

**Willis Independent School District  
Stubblefield Daep  
2023-2024 Improvement Plan**



# Mission Statement

The purpose of Stubblefield Academy Disciplinary Alternative Education Program is to provide a structured and positive learning environment that addresses both academic and behavioral skills necessary for students to be successful lifelong learners.

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# Comprehensive Needs Assessment

## Needs Assessment Overview

### Needs Assessment Overview Summary

We need to improve on following up with students at their home campus after they complete their DAEP placement. We want to ensure they are on the right track both academically and behaviorally. To help increase the visits and communication my plan is to make schedule using Google docs and designate a certain day of the week to visit the home campus and students. The principal will also keep in contact with the assistant principals at the home campus. There will be a form created to document the visit and conversation with the student so we can hopefully see growth in the student.

Assistant Principals will visit their students before returning to their home campus to put a plan in place and discuss prior behavior, what changes they plan to make when they return to their home campus.

We will continue the PBIS (Positive Behavior Interventions and Supports), by incorporating more of the Restorative Discipline Process. The Assistance League from Montgomery County helping students and parents in need. We will continue to call students that are absent by eight o'clock in the morning, this should improve attendance.

The teachers will continue their collaborative team meetings every Monday, to discuss student behaviors and what works and doesn't work for teachers to help improve student behavior throughout the entire school with every teacher. We will implement school-wide strategies, behaviorally and academically that are included in the plan that provides for all students that come to Stubblefield the opportunity to grow academically and behaviorally. The teachers will also discuss and share academic ideas due to the decrease in teachers and them having to teach multiple subjects and grade levels.

# Demographics

## Demographics Summary

There is a need for a continuation of differentiating instruction, it is important as we strive to better serve our at-risk population. Special services for at-risk students need to operate efficiently to be effective. Stubblefield is a Discipline Alternative Education Program (D.A.E.P.), students are assigned fifteen to forty-five days by a discipline committee based on disciplinary infractions. These disciplinary infractions are either mandatory or discretionary placements.

SAS Student End Year Report

## SAS Student End Year Report

SAS Student End Year Report

2021-2022

Grades	Placements	Repeaters	Total Student
4th	1	0	1
5th	2	0	2
6th	9	0	9
7th	15	1	14
8th	32	4	28
9th	23	2	21
10th	15	1	14
11th	8	0	8
12th	12	1	11
TOTALS	117	9 = 8%	108
Compare 2020-2021	30	0	30
Compare 2019-2020	137	11=9%	125
Compare 2018-19	182	20=9%	162
Compare 2017-18	157	14=9%	142
Compare 2016-17	166	21=13%	144
Gender	Number	Repeaters	Total Students
Male	73 = 64%	4 = 44%	69

Grades	Placements	Repeaters	Total Student
Female	44 = 36%	5 = 56%	39
TOTALS	117	9	108

Ethnicity	Number	Female	Male
Asian (A)	0	0	0
American Indian (AI)	0	0	0
Black (B)	37 = 34%	16	21
Hispanic (H)	32 = 30%	10	22
White (W)	39 = 36%	13	26
TOTAL	108	39 = 36%	69 = 64%
	Number	Female	Male
Special Ed.	25 = 21%	7	18
Repeaters	9 = 8%	5	4
504	13 = 11%	3	10
ESL/BIL	8 = 7%	1	7
BIP			
Type of Placements			
Educational	1	0	1
Court Placements (CP)	0	0	0
Discretionary (D)	67 = 57%	28	39
Mandatory (M)	49 = 42%	16	33
TOTALS	117	44	73
Economics	Eco Dis	Non	
	101 = 86%	16	
SCHOOLS	BMS	LLMS	WHS
	33 = 28%	22 = 19%	59 = 50%

Ethnicity	Number	Female	Male
ELEMENTARY SCHOOL	ART	CCH	CES
STUDENTS	0	1	0
	PES	MES	LES
STUDENTS	1	1	0

### Demographics Strengths

Stubblefield's demographics fluctuate depending on the students being sent for disciplinary reasons throughout the school year.

# Student Learning

## Student Learning Summary

The students are expected to remain on the district time lines in all core areas to continue their education using Unit Plans, District Pacing Guides and YAG (Year at a Glance) to stay with the pace of the other students on the main campus. As the students return to their home campuses, they will be able to join the learning on pace. The Scope and Sequence, TeXguide, YAG, Essential Standards and Canvas from the departments will be used to keep our students on pace. Restorative Practices (Discipline) implementation is a focus at Stubblefield. Our goal is to empower students to become conflict problem solvers and to build relationships to have a better focus on academic success by implementing campus standards of behavior during classroom instruction, transitions and meal times.

## Student Learning Strengths

Stubblefield's Achievement Strengths are:

1. Home Campus teachers share Unit Plans with DAEP teachers that ensures that the students stay on track with their home campus. The teachers supplement using TEKS Resource or other viable curriculum, to help them keep the students on track while they are on our campus. This ensures that when they return to their home campus they are on track to be able to continue their learning.
2. Restorative Practices (Discipline) learned while they are at Stubblefield can be used to keep the students on campus and build relationships with teacher and students to foster academic and social success.
3. Students flourish with small class sizes or when there is low enrollment with more one on one assistance.



## School Processes & Programs

### School Processes & Programs Summary

The teachers utilize district pacing guides, TEKS, Canvas, Unit Plans, TExguide and TEKS Resource to guarantee the students stay on track with their home campus. Curriculum, Instruction strategies and plans are shared by the home campus. Common Assessments are created by the home campus that are aligned with the TEKS in the district curriculum pacing guides. The data from these Common Assessments are used by teachers to measure the areas of weakness to identify specific students needing differentiated instruction. Teachers also have access to Student State Testing STAAR and EOC results, through Eduphoria, to help them better serve the students and discover their strengths and weaknesses.

Teacher quality is good and has improved as a result of meaningful and purposeful campus and district professional development. The turnover rate is excellent. Only one teacher left due to needing to take care of a family member.

Special services for at-risk students need to operate efficiently to be effective. The need for continuation of differentiating instruction is important as we strive to better serve our at-risk population. Stubblefield's goal is to show growth and gains in student performance both academically and behaviorally while at the discipline alternative campus. We implement the Why Try? program, use Positive Behavior Interventions and Supports (PBIS) and Restorative Practices (Discipline) to ensure students are having access to behavioral skills teachers also focus on building relationships with students to further meet their needs. BASE program is also used to offer the opportunity for our students to participate in an online learning platform that helps students develop healthy relationships and make responsible and caring decisions.

### School Processes & Programs Strengths

Stubblefield's strengths:

1. District Pacing Guides, Essential Standards, Canvas (shared with the home campus teacher), TEKS Resource, TExguide, and Unit Planning.
2. Common Assessments, Benchmark Testing, MAP Testing, Eduphoria and Reports
3. Curriculum Resources provided by the district.
4. Daily Behavior Reports sent home that require a parent signature.
5. Parents required to meet and go through an intake before students can attend Stubblefield
6. The Parent Center at Cargill, and the Assistance League from Montgomery County helping students and parents in need.
7. Parents access to grades on-line.
8. Teaching the Why Try? and Resilience Programs every day. BASE program is also used to offer the opportunity for our students to

- participate in an online learning platform that helps students develop healthy relationships and make responsible and caring decisions.
9. Positive attitudes and motivation essential for the acquisition of knowledge, understanding and the desire for learning.
  10. Teach the qualities that are important for students to become a good citizen and a self-sufficient member of society.
  11. Positive values of cooperation and self-respect to empower them to resist negative influences.
  12. Positive ethical and social attitudes, good self-concept and pride in their accomplishments and in their community.
  13. Restorative Practices (Discipline) and PBIS will give students options in resolving conflicts and building relationships to help foster their success when returning to their home campus and in life.
  14. PLC for behavior

# Perceptions

## Perceptions Summary

Stubblefield Academy D.A.E.P. promotes and maintains a positive school culture that promotes student growth and achievement, both academically and behaviorally. Incorporating PBIS, Positive Behavior Interventions and Supports, is a proactive approach to establishing the behavioral supports and social culture needed for all students in a school to achieve social, emotional and academic success. All teachers make the effort to provide the educational environment necessary to develop habits and to be successful in the regular setting and at their home campus. The Why Try? and Resilience Programs are implemented and taught daily. These programs teach the students how to build self-esteem, self-discipline, decision making skills, problem solving skills, bullying prevention, refusal skills, coping skills, conflict-resolution skills, and tobacco, alcohol and drug prevention, among other topics. BASE program is also used to offer the opportunity for our students to participate in an online learning platform that helps students develop healthy relationships and make responsible and caring decisions.

## Perceptions Strengths

Stubblefield's School Culture and Climate Strengths that administration and faculty provide are:

1. Teaching the Why Try? and Resilience Programs every day.
2. BASE program is also used to offer the opportunity for our students to participate in an online learning platform that helps students develop healthy relationships and make responsible and caring decisions.
3. Teachers meeting once a week, PLC (Professional Learning Communities) meeting, to discuss student behavior and what works and doesn't work to help students be successful.
4. Positive attitudes and motivation are essential for the acquisition of knowledge, understanding and the desire for learning.
5. Teach the qualities that are important for students to become a good citizen and a self-sufficient member of society.
6. Positive values of cooperation and self-respect to empower them to resist negative influences.
7. Positive ethical and social attitudes, good self-concept and pride in their accomplishments and in their community.
8. Restorative Practices and PBIS will give students options in resolving conflicts and building relationships to help foster their success when returning to their home campus and in life.

# 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
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Student failure and/or retention rates
- Local benchmark or common assessments data
- 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
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion 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
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

#### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- 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

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





- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices
- Other additional data

# Goals

**Goal 1:** All students will reach high academic standards, at a minimum attaining proficiency or better on state assessments.

**Performance Objective 1:** Stubblefield Academy/DAEP will show a 10% increase in student academic progress by May 24, 2024.





**Evaluation Data Sources:** Common Assessments, daily work, MAPS Testing, major tests, quizzes, computer based projects/activities, DMAC, benchmark tests, Canvas and STAAR/EOC scores.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will track student academic progress in all core subject areas. Using , CFA, IXL, quizzes, formal and informal assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> Student initiated creative learning</p> <p><b>Staff Responsible for Monitoring:</b> Administrator and Teachers</p> <p><b>Funding Sources:</b> State Compensatory Education Funds - State Comp Ed</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will use D.O.K. (Depth of Knowledge) when creating and/or asking questions for students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase number of students who meet or master the grade level standards on their EOC/STAAR state test and Canvas, LMS.</p> <p><b>Staff Responsible for Monitoring:</b> Administrator</p> <p><b>Funding Sources:</b> - State Comp Ed</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Students will participate in a Reading incentive program called "Leveling Up In Reading" and RIP "Reading Incentive Program".</p> <p><b>Strategy's Expected Result/Impact:</b> Increase students desire for reading</p> <p><b>Staff Responsible for Monitoring:</b> Stephanie Stelter and Rachel Rockwell (English Teacher)</p> <p><b>Funding Sources:</b> - State Comp Ed</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
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**Goal 2:** All parents will participate in regular, two-way, and meaningful communication involving student academic learning and school activities.

**Performance Objective 1:** Stubblefield will ensure timely communication to parents, students and community 100% of the time for the 2023-2024 school year.

**Evaluation Data Sources:** Reports generated for all communication avenues and school/parent activities, will be evaluated with signed acknowledgement forms, sign in sheets, parent communication logs and daily behavior reports.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will contact parents, a minimum of once each three week marking period, if a student is failing or in danger of failing. Teachers will contact the parent, after following discipline protocol for behavior issues. Documenting in TEAMS and contact log in the student's office folder.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents will be aware of how students are progressing in their classes academically and with behavior.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Funding Sources:</b> - State Comp Ed</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Have parents be partners in their child's education by participating in initial intakes, behavior plan and continue communication when necessary by phone or parent conferences. Daily point sheets will be sent home daily and returned with parent signature.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase parent's awareness of their child's behavior and keep them involved and aware of their behavior at DAEP.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, teachers</p> <p><b>Funding Sources:</b> - State Comp Ed</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Implement a transitional program for student returning to their home campus from DAEP, involving Exit Interviews, working with their home campus counselor, and keeping in contact with their assistant principal.</p> <p><b>Strategy's Expected Result/Impact:</b> This should reduce the number of repeat placements and retention/failure rates for students placed at DAEP</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Home Campus Counselor, Home Campus Assistant Principal</p> <p><b>Funding Sources:</b> - State Comp Ed</p>	Formative			Summative
	Nov	Jan	Mar	June
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**Goal 2:** All parents will participate in regular, two-way, and meaningful communication involving student academic learning and school activities.

**Performance Objective 2:** Attendance rate at Stubblefield will be at 92% by the end of the 2023-2024 school year.

**Evaluation Data Sources:** Attendance reports in TEAMS

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Contact parent/guardian when a student has not arrived at school by 8:00 a.m., and document results.  <b>Strategy's Expected Result/Impact:</b> Daily phone call to parents will alert the parents that we care, are aware and want their child to come to school daily.  <b>Staff Responsible for Monitoring:</b> Administration, Secretary   <b>Funding Sources:</b> - State Comp Ed</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Hold conferences with parents and students in danger of facing legal action due to truancy.  <b>Strategy's Expected Result/Impact:</b> Reduce the absences, make parents more accountable for their student's absences, and reduce the number of filings on truancy.  <b>Staff Responsible for Monitoring:</b> Administration   <b>Funding Sources:</b> - State Comp Ed</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Students will place a star sticker on a sentence strip that has their name on it and displayed in the main hallway, when they are in attendance and have a perfect 200 point day. Student's names will also be put in a weekly drawing that return their 200 point daily point sheets the next day. Two names will be drawn every Friday, one from 4-8th graders and one from 9-12 graders, for the student's choice of food coupons.  <b>Strategy's Expected Result/Impact:</b> The student can visually see when they earn a Perfect Day. Increase the desired behavior and attendance with the drawing incentive for coupons.  <b>Staff Responsible for Monitoring:</b> Administration and Secretary   <b>Funding Sources:</b> - State Comp Ed</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Teachers will ensure proper communication with parents and students with regard to students' attendance and performance in class. Teachers and Administrators will document communication in TEAMS and Contact Log in the front office.</p> <p><b>Strategy's Expected Result/Impact:</b> Attendance percentage will increase.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers and Administration</p> <p><b>Funding Sources:</b> - State Comp Ed</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 3:** All staff will be prepared to support student achievement.

**Performance Objective 1:** Stubblefield teachers will maintain curriculum alignment and communication between sending campus' and Stubblefield to insure students stay in line with their home campus and on target 100% of the time to be completed by the end of the 2023-2024 school year.

**Evaluation Data Sources:** Student growth measures including screeners, formative assessments, common assessments and beginning-middle-end of year diagnostic test results, asking teachers at home campus if students came back from SAS prepared and on target. Participation of 100% by core curriculum teachers from all campus' sending students to Stubblefield.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Students will create an ending product and participate in a Reading incentive program called "Leveling Up In Reading" and "Reading Incentive Program".</p> <p><b>Strategy's Expected Result/Impact:</b> Increase students reading ability and comprehension</p> <p><b>Staff Responsible for Monitoring:</b> Stephanie Stelter and Rachel Rockwell (English Teachers),</p> <p><b>Funding Sources:</b> - State Comp Ed</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will communicate with elective teachers to ensure students stay on track with their electives while at DAEP.</p> <p><b>Strategy's Expected Result/Impact:</b> Keep students on track with their elective courses so when they return to their home campus they are on target.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Don Harrison</p> <p><b>Funding Sources:</b> - State Comp Ed</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Stubblefield teachers will collaborate with sending campus teachers by email or phone and in district shared Google folder to access the Unit plans, assignments, Canvas, tests, lesson plans in Eduphoria and projects from the students' teachers at their home campus weekly.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved planning and instruction will lead to student growth, performance and being on target when returning to their home campus.</p> <p><b>Staff Responsible for Monitoring:</b> Administration and teachers</p> <p><b>Funding Sources:</b> - State Comp Ed</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Teachers will utilize pacing calendars, Year at a Glance (YAG), TEKS (TEKS Resource), TeX guide, Canvas, Unit Plans, lesson plans in Eduphoria and Vertical Alignment to ensure that while students are at Stubblefield DAEP, they stay on target with their academics that align with their home campus.</p> <p><b>Strategy's Expected Result/Impact:</b> When the student returns to their home campus they will be on target with learning.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Teachers</p> <p><b>Funding Sources:</b> - State Comp Ed</p>	Formative			Summative
	Nov	Jan	Mar	June
<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 4:** All district funds will be utilized for programs that ensure the success of every student.

**Performance Objective 1:** 100% of funding decision made by the campus will be prioritized by the campus, the budgeting process supports integrity and efficient management of resources district-wide, during the 2023-2024 school year ending on May 24, 2024.

**Evaluation Data Sources:** Monitoring through district approval process and annual financial audit.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All district funds will be monitored and utilized according to Federal, State and Local guidelines.  <b>Strategy's Expected Result/Impact:</b> Budgets will be utilized and balanced accordingly at the end of the school year.  <b>Staff Responsible for Monitoring:</b> Administrator   <b>Funding Sources:</b> - State Comp Ed</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Campus faculty will meet regularly to review campus needs, campus plan and budget items and make plans accordingly.  <b>Strategy's Expected Result/Impact:</b> Regular attendance monitored through sign in sheets, balanced budget and purchase orders reflecting campus needs.  <b>Staff Responsible for Monitoring:</b> Administrators, teachers, secretary   <b>Funding Sources:</b> - State Comp Ed</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 5:** All students will be educated in learning environments that are safe and conducive to learning.

**Performance Objective 1:** Decrease the number of OSS by 10% and have no ISS for the 2023-2024 school year.

**Evaluation Data Sources:** Reports generated for discipline compared to previous school year will indicate a decrease in ISS and OSS placements.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will meet weekly for PLC (Professional Learning Communities) to discuss students behavior.</p> <p><b>Strategy's Expected Result/Impact:</b> To improve teacher's ability to create relationships with students through suggestions from other teachers that have found strategies that work for them with certain students.</p> <p><b>Staff Responsible for Monitoring:</b> Administration and Teachers</p> <p><b>Funding Sources:</b> - State Comp Ed</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Positive statements and accomplishments will be posted on the "Shout Out" Board for students and staff, displayed in the main hallway.</p> <p><b>Strategy's Expected Result/Impact:</b> To improve student behavior and grades.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Administrators</p> <p><b>Funding Sources:</b> - State Comp Ed</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Implementation of Restorative Practices, continuation of Why Try?/Resilience Program, BASE, Character Strong and PBIS across the entire campus to cover Bullying prevention, Building Self-Esteem, Self-Discipline, Decision making, Problem Solving, Refusal Skills, Coping Skills, Conflict Resolution, Social Emotional well being, and Tobacco, Vaping, Alcohol and Drug Prevention.</p> <p><b>Strategy's Expected Result/Impact:</b> Behavior is decreased, consistency in positive discipline from class to class, students learn strategies daily to help them when they return to their home campus and in the real world. District Vaping Video shared with student and family.</p> <p><b>Staff Responsible for Monitoring:</b> Administration and Teachers</p> <p><b>Funding Sources:</b> - State Comp Ed</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Improve Positive Behavior Interventions, Discipline Tiers, Supports (PBIS) and Restorative Practices. Teachers are consistent with rules throughout the school, teachers monitoring, and incorporating Restorative Discipline in their daily routine.</p> <p><b>Strategy's Expected Result/Impact:</b> Students behavior and ethics to improve, teachers to incorporate and plan for Restorative Discipline in their lesson plans and teachers will enforce the discipline tiers consistently.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p> <p><b>Funding Sources:</b> - State Comp Ed</p>	Formative			Summative
	Nov	Jan	Mar	June
<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 5:** All students will be educated in learning environments that are safe and conducive to learning.

**Performance Objective 2:** Lower students returning to DAEP for a second visit, recidivism rate, in the same school year, 2023-2024, to 3%.

**Evaluation Data Sources:** Data charts and SAS Master list indicates a decrease in second visits from students.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Home campus visits from DAEP administration to monitor student behavior before being sent to DAEP, and also monitor student behavior once a student returns to home campus from DAEP.</p> <p><b>Strategy's Expected Result/Impact:</b> To ensure students correct behavior to avoid coming to DAEP, and decrease recidivism.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p> <p><b>Funding Sources:</b> - State Comp Ed</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				







**Goal 5:** All students will be educated in learning environments that are safe and conducive to learning.

**Performance Objective 3:** Stubblefield staff will be trained on campus safety and security procedures

- Evaluation Data Sources:** -All staff will have the updated version of the RAVE! Panic App and EOP downloaded to their phone.  
 -All staff will have electronic door keys  
 -Shelter in Place, Lockdown, Disaster and Fire Drills  
 -Training for HB 984 Diabetes  
 -Staff will check Bearcade door devices to make sure they are working properly.  
 -Bloodborne Pathogen training  
 -Seizure Training

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Staff will have monthly safety meetings and report safety concerns when needed.  <b>Strategy's Expected Result/Impact:</b> Monthly Safety Meetings, incidents of staff injuries are reduced. Any staff injury is reported to the campus safety coordinator.  <b>Staff Responsible for Monitoring:</b> Assistant Principal, Teachers  <b>Funding Sources:</b> - State Comp Ed</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> All staff will download or update and register for the RAVE! Panic Button App that will notify campus and local authorities if an emergency arises.  <b>Strategy's Expected Result/Impact:</b> This will be a faster way to notify 911, Student Resource Officers and other district employees of emergency situations.  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Teachers and District personnel  <b>Funding Sources:</b> - State Comp Ed</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> All of Stubblefield faculty will be trained on safety and security procedures for: Shelter in Place, Lock Down, and Fire and Disaster Drills.  <b>Strategy's Expected Result/Impact:</b> All Staff will be trained and prepared on procedures for potential emergency issues.  <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, and Student Resource Officers.  <b>Funding Sources:</b> - State Comp Ed</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Install and make sure the Bearcade door devices and electronic door key cards work to secure exterior and interior doors.</p> <p><b>Strategy's Expected Result/Impact:</b> Security of classroom students and staff in the case of an active shooter and/or lockdown.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, District Staff and District Student Resource Officers</p> <p><b>Funding Sources:</b> - State Comp Ed</p>	Formative			Summative
	Nov	Jan	Mar	June
<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 6:** As per HB3, the percent of graduates that met the college, career, or military readiness (CCMR) requirements will maintain/increase from 47 % to 47 % by August 2023.

**Performance Objective 1:** The percent of CCMR students that meet the threshold for CCMR Outcomes Bonus for college ready will increase from XX% to XX% by August 2024.

**HB3 Goal**

**Goal 6:** As per HB3, the percent of graduates that met the college, career, or military readiness (CCMR) requirements will maintain/increase from 47 % to 47 % by August 2023.

**Performance Objective 2:** The percent of CCMR students that meet the threshold for CCMR Outcomes Bonus for career ready will increase from XX% to XX% by August 2024.

**HB3 Goal**

**Goal 6:** As per HB3, the percent of graduates that met the college, career, or military readiness (CCMR) requirements will maintain/increase from 47 % to 47 % by August 2023.

**Performance Objective 3:** The percent of CCMR students that meet the threshold for CCMR Outcomes Bonus for military ready will increase from XX% to XX% by August 2024.

**HB3 Goal**

# Campus Funding Summary

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	State Compensatory Education Funds		\$0.00
1	1	2			\$0.00
1	1	3			\$0.00
2	1	1			\$0.00
2	1	2			\$0.00
2	1	3			\$0.00
2	2	1			\$0.00
2	2	2			\$0.00
2	2	3			\$0.00
2	2	4			\$0.00
3	1	1			\$0.00
3	1	2			\$0.00
3	1	3			\$0.00
3	1	4			\$0.00
4	1	1			\$0.00
4	1	2			\$0.00
5	1	1			\$0.00
5	1	2			\$0.00
5	1	3			\$0.00
5	1	4			\$0.00
5	2	1			\$0.00
5	3	1			\$0.00
5	3	2			\$0.00
5	3	3			\$0.00
5	3	4			\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>