Birdville Independent School District

DAEP

2026-2027 Initial Plan

Mission Statement

The District Alternative Education Program (DAEP) seeks to meet the needs of students from all campuses of the Birdville Independent School District. Our mission therefore reflects the Birdville Independent School District's mission, which is to ensure that all students position themselves to excel with integrity in an ever-changing global society through innovative and responsive learning environments.

Vision

Our vision at DAEP is to provide an alternative setting that utilizes best practices to reduce recidivism, holding students behaviorally and academically accountable, while encouraging personal growth and improved social skills through Character Education.

Value Statement

As members of the DAEP campus,

1. We will not give up on any student

2. We will treat all people with dignity and respect

3. We will model and expect personal responsibility

4. We will make decisions in the best interest of students

5. We will practice responsible stewardship of our resources

6. We will not compromise our commitment to excellence

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The DAEP campus does not offer a graduation. 90% of students meet their review and are returned to their home campus after serving at least 50% of their assignment. Demographic Breakdown: 39% Hispanic, 25% White, 17% Black/African American, 2% Asian, 16% LEP, 11% 504, 10% SPED, 1% GT. Elementary teacher to student average is 1:3, secondary teacher/student ratio meets states requirement of 1:15 but DAEP average a ratio of 1:10. Five of the eight certified teachers have served on the campus for five or more years. New hires in the past two years have multiple years experience in Texas public education settings. One Educational aide has significant college credit hours, and is working on completing a teacher certification program.

Demographics Strengths

During the hiring process it is imperative to the campus that we hire certified teachers, and the campus currently have at least one certified teacher for each core subject.

Six members of the faculty and staff are bilingual.

Five of the faculty and staff have been with the DAEP campus for three or more years, with three of them having served five or more years at DAEP

Problem Statements Identifying Demographics Needs

Problem Statement 1: While the DAEP demographics mirror the district's in a number of categories, the distinction in rates for African American students, 504 and SPED students is a concern.
Root Cause: The root cause for the number of 504 and SPED students placed at DAEP may be a result of a lack of training and understanding the manifestation of a students disability. Racial biases may play a role in the number of AA students placed at DAEP, however it cannot serve as the predominate or soul cause. There are other mitigating factors that affect placement.

Problem Statement 2 (Prioritized): Educational Aides are called upon to work with SPED students and some students that have the propensity for aggression. Educational Aides are essential members to the DAEP campus and are difficult to recruit and retain.
Root Cause: The DAEP Educational Aides are not paid at the highest EA rate.

Student Learning

Student Learning Summary

DAEP is not rated by TEA. All state/local assessments that may be given while a student is enrolled at DAEP are combined with the home campus data.

Student Learning Strengths

Academic Binders are improving students organizational skills

Students are taking ownership of their academics as learning improves

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The DAEP campus utilizes the Edgenuity Curriculum when home campus teachers elect to utilize it rather than Canvas. Edgenuity curriculum does not reflect the specialized instruction classroom teachers provide students, and must be customized to reflect the instruction that is given in the home campus classrooms. Students struggle academically with this program.
Root Cause: Teachers are not familiar enough with the Edgenuity program to make the needed customizations. The program does not offer accommodations for SPED students that are needed for some of the core subjects

Problem Statement 2 (Prioritized): Ensuring the sustainability of academic and behavioral standards presents a challenge as students transition back to their home campus after a period of alternative education placement. This transition period often reveals gaps in maintaining consistent educational progress and behavioral expectations, which can impact the student's ability to reintegrate successfully and meet established standard
Root Cause: While students learn the needed skills, without the DAEP structure students struggle to maintain their improved behavior and academic expectations once back at their home campus

Problem Statement 3 (Prioritized): In addition to well qualified teachers, it is imperative, when possible, to maintain a diversified (gender/racially) faculty and staff to reflect the cultural and diverse student body
Root Cause: "Teacher recruitment and retention is an ongoing issue, and unfortunately there is a misconception of the DAEP campus environment and the population we serve.

Problem Statement 4 (Prioritized): Educational Aides are called upon to work with SPED students and some students that have the propensity for aggression. Educational Aides are essential members to the DAEP campus and are difficult to recruit and retain.
Root Cause: The DAEP Educational Aides are not paid at the highest EA rate.

School Processes & Programs

School Processes & Programs Summary

The DAEP faculty maintains the districts scope and sequence. In an effort to aide students with a successful transition to and from their home campus, communication with home campus teachers is a focus of the DAEP campus. Home campus teachers receive communication from DAEP teachers upon placement, providing the home campus teacher with the opportunity to elect to have students work in Edgenuity or Canvas.

The DAEP administrator completes an intake process with each student and a parent prior to starting on our campus. The campus structures, procedures, and expectations are clearly communicated during the intake meeting. Upon entry into the classroom, all students receive additional explanations of structures and procedures.

The DAEP faculty and staff rotate, while students remain stationary in one classroom throughout the day. This provide for students to receive instructional support from core teachers when accessing their core subject assignments. This also aides in maintaining a safe and secure environment.

Daily Character Education classes are taught, under the guidance of the campus SE Counselor. Two days of the week the focus is on the district's initiative Character Strong. One day a week, students participate in a ROPES course that teaches team building traits and communication skills.

The campus utilizes a points system that affects dismissal from the campus. The Behavior Management System is computerized providing immediate access for all faculty and staff, home campus designees and DAEP students. The BMS is used to record students behaviors throughout the day. Negative behaviors result in students losing points, and losing points add up to additional days at DAEP. The BMS provide students the opportunity to monitor their behaviors and make adjustments where needed. The administrator is able to see when immediate interventions are needed.

DAEP students are required to maintain an Academic Binder. The binders consist of grade data form, notes for each core subject, assignment submission page for each course, Character Ed reflection page, and a grade tracker page for each course (Canvas/Edgenuity)

Drug/Alcohol focused sessions with Recovery Resource and Narcotics Anonymous. With parent permission, middle school students participate in weekly discussions with drug/alcohol trained counselors through Recovery Resource. High school students, with parent permission, participate in a biweekly sessions with clients from Narcotics Anonymous. The programs are under the guidance of the campus SE Counselor.

School Processes & Programs Strengths

Students academics improve while at DAEP

Processes hold students accountable academically and behaviorally

Students receive strategies for solving conflicts and decision making, team building and communication skills through Character Education/ROPES course.

Communication between home campuses and DAEP are improved.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Educational Aides are called upon to work with SPED students and some students that have the propensity for aggression. Educational Aides are essential members to the DAEP campus and are difficult to recruit and retain.

Root Cause: The DAEP Educational Aides are not paid at the highest EA rate.

Problem Statement 2: There is an increasing need to support the emotional well being and mental health of all students. The campus does a good job through the use of one SE counselor, but a plan must be developed that encompasses parental support and training, and one that transitions back to home campuses.
Root Cause: Some students come to school with learned behaviors and other triggers and often there is a lack/delay in identifying high need students.

Problem Statement 3 (Prioritized): The DAEP campus utilizes the Edgenuity Curriculum when home campus teachers elect to utilize it rather than Canvas. Edgenuity curriculum does not reflect the specialized instruction classroom teachers provide students, and must be customized to reflect the instruction that is given in the home campus classrooms. Students struggle academically with this program.
Root Cause: Teachers are not familiar enough with the Edgenuity program to make the needed customizations. The program does not offer accommodations for SPED students that are needed for some of the core subjects

Problem Statement 4: There is a need for training for parents seeking solutions for improving the overall emotional and mental health of their children and to reduce their use / dependency on drugs. The age/grade level at which students are placed at DAEP for drug related infractions are increasing at the elementary level.
Root Cause: The lack of involvement from parents creates a lack of student engagement in all areas at campuses, and lends to students making poor choices. Preventive measures regarding drug/alcohol use on home campuses are limited and/or nonexistence. A program that require parental involvement offering support for both students and parents is recommended as students transition back to their home campus.

Problem Statement 5 (Prioritized): To assist in maintaining a safe learning environment additional support for the emotional well being and mental health of students must be provided at the DAEP campus, with a successful transition plan implemented as students return to their home campus. Throughout the district de-escalation strategies and improved threat assessment skills need to be developed.
Root Cause: Some students come to school with learned behaviors and other triggers. Training in identifying high need students do not exist for all faculty and staff.

Perceptions

Perceptions Summary

Structured planning has resulted in a safe learning environment, with 0% altercations between students since the 2020-2021 school year.

Results from the 2021-2022 and the 2022-2023 DAEP Student Exit Surveys indicate Character Education coursework has been effective.. 66%/70% feel they have better control of their emotions, 81%/85% report they are better equipped to set and achieve goals.

Communication between home campus teachers and the DAEP faculty and staff have improved.

Perceptions Strengths

The creation of an Instructional Coach for DAEP has resulted in training for home campus teachers as well as DAEP instructors that specifically addresses scope and sequence when utilizing Edgenuity as well as communicating assignment needs for DAEP students.

Rotating teachers ensures core subject teachers are present when students are working on core subject assignments from their home campus.

Preventive planning has provided for a safe and secure environment for faculty, staff and students.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: While the DAEP demographics mirror the district's in a number of categories, the distinction in rates for African American students, 504 and SPED students is a concern.
Root Cause: The root cause for the number of 504 and SPED students placed at DAEP may be a result of a lack of training and understanding the manifestation of a students disability. Racial biases may play a role in the number of AA students placed at DAEP, however it cannot serve as the predominate or soul cause. There are other mitigating factors that affect placement.

Problem Statement 2 (Prioritized): In addition to well qualified teachers, it is imperative, when possible, to maintain a diversified (gender/racially) faculty and staff to reflect the cultural and diverse student body
Root Cause: "Teacher recruitment and retention is an ongoing issue, and unfortunately there is a misconception of the DAEP campus environment and the population we serve.

Problem Statement 3: There is an increasing need to support the emotional well being and mental health of all students. The campus does a good job through the use of one SE counselor, but a plan must be developed that encompasses parental support and training, and one that transitions back to home campuses.
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Root Cause: Some students come to school with learned behaviors and other triggers. Training in identifying high need students do not exist for all faculty and staff.

Priority Problem Statements

Problem Statement 1: To assist in maintaining a safe learning environment additional support for the emotional well being and mental health of students must be provided at the DAEP campus, with a successful transition plan implemented as students return to their home campus. Throughout the district de-escalation strategies and improved threat assessment skills need to be developed.

Root Cause 1: Some students come to school with learned behaviors and other triggers. Training in identifying high need students do not exist for all faculty and staff.

Problem Statement 1 Areas: School Processes & Programs - Perceptions

Problem Statement 2: In addition to well qualified teachers, it is imperative, when possible, to maintain a diversified (gender/racially) faculty and staff to reflect the cultural and diverse student body

Root Cause 2: "Teacher recruitment and retention is an ongoing issue, and unfortunately there is a misconception of the DAEP campus environment and the population we serve.

Problem Statement 2 Areas: Student Learning - Perceptions

Problem Statement 3: The DAEP campus utilizes the Edgenuity Curriculum when home campus teachers elect to utilize it rather than Canvas. Edgenuity curriculum does not reflect the specialized instruction classroom teachers provide students, and must be customized to reflect the instruction that is given in the home campus classrooms. Students struggle academically with this program.

Root Cause 3: Teachers are not familiar enough with the Edgenuity program to make the needed customizations. The program does not offer accommodations for SPED students that are needed for some of the core subjects

Problem Statement 3 Areas: Student Learning - School Processes & Programs

Problem Statement 4: Educational Aides are called upon to work with SPED students and some students that have the propensity for aggression. Educational Aides are essential members to the DAEP campus and are difficult to recruit and retain.

Root Cause 4: The DAEP Educational Aides are not paid at the highest EA rate.

Problem Statement 4 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 5: Ensuring the sustainability of academic and behavioral standards presents a challenge as students transition back to their home campus after a period of alternative education placement. This transition period often reveals gaps in maintaining consistent educational progress and behavioral expectations, which can impact the student's ability to reintegrate successfully and meet established standard

Root Cause 5: While students learn the needed skills, without the DAEP structure students struggle to maintain their improved behavior and academic expectations once back at their home campus

Problem Statement 5 Areas: Student Learning

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

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
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Gifted and talented data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and 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
- Budgets/entitlements and expenditures data

Goals

Goal 1: Students will achieve their full potential through a system that is responsive to the behavioral, academic, social, and emotional needs of the student.

Performance Objective 1: Student is exited from DAEP after a successful review.

High Priority

Evaluation Data Sources: Data notebooks, Behavior Management System (point system), teacher feedback, Transition plans

Strategy 1 Details
Strategy 1: Utilizing the online Behavior Management System, students are immediately made aware of any needed behavioral adjustments. Teachers consistently report behavior issues during class, providing immediate notification to students and the entire DAEP campus. Home campus administrators and counselors are also able to view their students behaviors while at DAEP. **Actions:** Upon viewing their BMS report, students recognize the need for adjustments and choose a positive path before losing entire DAEP day due to behavioral issues. DAEP Teachers are informed of behaviors that may be repeated, and home campus can view both negative and positive growth in their students behavior while at DAEP. **Staff Responsible for Monitoring:** Teachers, administrator, EAs, home campus administrators and counselors

Strategy 2 Details
Strategy 2: All staff and students will use the Academic Binders to document academic continuous improvement. Students will set goals and be responsible for their data on grades and social goals which is also housed in their binders. The campus administrator meets individually with students to discuss their progress and how to transition back to their home campus successfully. **Actions:** During the administrative review, students discuss with the administrator the effort and changes they displayed while at DAEP and how they can transition to their home campus successfully, implementing the strategies learned while at DAEP. **Staff Responsible for Monitoring:** Administrator, advisory teachers, Educational Aides, SE Counselor

Goal 1: Students will achieve their full potential through a system that is responsive to the behavioral, academic, social, and emotional needs of the student.

Performance Objective 2: Academic alignment is achieved for each student utilizing Canvas and Edgenunity

High Priority

Evaluation Data Sources: Academic binders monitored daily for student academic logs, maintaining communication with home campus teachers (emails), Edgenuity training for teachers/EAs with district administrator

Strategy 1 Details
Strategy 1: DAEP teachers, who are certified in their core subject, contact all home campus teachers on CANVAS or Edgenuity to ensure students are completing assignments that are mirroring the home campus classroom instruction . The DAEP instructional facilitator supports by following up with additional communication with home campus teachers when needed. Two inclusion teachers are present to provide needed support. AI is tracked by the instructional facilitator. **Actions:** Immediate notification of home campus teachers of students placement at DAEP, maintain communication with home campus teachers throughout DAEP placement, provide grade withdrawal form to home campus. **Staff Responsible for Monitoring:** Instructional facilitator, administrator, faculty and staff

Goal 1: Students will achieve their full potential through a system that is responsive to the behavioral, academic, social, and emotional needs of the student.

Performance Objective 3: To provide faculty and staff with professional development centered on best practices in the DAEP classroom, and to ensure the implementation of these strategies is evident during classroom observations.

High Priority

Evaluation Data Sources: teacher observations, professional development

Strategy 1 Details
Strategy 1: Maintaining communications with home campus teachers, use of PDSA, obtainable goal setting and organizational skills. **Actions:** Communications logs, emails, data folder **Staff Responsible for Monitoring:** administrator, instructional facilitator

Strategy 2 Details
Strategy 2: Provide opportunities for staff to participate in professional development focused on supporting the behavioral, academic, social, and emotional needs of the student **Actions:** Actively schedule selected staff for targeted professional development. Coordinate with cohort districts to develop best practice training where appropriate ones are not available. **Staff Responsible for Monitoring:** administrator, instructional facilitator **TEA Priorities:** Recruit, support, retain teachers and principals

Goal 1: Students will achieve their full potential through a system that is responsive to the behavioral, academic, social, and emotional needs of the student.

Performance Objective 4: Upon entry into the DAEP program, ensure that all students are assessed by the campus SE Counselor and participate daily in the Character Strong/'Character Education' course.

Evaluation Data Sources: MAY-SI mental health evaluation data, Character Strong curriculum, SE counselor, student survey results.

Strategy 1 Details
Strategy 1: To ensure all students are assessed by the social-emotional counselor effectively, it's important to have clear planning, coordination, and follow-up. **Actions:** Develop a format, raise awareness, create a referral system, involve parents, provide accessible resources, evaluate, document and report **Staff Responsible for Monitoring:** Social Emotional Counselor, teachers, administrator, district SE administrator

Goal 2: Ensure students are utilizing efficient and effective organizational skills to support and improve their learning,.

Performance Objective 1: All faculty and staff will utilize the Behavior Management System (BMS) with fidelity.

High Priority

Evaluation Data Sources: Student profiles in the BMS platform.

Strategy 1 Details
Strategy 1: Administrator tracks use of the BMS for consistency among faculty and staff. All rooms will have posted BMS checking for student reminders/encouragement. End of the day open forum talks with faculty and staff to review student behaviors and actions taken/not taken. **Actions:** Initial concern with student behavior is required to be placed in the BMS. During end of the day transitioning time, teachers will require students to check their BMS. **Staff Responsible for Monitoring:** Administrator, teachers, students

Goal 2: Ensure students are utilizing efficient and effective organizational skills to support and improve their learning,.

Performance Objective 2: During weekly staff meetings, engage in discussions about the evolving student population and address any concerns or areas for growth within our systems to ensure continuous improvement and responsiveness to student needs.

High Priority

Evaluation Data Sources: Review data on successful reviews , BMS, student binders

Strategy 1 Details
Strategy 1: Each day will receive a specific area on which to focus. Specific days dedicated to SPED concerns, safety issues, and technology concerns. We will remain flexible as additional concerns are brought forth. **Actions:** Daily after school discussions with all faculty and staff offering input **Staff Responsible for Monitoring:** Administrator, SE Counselor, Instructional Facilitator and Department Chair

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 1: To implement a safety plan at the DAEP campus that includes comprehensive training and participation in all drills for staff and students, ensuring a safe environment and effective preparedness for emergencies.

High Priority

Evaluation Data Sources: Audits, training agendas and sign-ins, post drills reflections

Strategy 1 Details
Strategy 1: Establish common campus expectations **Actions:** Ongoing classroom/hallway management training. Develop and teach predictable routines, teach classroom expectations during emergencies. **Staff Responsible for Monitoring:** Administrator, district safety supervisor, teachers

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 2: All faculty and staff will receive professional development for CPI-Nonviolent Crisis Intervention training and utilize learned strategies should it become necessary. Also, ROPES training, which focuses on team building and communication skills is offered every two years to the DAEP faculty and staff.

High Priority

Evaluation Data Sources: CPI training,

Strategy 1 Details
Strategy 1: Revisit training midyear. Provide training for late hires. BISD requires that all faculty and staff of the DAEP campus receives training in restraining procedures. The training is offered at the start of the school year. Late hires are trained as the course becomes available. During the start of the year as a campus professional development day, teachers participate in a hands on training for the ROPES course. This training provides lessons in teamwork, problem solving and communication. Late hires do not receive the training, as it is only offered once a year every two to three years. **Actions:** Call upon district administration for additional training when new EAs are hired. Request review training midyear from district trainers. Additional funds needed for ROPES training and/or staff member trained as a trainer. **Staff Responsible for Monitoring:** Administrator, district administrator, teachers

Goal 3: All students and staff will learn and work in a safe and responsive environment.

Performance Objective 3: Students in DAEP will not participate in physical altercations, learning alternate means for conflict resolution and team building skills through Character Education classes.

High Priority

Evaluation Data Sources: Discipline records. Behavior Management System BMS, Student surveys, Character Strong/Education curriculum, ROPES, recidivism data, Character Ed. student reflections

Strategy 1 Details
Strategy 1: Students enrolled at DAEP will participate in Ropes Course, Character Education classes, and Drug Intervention forums. Participation results in students being exposed to alternate solutions for conflicts, demonstrates and improve their communication and decision making skills. **Actions:** Ropes Course, which is held once a week, introduce students to teamwork, communication skills and problem solving strategies. Daily Character Education classes provide students with positive means for solving conflicts. Participation in the Drug Interventions offered at DAEP bi-weekly, assist students in understanding the effects drug/ alcohol use has on their behavior and demonstrates to them real life consequences of continued use. **Staff Responsible for Monitoring:** Administrator, SE Counselor, teachers, Educational Aides

Strategy 2 Details
Strategy 2: DAEP utilize a number of daily operational procedures that will reduce the opportunity for altercations. **Actions:** DAEP will have a secured check-in held daily, in which all students walk through a metal detector and are searched manually, which lessen the chance for a weapon on campus. Upon placement notification, the DAEP coordinator and administrator, communicate with assigning campus to ensure separation of students involved in conflicts, as well as ensure a separation for those involved in incidents such as group drug use and/or lewd behavior. To make classroom assignments more efficient, the hallway is structured so that one group of rooms would not encounter the opposite group of rooms throughout the day. All bathroom breaks are escorted one classroom at a time. Overall student movement is limited. Students remain in one room most of the day, while teachers rotate. When being escorted to lunch and during bathroom breaks, students are required to walk on center hallway line with hands in pockets or behind their back. Communication between students is limited to Character Education classes. Open discussions during regular classes is prohibited and will result in a loss of points, and losing points could result in additional days. Dismissal is staggered by rooms. All expectations are provided to students and parents at the required intake meeting.