

NORTH TEXAS STATE HOSPITAL -AFP -VERNON

Campus Improvement Plan

2019/2020

Date Reviewed:

DMAC Solutions ®

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Date Approved:

1/22/2020

NORTH TEXAS STATE HOSPITAL -AFP -VERNON

Mission

The mission of Vernon's NTSH campus is to provide a diverse education in a safe and supportive environment. Students are expected to learn and practice self-discipline, apply appropriate academic and character skills and respect themselves and others as they strive towards success. The campus staff will strive to provide students with opportunities for growth, as well as, tools to assist students who are behind in their education, while also promoting the investigation of future educational plans.

Vision

Vernon's NTSH campus empowers the student with opportunities for educational success. Those moments of success combined with a sense of renewed respect and responsibility allow the student to re-enter society and become self-sufficient adults who can contribute positively within their communities.

Nondiscrimination Notice

NORTH TEXAS STATE HOSPITAL - AFP - VERNON does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

NORTH TEXAS STATE HOSPITAL -AFP -VERNON Site Base

Name	Position
Hennessee, Joe	Administrator
Dickson, Jeri	Teacher/Assistant Administrator
Ford, Dwanna	Teacher
Gill, Shawn	Teacher
Henry, Robert	Teacher
Thomas, Kristie	Teacher
Schaffer, Wendy	Paraprofessional
Brahier, Andrea	Administrative Assistant
Whatley, Dawn	community member
Keith, Thomas	business member
Ramos, Sara	Parent

Resources

Resource	Source
Title IIA Principal and Teacher Improvement	Federal
Title III Bilingual / ESL	Federal
Age-appropriate Character Education Information	Local
Teacher Summary Reports	Local
Appropriate adolescent behaviors information	Other
Behavioral procedures	Other
Collaborative Planning Time	Other
DMAC Reports	Other
Focus Groups	Other
Local Districts	Other
Paraprofessionals	Other
Surveys	Other
Teacher Knowledge/Training	Other
Teacher Permanent Records	Other
Technology Equipment	Other
TEKS Resource System	Other
Time	Other
Instructional Materials Allotment	State
Local Funds	State
Optional Extended Year Funding	State
State Assessments	State
State Compensatory	State
State Curriculum	State
Texas Essential Knowledge and Skills	State

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Goal 1. NTSH educators will strive to enrich the educational environment in order to engage students to become active members in the learning process.

Objective 1. Teachers will explore ways to refine learning modules so that they create a more student based connection while maintaining rigor and content standards.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Students will participate in one interest based survey a six weeks. teachers will incorporate an idea from the surveys into the core curriculum (Target Group: All) (Strategic Priorities: 2,3,4)	Campus Personnel	August 2019 - July 2020	(O)Appropriate adolescent behaviors information, (O)Behavioral procedures, (O)Collaborative Planning Time, (O)Paraprofessionals, (O)Surveys, (O)Time, (S)Texas Essential Knowledge and Skills	Criteria: Surveys will be compiled and records kept of new strategies or interventions attempted. Collaboration will occur as to what is working or not working.
2. Teachers will be encouraged to attend professional development in their content areas and will look for trainings that discuss building connections with students and integrate those ideas into their curriculum. (Target Group: All) (Strategic Priorities: 3,4)	Teacher(s)	August 2019- July 2020	(F)Title IIA Principal and Teacher Improvement, (O)Appropriate adolescent behaviors information, (O)Behavioral procedures, (O)Teacher Knowledge/Training, (O)Time, (S)Texas Essential Knowledge and Skills	Criteria: Revisions to learning modules will be shared and analyzed by the campus team.

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Goal 1. NTSH educators will strive to enrich the educational environment in order to engage students to become active members in the learning process.

Objective 2. Teachers will continue to create student centered learning opportunities that incorporate the student's interest and skills in the learning process .

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will use one day in the fall and one day in the spring to create a day focused on a student-centered activity that promotes math and English growth. (Target Group: All) (Strategic Priorities: 2,3,4)	Assistant Principal(s), Paraprofessionals, Students, Teacher(s)	July 2020	(O)Teacher Knowledge/Training, (O)Time, (S)Texas Essential Knowledge and Skills	Criteria: Student participation in a curriculum focus day of learning.
2. Teachers will integrate at least one student-centered activity into their classroom before May 2020. This activity will supplement their learning modules or strengthen the needed concepts and skills required for STAAR preparation. (Target Group: All) (Strategic Priorities: 2,4)	Teacher(s)	July 2020	(O)Appropriate adolescent behaviors information, (O)Teacher Knowledge/Training, (O)TEKS Resource System, (O)Time, (S)Texas Essential Knowledge and Skills	Criteria: minimum of one student center activity, not learning module focused. Share at a PLC meeting

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Goal 1. NTSH educators will strive to enrich the educational environment in order to engage students to become active members in the learning process.

Objective 3. The Staff of the NTSH campus will work to increase the availability of reading material of high interest and high educational value for all students. Students will increase reading fluency and comprehension, which is beneficial not only to the English department but also across the curriculum.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The NTSH campus will explore ways to increase reading materials of all types to actively engage students in reading for enjoyment as well as reading for information. (Target Group: All) (Strategic Priorities: 2,4)	Campus Personnel	July 2020	(O)Time, (S)Local Funds	Criteria: addition of various types of reading material. student reading logs
2. Students will participate in a reading interest survey at least once during their enrollment on this campus. These surveys will be reviewed by teachers and a preferred reading list will be compiled as the search for reading materials begin. (Target Group: All) (Strategic Priorities: 2,4)	Campus Personnel, Students	July 2020	(O)Surveys, (O)Time, (S)Local Funds	Criteria: completed surveys, preferred reading list

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Goal 2. NTSH educators will strive to generate a culture that promotes increased attendance,safety, and motivation and leads to independent learning.

Objective 1. NTSH educators will continue to communicate with hospital administration in monitoring the safety of all students. Hospital doctors and nurses will perform risk management each day on students and send them to school if deemed safe.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. NTSH educators will communicate with the security department to identify blindspots on the camera in each classroom and will then look at redesigning the classrooms for optimal safety. (Target Group: All) (Strategic Priorities: 4)	Campus Personnel	July2020	(O)Appropriate adolescent behaviors information, (O)Behavioral procedures, (O)Time	Criteria: No blind spots located where students travel or congregate each day.
2. Students restricted to the unit due to safety concerns will be sent lessons to read or complete. Assignments will be dependent upon the safety concerns for each individual student and the level of access to writing utensils given to the student at the time. (Target Group: All) (Strategic Priorities: 4)	Campus Personnel	January 2020	(O)Time	Criteria: student assignment list student portfolio

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Goal 2. NTSH educators will strive to generate a culture that promotes increased attendance,safety, and motivation and leads to independent learning.

Objective 2. NTSH educators will continue to work with hospital personnel in producing and maintaining an incentive program to encourage student attendance and increase student motivation.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Campus personnel will continue to participate in using student point sheets provided by the hospital. These sheets are used to accumulate points for use in the hospital point store. attendance, participation, and behavior are monitored with these sheets. NTSH educators will create a list of expectations to give to students concerning the points assigned to the school. (Target Group: All) (Strategic Priorities: 4)	Campus leadership teams	January 2020	(O)Time	Criteria: Acceptable attendance, improved behavior
2. Campus personnel helped produce an incentive program to motivate students in being present, engaged, and well behaved. They will now explore ways to assist the hospital in providing incentives used in rewarding students upon meeting expectations. (Target Group: All) (Strategic Priorities: 4)	Campus Personnel	January 2020	(L)Age-appropriate Character Education Information, (O)Appropriate adolescent behaviors information, (O)Behavioral procedures, (O)Time, (S)Local Funds	Criteria: improved attendance, behavior and engagement of students

Comprehensive Needs Assessment

Demographics

Demographics Strengths

NTSH Campus is staff with 100 percent highly qualified teachers. Three teachers are general ed./special ed. and ESL certified and the other two teachers are general ed. certified. The remainder of the staff consists of one newly hired paraprofessional, an administrative assistant and an Administrator.

The 2019-2020 enrollment at NTSH has been consistently holding between twenty and twenty-five despite the increase in student discharges. Enrollment fluctuates weekly due to new admissions and/or discharges. The current enrollment is twenty-three students.

Demographics Weaknesses

Students coming into NTSH come with traumatic family histories, extensive contact with the corrections system, multiple behavioral or mental health disabilities and a disruptive school history. Many have dropped out or been expelled from school or have a history of attending alternative education programs. The majority of students entering this campus are behind with their schooling and have given up on finishing their education. Very few of them have any future plans in place or even thought that they would have a future.

Students live on this secure campus and participate in treatment options daily. Treatment is provided for varying degrees of behavioral, mental and emotional disorders with the average stay increasing from four to six months to six to nine months.

Because this is a hospital and the degree of disability in most of these students is quite significant, treatment at times, disrupts a student's learning process. Attendance continues to be a persistent problem for some students as they refuse classes. Hospital staff is not legally able to force them to get up and attend classes and although school staff have tried to encourage such students those efforts have not been as successful as expected. This school year has shown positive results at this time as a decrease in absences that are due to student refusals has been seen even with an increase in restrictions due to aggressive and destructive behaviors. All students who are absent are sent to work on the unit and expected to complete the assignments unless a nurse informs the school of a valid reason for the incompleteness.

Demographics Summary

Special populations that are being served on this campus include special education, English language learners, and 504 students. This school year began with fifteen special education students, three 504 students and one English language learner. There is a diverse population attending NTSH with eleven Caucasian students, eight African Americans and three Hispanic students. Thirteen of the twenty-three students are male and ten are female with ages ranging from 13 to 22 participating in our classes.

Attendance continues to be a problem with some of our students as the hospital personnel may not force a student out of his bed and into class. The school staff continue to meet with the hospital staff in an effort to improve the attendance of each individual student. There will be times, however, due to the student's disability, aggressive or disruptive behavior, or medication issues that they will miss class. The school and hospital staff are working closely together to address each student independently and to optimize learning time. The school staff has frequently and consistently conveyed the importance of attending, engaging and being successful in school to the treatment of each student.

Comprehensive Needs Assessment

Demographics Summary (Continued)

The school has worked with hospital staff this summer in creating a golden ticket program to improve attendance, behavior and engagement in school. This program has shown a propensity for improvement as attendance has improved, students are more engaged, and behavior has improved this school year. The hospital and school also worked together to implement a student point sheet that allows students to earn points and purchase items, snacks etc from the point store.

Data Sources:
Skyward Daily Register Report
Attendance Reports
Discipline Reports/ Pull-ups
Student point sheets

Student Achievement

Student Achievement Strengths

One ELL student was on campus during the TELPAS test window. The composite score for this student improved from an intermediate level to an advance level.

Increasingly more students are engaging consistently in the learning modules and are passing formative assessments to progress through the modules. These students are usually behind in their education and getting them to class and engaging them in the lessons exposes them to instruction and creates an opportunity to show growth and progress.

Student Achievement Weaknesses

Student enrollment and discharges occur on a weekly basis on this campus. As a result, students who begin the year with us are not usually here when testing occurs. Students who remain on this campus that long are receiving intense treatment and have being restricted to the unit and most likely had medication issues throughout there stay. they will have excessive absences due to these issues. Consequently, students who are on campus during testing are new to our district and have either not been in school, not engaged in school or were in school in a juvenile facility. The biggest challenge we have is not getting them to pass the test but getting them to participate in the STAAR testing.

Algebra I	10 tested, 1 scored at the approaches level
Biology	4 tested, 3 scored at the approaches level
English I	10 tested, 2 scored at the approaches level
English II	7 tested, 2 scored at the approaches level, 2 scored at the meets level

Comprehensive Needs Assessment

Student Achievement Weaknesses (Continued)

U.S. History 4 tested, 1 scored at the approaches level, 1 at the meets level, and 2 at the masters level

Student Achievement Summary

Student performance has been low on this campus for various reasons. NTSB educators have improved attendance rates thus integrating students back into school and exposing them to appropriate curriculum. STAAR participation counts are rising and students are taking extend time to test instead of submitting the test after ten minutes. Teachers are focusing on identifying weak areas and adding supports to strengthen understanding and motivation.

Data Sources:

STAAR results
Attendance records
Student portfolios

School Culture and Climate

School Culture and Climate Strengths

NTSB educators continue to participate in all required safety training from both the school district and the state hospital. Collaboration between school personnel and hospital personnel continues to steadily improve as the year progresses. Teachers handle misbehavior in the classroom and if necessary call for assistance from the administrators. The hospital staff are scheduled to be in the classrooms each day to handle aggression or destructive behaviors.

Comprehensive Needs Assessment

School Culture and Climate Strengths (Continued)

Behavior and academic expectations are discussed with each student on their first day and reviewed as needed per individual. They are displayed in the classrooms and discussed as student work on their social contract. Teachers are flexible and daily activities are adjustable as needed when students come to class struggling. Teachers attend training on their own to learn about the various disorders that may appear in class. The teachers do come together during their lunch period to discuss behavioral concerns or specific students and create a plan of action for that individual student. Capturing Kid's Hearts is used to teach accountability and monitor student behavior.

School Culture and Climate Weaknesses

NTSH's weakest area continues to be the high mobility rate of the students. Although the rate has decreased significantly the students we teach often chose to not participate in available treatment options or create a safety issues through aggression or destruction. This leads to early discharges and student turnover. TEA TAPR reports show the following mobility rates for this campus 2016-2017 - 81%, 2017-2018 - 87%. We were unable to locate a 2018-2019 report, however, both enrollment numbers and mobility rates have decreased.

The second area of weakness exists due to the nature of the students that are taught on this campus. The number of students coming to this facility as a condition of their probation is decreasing significantly and the majority of students on campus are here on mental health commitments due to dangerous behaviors or competency issues. These students may be disruptive to the learning environment or process some days and may lead other students to engage in these behaviors or react out of fear or anger. This does create safety issues inside the classroom that must be addressed. Fortunately, the 2019 -2020 school year has started with only one such incident at this time. Last year's biggest issue was attendance. While it remains an issue the degree of disruption has decreased and the majority of students are engaging in school and making progress. Unit restrictions due to aggression will continue to be a reason some students are missing class and has been the cause of most absences this current school year as student refusals are decreasing.

School Culture and Climate Summary

NTSH educators will continue to collaborate with hospital staff to ensure safety in the classrooms for our students. Hospital professionals provide therapy group opportunities to each student on an individual basis to encourage them to make wiser choices. Other hospital staff are assisting in the classroom with behavior issues and communicate issues and concerns with the teachers. In general, when talking with students, most of them feel safe in the classrooms. Teachers and administrators talk frequently to keep everyone informed of any issues or concerns. Students are aware of expectations, bullying and other conflicts are identified and dealt with accordingly, and an attempt is made to surround students with positive support in all areas as school personnel, hospital personnel, parents and probation officers work together.

The school and hospital have worked together to create a daily point sheet and a golden ticket program to monitor behavior, attendance and engagement in school. Rewards of varying types are given to student who complete a successful week of school.

Comprehensive Needs Assessment

School Culture and Climate Summary (Continued)

TEA TAPR Report
Skyward- Daily register (Attendance)
Admission/discharge reports
PLC/Staff meeting minutes

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

100% of the teachers are highly qualified for the 2019-2020 school year. Three of those teachers are certified in all three areas of general education, special education and ELLs. Teachers have access to region 9 for needed training and participate in all required training from the Hospital. New teachers to the campus are partnered with a veteran teacher for mentoring and they participate in all district activities for new teachers.

Staff Quality, Recruitment and Retention Weaknesses

The staff turnover rate has been high the last couple of years. This year we have had one new teacher and one new paraprofessional . The lack of enrollment, scheduling changes and the nature of the students we teach have all been concerns for teachers this year .

Staff Quality, Recruitment and Retention Summary

NTSH recently employed a new paraprofessional to help ensure all populations could receive proper services and hired a new special education teacher . All staff have received training and are actively serving students.

Data Sources:

T-Tess data
Region 9 attendance records

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Summary (Continued)

VISD Inservice sign -in sheets

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

NTSH educators use the Teks resource system to provide the framework for their individualized learning modules. They may integrate curriculum material from textbooks, online curriculum, region 9 trainings as long as it meets the requirements of rigor for the particular class or is being used to scaffold instruction for student needing assistance. Formative assessments are created to assess student knowledge at the end of each module and identify where additional support is needed. Teachers collaborate together to provide interventions for specific students who have been identified as needing assistance. Teachers are encouraged to attend workshops dealing with their content areas, character education, and any mental, emotional or learning disability throughout the year. Teachers then share materials learned or obtained in their trainings with their peers. Learning modules are living documents that are personalized when needed for individual students and are flexible so that teachers may add new material needed for intervention or obtained from workshops. They may also remove outdated materials or adjust modules based on IEP goals or concentrated focus on certain concepts.

Curriculum, Instruction and Assessment Weaknesses

NTSH students come and go at differing rates. The length of stay varies on the type of treatment needed and the student's decision whether he will accept or refuse treatment. Hindrances to the learning process can occur when students are not allowed off their unit due to safety concerns of varying degrees. Occasionally the level of interaction with the student changes as they may not have access to available tools such as writing utensils and calculators.

Teachers must meet during their lunch time to collaborate about students and interventions as each person has differing assignments off campus in the afternoon. Teachers do collaborate however they must research the data on their own or find time to catch the administrator with questions in the evenings.

Curriculum, Instruction and Assessment Summary

NTSH will continue to use the TEKS resource system and the DMAC program to meet state standards and ensure they are providing a quality curriculum. Pre and post testing using formative assessments provide accurate progress reports and controls the rate of transition between modules for the individual student. Teachers are flexible and adaptable to what is needed each day to maximize the learning process for each individual student on any given day. Administrators will continue to review the master schedule in an attempt to create PLC time for teachers to look at data and have planning time to enable them to continue preparing quality instruction.

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Summary (Continued)

Data Sources:

Teks resource system usage report
DMAC usage report
Master copies of learning modules
Student portfolios

Family and Community Involvement

Family and Community Involvement Strengths

VISD personnel may speak to parents in person if they attend an ARD meeting or LPAC meeting or may visit by phone . Parents are informed of the contact numbers when their child first enrolls. Parents do call the office and a teacher or administrator will answer questions, address concerns, or give educational progress updates. Parents may visit with school personnel in person if they are attending visitation or a scheduled therapy session. Occasionally school personnel will be ask to participate in student review meeting with parents or probation officers. Parents are encouraged to sign up to monitor a students grades and are sent report cards, progress reports, special education IEP progress, credit recovery reports, LPAC/telpas reports

Family and Community Involvement Weaknesses

Due to the secure nature of this facility and severity of treatment for these students limited contact with parents is permitted. Limited opportunities are given for parents to get involved with their student due to their enrollment at this facility. The majority of communication is done over the phone in individual calls or in phone conferences.

Family and Community Involvement Summary

VISD educators are prepared to visit with any parent/guardian who comes for meetings on campus or by telephone. CPS, and Probation officers with proper authorization are entitled to the same discussions as parents. Communication is shared with parents through mail, phone and email even though face to face contact and actual involvement is rare.

School Context and Organization

Comprehensive Needs Assessment

School Context and Organization Strengths

Special populations are offered all services on this campus that would be available on our other district campuses. Credit recovery opportunities are available for high school students who are behind in their education. Supports are in place for all populations and for each student admitted to this facility. Teachers are flexible in how services are offered based on student need/restrictions at the time, NTSH uses a flexible curriculum that is adaptable to each individual student. Teachers are supported and encouraged to attend workshops/conferences in their field to improve their impact upon these students. VISD personnel continue to collaborate with Hospital personnel in an effort to maximize learning opportunities for students.

School Context and Organization Weaknesses

Our campus just recently hired a new paraprofessional to assist with inclusion services , resource classes, RTI and STAAR prep classes. This was a weak area for us as we have no substitutes on this campus and have to combine classes when teachers are out. We have continued to offer these services to all students ,however instead of one teacher offering them all we now have a paraprofessional to assist in these services.

An area of weakness we would like to explore is the ability to offer more career type electives through our credit recovery programs or to have access to some type of career exploration program.

School Context and Organization Summary

NTSH campus offers services needed for all special populations as well as a credit recovery program for students needing elective classes or are behind in their education. We offer a general education curriculum based on the TEKS that is created by the content teacher and is personalized for when needed for individual students. This curriculum is a combination of self paced modules, video and computer components, group activities and performance assessments. Teachers are flexible and make their curriculum adaptable for typical classroom use and for any special situation that requires individual use . Due to the types of disabilities served on this campus, unit restrictions may occur as well as request to educate a student in an isolated area. NTSH educators wear many different hats and work well together to meet the needs of their students and optimize the limited time available for learning.

Data Sources:

NTSH education master schedule
A+ progress reports
Master copies of learning modules
Student portfolios

Comprehensive Needs Assessment

Technology

Technology Strengths

NTSH has a nice computer lab equipped with enough computers to offer a one-to-one device to student ratio at this time. Other technology offered is access to a credit recovery program, graphing calculators, and appropriate numbers of printers and a scanner. Projectors have been placed in each classroom and teachers each have a desktop computer in their room. Teachers may attend trainings of their choice and are encouraged to share what they have learned with their peers during PLC meetings.

Technology Weaknesses

Technology services are limited due to safety issues with these particular students. VISD technology staff work long and hard to maintain a safe and secure infrastructure for student use. Courses offered for credit recovery are limited especially in the elective area.

Technology Summary

VISD has worked the last few years to equip NTSH with appropriate technology. Because of the limitations and safety issues of this facility, technology administrators have worked tirelessly to ensure technology is available and secure. All students have accessibility with an enrollment of 23 students and an availability of 30 computers. Students are able to take the STAAR test, TELPAS test, credit recovery classes, actively engage in limited research, and complete projects related to their curriculum with access to the computers.

Data Sources:

Technology Inventory
A+ progress reports
Student projects