

South San Antonio Independent School District

DAEP

2024-2025 Campus Improvement Plan

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Comprehensive Needs Assessment

Student Learning

Student Learning Summary

Now, for our 2023-2024 school year at the DAEP, we are focused on following the District's Scope and Sequence as to where the students' will be assigned their Core Content classes through a program called Edmentum. The DAEP teachers will be here to support and service the students as needed in their 4 Core Content classes and will be in constant communication with the students' teachers. We also feel that this platform will benefit the student and their Home Campus Teacher by keeping the student where his/her class is in the content hopefully reducing any gap for the student in their academics when they return back to their home campus by following the District's Scope and Sequence.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: 20% of students based on the student surveys indicated that they felt as if they regressed academically while attending the DAEP in 2023-2024 school year.
Root Cause: Not having a curriculum that was focused on the District's Scope and Sequence and the lack of support from PLC attendance and IC(s). My teachers do not have the opportunity to attend PLC(s) and IC support. We are working very hard in supporting 7 different grade levels in one room.

Perceptions

Perceptions Summary

One of the major components of the DAEP is our Social and Emotional approach. We strongly feel that it is imperative that we build the positive relationships with our students and really try to find out what adversities they are facing that is holding them up to being successful on their home campus and that got them placed at the DAEP. Last school year we implemented a curriculum called CharacterStrong and we are now going to go back to (DBT- Dialectical Behavior Training) and they had this curriculum once a day for 120 minutes a day. It focused on character education, making decisions, peer pressure etc. The students and the teachers loved this, and they excelled tremendously. We were also able to get data from 73 parent surveys and 77 student surveys that focused a lot on our Climate and Culture. Many of the surveys pointed to 100% in regards to the school culture and climate and 80% of the parent surveys indicated that they would like counseling for their son/daughter.

Some additional supports we are hoping to get for our students are the following:

Community Leadership Program (Motivation Mondays)- I would love to bring in different members of the community to speak with our students and act as mentors to them as they may be able to relate to our students and the adversities that they may have faced and how they overcame them.

Supports: Goal#3: SSAISD will ensure all students are provided a learning environment centered on their well-being that impacts their learning and success.

Snack with the Staff- We would implement this program monthly to have any parents come in and sit down with us and discuss the program, their hopes and desires of the program, what we did well, what we need to build on, and any suggestions that they may have to help us continue to build a better DAEP. This will give us an opportunity to expand to our stakeholders and their vision. This will also help support the feedback we get from the Parent/Student Surveys as the students exit from the DAEP.

Supports: Goal#4: SSAISD will collaborate with parents and the community to ensure all students receive a high quality education.

Bringing on a Counselor- To be able to have a counselor on our campus that focuses strictly on the Social and Emotional state of our students and family would be game changing. Right now, each campus is supposed to send their counselor once a week to the DAEP to check in with their students. This did not get done consistently nor where the check ins done in depth.

I want the counselor on our campus to really sit down with our students individually to really get to the root of what is going on. I want the counselor to get the family involved in the sessions as well. The counselor through his/her assessments and sessions would be able to see what services or organizations we can get the family involved with, so we are supporting our students and families in any way possible.

The counselor would also be able to do circles with our students and group sessions. The hopes is that when they leave us the counselor has put together a “BIP” Behavioral Intervention Plan for each student that will follow them back to their home campus so they can continue to receive the supports and services that were identified and provided at the DAEP. I believe if we can provide this for our students and families our recidivism rate coming back to the DAEP would go down immensely and they will be on the right track of being successful.

I would offer this service to the parents and students at the hearing to get the consent forms signed. I tell them that for every counseling session that they participate in, I give them an extra 3 points towards their release at the DAEP. This worked well when I offered Rise Recovery or the Care Zone to our students at the hearings.

Supports: Goal#3: SSAISD will ensure all students are provided a learning environment centered on their well-being that impacts their learning and success.

Goal#1: SSAISD will increase academic achievement for all students and thus close the gap between student populations in pursuit of advanced performance and post-secondary educational or career paths.

Bringing on a Liaison- This staff member would be the person that tracks our students from the DAEP back to their home campus. Making sure that the services and supports are still be implemented if needed at the home campus, meeting with the student and families on a regular basis, and still providing any supports and services needed for the families.

This staff member would also collaborate with the student's counselor at their home campus to make sure we are providing everything that we can for the student and their families and we are there to support the home campus in any way possible. I believe this would also be a deterrent for them returning to the DAEP and keeping them on track and focused on being successful.

Supports: Goal#3: SSAISD will ensure all students are provided a learning environment centered on their well-being that impacts their learning and success:

Goal#1: SSAISD will increase academic achievement for all students and thus close the gap between student populations in pursuit of advanced performance and post-secondary educational or career paths.

Celebrating Student Successes- The staff will develop a rubric that focuses on certain incentives to recognize a student for their successes. We will hand out Pride Paws which is a paw the students will receive if they accomplish one of the following a week:

- 100% Attendance
- Random act of kindness
- Completion of work completed in English, Math, Science, Social Studies, and Social And Emotional.

We believe this will help foster a supportive Climate and Culture for our students and staff. This will also help support the following goals:

Supports: Goal#3: SSAISD will ensure all students are provided a learning environment centered on their well-being that impacts their learning and success:

Goal#1: SSAISD will increase academic achievement for all students and thus close the gap between student populations in pursuit of advanced performance and post-secondary educational or career paths.

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

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
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Grades that measure student performance based on the TEKS

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- School safety data

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback

Goals

Goal 1: The DAEP will increase academic achievement for all students and thus close the gap between student populations in pursuit of advanced performance and post-secondary educational or career paths.

Performance Objective 1: By June 2025, 100% of all our students that attended the DAEP will have completed and passed 100% of all their work in English, Science, Math, and Social Studies before they are released back to their home campus by utilizing the teachers' grades and completion of assignments.

Evaluation Data Sources: We will use the feedback from the students' program which is Edmentum and grades achieved for each Core Content.

Strategy 1 Details	Reviews			
Strategy 1: Continue to make sure that the work is provided for all students in their English, Math, Science, and Social Studies classes. The DAEP teachers will assign the students' their assignments based on the Scope and /sequence of the District and the Edmentum program. Strategy's Expected Result/Impact: The students return back to their home campus and the teacher of record in English, Science, Math, and Social Studies with very little gap from the entire class while placed at the DAEP. Staff Responsible for Monitoring: DAEP principal and teachers.	Formative			Summative
	Nov	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 2: The DAEP will recruit, develop, support and retain effective teachers, principals, and other instructional staff.

Performance Objective 1: By the end of the 2025 school year, 80% or higher of the teachers assigned to the DAEP Campus will be retained and measured by how many teachers return for the 2025-2026 school year.

Evaluation Data Sources: T-TESS evaluations and Feedback
Staff Professional Development feedback and strategies being used in the classroom.
Teacher Survey feedback focused on the Climate and Culture, Support and Leadership of the campus, such as Discipline Support, Process and procedures, and communication from the administrator.
PLC Meeting Attendance and IC Support and the implementation of the strategies discussed in these meetings.

Strategy 1 Details	Reviews			
Strategy 1: T-TESS evaluations and Feedback Staff Professional Development both Individual and Campus Attendance Teacher Survey focused on the Climate and Culture, Support and Leadership of the campus, such as Discipline Support, Process and procedures, and communication from the administrator. PLC Meeting Attendance and IC Support Strategy's Expected Result/Impact: To obtain and retain highly qualified instructional staff. Staff Responsible for Monitoring: District and Campus Administrator. ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 3: The DAEP will ensure all students are provided a learning environment centered on their well-being that impacts their learning and success.

Performance Objective 1: By June 2025, we will reduce our recidivism rate in 2023-2024 measured by how many students that we have returned to the DAEP 2 or more times in the 2024-2025 school year.

Evaluation Data Sources: The percentage of students that get placed to the DAEP for the second time in 2024-2025 using hearing data and discipline referrals.

Strategy 1 Details	Reviews			
Strategy 1: That we are able to help provide the supports and services to our students and their families in regard to any social and emotional needs using resources such as CIS, Care Zone, Rise Recovery, Home Campus Counselors, and daily SEL lessons. Strategy's Expected Result/Impact: That we are able to decrease our recidivism rate from 2023-2024 school year. Staff Responsible for Monitoring: DAEP Administrator, District Counselors, outside services such as Home Campus Counselors, Care Zone, and Rise Recovery.	Formative			Summative
	Nov	Jan	Mar	June
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

Goal 4: The DAEP will collaborate with parents and the community to ensure all students receive a high quality education.

Performance Objective 1: By May 2025, 90% of all students' parents/guardians/families will participate in at least one school or district sponsored academic activity or event measured by sign in sheets for attendance of the event.

Evaluation Data Sources: Agendas and Sign In Sheets
Open House (1x a semester)
Snacks with Staff (1x a month)

Strategy 1 Details	Reviews			
Strategy 1: To get the parent/guardians engaged in their child's education and to also gain any feedback to help drive decisions. Strategy's Expected Result/Impact: To get more parent/guardian involvement in their child's education. Staff Responsible for Monitoring: The DAEP Administration and teachers. ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
0% No Progress 100% Accomplished Continue/Modify Discontinue				

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Job Description for Peace Officers, Resource Officers & Security Personnel	Eugene Tovar	8/12/2024	Joel Gaines	8/12/2024