

Willis Independent School District



Stubblefield Daep

2025-2026 Campus 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.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	5
School Processes & Programs	9
Perceptions	12
Goals	14
Goal 1 : Student Success We will foster student success by establishing safe learning en...	15
Goal 2 : Financial Stewardship We will ensure transparent communication on district fina...	17
Goal 3 : Development We will enhance instructional effectiveness and student success b...	18
Goal 4 : Relationship We will build genuine relationships to create a safe environment wh...	20
Goal 5 : Communication We will align communication to ensure messaging is intentional, ...	22



Comprehensive Needs Assessment

Demographics

Summary

SAS Student End Year Report 2024-2025

Grades	Placements	Repeaters	Total Student
3rd	3	0	3
4th	2	0	2
5th	13	2X=2	11
6th	20	2X=1	19
7th	55	2X=8 3X=3	44
8th	54	2X=2 3X=3	49
9th	119	2X=17 3X=4 4X=1	97
10th	88	2X=11 3X=2 4X=1	74
11th	54	2X=3 3X=3	48
12th	36	2X=3	33
TOTALS	444	63	381
<i>Compare 2023-2024</i>	261-19 (Students approved 23-24 but starting at the beginning of 24-25)= 242	24=9%	236-19=217 217-49 THC=168
<i>Compare 2022-2023</i>	156	12=8%	143
<i>Compare 2021-2022</i>	117	9 = 8%	108
<i>Compare 2020-2021</i>	30	0	30
<i>Compare 2019-2020</i>	137	11=9%	125
<i>Compare 2018-19</i>	182	20=9%	162
<i>Compare 2017-18</i>	157	14=9%	142

<u>Gender</u>	<u>Number</u>	<u>Repeaters</u>	<u>Total Students</u>
Male	305=69%	2X=32 3X=12 4X=2	259
Female	139=31%	2X=14 3X=3	122
TOTALS	444	63	381

Ethnicity	Number	Female	Male
Asian (A)	0	0	0
American Indian (AI)	1=.02%	0	1
Black (B)	85=19%	23	62
Hispanic (H)	169=38%	46	123
White (W)	189=43%	67	122
TOTAL	444	136	308
	Number	%	
Special Ed.	88	20%	
Repeaters	63	14%	
504	60	14%	
LEP/ESL/BIL	83	19%	
<u>Type of Placements</u>			
Educational	0		
Court Placements (CP)	0		
THC PLACEMENTS	82=19%	VAPE PLACEMENTS	207=47%
Discretionary (D)	113	25%	
Mandatory (M)	331	75%	
Economics	Eco Dis	Non	

	328=74%	116=26%	
SCHOOLS	BMS	LLMS	WHS
	52=12%	72=16%	300=68%
ELEMENTARY SCHOOL	ART	CCH	CES
STUDENTS	5=1%	3	0
	PES	MES	LES
STUDENTS	2	5=1%	3

Strengths

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

Problem Statements Identifying Demographics Needs

Problem Statement

Root Cause

1

Students returning for second visits to Stubblefield DAEP.

THC and vaping are continual problem for students at their home campus.

 = Priority

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? and Character Strong and 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.

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

Problem Statements Identifying School Processes & Programs Needs

Problem Statement

Root Cause

1

The consistency between all campus' with information about DAEP before they start at Stubblefield.

A system put in place with paperwork, expectations and guidelines for assistant principals at the home campus.

 = Priority

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.

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.

Problem Statements Identifying Perceptions Needs

Problem Statement

Root Cause

1

Parents struggle with the belief that Stubblefield can't provide their student with what they need at Stubblefield.

This is a misconception where in reality the students at Stubblefield have smaller class sizes, no cell phones for distractions, wear a uniform and follow a consistent schedule.

 = Priority



Goals

Goal 1

We will foster student success by establishing safe learning environments that enhance engagement and achievement for all.

Performance Objective 1 High Priority

Stubblefield Academy/DAEP students will show a 15% increase in student academic progress, in all core subjects, by May 22, 2026.

Evaluation Data Source: Common Assessments, daily work, major tests, quizzes, computer based projects/ activities, interim tests scores, and MAP testing.

Strategy 1 Additional Targeted Support Strategy

All teachers will track student academic progress in all core subject areas. Using , CFA, IXL, quizzes, MAP testing and formal and informal assessments.

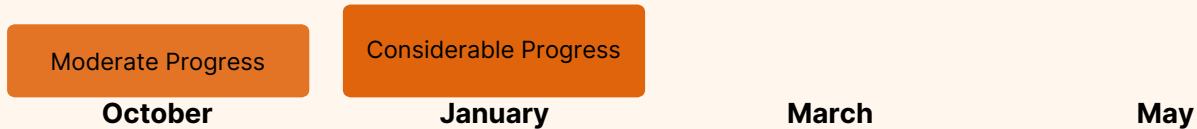
Strategy's Expected Result/Impact: Student initiated creative learning

Staff Responsible for Monitoring: Administrator and teachers

Funding Sources: State Comp Ed,

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews



Strategy 2

Students will participate in a Reading incentive program called "Leveling Up In Reading" and RIP "Reading Incentive Program".

Strategy's Expected Result/Impact: Increase students desire for reading

Staff Responsible for Monitoring: Stephanie Stelter and Chris Slovak (English Teachers)

Funding Sources: State Comp Ed,

Formative Reviews

Moderate Progress

October

Moderate Progress

January

March

May

Performance Objective 2 High Priority

Attendance rate at Stubblefield will be at 96% by the end of the 2025-2026 school year.

Evaluation Data Source: Attendance reports in TEAMS and weekly district attendance reports.

Strategy 1 Additional Targeted Support Strategy

Offering attendance incentives (name in drawing for free food coupons once a week). Adding days to "perfect day" stay if student has unexcused absences, for every three tardies or arrives after 8:00 and/or leaves before 3:05 pm without a court, doctor or funeral excuse.

Strategy's Expected Result/Impact: To improve student attendance.

Staff Responsible for Monitoring: Administration and registrar

Funding Sources: State Comp Ed,

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Formative Reviews

Considerable Progress

October

Some Progress

January

March

May

Goal 2

We will ensure transparent communication on district financial resources to drive community knowledge, approval, growth, and student success.

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 2025-2026 school year ending on May 22, 2026.

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

Strategy 1

Ensure Stubblefield staff has sufficient supplies and supports for all classroom teachers to enhance the learning experience.

Strategy's Expected Result/Impact: Staff has the resources to be successful

Funding Sources: State Comp Ed,

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

Moderate Progress

October

Moderate Progress

January

March

May

Development

Goal 3

We will enhance instructional effectiveness and student success by providing targeted development, fostering a positive and productive district culture, and promoting staff and student growth.

Performance Objective 1 High Priority

Stubblefield will retain highly qualified and effective staff as measured by 80% of teachers choosing to stay at Stubblefield.

Evaluation Data Source: Teacher retention

Strategy 1

We will create a supportive work environment that fosters collaboration, recognizes achievements and provides mentoring for new and experienced teachers.

Strategy's Expected Result/Impact: Teacher retention

Staff Responsible for Monitoring: Administration and Counselor

Funding Sources: State Comp Ed,

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing

Formative Reviews

Moderate Progress

October

Moderate Progress

January

March

May

Performance Objective 2

All teachers will implement high impact instruction strategies in 70% of their lessons.

Evaluation Data Source: Classroom observations and walkthrough form data

Strategy 1

Teachers will use D.O.K. (Depth of Knowledge) when creating and/or asking questions for students.

Strategy's Expected Result/Impact: Increase number of students who meet or master the grade level standards on their EOC/STAAR state test and MAP testing.

Staff Responsible for Monitoring: Teachers and administration

Funding Sources: State Comp Ed,

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews



Performance Objective 3

Stubblefield teachers will maintain curriculum alignment and communication between sending campus' and Stubblefield to ensure students stay in line with their home campus and on target 100% of the time to be completed by the end of the 2025-2026 school year.

Evaluation Data Source: Students interim, MAP testing and state testing

Strategy 1

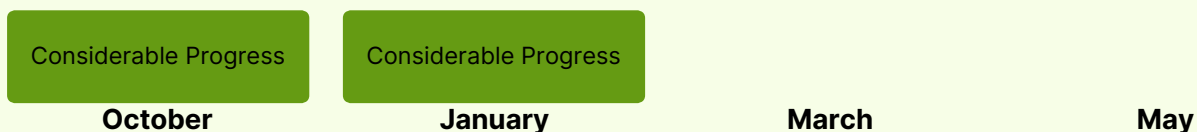
Student growth measures including screeners, formative assessments, common assessments and beginning-middle-end of year diagnostic test results, asking teachers at home campus if students came back from SAS prepared and on target. Participation of 100% by core curriculum teachers from all campus' sending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

Strategy's Expected Result/Impact: No gap in student's learning from the transition from home campus to DAEP back to home campus.

Funding Sources: State Comp Ed,

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Goal 4

We will build genuine relationships to create a safe environment where every stakeholder (staff, families, students, and the broader community) is an active partner in education.

Performance Objective 1

Decrease the number of OSS by 10% and have limited ISS for the 2025-2026 school year.

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

Strategy 1

Counselor will meet with students three times and/or as needed during their placement at Stubblefield.

Strategy's Expected Result/Impact: improved student behaviors

Staff Responsible for Monitoring: Counselor and administration

Funding Sources: State Comp Ed,

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Considerable Progress

October

Considerable Progress

January

March

May

Performance Objective 2

Lower students returning to DAEP for a second visit, (recidivism rate) 2025-2026, to 6%.

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

Strategy 1

DAEP counselor will meet with student before during student's DAEP placement and the student's home campus counselor will meet with them when they return to their home campus.

Strategy's Expected Result/Impact: improved recidivism rate and behavior once students return to their home campus

Staff Responsible for Monitoring: Counselor and Administrator

Funding Sources: State Comp Ed,

Formative Reviews

Moderate Progress

October

No Progress

January

March

May

Performance Objective 3

Stubblefield staff will be trained on campus safety and security procedures

Strategy 1

-All staff will be trained with using Raptor for safety and security purposes -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's Expected Result/Impact: improved safety and following commissioners rule

Staff Responsible for Monitoring: Safety coordinator and SRO

Funding Sources: State Comp Ed,

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Considerable Progress

October

Considerable Progress

January

March

May

Goal 5

We will align communication to ensure messaging is intentional, consistent, and easily accessible.

Performance Objective 1

Stubblefield will ensure timely communication to parents, students and community 100% of the time for the 2025-2026 school year.

Evaluation Data Source: Daily communication

Strategy 1

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's Expected Result/Impact: Participation from parents/guardians

Funding Sources: State Comp Ed,

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Moderate Progress

October

Moderate Progress

January

March

May

Strategy 2

Parent or guardian will participate in an intake with administrator and counselor before student is enrolled at Stubblefield 100% of the time. Group intakes will take place two days a week for all students placed at Stubblefield DAEP.

Strategy's Expected Result/Impact: Parents/Guardians will be informed of all rules and expectations for Stubblefield DAEP.

Funding Sources: State Comp Ed,

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

Considerable Progress

October

Considerable Progress

January

March

May