Weslaco Independent School District

Horton DAEP

2019-2020 Campus Improvement Plan

Mission Statement

The mission of Horton DAEP is to build a culture using restorative practices where students, parents, teachers, administrators, support staff and the community come together to build relationships in a postive way and redirect student behavior so that each and every student attains success and becomes a productive citizen.

Vision

The vision or Horton DAEP is to minimize student misbehavior and improve our students' attitude through a postive and genuine approach. We are empowering our students to be respectful and successful, one circle at a time through restorative practices.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

1. Who are we? With whom are we engaged? With what level of success? How do we know?

We are a group of understanding educators working with 100% at-risk students. The level of success varies with each individual, however most of our at-risk students have a deficiency with their studies due to going in and out of the gen-pop schools.

2. Are our stakeholders included in the planning process as authentic, valuable, contributing partners in the development and implementation of the improvement plan?

The stakeholders that take part in the planning process are valuable, contributing partners. Stakeholders included in the development and implementation of the improvement plan are the campus principal, teachers, and all other staff members.

3. Do our special programs align with the needs and desires of our students, parents and community? (e.g. Gifted/Talented, CTE, SCE, Bilingual/ESL, Special Education, Title, Fine Arts, Athletics) Do they align with the philosophy and beliefs of our teachers and administrators?

Horton DAEP has a Special Education program that aligns with the needs of students and parents. The Special Education teachers believe in the importance of this program and are committed to meeting the educational needs of all students.

4. How would we describe our school? Example details might include: size, grade span, age, location, admission policies (magnet, open enrollment, neighborhood school), etc.

- Horton DAEP is located in Weslaco, Tx. The small disciplinary campus serves students from four middle schools and four high schools within Weslaco ISD. Students can be removed from their home base campus and attend Horton DAEP under Chapter 37 of the Texas Education Agency Code.

STUDENTS

5. What are the Race/Ethnicity (7 groups) of the students we serve? List the percentage of each group: African American, Hispanic, White, American Indian, Asian, Pacific Islander, Two-or -More Races and how this differs from previous years.

- According to the 2016-2017 Texas Academic Performance Report (TAPR), 98.7% of the students served at Horton DAEP were Hispanic and the other

1.3% were White. African American, American Indian, Asian, Pacific Islander, and Two-or-More Races were all at 0%. In 2017-2018, 100% were Hispanic and all other race/ethnicities were at 0%. Race/Ethnicity group percentages served at Horton DAEP from previous years compare closely.

6. What are the various Student Groups (5 groups) we serve? List the percentage in each group: economically disadvantaged, English learner, migrant, special education, and at-risk. List the percentage of other designations, such as homeless, and discuss trends, etc.

- In 2016-2017, Horton DAEP served the following populations: 96% economically disadvantaged, 44% ELL, 13% migrant, 10% special education, and 100% at-risk. Percentages for student groups in 2017-2018 are as follows: 98% economically disadvantaged, 34% ELL, 13% migrant, 13% special education, and 100% at-risk.

7. Are enrollment numbers declining or increasing? What trends are seen in an analysis of first semester vs. second semester? How has enrollment changed over the last 3-5 years?

The enrollment numbers have been increasing at Horton DAEP. For the school year of 2017-2018, the total enrollment at HORTON DAEP was at 317 students. For the school year of 2018-2019, the total enrollment at Horton DAEP was at 334 students.

8. What are the student mobility rates? What support systems are in place to assist these students? Where do students go and come from?

2015-2016 393 were the students mobility rate.

9. How many students withdraw each year without moving to home school or to attend other public/charter/private schools?

Estimated (54-55) students a year.

10. What are the dropout rates and completion rates? Which students and student groups are dropping out? What interventions and support systems are in place to reduce these numbers and keep students in school?
2016-2017 (23 dropouts were reported).

2016-2017 (5 graduated).

Our school leavers receive daily phone calls, sent notifications, as well as home visits to inform the parents and students.

11. How many graduates go on to community college? Universities? Trade schools? Work?
Not Applicable

12. How many graduates meet college course entrance requirements (without remediation) by gender, ELL status, ethnicity, race and socioeconomic status?
Not Applicable

13. How many students graduate from high school with college credit?

2014-2014 0% graduated with college credit.

2015-2016 3.7% graduated with college credit at Horton Discipline Alternative Education Program

14. What is the student employment rate while in high school?

100% of high school students assign to Horton DAEP are not employed in any private or public employment.

15. What are the attendance and tardy rates? What trends are seen over the last 3-5 years? What interventions are in place to promote high attendance? What are the campus procedures to track and respond to unexcused absences, tardiness and other practices to improve attendance? What does the student-level data reveal about excused absences, unexcused absences and tardiness?

The attendance rates have shown improvement over the last few years. In 2016-2017 the attendance rate was at 79%, in 2017-2018 the attendance rate was 80%, and in 2018-2019 the rate went up to 84%. The Attendance Committee was created in the 2018-2019 school year to create incentives for improving the attendance at the Horton DAEP campus. Students with good attendance for the whole week are allowed to wear a spirit shirt and receive snacks every Friday. Students who have zero absences for the 20 days or 45 days are given a gift card from a local business.

16. What are the discipline rates? Do the rates vary between gender, ethnicity, and/or race?

2017-2018 we had reduced OSS to 48% less than previous year. At the end of the year, it was close to the previous year.

17. What are the number and types of students enrolled in each special program (e.g. gifted/talented, AP/IB, Honors, RtI, remedial, CTE, fine arts, athletics, Headstart, PreK, summer school)
Not Applicable

18. N/A

• Migrant – Do they return each year? What time of year? Yes, September. 2018 percentage for migrants was about 2 %

• Homeless – What services are available? Percentage was 1 %

• Special Education – Analyze by student groups and race/ethnicity. What does the referral data indicate about students who qualified versus those who do not qualify?

• English Learners – How effective are the services and supports provided in meeting the cognitive, linguistic and affective needs of ELLs?

• At-Risk - Does the district/campus only use state indicators or are local indicators also included? Which programs are available for students at-risk of dropping out? How are students targeted to participate and what is the participation rate?

All students are coded At Risk

STAFF QUALITY, RECRUITMENT AND RETENTION

19. Who are our staff members? Discuss the percentage of state certified, number years' experience, race/ethnicity and how these differ from previous years.

- For the 2019-2020 school year, Horton DAEP currently has 24 staff members. 12 staff members are teachers and 2 are instructional aides. 100% of the teachers at Horton DAEP are certified in the state of Texas and fifty-four percent have less than 10 years experience. 92% of the teachers are Hispanic and the remaining 8% are White. These numbers compare very closely with previous years.

20. Are instructional paraprofessionals highly qualified? What types and levels of training do they have?

- Both instructional paraprofessionals on campus are highly qualified. One paraprofessional has an associate's degree and the other has a bachelor's degree. Both have training in working with At-Risk students and Nonviolent Crisis Intervention.

21. What are the retention rates for employees? What systems are in place to support new teachers? What strategies and structures are in place to build capacity?

- Weslaco ISD hosts a district wide new employee orientation in order to support all new teachers.

22. What professional development and resources are needed? How are these needs identified?

Staff Development Trainings: working with at-risk students, anger management, calming techniques, homeless awareness, CPI training, poverty awareness, as well as, restorative practices

23. What professional development is available? In what format? How often? What follow-up support is available? What structures are in place to ensure that teachers and others implement what they learn?

The district has Professional Learning community trainings at least once a month to discuss the curriculum. They also ensure trainings for advance learning

in specific topics from technology to sub-categories in different departments. Each subject-area strategist will come in for meetings with their department to collaborate and help plan for the next few weeks. The district provides a curriculum map the majority of the subjects.

24. What support is available for teachers whose student performance is below district and/or state standards?

Professional developmental trainings are available, collaborating with other faculty and staff, as well collaborating with the special education teachers.

25. How are the strengths of the most effective teachers shared with others?

- Strengths of the most effective teachers are shared with others through communication, collaboration, and P.L.C. meetings. Strengths are also shared with others through within the campus classroom observation opportunities. Included are walk-throughs at different campuses for teachers to experience and gain knowledge from their colleagues.

26. Are positions funded with state special allotment and federal funds evaluated every year for necessity and effectiveness?

Positions at Horton DAEP are funded through state compensatory funds, not federal funds. Only one Instructional Aide position is funded by Title I. These positions are evaluated every year for necessity and effectiveness.

27. What is the average class size? Does class size vary between subjects?

The average class size for the 2019-2020 at the start of the school year for high school is 3 to 4 students. Class size for the middle school is 2 to 3 students.

The average class size is about 4-10 students per class in middle school. High school classes tend to be closer to 8-15 students per class. These numbers depend on the other schools and when the students get sent to our campus.

28. EQUITY PLAN (DISTRICT CNA ONLY) The Equity Plan will be folded into the district's CNA and into the DIP using the TEA documents located at texasequitytoolkit.org. The same district committee that develops the district's CNA and DIP will (1) review and analyze equity data, (2) conduct a root

cause analysis, and (3) select strategies for the Equity Plan. The equity data to review includes both TEA defined data and District defined data:

• TEA defined data

? Experience – teachers with 2 or fewer years of prior teaching experience
- All teachers on campus have more than 2 years of teaching experience.

? Out-of -field – teachers who do not possess the appropriate certification based on the state assignment chart for the grade and subject taught.

• District defined data

? How does the district measure teaching performance?

The district measures teachers performance through T-TESS expectations, conferences, and formal/informal walkthroughs.

? How does the district measure effective teaching as it relates to student learning?
-Students are measured by six weeks exams, end of course exams, curriculum based assessments, informal/ formal assessment, and STAAR assessments.

? How does the district measure student perspectives and student behavior that reveal engagement in the classroom or at school?

PARENTS/GUARDIANS and COMMUNITY

29. What does our community look like? Describe the community and residents, including parents. Details might include: major professions, age and status of community (growing, declining, languages spoken, etc.)

Our community tends to be at a low socioeconomic status. Our parents are low socioeconomic, 100% at risk. The age range is about 35-45. The majority of the professions tend to be labor works. They are dominantly spanish speaking with no increase or decline in language change.

30. Who are the major employers in the community? How do we interact with them?

Do parents commute or work locally?

Parents in our community tend to work locally. The majority of the employers in the community are schools and hospitals.

31. What are parents' and the community's expectations for students after graduation? Go to work? Attend college? Join the military? Other?

The expectation for students after graduation are primarily to attend college. Some parents strive for the students to join the military and work, but the major trend is college.

32. What is the level of involvement in school activities? What is the percentage of public schools vs. charter schools and private schools? How do the other schools impact us?

Students assigned to the Horton DAEP are not allowed to take part in school activities at their home campus.

There is no impact from other school districts at the Horton DAEP campus. One hundred percent of the students assigned to Horton DAEP campus are enrolled in the WISD district.

33. What does community crime data reveal? Is the community viewed as a safe place to live and raise children?

The overall crime rate in Weslaco is 109% higher than the national average. For every 100,000 people, there are 16.36 daily crimes that occur in Weslaco. Weslaco is safer than 13% of the cities in the United States. In Weslaco you have a 1 in 17 chance of becoming a victim of any crime.

Overall Rank (1=Best)	City ⇕	Total Score ⇕	'Family Life & Fun' Rank ⇕	'Education, Health & Safety' Rank ▾	'Affordability' Rank ⇕	'Socioeconom Environment Rank ⇕
	Weslaco, TX	35.20	66	109	102	110

34. Is there a prison or juvenile detention center nearby? Are parents or siblings incarcerated?

- There is a Juvenile Detention Center, the Hidalgo County Jail, and Lopez State Jail nearby in Edinburg, Texas. Some parents and siblings are incarcerated within these systems.

35. What adult education courses/services are available?

Adult education courses and services available are GED program at local Weslaco Library and training programs at Texas Workforce solutions. 2-1-1 Texas, is a program of the Texas Health and Human Services Commission, is committed to helping Texas citizens connect with the services they need. Program helps in finding food or housing, child care, crisis counseling or substance abuse treatment, by dialing 211.

36. Are there universities and/or community colleges in our community? How do we interact with them?

WISD Early College, South Texas Community College, Texas State Technical College, UTRGV, Rio Grande Valley college. Our School Counselor invites, speakers, representatives and counselors to conduct presentation to our students about their colleges and technical schools.

Demographics Strengths

-Reduction of out of school suspension

-Attendance Interventions implemented such as home visits, teacher/attedance phone calls, truancy citation process.

-Qualified Staff, all teachers are highly qualified by the Texas Education Agency.

Building positive relationships with students through the implementation of Restorative Practices.

Problem Statements Identifying Demographics Needs

Problem Statement 1: There is currently no Parent in the SBDM Committee to voice any concerns with regards to any issues for our campus. Parents are not familiar or aware of any type of committees, such as SBDM. **Root Cause**: Lack of parent motivation to participate on campus/district committees representing Horton.

Problem Statement 2: First year teachers are not assigned mentors on this campus. **Root Cause**: At this time there is no new teacher mentoring program on campus that can be implemented.

Student Academic Achievement

Student Academic Achievement Summary

61. What progress has been made by students? Describe the domain ratings: student achievement, school progress and closing the gaps.

Progress has been made in the area of charting number of students tested along with mastery rates in testing areas grades 6-12. Data as follows:

End of Course Testing Areas	#Students Tested	17-18 Results		#Students Tested	18-19 Results
High School Eng I EOC Approaches	5	0%	0	Eng I EOC	24 20%	1
Eng I EOC Not Approaches		5		Eng I EOC Not Approaches		23
Eng I EOC Not Tested	5	0		Eng I EOC Not Tested	15	0
Eng II EOC Approaches		No Data		Eng II EOC Approaches	20%	3
Eng II EOC Not Approaches		No Data		Eng II EOC Not Approaches		12
English II EOC Not Tested	5	No Data		English II EOC Not Tested	17	0

End of Course Testing Areas	#Students Tested	17-18 Results		#Students Tested	18-19 Results
Alg I Approaches	0%	0	Alg I Approaches	21%	3
Alg I Not Approaches		5	Alg I Not Approaches		14
Alg I Not Tested		0	Alg I Not Tested		0
	5			11	
US History Approaches		No Data	US History Approaches	22%	2
US History Not Approaches		No Data	US History Not Approaches		9
US History Not Tested		No Data	US History Not Tested		0
	5			16	
Biology Approaches		No Data	Biology Approaches	31%	5
Biology Not Approaches		No Data	Biology Not Approaches		11
Biology Not Tested		No Data	Biology Not Tested		0
At-Risk		5	At-Risk		24

End of Course Testing Areas	17-18 #Students Tested	Results		18-19 #Students Tested	Results
SpEd	0		SpEd	5	
504	1		504	No Data	
ESL	0		ESL	14	
Migrant	No Data		Migrant	0	
GT	No Data		GT	0	
Hispanic	5		Hispanic	24	
Caucasian	No Data		Caucasian	0	

End of Course Testing Areas	#Students Tested	17-18 Results		#Students Tested	18-19 Results
			Middle School	4	
		No Data	6th Grade Reading Approaches	0%	0
			6th Grade Reading Not Approaches		4
			6th Grade Reading Not Tested		0
				5	
		No Data	6th Grade Math Approaches	20%	1
			6th Grade Math Not Approaches		4
			6th Grade Math Not Tested		0
				8	

End of Course Testing Areas	#Students Tested	17-18 Results		#Students Tested	18-19 Results
		No Data	7th Grade Reading Approaches	25%	2
			7th Grade Reading Not Approaches		6
			7th Grade Reading Not Tested		0
				8	
		No Data	7th Grade Writing Approaches	50%	4
			7th Grade Writing Not Approaches		4
			7th Grade Not Tested		0
				8	
		No Data	7th Grade Math Approaches	25%	2
			7th Grade Math Not Approaches		6
			7th Grade Math Not Tested		0
				14	
		No Data	8th Grade Reading Approaches	64%	9
			8th Grade Reading Not Approaches		5
			8th Grade Reading Not Tested		0
				14	

End of Course Testing Areas	#Students Tested	17-18 Results		#Students Tested	18-19 Results
		No Data	8th Grade Math Approaches	64%	9
			8th Grade Math Not Approaches		5
			8th Grade Math Not Tested		0
				13	
		No Data	8th Grade Science Approaches	23%	3
			8th Grade Science Not Approaches		10
			8th Grade Science Not Tested		0
				13	
		No Data	8th Grade Social Studies Approaches	15%	2
			8th Grade Social Studies Not Approaches		11
			8th Grade Social Studies Not Tested		
At-Risk		No Data	At-Risk		27
SpEd		No Data	SpEd		1
504		No Data	504		No Data
ESL		No Data	ESL		11

End of Course Testing Areas	#Students Tested	17-18 Results		#Students Tested	18-19 Results
Migrant		No Data	Migrant		1
GT		No Data	GT		0
Hispanic		No Data	Hispanic		27
Caucasian		No Data	Caucasian		0

Limited amount of data in 2017-2018 was available; however, data that was available was used to set baseline information to track progress in testing areas from grades 6-12. Teachers are continuously working on bridging the knowledge gaps by providing instruction on a small group scale and enrolling students in programs that target their weak areas.

62. Did all students, at a minimum, receive the same score as the previous year?Identify students who are designated as "Does Not Meet:, "Approaches", "Meets", and "Master's. If not, why?

As a DAEP, not all students may test on campus from one year to another; however, with data provided on testing students we can determine the following:

- The number of students' results available from 17-18 were 5. The number of students' results available from 18-19 were 24, indicating that an increase of testing results were tracked.

- In the testing areas in which data is available it was determined that in 17-18, 0% of students approached in the areas of English I and Algebra I. With the data available in 18-19, 20% approached English I, 20% approached English II, 21% approached Algebra I, 31% approached Biology and 22% approached History.

63. What is the academic performance for each student group? Describe significant findings STAAR results disaggregated by the seven race/ethnicity and five student groups in reading, math, writing, science, and social studies. Describe how scores differ from previous years.

- Data for 2017-2018 indicated that 100% of testers in all areas were Hispanic.

- Data for 2018-2019 indicated that 100% of testers in all areas were Hispanic.

- In comparing Hispanic testers available scores in English I indicated 0% "Approaches" in 2017-2018, wherease in 2018-2019 indicated 20% "Approaches".

- In comparing Hispanic testers available scores in Alg I indicated 0% "Approaches" in 2017-2018, wherease in 2018-2019 indicated 21% "Approaches".

64. How does the academic progress compare to others? Describe distinction ratings and campus comparison group quartile rankings.

Academic progress is rated at the home base campus for all students. Since our students are not permanently enrolled in our program, their ratings, comparisons and quantile rankings are reflected at the home base level.

65. What are the performance results on other assessments? Include comparison with other relevant assessments, such as district/ campus based assessments.

Since students enroll in our campus on a daily basis, formal assessments comparisons are limited to EOC scores when students are enrolled at our campus. Data travels with the students and become invisible to us when they register back at their home campus.

66. Which student groups are staged in the PBMAS? Why? Is there a significant difference between the performance of different student groups? Why?

DATA NEEDED

*state performance based analogy system

*district

*campus

67. What trends and patterns are identified when student performance scores on state assessments and PBMAS are compared over a period of 3-5 years? How do the same students perform as they progress from grade to grade? From subject to subject?

DATA NEEDED

68. How are individual students needs identified? How are student-specific services and interventions determined, implemented, monitored, adjusted and evaluated? What structures, including Rtl, are in place to support each student?

Individual student needs are identified through a variety of ways such as district benchmarks, class formal and informal assessments and through our computer based programs ALEKS, PLATO, Imagine Math, A+, Istation, Apex. Teachers monitor progress on a consistent and regular basis to determine growth and deficiencies.

69. How does student performance on state assessments compare with student performance on local benchmark assessment and the students report cards?

Student performance is consistent when comparing student's EOC scores, and report cards. Students who failed their course, did not meet state requirements for the EOC.

70. How do achievement rates of special education students compare with non-special education students? What plans are in place to support special education students? Their teachers?

Data for special education students was provided to establish a base year 2018-2019; However in 2018-2019 data indicated there were 5 high school students and 1 middle school student receiving special education services through modified instruction from both their regular teachers and their special education teachers.

71. How do achievement rates of Section 504 students and students in other special programs compare with all other students? What plans are in place to support them? Their teachers?

Of the data available no students in 2018-2019 received 504 services; however systems are in place to provide modified instruction from both their regular teachers and their special education teachers as per their IEP.

72. How do achievement rates of students in the six state special allotment programs (gifted/talented, CTE, Bilingual/ESL, SCE, High School Allotment and Special Education) and the federal Title programs compare with all other students? What plans are in place to support them? Their teachers?

73. What interventions are in place to support students who are not successful? Does the data confirm that the interventions are working?

Students who are not successful receive intense one-on-one intervention by their individual general education, special education teachers, and instructional aides. By working with them on an individual basis and in small groups, teachers assure academic and material retention. Furthermore, students with personal challenges are assessed for appropriate intervention strategies to work through barriers impeding the learning process.

74. Are the SSI, ARD, LPAC, 504 and other committee decisions concerning state assessment and interventions appropriate and beneficial for students?

The SSI, ARD, LPAC and 504 decisions are determined at a student's home base campus. We as a team (Special Ed teacher, regular teachers, and counselor), strive to provide all necessary accommodations and provide our students with the needed tools to be successful in each individual classroom.

75. How is Rtl being implemented? How are students identified and placed in Rtl? Are the Rtl processes and implementation effective? How is the Rtl process affecting referrals to special education? The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom at the campus level and is ongoing by adhering to and following the Three Tiered Model for evaluation to the Special Education Program.

76. What tools are available to ensure that strategies are designed to improve student performance?

Teachers are provided with semi-working Dell Laptops for students to use. At teacher discretion, students are enrolled in programs such as ALEKS, Plato, APEX, Imagine Math, all aimed at bridging any knowledge gaps.

Middle School students use A+, Think Through Math and Istation to improve their student's performance

77. How many students fail one or more course each year? What subjects? How many students are retained?

Students are assigned to our campus on a temporary basis depending on infractions committed at their home campus. Tracking overall failures by course would not be feasible for a campus such as ours.

*** Using end of year reports data***

78. What do classroom observations reveal about class sections with high course failures?

79. How does the campus systemally address reteaching of students who are absent, particularly for students who are at-risk of failing.

There is no campus wide system to address this need. Currently, it is up to each individual teacher to monitor missing assignments and notify students if they are failing. Each teacher can choose if they will allow students to make up work either in class, or as a homework assignment. The District implements the SASI program for those students with high absence rates to allow them the opportunity to make up house while working in areas they are at-risk of failing.

Student Academic Achievement Strengths

- Bridge Knowledge Gaps (SLO/ Benchmarks)

- Attendance has shown improvment which has lead to more student instruction reflecting on student performance.

- Academic Progress/ Grades when compared to their home campus illustrate that Horton provides a setting in which students are able to improve their academic scores in comparison to before enrolling in the Program.

- Teacher to Student Ratio is less than at a student's campus; hence, improving overall attedance, academic and behavioral incidents.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Our findings and generalizations are made using data for a total of 5 students. **Root Cause**: There is not enough data provided in order to properly respond.

Problem Statement 2: Students who failed their courses tend to fail their EOC exams **Root Cause**: There is not a campus system in place to target students who have fail their courses and EOC exams which provide additional academic support.

Problem Statement 3: Lack of updated technology/materials, calculators, dictionaries, laptops, reading material **Root Cause**: Lack of funds or not enough

funds appropriated to purchase the most current materials/technology.

School Processes & Programs

School Processes & Programs Summary

PERSONNEL – POLICY AND PROCEDURES

80. What is the process for recruiting and retaining high quality staff? Explain the recruitment, hiring, placement, development, evaluation, and advancement of high quality staff, including highly qualified paraprofessionals. (Note: Some districts or charters might consider this to be a district-level or charter-level responsibility and not a campus responsibility.)

This is a district-level responsibility.

HR Director, Interview Committee, Job Fairs, Region 1

PROFESSIONAL PRACTICES

81. What is planned for professional development? Describe how the professional development is planned and the current impact it provides,

We are unaware of what is planned for professional development. At the district level it is content based.

82. How are decisions made in our district? Describe how PLCs or other leadership groups participate in decision-making.

Decisions are made through surveys and voting. Department heads participate in decision-making at PLCs.

83. Do we include teachers and other staff in decision making? Discuss methods used for seeking meaningful consultation from teachers and others on how best to improve student achievement.

Teachers and staff are included in decision making, however, if they're opinion is taken into consideration is another question.

84. What are the goals for the campus and the district? What are the target areas and how will they be stated as measurable performance objectives? What data sources will be used throughout the year to monitor progress? How often?

District Goals: Student Success/Literary Focus: High-quality, engaging, and innovative programs that develop college, career and service ready leaders. Engaging Learning Environments: safe, secure, drug-free, technology-rich, and inviting environment district-wide that promote high performance. Parent-Community-Business-Industry Partnerships: exceptional community service, open communication, and positive collaboration for student success. Professional Growth/Leadership Development: high-quality, research-based training development and support for all employees. Financial Strength: strategic planning, management, accountability, and transparent financial stewardship to optimize federal, state, and local funding.

85. How are the goals, performance objectives and strategies communicated? What expectations exist for formative and summative reviews?

Communication is sent through emails. Continual growth and development is expected.

86. How will the campus and/or district ensure that needs are analyzed until root causes are identified and that only problems within the sphere of influence are addressed? How are needs prioritized? A district wide needs assessment is needed. Prioritize needs according to campus.

87. Is the campus focused on improving student academic achievement? Yes, through the development of department SLO's, Student Trackers, Aligned Scope and Sequence Lesson Plans ,Department PLC. Utilize The Teks Resource System. Is there a sense of urgency and strong commitment? Yes, What processes are in place to ensure that the daily demands of the campus do not overshadow a focus on improvement? Campus Climate Corrective Action Plan, Making sure the campus is safe,make sure teachers and staff are supported, Parents are satisfied with the job PTO is doing. Teachers are participating in PLC meetings with the Science, Math, English and Reading Interventionists each six weeks to analyze data and collaborate on plans.(Attendance reward system) is important because students come to school everyday and complete daily assignments and improve their grades

88. Is a school improvement monitoring calendar in place allowing the campus or district to revisit its strategies through a formative assessment process and make mid-course adjustments? PLC's are used to monitor students progress and we make adjustments , and adjustments are made to benchmarks and exams. Walk-throughs are done and suggestions are made to improve student learning.

PROGRAMS AND OPPORTUNITIES FOR STUDENTS

89 Is there evidence of how the curriculum and instruction increase student achievement? daily grades, weekly Yes, Based on daily exit tickets , Weekly grades, campus achievement progress reports, report cards, promotions Discuss the well-rounded program of curriculum and instruction and how all students, especially those at-risk, are given opportunities to meet challenging state academic standards. Consider data for increasing the amount and quality of learning time and providing enrichment and acceleration. Recovery programs, edmentum/plato, lab setting, summer school, flex schedules

90. How do our special programs meet the needs of students? Explain anything significant with enrollment and participation in special education, bilingual/ESL, gifted/talented (include AP/IB and advanced graduation plans), career and technical education (CTE) and dyslexia treatment.

Individual education plan, bilingual esl programs in place, gifted and talented programs for eligible students. Career and technology is available, Dyslexia committee recommend education programs modifications with evaluations

NEW Our special ed programs meet the needs of students according to ARD and LPAC recommendations, career and technology education programs are implemented according to home campus plan/recommendations. Implement and provide the latest dyslexia treatment plan recommended by campus committee.

91. Do we have a plan to implement and improve instruction in STEAM? Include a statement on the status of programming in science, technology,

engineering, art and mathematics (STEAM), as appropriate.N/A

NEW Coordinate STEM endorsement plan requirements with home campus and their CATE certified teachers. (according to the classes that are offered at Horton DAEP) Use Google class lessons, modules, online assignments. Implement the Edmentum/Plato program as needed.

92. How do we provide guidance for students to plan postsecondary education or determine a career path? Describe data findings for how the school is meeting TEA's priority for college, career and military guidance and counseling. Include any postsecondary education, military and career awareness and exploration activities. (TEA Priority) College readiness sessions, career pathways. And Military readiness data sources, such as a score of 3 on AP Exams, TSI, Dual Credit, Earn an Associate's Degree, Earn an Industrial Certification, Complete IEP, and Workforce Readiness, Enlist in the armed Forces

NEW Include the post-secondary education, college readiness program, military and career awareness/exploration activities. Share and discuss workforce solution programs/training available. Administer the ASVAB at Horton and provide the results with an interpretation. Provide TSI preparation materials through website and practice tests. Bring in college representatives/speakers/Workforce Solutions

93. What is the success rate of the integration of academic and CTE content? Discuss the success for any programs that coordinate and integrate academic and career and technical education content, curriculum-based entrepreneurship education. District determines success rate of academic and CTE content NEW Recommend CATE certified staff/programs with home campus if possible. Coursework Can be provided through online coursework, modules (mainly for upper classmen) Plan and coordinate CTE/academic content with home campus and CATE Dept. throughout the school year according to student needs.

94. What is our personal technology plan for each student? Explain data for personalized or blended learning experiences supported by technology.

Each student will work on Edmentum, Apex, Aleks, and other software programs provided to the campus.

95. What student success do we see in grade levels where there is class-size reduction? Explain Title II class-size reduction, if applicable. (Note: Beginning 2018-19, the school must show evidence of effectiveness if using Title II.)

Not applicable.

96. What other programs have an impact on student performance? Explain any other significant data findings for programs and services that have a significant link to challenges that could become prioritized problem statements and root causes. Examples may include: coordinated school health services, social services, fine arts, athletics, etc.

Drug counseling, social services, behavioral services.

PROCEDURES

97. Do we have a plan for the integration of technology? Explain findings on how technology is integrated into instructional and administrative programs.

Students now use it on a daily basis. Technology is integrated through Aleks, Apex, Edmentum and other programs provided to the campus.

98. How do we maximize instructional time? Review data on school conditions for learning, including protecting instructional time. Discuss anything significant. Example details might include: master schedules, planning periods, PLCs, tutorials, beginning/ending times, extended day enrichment, summer school, etc.

Teaching bell to bell, master schedules, enrichment activities, and planning periods. Add more activities to keep students engaged and eager to participate.

99. How do we provide equitable services to all students? Discuss the status of equity of services for all students.

Differentiated instruction adjusted to student learning levels.

100. What effective transition activities do we provide at various grade transitions? Explain data findings on procedures to support students during all transitions: early childhood into elementary, elementary to middle/junior high or junior high into high school, high school to postsecondary.

Begin introducing next grade levels in the final 6 weeks and offer opportunities to see and interact with clubs and organizations at the next level.

101. What is our classroom management plan? Discuss significant findings in classroom management and explain procedures used to reduce overuse of discipline practices that remove students from the classroom.

Restorative Discipline.

102. What is our plan for school safety? Discuss data for bullying, drug, violence and suicide prevention, as appropriate.

Administration handles data and school safety.

103. What is our plan for school safety drills? How do we know that students and staff are well-trained? (Note: Be careful about not revealing too many details about safety plans since the CIP/DIP is a public document.

Follow district schedule for drills and requirements for each type of drill. Timing how fast drill can be completed correctly.

104. How do we address safety issues to reduce the number of incidents that occur? Discuss data on unwanted physical or verbal aggression, sexual harassment, dating violence, sexual abuse, sex trafficking, and other maltreatment of children, again, as appropriate.

Administration and security handle safety issues. Campus will follow all safety protocols if scenario arises.

School Processes & Programs Strengths

- Monthly fire/lockdown drills are conducted to ensure that students and staff are aware and are able to put into motion all safety protocol.

  - DAC representative attends all meetings and bring campus concerns/suggestions to the attention of the District Committe for review.

  - Teachers attend PLCs regularly to acquire updated information and strategies to enchance learning strategies for learning.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Low enrollment because of charter campus **Root Cause**: At-Risk students delay registering from home campus and prolong enrollment to their campus after exiting program.

Problem Statement 2: We are not adequately funded **Root Cause**: Limited funding allocated to campus; hence, teachers purchase supplies and materials to compensate.

Perceptions

Perceptions Summary

37. Do our students attend school daily? Students are encouraged to attend school daily.

Our attendance average is 88.2%. Our campus goal is to have a 95% attendance rate.

38. How does student behavior impact instruction? Describe what is significant in the data about behavior, disciplinary patterns, DAEP placements and any differences between the seven race /ethnicity groups and five student groups? Student behavior has a tremendous impact on classroom instruction. If students are not attentive it disrupts the whole learning process as well as their peers, which causes them to fall even more behind. And because our students are 100% At- Risk it is crucial that they remain focused on classroom instruction. Furthermore, 100% of the students sent to Horton DAEP are Hispanic/Latino, and 98% of them are economically disadvantaged.

39. What strategies are in place to reduce the threat of bullying? Does the data confirm the strategies are working? Students are reminded that any form of bullying is not tolerated at our campus. Teachers and staff are required to report any form of bullying to administration. The strategies used are effective because we encounter very few cases of bullying. As a district, there are a variety of activities geared toward bullying awareness.

40. What percentage of students are sent to the DAEP or JJAEP for discretionary purposes? Mandatory purposes? For what offenses? Is one student group more heavily represented? Nearly 12% of students are sent for discretionary purposes, and 88% of students are sent for mandatory purposes. A majority of our students are sent to DAEP for being under the influence of any substance. Yes, our At- Risk students are more heavily represented than the other groups.

42. Do our students successfully graduate in a timely manner? No, but we work diligently to keep them on track to graduate.

Describe the dropout rate or graduation rate and differentiate it by the seven race/ethnicity groups and five student groups. (Middle and High Schools) Horton DAEP has high expectations of student attendance and academic achievement but, students graduate from Weslaco High School and Weslaco East High School therefore, data is not available.

43. How do students describe their campus? Feedback from students is that everything needs to be upgraded allowing it to look like a regular high school. Rain poses a constant problem having leaks around the buildings. The lab classrooms on the south side of the building also have outdated computers,

How does this differ from teachers' descriptions? Teachers feel that even though it is a historical school, it obviously needs modern reconstruction. Computer lab classrooms have a distinct odor familiar with the scent of mold. Teachers also agree that the rain leaks in certain areas.

44. How do students describe campus life with regards to respect, relationships, behavior, support, belonging, etc.? Most students feel respected in all aspects of their student rights and privileges. Their relationship with their teachers is good due to restorative practices improving their communication and

their learning.

Do all student groups have the same perceptions? No, students perception varies from student to student.

How does this perception compare with their teachers' perceptions? All teachers feel that all students are treated fairly, given support as needed and respected through great teacher/student relationships.

45. Are effective procedures in place to promote safety? Campus security is at its best on a daily basis securing premises and working effectively with student direction. Fire extinguishers are in place in classrooms for fire safety precaution. Campus routinely has fire alarm and lock down drills with emphasis on student's safety.

Do students feel safe? Students have no problem with the safety of our campus and seem to respond well during drills and daily school routine.

How do we know? Students have never mentioned any specific safety concern while in class or when monitoring outside during bus duty.

Campus security is at its best on a daily basis securing premises and working effectively with student direction. Fire extinguishers are in place in classrooms for fire safety precaution. Campus routinely has fire alarm and lock down drills with emphasis on student's safety.

Do students feel safe?

Students seem to have no problem with the safety of our campus and seem to respond well during drills and daily school routine.

How do we know?

Students have never mentioned any specific safety concern while in class or when monitoring outside during bus duty.

46. Do we retain teachers long term? Yes on an average we do, the turnover rate compared with previous years has stood at 1% . There has been one teacher per year in the past 3 years who has moved on to another district, or taken a position within our own district.

47. How do we support inexperienced teachers? A new teacher with no prior experience is assigned a mentor who helps guide the new teacher through the teaching process. Discuss any staff mentoring results. Teachers claim that when mentored they assimilate much easier to the teaching methods at this campus.

48. How do teachers view the climate and culture of the district and campuses? This year's climate and culture of the district and campus is very positive.

Summarize any climate and culture survey reports. As per the climate survey for this year, teachers and staff were positive about the administrative responsibilities on the campus.

49. What are teachers' expectations for parental involvement? Teachers would like parents to be more actively involved in their child's learning.

How do we know? Parents are not taking an initiative to meet with the teachers and their child to discuss their concerns. When the teachers make phone calls during the day to report on their child' s attendance, grades, behavior they don't usually get through to them. Voice messages are left but, parents seldom return the teacher's call.

50. Are effective procedures in place to promote safety? Most teachers are certified in CIP training. Our campus also practices Lock Down drills and Fire Drills on a monthly basis. Do staff members feel safe? We need a security guard posted at all times in front entrance for teachers to feel safe. How do we know? The question has been posted at our staff meetings.

51. What procedures are in place to involve staff in improvement planning? Meetings are held on a regular basis with the SBDM and Attendance Committee to review topics of concern. How are they included in decisions? Meetings are held with all staff members to discuss the current issues.

Meetings with parents, social workers and other colleagues to include the principal are held to discuss student affairs and to set-up strategies for improvement.

PARENT/GUARDIAN and COMMUNITY ENGAGEMENT

52. How do parents participate in the education of their child? At our campus participation includes the reinforcement of campus rules, parents help with that and make an effort to join parent/teacher conferences. Explain how participation rates are measured and the current data findings. Currently the data is not available but effort from the parents is noted and greatly appreciated.

53. What are parents' perceptions of the school's effectiveness? Parents use end of the term grades to measure the effectiveness during the time that their child is at Horton

Do they feel welcomed? On an average, most parents feel welcomed. How do we know? They voice their feelings when asked if they are welcomed on our campus.

54. What support do we seek from our community? We seek moral, financial, spiritual and recreational support from our community.

Discuss, as applicable, how the school consults with employers, business leaders, philanthropic organizations or individuals with expertise in engaging parents and family members in education. The District leaders and the principal to include the parent specialist will get involved with business leaders, philanthropic organizations and individuals with expertise to encourage engaging parents and family members in education.

55. What is the level of support from our community? At this campus it is about 10%.

Describe public support ratings for school. The ratings for Public Support at Horton include outside agencies who give presentations to our students in different topics in the area of education.

56. How do parents and the community view the climate and culture of the district and campuses?

Presently we do not have a climate survey for Horton to gather this information from. The District survey is on line and we do not have those results.

Summarize any climate and culture survey reports.

Do not have those results

57. How effective are communications such as the schools' website, mobile app, letters, newspaper articles, etc.?

With social media being a strong source of information outlet, it leads parents to visit district web sites and to research newspaper articles.

How do we know? Word of mouth and open communication with our students and parents.

58. Are communications translated into languages other than English when needed?

Yes, information is available in Spanish and other languages; translators when needed/available.

59. Do parents and community members participate in the site-based planning committee?

We will have a revolving parent join us due to the fact that we have a constant turnover with students.

How are they selected? We ask for volunteers from our parents.

Do they feel their participation is necessary and important? Yes.

How do we know? We strive to have open communication with our parents.

60. What are the greatest barriers to parent/guardian participation? Identify any barriers that prevent participation by parents/guardians.

Our students are 100% at risk and the main barriers for our parents are lack of transportation, Socioeconomic status, and educational level .

Perceptions Strengths

- Monthly fire/lockdown drills are conducted to ensure that staff and students are trained and prepared for live situations.

    - DAC representative attends all meetings to present on a District level concerns/suggestions as campus representation.

    - Teachers attend PLCs regulary to receive updated information and strategies for core subject implementation and expectations.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Classroom Discipline/ Teachers find that the students cause a lot of distraction when they are unruly in the classroom, taking time from instruction. Students come into the classroom with a lot of baggage thus demonstrating or acting out poor behavior Non Modern school facility/ The facility is old and not very inviting. It has been here for over 30 years and is in need of an upgrade. **Root Cause**: Provide behavioral protocol in addressing behavioral concerns.

Problem Statement 2
: Non Modern school facility/ The facility is old and not very inviting. It has been here for over 30 years and is in need of an upgrade. **Root Cause**: Little to no campus upgrades in the last 5-10 years.

Problem Statement 3: Parental Involvement/ Parent involvement is at a low, Due to the caliber of students at our campus, Parents are not very interested in being part of the school's environment. They want us to fix their kids and send them back to their campus as soon as they finish their days here. **Root Cause**: Lack of parent motivation to become involved in their child's education and campus activities.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data

Employee Data

- Teacher/Student Ratio
- Professional development needs assessment data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, innovative, technology-savvy programs.

Performance Objective 1: 50% of all student populations will meet the passing standard on 6-12 grades Math STAAR tests.

Evaluation Data Source(s) 1: STAAR/EOC results and OEY evaluations

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Identify students needing EOC/EOY reinforcement.	2.4, 2.5, 3.1	Teachers	Students enrolled at Horton DAEP will be prepared for the STAAR/EOC assessments in grade levels 6-8, Algebra 1, Geometry, Algebra 2				
Funding Sources: State Comp Ed (SCE) - 120000.00							
2) Intensive Individual Instruction	2.4, 2.5, 3.1	Teachers	Students will receive intensive individual instruction on major areas of deficiency identified in 2018 STAAR results, Aleks assessments, and other periodical formal and informal evaluations.				
Funding Sources: State Comp Ed (SCE) - 30000.00							
3) Modifications for ELL students	2.4, 2.5, 3.1	Teachers	Modifications will be provided to ESL students as stated on student's IEPs				
Funding Sources: State Comp Ed (SCE) - 2400.00							
4) Modifications for SPED students		Teachers	Modifications and accommodations will be provided as per ARD and Special Education Teacher in order for SPED students to successfully complete IEP's within 36 instructional weeks.				
Funding Sources: State Comp Ed (SCE) - 120000.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
5) Chromebook on Wheels (COWS)	2.4, 2.5, 3.1	Teachers	Students will be provided with Chromebooks in order to implement Plato/Edmentum, ALEKS, Imagine Math, MobyMax, other instructional websites and various programs for Mathematical problem solving, formal instruction and supplemental instruction.				
Funding Sources: State Comp Ed (SCE) - 50000.00							
6) Instructional Aides	2.4, 2.5, 3.1	Teachers and Principal	Instructional Aides will assist in Language Arts, Math, Science & Social Studies as well as any other duties assigned as per administration.				
Funding Sources: State Comp Ed (SCE) - 40000.00							
7) TEKS Resource System	2.4, 2.5, 3.1	Teachers	Teachers will implement new rewritten STAAR/TEKS driven curriculum in mathematics as per TEKS Resource System, Scope and Sequence and any other update provided by District Curriculum Department Head.				
Funding Sources: State Comp Ed (SCE) - 20000.00							
8) Mathematical Connections	2.4, 2.5, 3.1	Teachers	Students will use prior knowledge to reinforce and build new knowledge, make mental patterns and connections between mathematical facts and ideas. Teachers will use T-Tess and SLO to monitor and adjust instruction as needed.				
Funding Sources: State Comp Ed (SCE) - 10000.00							
9) Supplies	2.4, 2.5, 3.1	Administration	Teachers will use any and all supplies needed for instructional success of all students across the curriculum. Including but not limited to, enrichment activities and materials used to support and enhance instruction. EX: Chromebooks/COWS, Earphones, Chargers, Printers, Ink, Paper, Pencils, Folders, Notebooks, Projectors, Smart Boards				
Funding Sources: State Comp Ed (SCE) - 30000.00							
10) Trainings	2.4, 2.5, 3.1	Teachers and Principal	Teachers will stay up to date on updates and changes to their curriculum at the district and state level in order to provide students with current and applicable instruction.				
Funding Sources: State Comp Ed (SCE) - 4000.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
	100% = Accomplished	➡️ = Continue/Modify	0% = No Progress	❌ = Discontinue			

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, innovative, technology-savvy programs.

Performance Objective 2: 50% of all student populations will meet the passing standard on 6-12 grades ELAR STAAR tests.

Evaluation Data Source(s) 2: STAAR/EOC results and OEY evaluations

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Identify students needing EOC/EOY reinforcement.	2.4, 2.5, 3.1	Teachers	Students enrolled at Horton DAEP will be prepared for the STAAR/EOC assessments in grade levels 6-8, English I, and English II				
Funding Sources: State Comp Ed (SCE) - 100000.00							
2) Intensive Individual Instruction		Teachers	Students will receive intensive individual instruction on major areas of deficiency identified in 2018 STAAR results, Istation assessments, and other periodical formal and informal evaluations.				
Funding Sources: State Comp Ed (SCE) - 30000.00							
3) Modifications for ELL students		Teachers	Modifications will be provided to ESL students as stated on student's IEPs				
Funding Sources: State Comp Ed (SCE) - 2400.00							
4) Modifications for SPED students		Teachers	Modifications and accommodations will be provided as per ARD and Special Education Teacher in order for SPED students to successfully complete IEP's within 36 instructional weeks.				
Funding Sources: State Comp Ed (SCE) - 0.00							
5) Chromebook on Wheels (COWS)		Teachers	Students will be provided with Chromebooks in order to implement Plato/Edmentum, Clever, Study Sync, MobyMax, Istation, other instructional websites and various programs for reading practice, formal instruction and supplemental instruction.				
Funding Sources: State Comp Ed (SCE) - 5000.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
6) Instructional Aides		Teachers	Instructional Aides will assist in Language Arts, Math, Science & Social Studies as well as any other duties assigned as per administration.				
Funding Sources: State Comp Ed (SCE) - 0.00							
7) TEKS Resource System		Teachers	Teachers will implement new rewritten STAAR/TEKS driven curriculum in English as per TEKS Resource System, Scope and Sequence, and any other update provided by District Curriculum Departmenthead.				
8) Supplies		Teachers	Teachers will use any and all supplies needed for instructional success of all students across the curriculum. Including, but not limited to, enrichment activities and materials used to support and enhance instruction. EX: Chromebooks/COWS, Earphones, Chargers, Printers, Ink, Paper, Pencils, Folders, Notebooks, Projectors, Smart Boards, Document Cameras				
Funding Sources: State Comp Ed (SCE) - 15000.00							
9) Trainings		Teachers and Principal	Teachers will stay up to date on updates and changes to their curriculum at the district and state level in order to provide students with current and applicable instruction.				
Funding Sources: State Comp Ed (SCE) - 10000.00							

100% = Accomplished   → = Continue/Modify   0% = No Progress   ✕ = Discontinue

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, innovative, technology-savvy programs.

Performance Objective 3: Performance Objective: 50% of all student populations will meet the passing standard on 6-12 grades Social Studies STAAR tests.

    Evaluation Data Source(s) 3: STAAR/EOC results and EOY evaluations

    Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Identify students needing EOC/EOY reinforcement	2.4, 2.5, 3.1	Teachers	Students enrolled at Horton DAEP will be prepared for the STAAR/EOC assessments in grade levels 6-8, World History, and US History.				
Funding Sources: State Comp Ed (SCE) - 120000.00							
2) Intensive Individual Instruction		Teachers	Students will receive intensive individual instruction on major areas of deficiency identified in 2018 STAAR results, Plato/Edmentum program, Restorative Discipline, and other periodical formal and informal evaluations.				
Funding Sources: State Comp Ed (SCE) - 0.00							
3) Modifications for ESL/ELL students		Teachers	Modifications will be provided to ESL/ELL students as stated on student's IEPs.				
Funding Sources: State Comp Ed (SCE) - 0.00							
4) Modifications for SPED students		Teachers	Modifications and accommodations will be provided as per ARD and Special Education Teacher in order for SPED students to successfully complete IEP's within 36 instructional weeks.				
Funding Sources: State Comp Ed (SCE) - 0.00							
5) Chromebook on Wheels (COWS)		Teachers	Students will be provided with Chromebooks in order to implement Plato/Edmentum, MobyMax, other instructional websites and various programs for Mathematical problem solving, formal instruction and supplemental instruction.				
Funding Sources: State Comp Ed (SCE) - 20000.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
6) Instructional Aides		Teachers and Principal	Instructional Aides will assist in Language Arts, Math, Science & Social Studies as well as any other duties assigned as per administration.				
Funding Sources: State Comp Ed (SCE) - 0.00							
7) TEKS Resource System		Teachers	Teachers will implement new rewritten STAAR/TEKS driven curriculum in Social Studies as per the TEKS Resource System, Scope and Sequence, and any other update provided by the District Curriculum Department Head.				
Funding Sources: State Comp Ed (SCE) - 0.00							
8) Social Studies Connections		Teachers	Students will use prior knowledge to reinforce learning, build new knowledge, and make connections during Social Studies applications. Teachers will use T-Tess and SLO to monitor and adjust instruction as needed.				
Funding Sources: State Comp Ed (SCE) - 0.00							
9) Supplies		Teachers	Teachers will use any and all supplies needed for instructional success of all students across the curriculum. Including but not limited to enrichment activities and materials used to support and enhance instruction. EX: Chromebooks/COWS, Earphones, Chargers, Printers, Ink, Paper, Pencils, Folders, Notebooks, Projectors, Smart Boards, Software.				
Funding Sources: State Comp Ed (SCE) - 20000.00							
10) Trainings		Teachers and Principal	Teachers will stay up-to-date on updates and changes to their curriculum at the district and state level in order to provide students with current and applicable instruction.				
Funding Sources: State Comp Ed (SCE) - 0.00							

100% = Accomplished   = Continue/Modify   0% = No Progress   ✗ = Discontinue

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, innovative, technology-savvy programs.

Performance Objective 4: 50% of all student populations will meet the passing standard on 6-12 grades Science STAAR tests.

Evaluation Data Source(s) 4: STAAR/EOC results and OEY evaluations

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Identify students needing EOC/EOY reinforcement.	2.4, 2.5, 3.1	Teachers	Students enrolled at Horton DAEP will be prepared for the STAAR/EOC assessments in grade levels 6-8, Science, 9-12 Biology, Chemistry, Physics				
Funding Sources: State Comp Ed (SCE) - 120000.00							
2) Intensive Individual Instruction		Teachers	Students will receive intensive individual instruction on major areas of deficiency identified in 2018 STAAR results, Gizmo assessments, and other periodical formal and informal evaluations.				
Funding Sources: State Comp Ed (SCE) - 30000.00							
3) Modifications for ELL students		Teachers	Modifications will be provided to ESL students as stated on student's IEPs				
Funding Sources: State Comp Ed (SCE) - 0.00							
4) Modifications for SPED students		Teachers	Modifications and accommodations will be provided as per ARD and Special Education Teacher in order for SPED students to successfully complete IEP's within 36 instructional weeks.				
Funding Sources: State Comp Ed (SCE) - 20000.00							
5) Chromebook on Wheels (COWS)		Teachers	Students will be provided with Chromebooks in order to implement Plato/Edmentum, Gizmo, MobyMax, other instructional websites and various programs for science problem solving, formal instruction and supplemental instruction.				
Funding Sources: State Comp Ed (SCE) - 60000.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
6) Instructional Aides		Teachers and Principal	Instructional Aides will assist in Language Arts, Math, Science & Social Studies as well as any other duties assigned as per administration.				
Funding Sources: State Comp Ed (SCE) - 0.00							
7) TEKS Resource System		Teachers	Teachers will implement new rewritten STAAR/TEKS driven curriculum in mathematics as per TEKS Resource System, Scope and Sequence and any other update provided by District Curriculum Department Head.				
Funding Sources: State Comp Ed (SCE) - 5019.00							
8) Science Connections		Teachers	Students will use prior knowledge to reinforce learning, build new knowledge, and make connections during science investigations and labs. Teachers will use T-Tess and SLO to monitor and adjust instruction as needed.				
Funding Sources: State Comp Ed (SCE) - 0.00							
9) Supplies		Teachers	Teachers will use any and all supplies needed for instructional success of all students across the curriculum. Including but not limited to, enrichment activities and materials used to support and enhance instruction. EX: Chromebooks/COWS, Earphones, Chargers, Printers, Ink, Paper, Pencils, Folders, Notebooks, Projectors, Smart Boards, Software.				
Funding Sources: Title 1, Part A - 20000.00							
10) Trainings		Teachers	Teachers will stay up to date on updates and changes to their curriculum at the district and state level in order to provide students with current and applicable instruction.				
Funding Sources: State Comp Ed (SCE) - 90000.00							

100% = Accomplished   → = Continue/Modify   0% = No Progress   ✗ = Discontinue

Goal 2: POSITIVE LEARNING ENVIRONMENT-Safe, secure, technology-rich schools and facilities.

Performance Objective 1: 100% of WISD students and staff employ safe, secure digital citizenship behaviors.

> **Evaluation Data Source(s) 1:** Eduphoria sign-in sheets: Internet safety training
> Certificate of Certified School status from curriculum vendor
> Project Tomorrow Speak up Survey data

> **Summative Evaluation 1:**

Goal 2: POSITIVE LEARNING ENVIRONMENT-Safe, secure, technology-rich schools and facilities.

Performance Objective 2: 100% of Weslaco ISD campuses will be secured with rod iron fencing in order to protect students, faculty, and staff from potential threats. This will create peace of mind for teacher to conduct their classrooms and for students to learn in a safe environment.

> **Evaluation Data Source(s) 2:**

> **Summative Evaluation 2:**

Goal 2: POSITIVE LEARNING ENVIRONMENT-Safe, secure, technology-rich schools and facilities.

Performance Objective 3: Access control: 100% of campuses and facilities at Weslaco ISD will have electronically secured doors by installing locking mechanisms at one or two entrance points. All other doors will be for exiting only. Each staff member will be assigned an access card to gain entrance to the building.

> **Evaluation Data Source(s) 3:** A district wide security plan will be created and approved by the Board of Trustees.

> **Summative Evaluation 3:**

Goal 2: POSITIVE LEARNING ENVIRONMENT-Safe, secure, technology-rich schools and facilities.

Performance Objective 4: Weslaco ISD CPR Instructors will train a team of 5 non nursing personnel at each Weslaco ISD Campuses and Departments in CPR/AED/First Aid

> **Evaluation Data Source(s) 4:** Sign-in rosters from training sessions

> **Summative Evaluation 4:**

Goal 2: POSITIVE LEARNING ENVIRONMENT-Safe, secure, technology-rich schools and facilities.

Performance Objective 5: Weslaco ISD will staff each campus with a full-time nurse by the first day of the 2017-2018 academic years to ensure each student has the opportunity to be healthy, safe and ready to learn.

> **Evaluation Data Source(s) 5:**
>
> **Summative Evaluation 5:**

Goal 3: PARENT-COMMUNITY-BUSINESS-INDUSTRY RELATIONS-Superior customer service, positive communication, and collaboration for student success.

Performance Objective 1: All students will be provided with a high quality education through effective programs to complete high school and prepare for a post-secondary education.

      Evaluation Data Source(s) 1:

      Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Bullying	2.6, 3.1	Administration Student Support Staff Teachers	Prevention, identification, response to and reporting of bullying or bully-like behavior. Nurse and counselor presentations.				
Funding Sources: State Comp Ed (SCE) - 300.00							
2) Coordinated Health Program	2.6, 3.1	Administration Student Support Staff Teachers	Student fitness assessment data Student academic performance data Student attendance rates Percentage of students who are Economically Disadvantaged Use and success of methods of physical activity Other indicators Nurse presentations				
3) DAEP Requirements	2.6, 3.1	Administration Student Support Staff Teachers	Student groups served Monitoring over-representation Attendance rates Pre and post-assessment results Dropout rates Graduation rates Recidivism rates DAEP requirements included in counseling presentations				
Funding Sources: State Comp Ed (SCE) - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
4) Dropout Prevention	2.6, 3.1	Administration Student Support Staff Teachers	Leaver Follow-up Student Incentives o Pizza/refreshments Counselor: Develop and share individual graduation plans along with career education.				
Funding Sources: State Comp Ed (SCE) - 500.00							
5) Migrant Plan (Title I, Part C)	2.6, 3.1	Administration SpEd Dept. Teachers	An identification and recruitment plan New Generation System (NGS) Early Childhood Education Parental Involvement Graduation Enhancement Secondary Credit Exchange and Accrual Migrant Services Coordination A priority services action plan with instructional interventions based upon disaggregated migrant student data Counselor: meet with priority for migrant services regarding migrant education needs.				
Funding Sources: Title I, Part C - 0.00							
6) Pregnancy Related Service	2.6, 3.1	Administration Student Support Staff Teachers	District-wide procedures for campuses, as applicable Counselor: counseling sessions as needed				
Funding Sources: State Comp Ed (SCE) - 0.00							
7) Post-Secondary Preparedness/Higher Ed Information/Career Education	2.6, 3.1	Student Support Services	Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: o Higher education admissions and financial aid, including sources of information o TEXAS grant programs o The need to make informed curriculum choices for beyond high school o Sources of information on higher education admissions and financial aid Career education to assist students in developing the knowledge, skills and competencies necessary for a broad range of career opportunities.				
Funding Sources: State Comp Ed (SCE) - 2000.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
8) Recruiting Certified Teachers and Highly-Qualified Paraprofessionals	2.6, 3.1	Administration	Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers Ensuring that all teachers are receiving high-quality professional development Attracting and retaining certified, highly effective teachers				
Funding Sources: State Comp Ed (SCE) - 1000.00							
9) Sexual Abuse and Maltreatment of Children	2.6, 3.1	Administration Student Support Services Teachers	Ensuring that staff receives staff development on signs/symptoms and proper reporting procedures				
Funding Sources: State Comp Ed (SCE) - 0.00							
10) Student Welfare: Crisis Intervention Programs & Training	2.6, 3.1	Administration Student Support Staff Mental Health Agencies	District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics: o Early mental health intervention o Mental health promotion and positive youth development o Substance abuse prevention o Substance abuse intervention o Suicide prevention and suicide prevention parent/guardian notification procedures Training for teachers, school counselors, principals and all other appropriate personnel				
Funding Sources: State Comp Ed (SCE) - 400.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
11) Student Welfare: Discipline/Conflict/Violence Management (DIP)	2.6, 3.1	Administration Student Support Staff Mental Health Agencies	Methods for addressing o Suicide Prevention including parent/guardian notification procedures o Conflict resolution programs o Violence prevention and intervention programs o Unwanted physical or verbal aggression o Sexual harassment o Harassment and dating violence o Individual student sessions o small group curriculum guided sessions o referral to mental health agencies o referral to substance abuse/dependency rehabilitative services				
Funding Sources: State Comp Ed (SCE) - 500.00							

100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue

Goal 4: CAPACITY-BUILDING/LEADERSHIP DEVELOPMENT-Quality, customized professional development for all employees.

Performance Objective 1: WISD will recruit and retain hard to fill positions by 5% in the shortage identified areas of Special Education, Bilingual and Career and Technical education programs.

Evaluation Data Source(s) 1: District TAPR report

Summative Evaluation 1:

Goal 4: CAPACITY-BUILDING/LEADERSHIP DEVELOPMENT-Quality, customized professional development for all employees.

Performance Objective 2: All students will be taught by highly qualified/state certified teachers through several professional development opportunities.

Evaluation Data Source(s) 2: Eduphoria and sign in sheets

Summative Evaluation 2:

Goal 5: FINANCIAL STRENGTH-Responsible planning, management, and accountability.

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	8	Mathematical Connections
1	2	3	Modifications for ELL students
1	2	5	Chromebook on Wheels (COWS)
1	2	8	Supplies
1	3	1	Identify students needing EOC/EOY reinforcement
1	3	2	Intensive Individual Instruction
1	3	3	Modifications for ESL/ELL students
1	3	4	Modifications for SPED students
1	3	5	Chromebook on Wheels (COWS)
1	3	6	Instructional Aides
1	3	7	TEKS Resource System
1	3	8	Social Studies Connections
1	3	9	Supplies
1	3	10	Trainings
1	4	1	Identify students needing EOC/EOY reinforcement.
1	4	2	Intensive Individual Instruction
1	4	3	Modifications for ELL students
1	4	4	Modifications for SPED students
1	4	5	Chromebook on Wheels (COWS)
1	4	6	Instructional Aides
1	4	7	TEKS Resource System
1	4	8	Science Connections

Goal	Objective	Strategy	Description
1	4	9	Supplies
1	4	10	Trainings

State Compensatory

Budget for Horton DAEP:

Account Code	Account Title	Budget
6100 Payroll Costs		
164.32.6119.00.008.8.28	6119 Salaries or Wages - Teachers and Other Professional Personnel	$60,096.00
164.61.6119.28.008.8.28	6119 Salaries or Wages - Teachers and Other Professional Personnel	$25,683.00
164.23.6129.00.008.8.28	6129 Salaries or Wages for Support Personnel	$37,352.00
164.33.6129.00.008.8.28	6129 Salaries or Wages for Support Personnel	$15,658.00
164.23.6141.00.008.8.28	6141 Social Security/Medicare	$542.00
164.32.6141.00.008.8.28	6141 Social Security/Medicare	$871.00
164.33.6141.00.008.8.28	6141 Social Security/Medicare	$227.00
164.61.6141.28.008.8.28	6141 Social Security/Medicare	$372.00
164.23.6142.00.008.8.28	6142 Group Health and Life Insurance	$5,779.00
164.32.6142.00.008.8.28	6142 Group Health and Life Insurance	$5,779.00
164.33.6142.00.008.8.28	6142 Group Health and Life Insurance	$2,889.00
164.61.6142.28.008.8.28	6142 Group Health and Life Insurance	$2,827.00
164.23.6143.00.008.8.28	6143 Workers' Compensation	$112.00
164.32.6143.00.008.8.28	6143 Workers' Compensation	$180.00
164.33.6143.00.008.8.28	6143 Workers' Compensation	$47.00
164.61.6143.28.008.8.28	6143 Workers' Compensation	$77.00
164.23.6145.00.008.8.28	6145 Unemployment Compensation	$34.00

Account Code	Account Title	Budget
164.32.6145.00.008.8.28	6145 Unemployment Compensation	$54.00
164.33.6145.00.008.8.28	6145 Unemployment Compensation	$14.00
164.61.6145.28.008.8.28	6145 Unemployment Compensation	$23.00
164.23.6146.00.008.8.28	6146 Teacher Retirement/TRS Care	$840.00
164.32.6146.00.008.8.28	6146 Teacher Retirement/TRS Care	$1,672.00
164.33.6146.00.008.8.28	6146 Teacher Retirement/TRS Care	$352.00
164.61.6146.28.008.8.28	6146 Teacher Retirement/TRS Care	$578.00
	6100 Subtotal:	**$162,058.00**

6200 Professional and Contracted Services

Account Code	Account Title	Budget
164.11.6219.27.008.8.28	6219 Professional Services	$500.00
164.13.6219.57.008.8.28	6219 Professional Services	$405.00
164.11.6269.00.008.8.28	6269 Rentals - Operating Leases	$2,900.00
	6200 Subtotal:	**$3,805.00**

6300 Supplies and Services

Account Code	Account Title	Budget
164.11.6395.00.008.8.28	6395 Supplies, DP Operations - Locally Defined	$2,000.00
164.11.6395.27.008.8.28	6395 Supplies, DP Operations - Locally Defined	$160.00
164.11.6399.00.008.8.28	6399 General Supplies	$2,000.00
164.11.6399.27.008.8.28	6399 General Supplies	$4,000.00
164.23.6399.00.008.8.28	6399 General Supplies	$900.00
164.33.6399.00.008.8.28	6399 General Supplies	$1,000.00
	6300 Subtotal:	**$10,060.00**

6400 Other Operating Costs

Account Code	Account Title	Budget
164.11.6411.00.008.8.28	6411 Employee Travel	$500.00
164.32.6411.00.008.8.28	6411 Employee Travel	$1,000.00
164.11.6497.00.008.8.28	6497 Fees - Locally Defined	$500.00

Account Code	Account Title	Budget
164.23.6497.00.008.8.28	6497 Fees - Locally Defined	$219.00
164.13.6499.00.008.8.28	6499 Miscellaneous Operating Costs	$900.00
164.23.6499.00.008.8.28	6499 Miscellaneous Operating Costs	$1,381.00
	6400 Subtotal:	**$4,500.00**

Personnel for Horton DAEP:

Name	Position	Program	FTE
Angella Mendez	Teacher	Horton	1
Annette Ozuna	Special Ed Teacher	Horton	1
Arturo Castillo	Teacher	Hoton	1
Danny Castro	Teacher	Horton	1
Efrain Garcia	Teacher	Horton	1
Gladys Villarreal	Parent Specialist	Horton	0.5
Jorge Sosa	Teacher	Horton	1
Jose Perez	Principal	Horton	1
Laura Borrego	Teacher	Horton	1
Laurie Martinez	Secretary	Horton	1
Marcus Garza	Teacher	Horton	1
Maricela Alvarado	Social Worker	Horton	1
Marisa Villalobos	At Risk Attendance Clerk	Horton	1
Mark Pederson	Teacher	Horton	1
Orlando Gomez	Teacher	Horton	1
Rebecca Reyna	Teacher	Horton	1
Roberto Martinez	Special Ed Teacher	Horton	1
Sandra Cabrera	LVN	Horton	0.5

Title I Personnel

Name	Position	Program	FTE
Gonzales, Vallerie	Instructional Aide		

2019-2020 Campus Attendance Committee

Committee Role	Name	Position
Non-classroom Professional	Maricela Alvarado	Social Worker
Paraprofessional	Sandra Cabrera	Nurse
Classroom Teacher	Jaime Castaneda	Lab Teacher
Classroom Teacher	Jesus Trevino	Science Teacher
Classroom Teacher	Marcus Garza	Social Studies Teacher
Classroom Teacher	Roberto Martinez	Special Education Teacher
Paraprofessional	Efraid Molina	Teacher Assistant
Classroom Teacher	Annette Ozuna	Special Education Teacher
Classroom Teacher	Mark Pederson	Social Studies Teacher
Paraprofessional	Marissa Villalobos	Attendance Clerk
Non-classroom Professional	Rolando Zavala	Academic Counselor
Administrator	Roger Perez	Principal

2019-2020 Campus Site-Based Committee

Committee Role	Name	Position
Non-classroom Professional	Maricela Alvarado	Social Worker
Classroom Teacher	Arturo Castillo	Lab Teacher
Classroom Teacher	Danny Castro	Science Teacher
Classroom Teacher	Orlando Gomez	Math Teacher
Paraprofessional	Vallerie Gonzales	Teacher Assistant
Paraprofessional	Martinez Laurie	Secretary
Classroom Teacher	Angela Mendez	English/Language Arts Teacher
Administrator	Roger Perez	Principal
Classroom Teacher	Rebecca Reyna	English/Language Arts Teacher
Non-classroom Professional	Rolando Zavala	Academic Counselor

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2019-2020 District Advisory Committee

Committee Role	Name	Position
Classroom Teacher	Mark Pederson	Social Studies Teacher
Classroom Teacher	Annette Ozuna	Special Education Teacher
Administrator	Roger Perez	Principal

Campus Funding Summary

			State Comp Ed (SCE)		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Math Instructors		$120,000.00
1	1	2	Supplies & Materials for Math classes		$30,000.00
1	1	3	ESL Teacher		$2,400.00
1	1	4	Resource Teachers		$120,000.00
1	1	5	Computers		$50,000.00
1	1	6	Instructional Aides		$40,000.00
1	1	7	Aleks, Imagine Math and Moby Max software		$20,000.00
1	1	8	Supplies		$10,000.00
1	1	9	Ink, Printer, Pencils & Supplies		$30,000.00
1	1	10	Travel Employees For Staff Development		$4,000.00
1	2	1	Elar Teachers		$100,000.00
1	2	2	Istation, Apex software		$30,000.00
1	2	3	ESL Stipend		$2,400.00
1	2	4			$0.00
1	2	5	Supplies		$5,000.00
1	2	6			$0.00
1	2	8			$15,000.00
1	2	9	Staff Development		$10,000.00
1	3	1	Social Studies Teachers		$120,000.00
1	3	2			$0.00
1	3	3			$0.00

			State Comp Ed (SCE)		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	4			$0.00
1	3	5	Supplies		$20,000.00
1	3	6			$0.00
1	3	7			$0.00
1	3	8			$0.00
1	3	9	Supplies		$20,000.00
1	3	10			$0.00
1	4	1	Science Teachers		$120,000.00
1	4	2	Software		$30,000.00
1	4	3			$0.00
1	4	4	Resource Aide		$20,000.00
1	4	5	Computers		$60,000.00
1	4	6			$0.00
1	4	7	Supplies		$5,019.00
1	4	8			$0.00
1	4	10	Admin		$90,000.00
3	1	1	Supplies For Anti-Bullying		$300.00
3	1	3			$0.00
3	1	4	Student Incentives		$500.00
3	1	6			$0.00
3	1	7	Counseling Supplies		$2,000.00
3	1	8	Certification		$1,000.00
3	1	9			$0.00
3	1	10	Health Services		$400.00
3	1	11	Supplies		$500.00

State Comp Ed (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				Sub-Total	$1,078,519.00
				Budgeted Fund Source Amount	$1,135,588.00
				+/- Difference	$57,069.00
				Grand Total	$1,078,519.00