

Northwest Independent School District

DAEP

2019-2020 Campus Improvement Plan



**Special
Programs
Center**

Making Connections for Future Success

Mission Statement

SPC stakeholders will nurture a culture of acceptance and accountability. SPC staff will provide engaging learning experiences tailored to each student's needs ensuring intellectual, social and emotional growth.

Core Beliefs

Kids come first.

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

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

Learning is influenced by environment.

Northwest ISD Vision

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

Northwest ISD Mission

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

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

- **Placements by campus: Mandatory Discretionary**
 - BNHS 17% (37) 31 6
 - EHS 24% (54) 46 8
 - NHS 33% (74) 56 18
 - Steele 2% (4) 4 0
 - CTMS 8% (17) 13 4
 - Medlin 2% (4) 1 3
 - Pike 7% (16) 12 4
 - Tidwell 6% (13) 11 2
 - Wilson 2% (5) 2 3
- **Programs**
 - Special Education 25%
 - 504 16%
 - ELL 1%
 - GT 5%
 - N/A 59%
- **Receive outside counseling**
 - Yes 38%
 - No 58%
 - Unknown 4% (data unavailable due to withdrawal)
- **Economically Disadvantaged**
 - Free lunch 36%
 - Reduced lunch 4%
 - Not Economically Disadvantaged 59%

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

•
% Disc. / (% All)

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

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

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

% Mandatory. / (% All)

- Alcohol 15% / (12%)
- Assault Type Behavior 13% / (10%)
- Drug 48% / (38%)
- Felony Behavior 2% / (2%)
- Off Campus Felony Behavior 2% / (1%)
- Sexual Offense 8% / (6%)
- Theft <1% / (<1%)

- Threat/False Alarm 7% / (6%)
- Title V Felony 4% / (3%)

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

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

Demographics Strengths

Highest enrollment -

Lowest enrollment -

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

Largest enrollment -

Smallest enrollment

An additional staff member designated to serve Special Education students was added to the campus staff.

Campus staff has remained stable with only one staff member leaving for retirement. 70% of staff have been on campus 3+ years. Of the remaining 30 % - 2 are new due to an increase in staff on campus, and the other one replaced a staff member who retired.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The number of students who were placed in DAEP increased, as did the percentage of students receiving additional placements in the same year (8%). **Root Cause:** The challenge we are working on improving in our instruction, internal structures and campus culture is that students are not returning to their home campus with the personal life skills (self awareness, self worth, self monitoring/regulating, and self advocacy) to be successful (demonstrated by not receiving subsequent placement or dropping out).

Student Academic Achievement

Student Academic Achievement Summary

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

Student Academic Achievement Strengths

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

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

Problem Statements Identifying Student Academic Achievement Needs

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

School Processes & Programs

School Processes & Programs Summary

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

Student return to campus is based on 4 criteria focusing on academic performance, behavior, attendance, and a project centered on high impact topics (substance abuse, healthy behavior alternatives, and community service).

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

School Processes & Programs Strengths

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

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

92% of students returned to campus and did not receive a subsequent placement.

Student grades increase during placement.

Daily contact with parents that establishes strong collaborative relationships.

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

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

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

chromebook repairs.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Students lack the social emotional skills to successful advocate for themselves upon return to their home campus. **Root Cause:** Students do not possess the self confidence, problem solving skills, or have not been taught the steps to seek support when they are struggling academically, emotionally, socially or behaviorally.

Perceptions

Perceptions Summary

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

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

Perceptions Strengths

Campus mission and vision are reviewed every year.

SEL has become a focus by the district.

Addition of a full time special education to the staff.

Addition of at-risk counselor and campus intervention counselors has contributed to transition support as students return to their home campus. District is implementing a consistent system of transition for all secondary campuses.

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

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

Problem Statements Identifying Perceptions Needs

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

Priority Problem Statements

Problem Statement 1: The number of students who were placed in DAEP increased, as did the percentage of students receiving additional placements in the same year (8%).

Root Cause 1: The challenge we are working on improving in our instruction, internal structures and campus culture is that students are not returning to their home campus with the personal life skills (self awareness, self worth, self monitoring/regulating, and self advocacy) to be successful (demonstrated by not receiving subsequent placement or dropping out).

Problem Statement 1 Areas: Demographics

Problem Statement 2: The number of students who were placed in DAEP increased, as did the percentage of students receiving additional placements in the same year.

Root Cause 2: Students lack the academic and social emotional skills to sustain the positive behaviors upon return to their home campus.

Problem Statement 2 Areas: Student Academic Achievement

Problem Statement 3: Students lack the social emotional skills to successful advocate for themselves upon return to their home campus.

Root Cause 3: Students do not possess the self confidence, problem solving skills, or have not been taught the steps to seek support when they are struggling academically, emotionally, socially or behaviorally.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: The number of students who were placed in DAEP increased, as did the percentage of students receiving additional placements in the same year.

Root Cause 4: Students lack the academic and social emotional skills to sustain the positive behaviors upon return to their home campus.

Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- 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
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- 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
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Enrollment trends

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
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Other additional data

Goals


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

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

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
TEA Priorities Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 1) Submission of instructional plans at 6-week intervals	2.4, 2.5, 2.6	Campus staff Campus administration	Current plans available on google drive at all times for all on-level core subjects resulting in greater impact of learning opportunities within the class setting, consistency with district S&S and home campus instruction.				
Problem Statements: Student Academic Achievement 1							
Comprehensive Support Strategy TEA Priorities Connect high school to career and college Improve low-performing schools 2) SPC will maintain support of students enrolled in PAP, AP GT, Sped, ELL, and 504 services while placed at the SPC		SPC staff Campus admin	Weekly/daily communication with home campus teachers to ensure transfer of work, daily monitoring of student progress, weekly communication with parents, smooth transition of student back to the home campus setting.				
Problem Statements: Student Academic Achievement 1							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
Comprehensive Support Strategy TEA Priorities Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 3) SPC staff will attend campus and district scheduled PLC meetings and pursue staff development opportunities that support campus mission, POP and goals.	2.4, 2.5, 2.6	Campus administration District curriculum coordinators Campus instructional staff	Consistent implementation of S&S and smooth transition of students back to home campus academic setting. High level of rigor within the class setting at, or above, what is experienced at the home campus.				
Problem Statements: Student Academic Achievement 1							
							

Performance Objective 1 Problem Statements:

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

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

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

Evaluation Data Source(s) 2: Enrichment calendar w/ SEL focus once a week

Student survey feedback (entry/exit/6-week post)

SPC and Intervention counselor logs

Grade tracking sheets and follow up conversation with a teacher weekly

Point tracking sheets


Tutoring embedded in weekly schedule

SEL conferencing by all staff as situations arise

Student group counseling sessions

Treatment/transition plan documentation

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
TEA Priorities Improve low-performing schools 1) Campus will implement a system of daily communication with parents detailing the students daily progress	2.6	SPC staff	Open, timely communication with parents, students proactively adjusting behavior,				
Problem Statements: Demographics 1							
TEA Priorities Connect high school to career and college Improve low-performing schools 2) SPC staff will implement a student self-monitoring and goal setting strategy with all students	2.4, 2.5, 2.6	SPC staff	Student academic performance improves due to a weekly strategy to track, monitor and make necessary adjustments.				
Problem Statements: School Processes & Programs 1							
							

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: The number of students who were placed in DAEP increased, as did the percentage of students receiving additional placements in the same year (8%). **Root Cause 1:** The challenge we are working on improving in our instruction, internal structures and campus culture is that students are not returning to their home campus with the personal life skills (self awareness, self worth, self monitoring/regulating, and self advocacy) to be successful (demonstrated by not receiving subsequent placement or dropping out).

School Processes & Programs

Problem Statement 1: Students lack the social emotional skills to successful advocate for themselves upon return to their home campus. **Root Cause 1:** Students do not possess the self confidence, problem solving skills, or have not been taught the steps to seek support when they are struggling academically, emotionally, socially or behaviorally.

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

Performance Objective 3: SPC staff will start the transition process by completing the initial portion of a developed transition plan and pass it on to the campus upon each student's return.


Evaluation Data Source(s) 3: Intake and exit conference with each student

Student interviews

Student grades

Identified instructional and behavior strategies/safety nets

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
<p>TEA Priorities Connect high school to career and college Improve low-performing schools</p> <p>1) Campus administration will work with district personnel to develop a transition plan by the end of the first grading period (9 weeks).</p>	2.6						
Problem Statements: School Processes & Programs 1							
<p>TEA Priorities Connect high school to career and college Improve low-performing schools</p> <p>2) SPC staff will begin the transition process by completing the initial portion and transferring the plan to home campus staff (admin, counselor, intervention counselor) at the time of the student's transition back to campus.</p>	2.6	SPC administration SPC counselor Campus administration Campus counselor Campus Intervention counselor	Students will maintain grades, attendance, and behavior upon return Students will make use of identified safety nets established to support their social and emotional state				
Problem Statements: School Processes & Programs 1							
							

Performance Objective 3 Problem Statements:

School Processes & Programs

Problem Statement 1: Students lack the social emotional skills to successful advocate for themselves upon return to their home campus. **Root Cause 1:** Students do not possess the self confidence, problem solving skills, or have not been taught the steps to seek support when they are struggling academically, emotionally, socially or behaviorally.

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


Performance Objective 4: Enrichment schedule will be structured in a manner to allow for daily tracking and monitoring of research based strategies designed to improve student success.

Evaluation Data Source(s) 4: Master schedule

Enrichment schedule (grade tracking, tutoring, Power Friday, team building strategies, group counseling, guest speakers, character education)

Student individual schedules

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
<p>TEA Priorities Connect high school to career and college Improve low-performing schools 1) SPC staff will provide engaging Enrichment, character education, and social emotional lessons weekly to all assigned students.</p>	2.5, 2.6	Campus administration Campus counselor	Student point totals >84% Students passing review on first established date >97% Low percentage of returning students <5% Students experiencing higher grades being maintained upon return to home campus				
Problem Statements: School Processes & Programs 1							
<p>TEA Priorities Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 2) Daily/Weekly tracking of points and grades</p>	2.4, 2.5, 2.6	SPC staff SPC administration	Students taking ownership of their progress Increase in grades and basic self-monitoring skills Increase in students passing review on first scheduled date >97%				
Problem Statements: School Processes & Programs 1							
							

Performance Objective 4 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: Students lack the social emotional skills to successful advocate for themselves upon return to their home campus. Root Cause 1: Students do not possess the self confidence, problem solving skills, or have not been taught the steps to seek support when they are struggling academically, emotionally, socially or behaviorally.</p>

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

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

Evaluation Data Source(s) 1: 100% attendance and completion of pre-service preparation tasks for SPC PLC
100% attendance at a chosen subject PLC throughout the year

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
TEA Priorities Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 1) Staff will participate in campus specific and district subject specific PLC meetings.	2.4, 2.5, 2.6	Campus and district admin SPC teachers	Consistency of curriculum between campuses, students receiving rigorous academic experiences, smooth transition for students upon return to home campus.				
Problem Statements: Student Academic Achievement 1							

Performance Objective 1 Problem Statements:


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

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

Performance Objective 2: SPC staff will participate in campus led PLC 3 times per semester.

Evaluation Data Source(s) 2: Conference notes
 Agenda with protocol use for deeper discussions
 Follow up conference notes at least once per semester

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
TEA Priorities Recruit, support, retain teachers and principals Connect high school to career and college Improve low-performing schools 1) Campus staff will participate in walk through of classrooms at SPC and NISD secondary campuses and conference with SPC administrator after each walk through.	2.4, 2.5, 2.6	Campus admin	Calibration of academic experiences to be at, or above, the rigor expected in home campus classrooms.				
	Problem Statements: Student Academic Achievement 1						
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 2) Campus staff will visit one comprehensive high school or middle school to observe a classroom 1 time/semester	2.4, 2.5, 2.6	Campus staff Campus administration	Calibration of SPC classroom instruction with level equivalent to or higher than that of other campuses in district Higher level of instruction for students Smoother transition of students back to their home campus.				
	Problem Statements: Student Academic Achievement 1						
							

Performance Objective 2 Problem Statements:

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

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

Performance Objective 1: SPC staff, partnering with district staff, will provide resources and parent education to parents of SPC students.



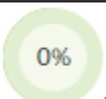

Evaluation Data Source(s) 1: Parent communication (E-mails, point sheets, parent newsletters)

Intake conference requiring parent to attend

Sign-in sheet at parent training

Phone logs

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
TEA Priorities Connect high school to career and college Improve low-performing schools 1) SPC staff will provide opportunities to parents to become educated on current issues facing teens		Campus administration Campus counselor	Increased awareness and involvement of parents				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							

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

Performance Objective 2: SPC staff will partner with home campus staff to coordinate a system of support for students upon their return to their home campus.





Evaluation Data Source(s) 2: Transition plan for a student's return

Intervention counselor conference logs

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

SPC staff visit students at home campus once per semester, or more often if indicated

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
<p>TEA Priorities Improve low-performing schools 1) Campus staff will coordinate with home campus staff to establish a system of support for current and former SPC students.</p>		SPC staff Campus administration Campus counselors	Overall success of student at SPC and upon return to home campus. Lower incidence of student receiving subsequent placements <5% Student grades will be maintained upon return to home campus Decrease in discipline incidences upon return to home campus < 3 in semester upon return.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

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

Performance Objective 3: SPC staff will create and provide a newsletter to parents a minimum of 2 times per semester.

Evaluation Data Source(s) 3: Newsletter

Parent signature return slip

Extra copies provided during intake to all incoming parents

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	May
TEA Priorities Improve low-performing schools 1) Development of, and distribution of, parent newsletter	3.1, 3.2	SPC counselor SPC administrator	Increased parent involvement in district parent informational meetings Increased awareness of parents to social, emotional and academic issues faced by students				
Problem Statements: Perceptions 1							

Performance Objective 3 Problem Statements:

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

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	2	SPC will maintain support of students enrolled in PAP, AP GT, Sped, ELL, and 504 services while placed at the SPC
1	1	3	SPC staff will attend campus and district scheduled PLC meetings and pursue staff development opportunities that support campus mission, POP and goals.

State Compensatory

Personnel for DAEP:

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

2019-2020 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Susan Moore	
Classroom Teacher	James Trask	Teacher
Classroom Teacher	Shelly Smith	Teacher
Classroom Teacher	Jeanne Mason	Teacher
Classroom Teacher	Steven Smith	Teacher
Classroom Teacher	Eric Miller	Teacher
Classroom Teacher	Ty Wolfe	Teacher
Paraprofessional	Kim Peek	Office Manager
Non-classroom Professional	Irene Myers	Counselor
Paraprofessional	Vanessa Peterson	Instructional paraprofessional
District-level Professional	Mike Conklin	District Safety and Security Officer