

Houston Independent School District
351 Harper DAEP
2023-2024 Campus Improvement Plan



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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

The MAP interim assessments are administered to identify student learning gaps and to provide interventions to close achievement gaps; And the planning calendars are used daily to drive instruction. 2. MRS strategies are used daily to ensure students are actively engaged, to provide immediate student/teacher feedback, and check for student understanding. 3. It is critical that teachers use the daily formative data from the DOL in order to quickly target students learning gaps.

Student Achievement Strengths

Harper DAEP serves students for 15-45 days in a non-traditional setting collecting formative and summative data. Harper determined that students perform best in the area of United States History. Academically Harper attributes this success to developing and refining sustainability of professional development, resource allocation, and ongoing formative assessment. In addition, Harper encourages ongoing teacher reflection and refinement of instructional strategies to increase student outcome.

Problems of Practice Identifying Student Achievement Needs

Problem of Practice 1: Harper DAEP identified the problem of practice as the need to increase student-teacher engagement. While there is access to the NES/A and Master Course curriculum, as well as varying multiple response strategies, teachers are not leveraging it effectively to reveal student learning gaps, leading to decrease student performance outcomes. **Root Cause:** The root cause inhibiting student-teacher engagement and student learning is the lack of recurring periodic checks to determine student understanding.

Problem of Practice 2: Harper DAEP identified the problem of practice as the lack of rigorous high-quality instruction campus wide. There is a lack of teacher consistency following the cycle of instruction such as, lesson introduction to SLO/Do Now, Guided Practice, Independent Practice, DOL/Exit Ticket. **Root Cause:** Disaggregation of student data processes in PLCs to access performance of specific student groups and trends to illuminate programmatic strengths and weaknesses. Teachers assigned to teach multiple subjects in the same classroom as well as PLC alignment.

Problem of Practice 3: Ensuring teachers follow IEPs and BIPs to meet the needs of students to support students with disabilities and to decrease disruptive classroom environments. **Root Cause:** Inconsistent implementation of IEPs and BIPS that impact student success. Deficiency exists when a master ARD Committee meeting schedule is not followed with fidelity and is not on-going to meet the needs of each Special Education student. Ensure that all ARDs from the previous schools are in compliance before student enrollment.

School Culture and Climate

School Culture and Climate Summary

Data detailed that staff cite regular safety committee meetings, safety drills, and check in and check out procedures on campus. Students cite academic rigor and expectations at Harper DAEP changed previous placements comparatively. As a result of past discipline referrals, attendance trends, tardy logs, and discipline infractions, several domains related to school climate have been identified, as well as the reduction and focus of problematic behaviors improve student outcomes.

School Culture and Climate Strengths

Data revealed that the greatest academic strengths in the 2023-2024 school year are: the ability to learn from mistakes, honesty, integrity, responsibility, commitment, time management, kindness, problem-solving ability, ability to follow directions, openness, and creativity as reflected in our GSM, SDMC meetings, ARD meetings, and Transition meetings. An emphasis is placed on maintaining an open line of communication with the parents and other relevant families of the children.

Based on metrics like academic achievement, attendance, discipline data, graduation rates, and student exit interviews. School culture was positively reflected in positive attendance trends, which indicated an increase in attendance rates. A more structured process and respectful school climate contributed to a decrease in tardiness. A decrease in discipline incidences led to a more positive and supportive school culture.

Problems of Practice Identifying School Culture and Climate Needs

Problem of Practice 1: At Harper DAEP High School, our overall attendance rate is low for all students, but the rate has been particularly low for students who have longer placements (45 days or longer). **Root Cause:** While we make tremendous efforts to increase student attendance, some of our long-term students find it difficult to travel to school each day for the duration of their placements, many of whom who ride the Metro Bus. Some of the problems with riding the Metro bus is a lack of money for fare and the distance/time it takes to travel to campus.

Problem of Practice 2: At Harper DAEP High School, our overall attendance rate is low for all students, but the rate has been particularly low for students who have longer placements (45 days or longer). **Root Cause:** Students don't like the rules and regulations that are in place at Harper, including the heightened supervision of students and the lack of socialization opportunities for students. These are reasons often cited by students who have poor attendance.

Problem of Practice 3: At Harper DAEP High School, our overall attendance rate is low for all students, but the rate has been particularly low for students who have longer placements (45 days or longer). **Root Cause:** The fact that students can have days added to their placement due to being found in possession/under the influence of controlled substances; leaving campus without permission; or have excessive tardiness to school.

Parent and Community Engagement

Parent and Community Engagement Summary

In November, we will be hosting a Thanksgiving Dinner for 6 families in need of services during this time of year. This is sponsored by HISD Wraparound Services. IN November, we will be hosting a Thanksgiving Dinner for 6 families in need of services during this time of year. This is sponsored by HISD Wraparound Services. Barriers that make it challenging to engage parents include open houses, family circumstances, school, and community factors. Harper Discipline Alternative School is the transient population, with placements on our campus ranging from 15-45 students. Parent participation in open houses for older students is often hampered by the following barriers: Busy Schedules Communication Gaps Transportation and Distance Language and Cultural Barriers Lack of Childcare. Harper DAEP provides comprehensive support for all stakeholders providing varied services and partnerships. These resources promote well-being and varied educational experience. We collaborate with organizations to offer various services, such as Wraparound services, mental and behavior counseling. Harpers' dedicated at-risk administrator encourage holistic offering outside services. These partnerships and services provide environments where students thrive both academically and personally.

Parent and Community Engagement Strengths

During 2022-2023, at Harper DAEP we face limited engagement because many of our student placements last 30-45 days. In the 2023-2024 school year, Harper DAEP students are now enrolled for 15-45 days at school, which reduces time for community engagement. Root Cause: Many of our students live in other communities, especially those from marginalized or underrepresented groups, and may not be sufficiently involved in processes that directly affect them.

Problems of Practice Identifying Parent and Community Engagement Needs

Problem of Practice 1: During 2022-2023, at Harper DAEP we face limited engagement because many of our student placements last 30-45 days. In the 2023-2024 school year, Harper DAEP students are now enrolled for 15-45 days at school, which reduces time for community engagement. **Root Cause:** Many of our students live in other communities, especially those from marginalized or underrepresented groups, and may not be sufficiently involved in processes that directly affect them.

Problem of Practice 2: In 2022-2023, Harper DAEP faced a sustainability challenge due to many of our students' 30-45 day placements. Harper DAEP students will spend 15-45 days at school in the 2023-2024 school year, which significantly reduces the time for sustainability and engagement activities. **Root Cause:** Due to the transient nature of our community, many of our community engagement efforts are short-term and lack a long-term strategy due to our transient student population.

Problem of Practice 3: Since the opening of Harper DAEP, we have been a campus of none accountability because of our alternative education placement label. Our campus is responsible for meeting district, state, and federal regulation but do not receive rating similar to traditional school settings. **Root Cause:** Specific educational standards and goals to ensure that we are delivering quality education and achieving desired outcomes resource limitations impede our ability to accumulate funding and outside resources.

Priority Problems of Practice

Comprehensive Needs Assessment Data Documentation

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

Student Data: Assessments

- State and federally required assessment information

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

Key Actions

Key Action 1: To improve student-teacher engagement using multiple response strategies.

Strategic Priorities:

Transforming Academic Outreach

Indicator of Success 1: Out of 60 spot observations completed by October 2023, 65% of teachers will receive a 2 or higher on the use of multiple response strategies. This percent will increase to 70% in February 2024. This percent will increase to 75% by May 2024.

Specific Action 1 Details	Reviews			
Specific Action 1: Campus leaders will make sure that every classroom has effective strategies to check for understanding. School Leaders' Actions Train teachers on how to incorporate MRS (Multiple Response Strategies) in their daily lessons during August pre-service days. Provide on the spot coaching and written feedback twice a month for every teacher using the MRS spot coaching form. School leaders will demonstrate MRS strategies for teachers during monthly PLC meetings. Staff Actions Incorporate MRS into daily lessons every 4 to 6 minutes. Conduct effective PLCs/ At Bats that focus on MRS. Rehearse planned MRS during PLCs and engage in feedback sessions with peers and campus leaders.	Formative			Summative
	Feb	Mar	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Key Action 1: To improve student-teacher engagement using multiple response strategies.

Indicator of Success 2: 70% of students will show securing learning based on the daily DOL.





Specific Action 1 Details	Reviews			
Specific Action 1: Teachers will make sure that DOLs are reflecting what students learn and is progressing towards mastery. Staff Actions Teachers will monitor DOL results and modify in class instruction to address student understanding or misunderstanding of the learning objective.	Formative			Summative
	Feb	Mar	Apr	June
<div><div><div><div></div></div><div>0%</div><div>No Progress</div></div><div><div><div></div></div><div>100%</div><div>Accomplished</div></div><div><div><div></div></div><div></div><div>Continue/Modify</div></div><div><div><div></div></div><div></div><div>Discontinue</div></div></div>				

Key Action 2: To grow staff capacity to provide rigorous high-quality instruction.

Strategic Priorities:

Increasing Organizational Efficiency

Indicator of Success 1: By November 2023, 70% of the scores on spot observation will be proficient or higher; that percentage will increase to 75% by May 2024.

Specific Action 1 Details	Reviews			
Specific Action 1: School leaders will provide effective feedback to teachers to improve their performance. School Leaders' Actions Provide teachers with daily on the spot coaching and verbal feedback. Instructional leaders will provide teachers with written feedback twice a month for every teacher. Staff Actions Provide, "first good instruction" to students on grade level daily.	Formative			Summative
	Feb	Mar	Apr	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Key Action 2: To grow staff capacity to provide rigorous high-quality instruction.

Indicator of Success 2: 80% of teachers will score proficient or higher in the delivery of high-quality instruction as measured by the appraisal rubric.

Specific Action 1 Details	Reviews			
<p>Specific Action 1: Campus will focus in effective instruction.</p> <p>School Leaders' Actions</p> <p>Train teachers and support staff on the LSAE (Learning, Securing, Secure, Accelerating, Enrichment) instructional model.</p> <p>Criteria 4 on the HISD Spot Observation form will be used to monitor LSAE implementation.</p> <p>Staff Actions</p> <p>Staff will adjust their instruction based on the individual needs of students. These needs will be assessed using the LSAE model.</p> <p>Teachers will scaffold instruction to help and support student mastery of grade level content.</p>	Formative			Summative
	Feb	Mar	Apr	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Key Action 3: To ensure that all teachers are following IEPs and BIPs to meet the needs of individual students.

Strategic Priorities:

Cultivating Team HISD Talent

Indicator of Success 1: By October 31, 2023, the student IEPs and BIPs will be 100% in compliance.

Specific Action 1 Details	Reviews			
Specific Action 1: Campus will focus in IEPs and BIPs. School Leaders' Actions Create a master ARD Committee meeting schedule. This is an on-going schedule to meet the needs of each Special Education student. Staff Actions The student Case Manager will run reports from EasyIEP every 2 weeks.	Formative			Summative
	Feb	Mar	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Key Action 3: To ensure that all teachers are following IEPs and BIPs to meet the needs of individual students.

Indicator of Success 2: By January 31, 2024, the student IEPs and BIPs will be 100% in compliance.

Specific Action 1 Details	Reviews			
Specific Action 1: School leaders will make sure that IEPs and BIPs will be done in a time. School Leaders' Actions Ensure that all ARDs from the previous school year are in compliance before the first day of school. Staff Actions The student Case Manager will ensure that teachers have Special Education students' IEPs upon student enrollment.	Formative			Summative
	Feb	Mar	Apr	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div><div></div></div>Continue/Modify</div><div><div><div></div><div></div></div>Discontinue</div></div>				

Key Action 3: To ensure that all teachers are following IEPs and BIPs to meet the needs of individual students.

Indicator of Success 3: By March 31, 2024, the student IEPs and BIPs will be 100% in compliance.

Specific Action 1 Details	Reviews			
Specific Action 1: Campus focus will be in IEPs and BIPs to be in compliance. School Leaders' Actions To ensure that Annual ARDs are scheduled (invitation sent to parents) 3 weeks prior to the Annual ARD due date. Staff Actions To ensure academic goals on the Sp.Ed. Students IEP are based on the grade level standards for the grade in which the student is enrolled.	Formative			Summative
	Feb	Mar	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

Key Action 3: To ensure that all teachers are following IEPs and BIPs to meet the needs of individual students.





Indicator of Success 4: By May 31, 2024, the student IEPs and BIPs will be 100% in compliance.

Key Action 4: Increase the completion rate of credit recovery courses in APEX.

Strategic Priorities:

Expanding Educational Opportunities

Indicator of Success 1: The credit recovery completion rate will increase from 49% to 60%.

Specific Action 1 Details	Reviews			
<p>Specific Action 1: School leaders will make sure that credit recovery is been in place effectively.</p> <p>School Leaders' Actions</p> <p>An Assistant Principal will be assigned to oversee the APEX credit recovery system.</p> <p>There will be a weekly Credit Recovery Committee meeting to discuss progress of students and to identify students in need of additional support to complete the APEX program.</p> <p>Staff Actions</p> <p>The student's Counselor will evaluate the students' transcripts and approve their courses in APEX.</p> <p>The student's Counselor will monitor the students' progress and meet with the students on a weekly basis to ensure the students are staying on track to complete their assigned courses.</p> <p>The Counselor will meet with parents to discuss student progress in instances where the student is falling behind pace for credit recovery prior to their placement completion.</p> <p>The Grad Lab Coach will assign and monitor students' progress towards completion of the credit recovery courses.</p>	Formative			Summative
	Feb	Mar	Apr	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

Addendums

Texas Education Agency
2022 School Report Card
HARPER DAEP (101912351) - HOUSTON ISD - HARRIS COUNTY

School Information

District Name:	HOUSTON ISD
Campus Type:	High School
Total Students:	3
Grade Span:	07 - 10

For more information about this campus, see:

<https://TXschools.gov>

or the Texas Academic Performance Report at:

<https://rptsrv1.tea.texas.gov/perfreport/tapr/2022/index.html>

Overall Performance Details

This measures how much students are learning in each grade and whether or not they are ready for the next grade. It also shows how well a school or district prepares their students for success after high school in college, the workforce, or the military. State accountability ratings are based on three domains: Student Achievement, School Progress, and Closing the Gaps. Scores are scaled from 0 to 100 to align with letter grades.

Overall Rating

**Not
Rated**

Student Achievement

**Not
Rated**

Student Progress

**Not
Rated**

Closing the Gaps

**Not
Rated**

Texas Education Agency
2022 School Report Card
 HARPER DAEP (101912351) - HOUSTON ISD - HARRIS COUNTY

Student Information

This section provides demographic information about HARPER DAEP, including attendance rates, enrollment percentages for various student groups, student mobility rates, and class size averages at the campus, district, and state level, where applicable.

	Campus	District	State
Attendance Rate (2020-21)			
	*	93.7%	95.0%
Enrollment by Race/Ethnicity			
African American	33.3%	22.1%	12.8%
Hispanic	33.3%	61.9%	52.8%
White	33.3%	9.7%	26.3%
American Indian	0.0%	0.2%	0.3%
Asian	0.0%	4.5%	4.8%
Pacific Islander	0.0%	0.1%	0.2%
Two or More Races	0.0%	1.6%	2.9%
Enrollment by Student Group			
Economically Disadvantaged	66.7%	79.2%	60.7%
Special Education	100.0%	8.4%	11.6%
Emergent Bilingual/EL	0.0%	35.1%	21.7%
Mobility Rate (2020-21)			
	90.0%	14.0%	13.6%

	Campus	District	State
Class Size Averages by Grade or Subject			
Elementary			
Kindergarten	-	18.2	18.7
Grade 1	-	15.7	18.7
Grade 2	-	15.4	18.6
Grade 3	-	14.4	18.7
Grade 4	-	13.7	18.8
Grade 5	-	14.0	20.2
Grade 6	-	19.1	19.2
Secondary			
English/Language Arts	1.0	17.6	16.3
Foreign Languages	-	22.7	18.4
Mathematics	1.0	21.2	17.5
Science	1.0	21.5	18.5
Social Studies	1.0	22.8	19.1

School Financial Information (2020-21)

Various financial indicators based on actual data from the prior year are reported for the campus, district, and state. For more information, see: <http://tea.texas.gov/financialstandardreports/>

	Campus	District	State
Instructional Expenditure Ratio	n/a	63.8%	64.2%
Instructional Staff Percent	n/a	58.1%	64.9%

	Campus	District	State
Expenditures per Student			
Total Operating Expenditures	\$175,225	\$10,524	\$11,106
Instruction	\$99,549	\$5,989	\$6,358
Instructional Leadership	\$5,516	\$185	\$186
School Leadership	\$24,100	\$749	\$654