

El Paso Independent School District

Delta Academy

2015-2016 Comprehensive Needs Assessment

Accountability Rating: Not Rated



Mission Statement

Delta Academy provides a quality education for students who are being detained through the El Paso County Juvenile Justice Department. Each student is served with equity by reconnecting them with education, providing meaningful career readiness, and promoting productive citizenship.

Vision

Our vision at Delta Academy is for all employees to provide a caring, respectful, and supportive environment in which the individual educational needs of the students are met. We believe our students must be provided with a sense of hope for their futures.

Value Statement

ADMINISTRATION VALUE STATEMENT

The Delta Academy Administration will provide a safe and supportive environment conducive to learning through positive guidance and interaction with students, faculty, staff, and the community.

FACULTY VALUE STATEMENT

The Delta Academy Faculty will provide a caring environment where professionalism and commitment to excellence are pursued.

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Comprehensive Needs Assessment

Needs Assessment Overview

Demographics

Demographics Summary

The basic breakdown of the student body at Delta Academy is as follows: as of 2014-2015: Duplicated count of students served: 509. Unduplicated count of students served: 348. Out of the 348 unduplicated students enrolled at Delta Academy, there were: Ethnicity: 317—Hispanic; 12—White, 13—African American; 0—Asian American; 3—American Indian; 1—Hawaiian or other Pacific; 2—Two or more races. Gender: 280—Males, 68—Females. 47-LEP Students; 23- Economic Disadvantage; 111- Career and Technology; 0- Pregnancy Related Services; 7- G/T Students; 78- Special Ed. Students; 81- Instructional Setting; 0- Speech Therapy Students; 5- Student Success Initiative; 34- Graduation Type; 6- Homeless Students. 100% of our enrolled students are at-risk for the following reasons: Residential placement facility, placed in the Juvenile Justice Alternative Education Program (JJAEP), previously reported as a drop-out, expulsion from home school, homelessness, economically disadvantaged, and/or parent/pregnancy. There were 2- migrant students enrolled at Delta Academy. Delta Academy has a 100% mobility rate. We have a very low stability rate due to the fluctuation of detention time frames at the El Paso County Juvenile Detention Center. Our enrolled student population approximately consists of 85% detained students and 15% GED students. The mobility rate for Migrant students is the same due to the fluctuation of detention time frames. Delta Academy enrolls students from all El Paso County and surrounding cities. We enroll from all school districts. There are 30 staff members employed at Delta Academy: Ethnicity: 20—Hispanics; 9—White; 0—African American; 1—Asian American; Gender: 16—Females and 14—Males. The teacher/student ratios are approximately 1 (teacher) : 8-12 (students). The teacher/student ratio fluctuates due to our high student mobility rate.

Demographics Strengths

Accessibility to demographic data has been facilitated to Delta Academy through JPD.

Demographics Needs

We need an improved process that facilitates access to all standardized test data from other districts.

Student Achievement

Student Achievement Summary

As of this past school year, AY 2014-2015, 33 students were awarded GEDs, 160 students earned high school course credits, 37 students were enrolled in our GED program, and 8 students attended elective job training programs/courses. Available STAAR data for the year 2014-2015 are the following: Reading EOC: 25%, Algebra I EOC: 60%. Other subject area's data was not available due to an extremely low testing population. Statistics available documenting the academic performance of long term students in math are as follows: students who were in placement at least 90 consecutive days at a time, from July 1, 2014 to June 30, 2015 exhibited 72% improvement from pre/post test scores. Among the aforementioned students, the individuals testing below grade level upon entry was 19. Also, from the test pool, one showed a negative test change. One student from the test pool showed no change from pre/post testing. Finally, students showing improvement of up to one-half grade level from pre/post testing exams were three, while another six students demonstrated improvement up to one grade level. Lastly, students showing overall improvement beyond one full grade level were 11. Similarly, statistics available documenting the academic performance of long-term students in Reading are as follows: students who were in placement at least 90 consecutive days at a time, from July 1, 2014 to June 30, 2015 exhibited 70% improvement from pre/post scores.

Student Achievement Strengths

Smaller student-teacher ratio; strong credit recovery program; high level of commitment of faculty for at-risk population; increased focus on project learning and vocational programming; stronger alliances with community and stake-holders, and the Juvenile Probation Department (JPD); and an increased development of college readiness programs.

Student Achievement Needs

These areas of need are listed in priority order:

- 1. Addressing a variety of individualized student needs (and grade levels) within the same classroom in order to prepare appropriately for STAAR Readiness and its supporting processes.**
- 2. Continuous improvement and streamlining of enrollment/registration/student scheduling process.**
- 3. Increase focus on literacy development and reading skills.**

4. Increase focus on career and college readiness.

School Culture and Climate

School Culture and Climate Summary

Delta Academy will continue to provide more and improved resources that will focus on serving our incarcerated GED population as well as offering additional elective opportunities to our Challenge Academy population. Delta Academy will also continue to work on improving our student record keeping and coding through our PEIMS clerk, school counselor, and Assistant Principal. Additionally, among the most important needs that were met at Delta Academy this past year was the improvement of our parental involvement programs. Our intention is to continue to offer quality services to parents and obtain greater community support in the educational component of this program.

School Culture and Climate Strengths

Major strengths at Delta Academy are: a small faculty and staff, excellent student/teacher ratio, close cooperation with JPD, strong and supportive collegial atmosphere, focused academic programs, and streamlined enrollment/scheduling/withdrawal procedures. The overall work ethic of Delta Academy has improved as we have embraced the teamwork concept and a sense of faculty responsibility/accountability.

School Culture and Climate Needs

Communication between the Juvenile Probation Department and Delta Academy is an area that can always be improved upon. This area is continually assessed in order to enhance communication.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Delta Academy will continue our Teacher/Mentor program in which new teachers are paired with experienced teachers who will provide guidance, skills, and methodology on best practices for teaching. Additionally, Delta administration has sought to create more faculty involvement in the selection of staff development topics and in the recruitment and hiring process of potential staff and faculty. The priority need of this campus is to maintain all teachers at a highly-qualified status. A final objective has been to seek out and schedule joint-training opportunities with JPD.

Staff Quality, Recruitment, and Retention Strengths

Observations of increased SmartBoard usage in classes, use of computers for instruction and research, increased use of I-PAD training and its implementation in the classroom, project-based learning activities, cross-curricular instruction (including the incorporation of art and literacy improvement strategies), student success on GED or STAAR/EOC tests, and common assessment information. There is evidence that teachers are applying skills and knowledge they have received in professional development sessions into daily classroom instruction. Also, there is the recruitment of additional key instructors in grades four through eight and the addition of business as an elective offering in our Challenge area. Finally, there is an increased focus on the health and wellness of our faculty through the establishment of a wellness facility and the realization that the physical well being of our faculty impacts student academic success and teacher retention.

Staff Quality, Recruitment, and Retention Needs

A renewed emphasis on relevant and practical staff development applicable to JPD. During the 2015-2016 school year, teachers will be asked to be the presenters for several campus-based staff development sessions. This will give them opportunities to grow and share their unique knowledge with the rest of their peers. Finally, an increased focus on maintaining a highly qualified faculty with diverse teaching skills.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The strengths our school enjoys are: individualized instruction in each unit, the numerous interventions created for each student, the focus on each student's academic plan, and the various levels of adult support assigned to each student through JPD and Delta. In terms of needs, our campus continues to facilitate the procurement of STAAR/EOC scores from other school districts so as to better monitor our students' progress and growth. Finally, the campus has implemented the Texas Accountability Intervention System (TAIS) to support all students who have not met standard on STAAR. The major activities of TAIS are as follows: a. The creation of a Campus Leadership Team (CLT). The CLT is comprised of the Campus Improvement Team, academic facilitators, and other staff assigned by the principal. b. Data Analysis and Review of Student academic level Data on the College and Career Readiness Planner (CCRP) for (i) Response to Intervention, (ii) Personal Graduation Plan, and (iii) Individualized Education Plan (IEP).

Curriculum, Instruction, and Assessment Strengths

A favorable student-teacher ratio and faculty focus on common missions: credit recovery/accelerated instruction, meeting standard on STAAR/EOC testing, a dedicated student library, and innovative employment of I-PADs into classroom instruction (especially beneficial for at-risk students). Also, there is an increased focus on project based learning across all disciplines. Finally, we employ more individualized instructional plans facilitated through the Departmental Professional Learning Communities (PLC) teams. A formulated Campus Leadership Team (CLT) will aid in special interventions for students that did not meet standards in STAAR/EOC exams in order to meet federal guidelines.

Curriculum, Instruction, and Assessment Needs

Continuous faculty improvement and implementation of more differentiated instruction within the same classroom setting. Also, increased employment of experiential learning while maintaining appropriate student discipline. Finally, explore new opportunities for incorporating the student library as an instructional resource across all disciplines.

Family and Community Involvement

Family and Community Involvement Summary

Currently, evidence of family and community engagement can be seen by increased parental attendance and a steady growth of services provided by our parent education and teen-parenting classes. For the past four years, we have provided these classes in Spanish for bilingual parents. Our primary challenge now is to create more opportunities for family and stakeholder involvement, both, in our Challenge and Detention units.

Family and Community Involvement Strengths

Parent education, teen-parent classes, and family referrals to social services. Also, increased reliance on outside expertise in the area of family guidance/parenting.

Family and Community Involvement Needs

Parent education and teen-parent classes can always be improved upon. Increased number of bilingual parenting classes and research more creative engaging ways to deliver instruction to parents.

School Context and Organization

School Context and Organization Summary

Delta Academy will provide more resources that will focus on serving our incarcerated GED population as well as offering additional elective opportunities to our entire student population. Also, Delta will work on professional development with an emphasis in writing across the curriculum in addition to tutoring in order to lower failure rates as we focus on student achievement. Lastly, we will focus on Professional Learning Communities as they concentrate on enhancing instruction.

School Context and Organization Strengths

Delta Academy is focused on improving student academic achievement. This is made possible by the sense of urgency and strong commitment that each and every faculty member, administrator, and staff member share through our team concept. We have identified strengths in our organizational structure as we embrace the 3 C's: character, commitment, and competence within our team foundation. Within our Professional Learning Communities, members work collaboratively to bring about more innovative teaching strategies to continuously improve differentiated instruction.

School Context and Organization Needs

Delta Academy administration will continue to enhance and maintain positive and effective communication between our organization and JPD.

Technology

Technology Summary

The strongest asset to Delta Academy is the abundance of instructional technology that is made available to our faculty through: smart boards, which are available in all units (installed and/or portable); teacher and student issued laptops; I-PADs and NEOs; and available educational programs (Odysseyware, StarMath, StarReading, etc.). Another important initiative for this upcoming school year is to continue to ensure faculty usage of Eduphoria-to include lesson planning, evaluation, and the examination of student data (all possible on the "forethought" link of Eduphoria). The priority need that is currently identified at Delta involves the creation of online education opportunities for detained students in our Challenge and Detention programs who may already have received their GED. We are currently exploring the possibility of giving these students the post-graduate training as a pathway to continued post-secondary career endeavors.

Technology Strengths

The proliferation of available technology: laptops, I-PADs, NEOs, smart boards, instructional software, a highly professional technological staff, and technology training for our faculty at regular intervals.

Technology Needs

Continued scheduling at regular intervals of meaningful professional development in technology for our faculty and investigate new opportunities for employing these technologies in the classroom.