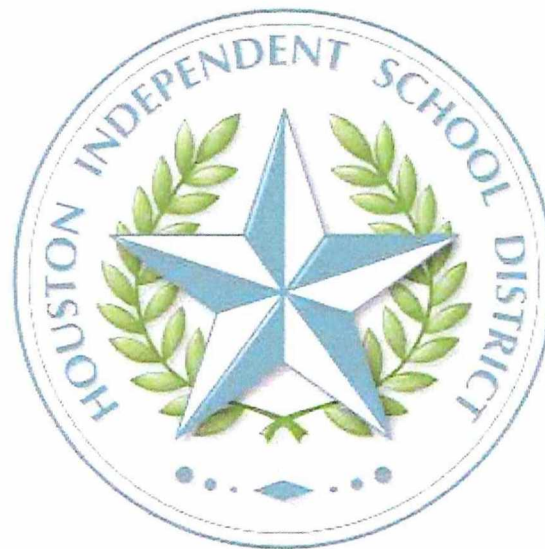


**Houston Independent School District**  
**094 Harper DAEP**  
**2022-2023 Campus Improvement Plan**

**Accountability Rating: Not Rated**



# Mission Statement

The mission of Harper DAEP High School is to provide every student with the learning experiences required for academic growth as well as experiences which promote less definable, but perhaps more significant development in physical, emotional and intellectual areas.

## Vision

Our vision is to ensure that each of our students has a myriad of opportunities to receive the appropriate Free Appropriate Public Education (FAPE) that gives each one the skills to function in our society, not in a residential or sheltered placement. Embedded in this vision are our values of academic achievement and social-emotional development.

## Value Statement

T. E. A. M. – “Together Everyone Achieves More”

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Harper DAEP High School was established to serve special education and regular education students in the Houston Independent School District with behavior concerns who would otherwise qualify for a non-public or residential instructional placement at the district expense. Harper DAEP High School will provide time-limited (45-90 School Days) and intensive behavior intervention program that is specifically designed to address academic, social, emotional, and behavioral needs. Students attending Harper DAEP High School will have access to core content during their 45 to 90 day placement.

Harper DAEP students that are special education students are monitored with individualized education plans (IEP), individualized transition plans and Personal Graduation Plans are the means by which student progress and graduation requirements are determined. Through the ARD, the ARD committee attempts to address the educational programming of all special education students making recommendations along the district's continuum of services.

### Demographics Strengths

Harper DAEP High School serves as a temporary alternative education placement for high school students in the Houston Independent School District. Harper provides a smaller classroom setting that focuses on accelerating student learning and fostering social and emotional development in a safe and nurturing environment.

### Problems of Practice Identifying Demographics Needs

**Problem of Practice 1:** Harper DAEP High School is a Disciplinary Alternative Education Program, and we do not receive an accountability rating through the Texas Accountability System. During the Campus Improvement Plan collaboration meeting, English, Mathematics, and Attendance were identified as areas of focus. **Root Cause:** Students with behavior and social emotional issues fall behind academically because they have a hard time focusing on learning, and they also tend to have truancy issues because of lack of motivation.

# Student Learning

## Student Learning Summary

Harper DAEP High School is a Disciplinary Alternative Education Program, and we do not receive an accountability rating through the Texas Accountability System. During the Campus Improvement Plan collaboration meeting, English, Mathematics, and Attendance were identified as areas of focus. In general, upon enrolling at Harper DAEP, students are typically identified as being a minimum of two or more reading levels below their actual grade. Students are reading significantly below their grade level due to poor reading comprehension skills, chronic disruptive behavior, poor attendance, hospitalizations, and incarcerations. All Harper special education students have an individual education plan and their behavior intervention plans are monitored. Harper students are assessed using individual student STAAR results, district level assessments, and Renaissance 360.

## Student Learning Strengths

Harper DAEP High School is a discipline alternative education program offering curriculum in all core subject areas. Harper provides behavioral interventions and counseling to each student in attendance. Classes are small, giving teachers the opportunity to customize individual instruction for each student. With fewer students in the class, students are more comfortable expressing ideas, and opinions. Students can apply knowledge they have been taught and freely participate in classroom discussions with others with similar challenges. Harper's smaller class sizes gives the teacher more time to individualize instruction, ensuring that student confidence is enhanced by assimilating with like peers. The student's often times grasp curriculum concepts better, because teachers have more time to fill in educational learning gaps.

## Problems of Practice Identifying Student Learning Needs

**Problem of Practice 1:** Harper DAEP High School is a time limited 45-90 day educational setting for special education and regular education students. Harper DAEP High School was established to serve students in the Houston Independent School District with behavior and social emotional issues. **Root Cause:** Harper DAEP is a 45-90 day time-limited placement. Student STAAR/EOC scores are attributed to the student's home zoned campus. Students have significant learning gaps in reading and math due to chronic disruptive behaviors, poor attendance, hospitalizations, and incarcerations.

# School Processes & Programs

## School Processes & Programs Summary

Harper DAEP is a time limited, 45- 90 day placement, serving high school students in the Houston Independent School District. Harper DAEP was established to serve students with behavior and social emotion concerns. Harper provides a smaller, yet highly structured environment. This structure coupled with credit recovery are necessary pieces for helping these students get back on track and potentially graduate high school. By completing a semester through the final exam period, students leave the program with a higher chance of earned credits by offering a smaller and highly structured classroom environment, teachers are able to accommodate different learning styles for each students. Because our teachers are skilled in shaping behaviors with a small student to teacher ratio, these students receive more continuity and consistency with behavioral and social emotional support. Harper DAEP utilizes restorative practices techniques, build relationships with all stakeholders. Our staff uses restorative practices with consistency and fidelity, because it helps fosters a safe and cooperative community when rules are broken. Restorative practices assists with the students reintegration plans and implementation of the plans at the home school would assist the student in a smooth transition and potential behavioral and academic success

## School Processes & Programs Strengths

Harper provides a smaller, yet highly structured environment. This structure coupled with credit recovery are necessary pieces for helping these students get back on track and potentially graduate high school. By completing a semester through the final exam period, students leave the program with a higher chance of earned credits by offering a smaller and highly structured classroom environment, teachers are able to accommodate different learning styles for each students. Because our teachers are skilled in shaping behaviors with a small student to teacher ratio, these students receive more continuity and consistency with behavioral and social emotional support. Harper DAEP utilizes restorative practices techniques, build relationships with all stakeholders. Our staff uses restorative practices with consistency and fidelity, because it helps fosters a safe and cooperative community when rules are broken. Restorative practices assists with the students reintegration plans and implementation of the plans at the home school would assist the student in a smooth transition and potential behavioral and academic success

## Problems of Practice Identifying School Processes & Programs Needs

**Problem of Practice 1:** The referral process to Harper DAEP High School is often times problematic for home schools who are attempting to give the student an opportunity to achieve success in a alternative ,but temporary setting.. Delays in the comprehensive referrals for a student such as determining needs, coordinating ARDs, testing and transportation can be roadblocks in getting students an appropriate placement. **Root Cause:** Knowledge by school personnel of the available services provided by Harper DAEP High School would help provide these services to more special education and regular education students district-wide.

# Perceptions

## Perceptions Summary

Our philosophy is rooted in providing each of our students an opportunity to reach their full potential in an effort to prepare them for a smooth and successful transition back to their home school and ultimately in life. Harper DAEP High School is a community of educators with a focus on shaping the lives of our students in a manner that will increase the likelihood of life-long success. We are committed to including parents, the community and other mental health support systems to attain these goals.

## Perceptions Strengths

Our team of professionals and paraprofessionals are experienced and dedicated to finding the best mode of educating each student, always mindful of each student's intervention plan or individualized education program as well as their family and community circumstances. We work diligently to develop an appropriate, nurturing environment that promotes social, emotional, and cognitive growth for our students.

## Problems of Practice Identifying Perceptions Needs

**Problem of Practice 1:** Many of the on-going challenges that our students experience outside of the school setting limits good school attendance and consistent parental support. In addition, students with behavior and social emotional needs typically require additional time to show academic, behavioral, and social emotional progress. **Root Cause:** Having the flexibility on our campus to make individual recommendations for our student contract length are not based on the students need. District mandated time limitations are not always beneficial for some students.

# Priority Problems of Practice



# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

## **Student Data: Assessments**

- STAAR released test questions
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS

## **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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Homeless data
- Response to Intervention (RtI) student achievement data

## **Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- School safety data

## **Employee Data**

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

## **Parent/Community Data**

- Parent surveys and/or other feedback

- Parent engagement rate

#### ***Support Systems and Other Data***

- Processes and procedures for teaching and learning, including program implementation
- Study of best practices

# Board Goals

**Board Goal 1:** The percentage of 3rd-grade students performing at or above grade level in reading as measured by the Meets Grade Level Standard on STAAR will increase.

**Goal 1:** Student data for STAAR are attributed to student's home campus. During the registration process the student's results are reviewed and our goal is to increase the percentage of High School students performing below grade level on STAAR /EOC will increase by 5% percentage points in the Spring 2023 semester.

**Strategic Priorities:**

Expanding Educational Opportunities

**Measurable Objective 1:** High School students performing below grade level on STAAR /EOC will increase by 5% percentage points in the Spring 2023 semester.

**Evaluation Data Sources:** Progress on formative assessments

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will be trained in developing data driven lesson plans by analyzing student data from previous STAAR exams, formative and summative assessments. <b>Strategy's Expected Result/Impact:</b> Teachers will become proficient in creating lesson plans that are data driven. <b>Staff Responsible for Monitoring:</b> Principal , Assistant Principals  Department Chairpersons <b>Action Steps:</b> Teachers/ leaders will be trained during pre-service on Canvas resources to support effective planning.  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Teachers will be trained to maximize instruction during PLC's using the Canvas platform and Lead4Ward strategies. <b>Strategy's Expected Result/Impact:</b> Teachers will become proficient in using student data to make informed decisions about instruction and reteaching opportunities. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals  Department Chairpersons <b>Action Steps:</b> During our weekly PLC's teachers will be trained in unpacking the TEKS standards (using Lead4Ward strategies).  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- Targeted Support Strategy</b>		Formative			Summative
		Nov	Jan	Mar	June
Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Teachers will utilize APEX, and Khan Academy for supplemental resources to increase student academic growth. <b>Strategy's Expected Result/Impact:</b> Students will increase academic skills in all core subject areas. <b>Staff Responsible for Monitoring:</b> Principal , Assistant Principals  Department Chairpersons <b>Action Steps:</b> Students needs will be evaluated during the enrollment process, and assigned the appropriate interventions.  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- Targeted Support Strategy</b>		Formative			Summative
		Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>					

**Board Goal 2:** The percentage of 3rd-grade students performing at or above grade level in math as measured by the Meets Grade Level Standard on STAAR will increase.

**Goal 1:** Student data for STAAR are attributed to student's home campus. During the registration process the student's results are reviewed and our goal is to increase the percentage of High School students performing at or above grade level in math on STAAR /EOC will increase by 3% percentage points in the Spring 2023 semester.

**Strategic Priorities:**

Expanding Educational Opportunities

**Measurable Objective 1:** High School students performing at or above grade level in math on STAAR /EOC will increase by 3% percentage points in the Spring 2023 semester.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide 100% of teachers with professional development on OnTrack with tasks such as how to pull comparative student reports and how to create assessments using OnTrack. <b>Strategy's Expected Result/Impact:</b> Data driven lesson Data driven student grouping <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals  Department Chairpersons <b>Action Steps:</b> Schedule PLC dates Provide teachers with OnTrack training Provide teachers with one on one support  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>Targeted Support Strategy</b>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Utilize Khan Academy to aid in improving math skills in order to increase academic growth in math. <b>Strategy's Expected Result/Impact:</b> Students at or above grade level will show growth in STAAR/EOC math. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals  Department Chairpersons <b>Action Steps:</b> Training on Khan Academy during pre-service. Ongoing support and training for teachers on the utilization of Khan Academy.  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Teachers will utilize Imagine Math and students will complete lessons as an additional math support for intervention. <b>Strategy's Expected Result/Impact:</b> Students will complete Imagine Math lessons as an intervention for mastering math TEKS. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals Department Chairpersons <b>Action Steps:</b> Teachers will be in-serviced on how to utilize Imagine Math. Progress for each student will be monitored for progress and growth.  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

**Board Goal 3:** The percentage of graduates that meet the criteria for College/Career/Military Readiness as measured in Domain 1 of the state accountability system will increase.

**Goal 1:** The percentage of graduates that meet the criteria for College/Career/Military Readiness as measured in Domain 1 of the state accountability system are attributed to student's home campus. Our goal is to utilize the CCMR analyzer to best support each student with the intervention to earn a CCMR point. Students earning a CCMR point will increase by 2% at the end of the 2023 Spring semester.

**Strategic Priorities:**

Expanding Educational Opportunities

**Measurable Objective 1:** Students earning a CCMR point will increase by 2% at the end of the 2023 Spring semester.

**HB3 Board Goal**

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Utilize the CCMR analyzer to best support each student with the intervention to earn a CCMR point. <b>Strategy's Expected Result/Impact:</b> Students will have an intervention plan based on the CCMR analyzer to support progress towards earning a CCMR point. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals  Counselors <b>Action Steps:</b> Create and monitor individualized student intervention plans  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Connect high school to career and college - <b>Targeted Support Strategy - Additional Targeted Support Strategy</b>		Formative			Summative
		Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Students that fell behind their 9th grade cohort due to missing credits will be enrolled in APEX credit recovery courses to give them the opportunity to graduate with their 9th grade cohort and moving them through the continuum toward earning a CCMR point . <b>Strategy's Expected Result/Impact:</b> Students will regain credit through APEX courses, so they will have the opportunity to graduate with their 9th grade cohort. <b>Staff Responsible for Monitoring:</b> Principal , Assistant Principals Counselors, Grad Lab Coach <b>Action Steps:</b> Students that are missing course credits will be enrolled in APEX courses.  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Increase daily attendance rates to keep students from losing credits due to excessive absences and keeping the student on the continuum to earn CCMR points. At-Risk Administrator Ms. Patrice Grove, Wraparound Specialist Darryl Jones, and Counselors Melissa Guerra, Mary Hughes-Becher, Latishia Goudeau, Sonya Harris will monitor students attendance and complete home visits. Students that have perfect attendance will have one day deducted from their original days assigned as an incentive to have perfect attendance. <b>Strategy's Expected Result/Impact:</b> Daily attendance rates will increase and students will not lose credit from courses due to excessive absences. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals At-Risk Administrator, Wraparound Specialist, and Counselors <b>Action Steps:</b> Daily monitoring of attendance reports from HISD Connect. Daily phone calls to parents when students are absent, and home visits.  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>Continue/Modify</div> <div>Discontinue</div> </div>				



**Board Goal 4:** The percentage of students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard on the STAAR 3-8 Reading and STAAR EOC English I and II assessments will increase.

**Goal 1:** STAAR EOC English I and II assessments are attributed to student's home campus. During the placement ARD the student's results are reviewed and our goal is to increase the percentage of High School students receiving special education services reading at or above grade level as measured by the Meets Grade Level Standard STAAR EOC English I and II will increase by 3% percentage points in the Spring 2023 semester.

**Measurable Objective 1:** Special education students reading at or above grade level as measured by the Meets Grade Level Standard STAAR EOC English I and II will increase by 3% percentage points in the Spring 2023 semester.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p><b>Strategy 1:</b> Teachers will be trained in developing data driven lesson plans. Teachers will be trained to maximize instruction during PLC's s using individual student data from REN 360, Common Assessments, and District Level Assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will become proficient in planning using data to developed data driven lesson plans.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals</p> <p>Department Chairpersons</p> <p><b>Action Steps:</b> Teacher will be trained in unpacking the TEKS standards (using Lead4Ward strategies). Teachers/ leaders will be trained on pulling data from On-Track, and analyzing the data to support effective planning.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>Targeted Support Strategy</b></p>				

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 100% of teachers at Harper DEAP High School will sustain 100% compliance records for all special education documentation and services provided. <b>Strategy's Expected Result/Impact:</b> Harper DAEP will be in compliance with all federal and state laws and special education students will be provided the support outlined in their Individualized Education Program (IEP). <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals Special Education Department Chair, and All teachers. <b>Action Steps:</b> The Admission, Review and Dismissal committee will develop an individualized education program (IEP) for each child, if applicable. All teacher will be provided all special education students IEP's and expected to provide all accommodations.  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> 100% of special education students will meet their individualized annual goal as stated on their IEP. <b>Strategy's Expected Result/Impact:</b> Each special education students will gain continuous academic progress. <b>Staff Responsible for Monitoring:</b> ARD Committee members <b>Action Steps:</b> Review of goals Professional development for teachers Implementation of the Student's IEP  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

# Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	William Shore	Principal
Administrator	Lakeyshure Marzell	Assistant Principal
Classroom Teacher	Elanis Westbrook	Teacher
Classroom Teacher	Robert Mitchell	Teacher
Classroom Teacher	Susan Tittle	Teacher
Classroom Teacher	Alberto Lira	Teacher
Non-classroom Professional	Mary Hughes-Becher	Counselor
Non-classroom Professional	Willie Franklyn	Registrar
Paraprofessional	Sanettia Coats	Teacher Assistant