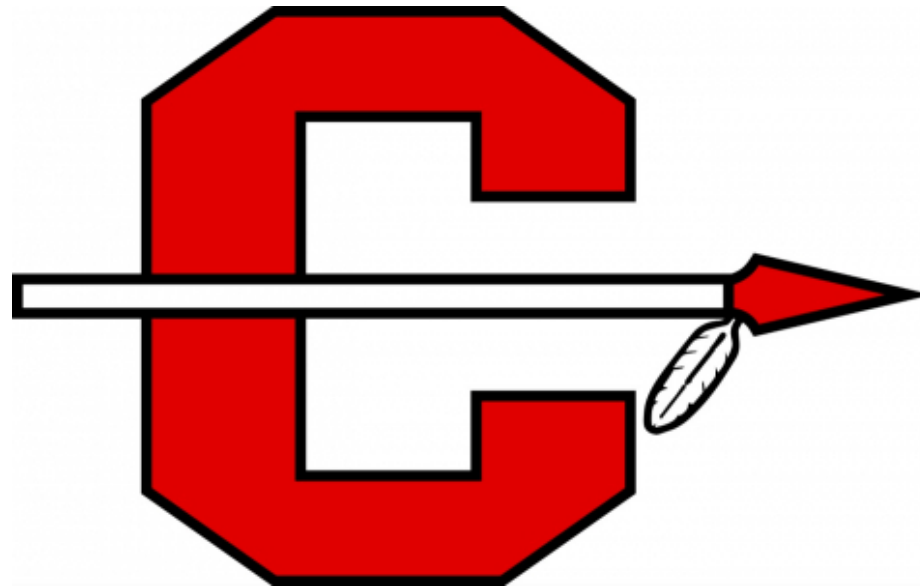


Cleveland Independent School District

DAEP

2021-2022 Department Plan



Mission Statement

The mission of the staff is to provide an encouraging learning environment by reinforcing appropriate behaviors.

Vision

Our Vision is for students to learn skills in order to be successful.

Value Statement

The DAEP commitment and goal are to exit students that have a positive outlook for school.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The student demographics at DAEP continues to change and be fluid according to enrollment from the home campus. During the 2020-2021 year of the school's operation, the enrollment is reflected by the following:

2020-2021 Students assigned to DAEP

- 80% Hispanic
- 11% White
- 9% African American

- 5% SPED
- 1% 504

Demographics Strengths

Our demographics are reflective of our general student populations on home campuses.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The 2020-2021 school year experienced a reduction in SPED students assigned to DAEP from 14.5% to 5%. **Root Cause:** Issues at home and no interventions before problems arise.

Student Achievement

Student Achievement Summary

While our passing rate on state assessments is within the alternative education academically acceptable range, there continues to be a need for improvement with consideration to the new accountability rating system.

Student Achievement Strengths

Individual attention and small group instruction allow us to identify and re-mediate areas of concern for all students.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Most student are usually behind in classes and grade level. **Root Cause:** Various outside issues that have to do with home and school behavior.

School Culture and Climate

School Culture and Climate Summary

DAEP has a positive school climate. There is a focus on rewarding positive behaviors rather than pointing out the negatives with students.

School Culture and Climate Strengths

Due to lack of success that many of our students have experienced throughout their school career, there are many positive rewards in place for all students, including rewards for high completion of assigned work and/or completing credit, maintaining perfect attendance, and earning student of the day or week. Also, we have added social emotional activities for students and teachers through out the year.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Students are usually behind and have experinenced very little success academically. **Root Cause:** Students have attendance issues and have moved from other districts.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

DAEP has retained a majority of highly qualified teachers for the past several years. We hope to continue that trend to better serve our students.

Staff Quality, Recruitment, and Retention Strengths

We have a group of educators who work well with fragile learners. They are strong communicators and excellent motivators with a desire to help at-risk students succeed.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The faculty and staff at DAEP continue to strengthen instruction and tailor it to meet the needs of all students. The curriculum is aligned with all state and district mandates.

Faculty collaborates with home campus staff about students assigned to DAEP.

Instruction has expanded to include both small and large group instruction as well as computerized instruction through Edgenuity.

Curriculum, Instruction, and Assessment Strengths

Strengths in this area include a focus on Credit Recovery for students that are behind. Also, Texas Assessment is used to determine areas of weakness that students need to focus on and assigning appropriate EOC/STARR reviews for students.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Students not in the appropriate scope and sequence of their home campus classes. **Root Cause:** Student attend DAEP at different times of the school year.

Parent and Community Engagement

Parent and Community Engagement Summary

Our faculty regularly tries to make parental/guadarian contacts via face to face, phone, text, and email.

Parent and Community Engagement Strengths

Students and parents meet with campus administrator for orientation before attending DAEP to promote student success. Contact with parents is made every day during drop-off and pick-up.

School Context and Organization

School Context and Organization Summary

DAEP is an organized team consisting of a principal, six teachers, two instructional aides, students, one secretary, and one custodian. The principal functions as a facilitator for staff and students. The positive and constructive environment of the campus is attributed to the staff and student buy-in of personal responsibility and ownership.

School Context and Organization Strengths

The campus strength is that our size allows for staff and students to truly build personal relationships of trust. Our DAEP staff is committed to students and continues daily to go out of their way to build student relationships. They have a desire for overall success.

DAEP Commitment

Our vision is for students to learn skills in order to be successful. The mission of the staff is to provide an encouraging learning environment by reinforcing appropriate behaviors. The goal is to exit students that have a positive outlook for school.

Technology

Technology Summary

Technology currently is a major part of our campus. Our students work on Edgenuity and Ripple Effects daily and sometimes experiences technical issues. DAEP currently allows students access only to Edgenuity, Classlink, and Ripple Efforts as a part of a secure internet enviroment for our students.

Technology Strengths

Edgenuity continues to be the method of curriculum delivery this year. Each course can be formatted for the student to meet their needs or schedule/class requirements from home campus.

Problem Statements Identifying Technology Needs

Problem Statement 1: Connectivity issues arise from to time to time **Root Cause:** Access points need upgrading

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- SAT and/or ACT assessment data
- PSAT

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- 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

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results





Goals

Goal 1: DAEP will provide a student-centered educational environment in which students are supported to meet and/or exceed state standards in all areas.

Performance Objective 1: Establish a learning environment of high expectations, equity, rigor and relevance that will increase student success rates and passing rates on all state assessments.

Evaluation Data Sources: All available data i.e. Edgenuity assessments, EOC results will be analyzed and synthesized to make informed instructional adjustments





Strategy 1 Details	Reviews			
<p>Strategy 1: We will meet bi-weekly as a faculty to review data, student progress, and attendance.</p> <p>Strategy's Expected Result/Impact: Meeting bi-weekly as a faculty to review data, student progress, and attendance will aide us in making informed and data driven instructional decisions. It will allow us to concentrate efforts where they are needed the most, identify struggling students, and increase the graduation rate.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Comprehensive Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Continue the use of Edgenuity and in-class instruction for both credit acquisition and credit recovery .</p> <p>Strategy's Expected Result/Impact: Through the use of Edgenuity and in-claas instruction, we expect to see higher graduation numbers and more students prepared for post-secondary readiness (life after high school).</p> <p>Staff Responsible for Monitoring: Principal Counselor Teachers</p> <p>Funding Sources: Funding for Edgenuity - Local Funds - 199-E-11-6269-00-003-0-30-000 - \$6,000</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Document student work and behavior progress daily that all staff can view on individual students. Data will be used in PLC's to make adjustments for each students.</p> <p>Strategy's Expected Result/Impact: The result will be an increase is student performance and a change in behavior.</p> <p>Staff Responsible for Monitoring: Principal Counselor Teachers</p> <p>Comprehensive Support Strategy</p> <p>Funding Sources: N/A - Local Funds</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 4 Details	Reviews			
<p>Strategy 4: Recognize and reinforce achievement and efforts of students.</p> <p>Strategy's Expected Result/Impact: The expected result is that students will build self-efficacy and become more optimistic about learning.</p> <p>Staff Responsible for Monitoring: DAEP Staff</p> <p>Comprehensive Support Strategy</p> <p>Funding Sources: None needed - Local Funds</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 5 Details	Reviews			
<p>Strategy 5: Students will be required to work in EOC/STARR review classes two times a week that are designed to address student deficiencies. Teachers will give one-on-one time with these students.</p> <p>Strategy's Expected Result/Impact: The expected result of this strategy is more students being successful on their EOCs/STARR passing rates.</p> <p>Staff Responsible for Monitoring: Principal Teachers</p> <p>Comprehensive Support Strategy</p> <p>Funding Sources: None needed - Local Funds</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: DAEP will provide a student-centered educational environment in which students are supported to meet and/or exceed state standards in all areas.

Performance Objective 2: Involve all stakeholders in the development and implementation of rigorous and effective teaching and learning activities that align with ESSA guidelines as measured in student daily progress documentation.





Evaluation Data Sources: Student graduation rate, T-TESS teacher evaluations, documentation of parent visits and phone logs.

Strategy 1 Details	Reviews			
<p>Strategy 1: We will use the strategies outlined in "7 Steps of Language Rich Classrooms" and "Excellence in Every Classroom" as the foundation for implementing a more robust and rigorous instruction plan. Our PLC process will be integral for the continued growth of our staff.</p> <p>Strategy's Expected Result/Impact: The result will be teachers utilizing research based instructional practices and an increase in student engagement and success.</p> <p>Staff Responsible for Monitoring: Principal Counselor Teachers</p> <p>Comprehensive Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: All staff will participate in district staff development opportunities that raise the quality of teaching and learning at campus level.</p> <p>Strategy's Expected Result/Impact: This strategy will be measured by the number of staff members participating in Staff Development opportunities and monitored by reviewing attendance at the sessions using sign in sheets or other instruments that attest to their attendance. Ultimately the success of the student will determine if the staff development has been effective as attested to by an increased graduation and attendance rate.</p> <p>Staff Responsible for Monitoring: Central Office Administrators Principal</p> <p>Comprehensive Support Strategy</p> <p>Funding Sources: - School Improvement</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: DAEP will provide a student-centered educational environment in which students are supported to meet and/or exceed state standards in all areas.





Performance Objective 3: An interdisciplinary team will create support mechanisms to regularly and consistently intervene to support students who are academically, behaviorally, or effectively at risk and implement the pyramid of interventions including organizing meetings with students, parents, and advisers by using documented Behavioral Score Data from staff.

Evaluation Data Sources: Team meetings will be documented for students in need of intervention and interventions will be monitored for success.

Strategy 1 Details	Reviews			
<p>Strategy 1: Collaboration during PLC's will be held to determine progress and identify students who are in need of assistance.</p> <p>Strategy's Expected Result/Impact: This strategy will result in early intervention for struggling students, identifying and addressing needs of students to help them stay on track academically, and increased success rates.</p> <p>Staff Responsible for Monitoring: Principal Counselor Teacher</p> <p>Comprehensive Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Parent conferences will be held for students who are experiencing difficulty in making adequate progress towards graduation and who are experiencing attendance difficulties.</p> <p>Strategy's Expected Result/Impact: The expected result is the value of parental influence towards their student yielding higher academic performance influenced by the higher rate of attendance.</p> <p>Staff Responsible for Monitoring: Principal Teachers</p> <p>Comprehensive Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	May
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Goal 1: DAEP will provide a student-centered educational environment in which students are supported to meet and/or exceed state standards in all areas.

Performance Objective 4: Students will be given the opportunity to recover credits and obtain initial credit with classes in Edgenuity.

Strategy 1 Details	Reviews			
<p>Strategy 1: Principal and counselor will review student transcripts to check for areas that can be recovered. DAEP will also use technology resources to help reduce the drop-out rate.</p> <p>Strategy's Expected Result/Impact: Students recover credits and will be back on track for graduation with their peers.</p> <p>Staff Responsible for Monitoring: Principal Counselor</p> <p>Comprehensive Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: DAEP will provide a student-centered educational environment in which students are supported to meet and/or exceed state standards in all areas.





Performance Objective 5: 100 % students must complete a transition meeting with DAEP Principal, Secondary Support Counselor, and Campus Behavioral Intervention Specialist before returning to home campus.

Strategy 1 Details	Reviews			
<p>Strategy 1: Discuss what the student needs to do in order to be successful academically and identify the contact person for their transition back to their home campus.</p> <p>Strategy's Expected Result/Impact: The result will be a lower recidivism rate for the student thus impacting higher graduation rates.</p> <p>Staff Responsible for Monitoring: Principal Counselor Teachers Central Office</p> <p>Comprehensive Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Students identified in crisis or with behavioral issues will receive Counseling from the school counselor or an approved outside agent to equip them with skills to cope and resolve conflict. Where appropriate, parents/guardians will be notified.</p> <p>Strategy's Expected Result/Impact: Proper coping skills and conflict resolution will help the student to be more successful in school and at home.</p> <p>Staff Responsible for Monitoring: Principal Counselor Teachers Staff</p> <p>Comprehensive Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: DAEP team of highly qualified professionals will implement a professional learning community that enhances individual student success by reviewing Progress and Behavior Score data.

Performance Objective 1: Meet all federal, state, district and campus goals related to safety, growth, and graduation requirements.

Evaluation Data Sources: Documentation will be filed.





Strategy 1 Details	Reviews			
<p>Strategy 1: Appropriate drills will be held in a timely manner and logged into our safety notebook</p> <p>Strategy's Expected Result/Impact: This strategy will result in students, teachers, and staff knowing how to safely evacuate the building or shelter in place in case an emergency or crisis situation presents itself.</p> <p>Staff Responsible for Monitoring: Principal Designee</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: DAEP team of highly qualified professionals will implement a professional learning community that enhances individual student success by reviewing Progress and Behavior Score data.

Performance Objective 2: Attendance rate average of 95 % for the campus.

Evaluation Data Sources: ADA reports





Strategy 1 Details	Reviews			
<p>Strategy 1: Absent students will be contacted by the school secretary, counselor, principal, and/or the district truancy officer on the day they are absent.</p> <p>Student will receive a phone contact at 7:15 AM if they are not in attendance the day of.</p> <p>3 absences. Attendance letter mailed.</p> <p>6 absences. Attendance letter mailed. Parent conference to be held with, parent student, AP, attendance clerk, and counselor. Attendance letter given to parent at conference. Make up hour contract to be filled out and signed by all attending the meeting. LPC counselor will meet with student.</p> <p>9 absences. Certified letter to be mailed. Repeat 6 absences process.</p> <p>10 absences Final notice letter mailed. Probable cause affidavit/parent contributing to truancy complete and notarized. Complaint/parent contributing to truancy complete and notarized. Contact Sonya Urton.</p> <p>Strategy's Expected Result/Impact: This strategy is to increase student attendance by informing the parent/guardian of the absence from school and inviting them to partner with us to ensure the student attends school regularly.</p> <p>Staff Responsible for Monitoring: Principal Counselor Teachers Secretary CISD PD Truancy Officer</p> <p>Comprehensive Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: Meet with each student weekly to discuss academic progress.</p> <p>Strategy's Expected Result/Impact: Students should show an increase in progress in their assigned classes.</p> <p>Staff Responsible for Monitoring: Principal Counselor Teachers</p> <p>Comprehensive Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
<p>Strategy 3: Students with perfect attendance or showing an increase in progress will be rewarded/recognized once a week.</p> <p>Strategy's Expected Result/Impact: This strategy provides praise and recognition for students. It will raise the esteem of the student(s) recognized and encourage others to follow in their footsteps and attend class every day.</p> <p>Staff Responsible for Monitoring: Principal Counselor Teachers Secretary</p> <p>Comprehensive Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: DAEP team of highly qualified professionals will implement a professional learning community that enhances individual student success by reviewing Progress and Behavior Score data.

Performance Objective 3: Provide appropriate hardware, software, and training for students, faculty, and staff to become proficient in required technology skills that support learning to ensure 90% of students return to home campus with passing grades.





Evaluation Data Sources: Course completion rates for all students.

Strategy 1 Details	Reviews			
<p>Strategy 1: Students are provided Chromebooks while on campus to allow them to access updated Edgenuity courses.</p> <p>Strategy's Expected Result/Impact: Students are completing classes assigned in a timely manner.</p> <p>Staff Responsible for Monitoring: Principal, Counselor,</p> <p>Comprehensive Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: DAEP team of highly qualified professionals will implement a professional learning community that enhances individual student success by reviewing Progress and Behavior Score data.

Performance Objective 4: Positive student behavior will increase.





Evaluation Data Sources: Number of discipline referrals will decrease

Strategy 1 Details	Reviews			
Strategy 1: System in place to track daily academic and behavioral progress. Strategy's Expected Result/Impact: See a change in positive behavior scores. Staff Responsible for Monitoring: DAEP staff	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Using "Ripple Effects" and having documentation on before and after evaluations for students Strategy's Expected Result/Impact: See an improvement in evaluation scores from the before and after scores in "Ripple Effects". Staff Responsible for Monitoring: Social Skills advisor	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: DAEP parents, community, and business partners will strengthen their involvement in our student's education.

Performance Objective 1: DAEP will conference with parents of students in an effort to improve student academic and behavioral progress.





Evaluation Data Sources: DAEP staff will document parent conferences with parents.

Strategy 1 Details	Reviews			
<p>Strategy 1: Parents will be contacted regularly by both teachers and administrators in an effort to keep them integrally involved in the educational process.</p> <p>Strategy's Expected Result/Impact: Students will show increased progress and/or a change in behaviors.</p> <p>Staff Responsible for Monitoring: Principal/DAEP Staff</p> <p>Comprehensive Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	May
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: DAEP parents, community, and business partners will strengthen their involvement in our student's education.

Performance Objective 2: Develop a culture that promotes ownership for students, parents, community and staff.

Evaluation Data Sources: Survey data from parents.

Strategy 1 Details	Reviews			
Strategy 1: Have parents submit survey on the student's stay while at DAEP. Strategy's Expected Result/Impact: Parental input on campus changes. Staff Responsible for Monitoring: Principal	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Addendums