**Goal 1:** Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.

**Performance Objective 2:** SPC staff will track and monitor student progress on multiple research based strategies that contribute to student success.

**Evaluation Data Source(s) 2:** Enrichment calendar  
Student survey feedback  
SPC and Intervention counselor logs  
Grade tracking sheets  
Point tracking sheets  
Home campus teacher surveys  
Parent education attendance logs  
Treatment/transition plan documentation

**Summative Evaluation 2:**

**Goal 2: Northwest ISD will recruit, value, and retain an exceptional staff to create a rewarding learning environment.**

**Performance Objective 1:** SPC staff will participate in campus and district PLCs.

**Evaluation Data Source(s) 1:** 100% attendance and completion of pre-service preparation tasks for SPC PLC

100% attendance at a chosen subject PLC throughout the year

**Summative Evaluation 1:**

**Goal 2:** Northwest ISD will recruit, value, and retain an exceptional staff to create a rewarding learning environment.

**Performance Objective 2:** SPC staff will complete walk-throughs (1-2 classes on a secondary campus and 1-2 at SPC classrooms) each semester and will participate in a walk-through conference with SPC campus administration within 2 weeks of walk-through experiences.

**Evaluation Data Source(s) 2:** Walk-through notes/form  
Conference notes

**Summative Evaluation 2:**

**Goal 3: Northwest ISD will create and foster an environment where all stakeholders are engaged in the transformational work of the NISD family.**

**Performance Objective 1:** Enrichment schedule will be structured in a manner to allow for daily tracking and monitoring of research based strategies designed to improve student success.

**Evaluation Data Source(s) 1:** Master schedule  
Enrichment schedule (grade tracking, tutoring, Power Friday, team building strategies, group counseling, guest speakers, character education)  
Student individual schedules

**Summative Evaluation 1:**

**Goal 3:** Northwest ISD will create and foster an environment where all stakeholders are engaged in the transformational work of the NISD family.

**Performance Objective 2:** SPC staff, partnering with district staff, will provide resources and parent education to parents of SPC students.

**Evaluation Data Source(s) 2:** Parent communication (E-mails, point sheets, parent newsletters)  
Sign-in sheet at parent training  
Phone logs

**Summative Evaluation 2:**

**Goal 3:** Northwest ISD will create and foster an environment where all stakeholders are engaged in the transformational work of the NISD family.

**Performance Objective 3:** SPC staff will partner with home campus staff to coordinate a system of support for students upon their return to their home campus.

**Evaluation Data Source(s) 3:** Transition plan for a student's return

Intervention counselor conference logs

Student report communication with home campus teachers at the time of the student's return

**Summative Evaluation 3:**



# State Compensatory

## Personnel for DAEP:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Eric Miller	Middle School Science/Social Studies Spe		
Irene Myers	Intervention/At-risk Counselor		
James 'Tanner' Trask	High School Social Studies/Math Speciali		
Jeanne Mason	High School Science Specialist		
Kim Peek	Office Manager/PEIMS/Attendance		
Melinda Latham	Instructional Paraprofessional		
Shelly Smith	Middle/High School ELA Specialist		
Steven Smith	Middle/High School Math Specialist		
Susan Moore	Principal		