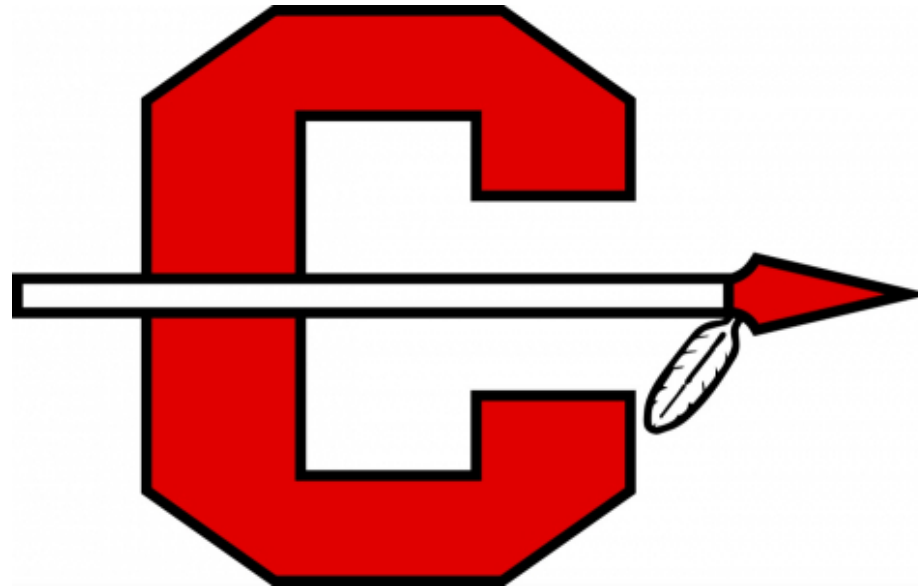


Cleveland Independent School District

DAEP

2022-2023 Department Plan



Board Approval Date: November 14, 2022
Public Presentation Date: November 14, 2022

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

Needs Assessment Overview

Needs Assessment Overview Summary

Cleveland ISD DAEP

Campus Needs Assessment

School Profile

DAEP is the district's discipline alternative campus. The campus serviced over 600 students from the 3rd grade to 12 grade during the 2021-2022 school year.

Campus Needs Assessment Process

The DAEP needs assessment process is described below. The Campus Improvement Planning Team reviewed the following data:

- DAEP Work Progress and Behavioral Scores from 2020-21 and 2021-22
- DAEP Campus Attendance
- DAEP Discipline Placement Codes

The Campus Improvement Planning Team met on April 18, 2022 to revise the CNA. The meeting was held at the DAEP campus. Discussion was held on the topics and what plans were to address deficiencies in areas of needs.

Summary of top three priorities

- 1) Positive Behavior Supports
- 2) Parent & Community Engagement
- 3) Drug Counselor a must

Committee members: Steve Sherrouse Principal, Jessica Hammonds Teacher, Jo Jones Teachers, Deborah Hulett Paraprofessional, Ninfa Garcia Paraprofessional, Danny Lee Community Member, Tyra Hodge District Administration. Various parents are updated in the drop off and pick up lines during the year.

Demographics

Demographics Summary

The student demographic at DAEP continues to be fluid according to enrollment from the home campus. During the 2021-2022 school year, the enrollment is reflected by the following:

2021-2022 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 (Prioritized): During the 2021-2022 school year, 90% of all DAEP assignments were drug related. **Root Cause:** Issues at home and easy availability of drugs for students.

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 (Prioritized): Most student are usually behind in classes and grade level. **Root Cause:** Various outside influences effect 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 negative behavior with students.

School Culture and Climate Strengths

Due to the lack of success that many of our students have experienced throughout their school career, there are many positive rewards in place for students. These include 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 experienced 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 (Prioritized): Students not in the appropriate scope and sequence of their home campus classes. **Root Cause:** Students 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 (Prioritized): Connectivity issues occur occasionally. **Root Cause:** The access points need upgrading.

Priority Problem Statements

Problem Statement 1: During the 2021-2022 school year, 90% of all DAEP assignments were drug related.

Root Cause 1: Issues at home and easy availability of drugs for students.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Most student are usually behind in classes and grade level.

Root Cause 2: Various outside influences effect home and school behavior.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: Students not in the appropriate scope and sequence of their home campus classes.

Root Cause 3: Students attend DAEP at different times of the school year.

Problem Statement 3 Areas: Curriculum, Instruction, and Assessment

Problem Statement 4: Connectivity issues occur occasionally.

Root Cause 4: The access points need upgrading.

Problem Statement 4 Areas: Technology

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- State and federal planning requirements

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

- 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

Revised/Approved: November 14, 2022





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: DAEP staff will meet bi-weekly 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 aid 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, Teachers, Staff</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1</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. Strategy's Expected Result/Impact: Through the use of Edgenuity and in-class instruction, we expect to see higher graduation numbers and more students prepared for post-secondary readiness (life after high school). Staff Responsible for Monitoring: Principal, Counselor, Teachers</p> <p>Title I: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1 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 and allow access so that all staff can view individual students. Data will be used in PLC's to make adjustments for each student. Strategy's Expected Result/Impact: The result will be an increase in student performance and a change in behavior. Staff Responsible for Monitoring: Principal, Counselor, Teachers</p> <p>Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1 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>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</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 an increase in passing rates/student growth on the STAAR EOC.</p> <p>Staff Responsible for Monitoring: Principal, Teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1</p> <p>Funding Sources: None needed - Local Funds</p>	Formative			Summative
	Nov	Jan	Mar	May
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Performance Objective 1 Problem Statements:

Student Achievement
<p>Problem Statement 1: Most student are usually behind in classes and grade level. Root Cause: Various outside influences effect home and school behavior.</p>
Curriculum, Instruction, and Assessment
<p>Problem Statement 1: Students not in the appropriate scope and sequence of their home campus classes. Root Cause: Students attend DAEP at different times of the school year.</p>

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, Professional Development sign in sheets, documentation of parent visits and phone logs.

Strategy 1 Details	Reviews			
<p>Strategy 1: DAEP will use the strategies outlined in "7 Steps of a Language-Rich Classroom" and "Excellence in Every Classroom" as the foundation for implementing a more robust and rigorous instructional 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>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1</p> <p>Funding Sources: - Local Funds</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 the campus level.</p> <p>Strategy's Expected Result/Impact: The success of the student will determine if the staff development has been</p>	Formative			Summative
	Nov	Jan	Mar	May

effective as attested to by an increased graduation and attendance rate.

Staff Responsible for Monitoring: Central Office Administrators, Principal

Title I:

2.4, 2.5, 2.6

- TEA Priorities:

Recruit, support, retain teachers and principals, Improve low-performing schools

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1

Funding Sources: - Local Funds



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Student Achievement

Problem Statement 1: Most student are usually behind in classes and grade level. **Root Cause:** Various outside influences effect home and school behavior.

Curriculum, Instruction, and Assessment

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

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 interventions to regularly and consistently provide support to students who are academically, and behaviorally, at risk. Staff will implement the 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: 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>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1</p> <p>Funding Sources: - Local Funds</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</p>	Formative			Summative
	Nov	Jan	Mar	May

yielding higher academic performance influenced by the higher rate of attendance.

Staff Responsible for Monitoring: Principal and Teachers

Title I:

2.4, 2.5, 2.6, 4.2

- **TEA Priorities:**


Improve low-performing schools


- **ESF Levers:**


Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1

Funding Sources: - Local Funds

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 3 Problem Statements:

Student Achievement

Problem Statement 1: Most student are usually behind in classes and grade level. **Root Cause:** Various outside influences effect home and school behavior.

Curriculum, Instruction, and Assessment





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

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 course credit in Edgenuity.

Evaluation Data Sources: Student grade reports in Edgenuity, Student transcripts

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 and Counselor</p> <p>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1</p> <p>Funding Sources: - Local Funds</p>	Formative			Summative
	Nov	Jan	Mar	May

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 4 Problem Statements:

Student Achievement
<p>Problem Statement 1: Most student are usually behind in classes and grade level. Root Cause: Various outside influences effect home and school behavior.</p>
Curriculum, Instruction, and Assessment
<p>Problem Statement 1: Students not in the appropriate scope and sequence of their home campus classes. Root Cause: Students attend DAEP at different times of the school year.</p>

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% of DAEP students must complete a transition meeting with the Principal, Secondary Support Counselor, and Campus Behavioral Intervention Specialist before returning to home campus.

Evaluation Data Sources: Transition Plan

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>Title I: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1</p> <p>Funding Sources: - Local Funds</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Students identified in crisis or with behavioral issues will meet with the school counselor or an approved outside agent to equip them with coping and conflict resolution skills. Where appropriate, parents/guardians will be notified.</p> <p>Strategy's Expected Result/Impact: Proper coping and conflict resolution skills will help the student to be</p>	Formative			Summative
	Nov	Jan	Mar	May

more successful in school and at home.

Staff Responsible for Monitoring: Principal, Counselor, Teachers, Staff

Title I:

2.6

- **TEA Priorities:**

Improve low-performing schools

- **ESF Levers:**

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture

Problem Statements: Demographics 1 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1

Funding Sources: - Local Funds



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 5 Problem Statements:

Demographics

Problem Statement 1: During the 2021-2022 school year, 90% of all DAEP assignments were drug related. **Root Cause:** Issues at home and easy availability of drugs for students.

Student Achievement

Problem Statement 1: Most student are usually behind in classes and grade level. **Root Cause:** Various outside influences effect home and school behavior.

Curriculum, Instruction, and Assessment





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

Goal 2: DAEP staff of quality professionals will implement a professional learning community that enhances individual student success.

Performance Objective 1: Create campus processes and procedures to ensure the safety of staff and students.

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 the event of an emergency or crisis situation.</p> <p>Staff Responsible for Monitoring: Principal Designee</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Curriculum, Instruction, and Assessment 1</p> <p>Funding Sources: - Local Funds</p>	Formative			Summative
	Nov	Jan	Mar	May

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:





Curriculum, Instruction, and Assessment
<p>Problem Statement 1: Students not in the appropriate scope and sequence of their home campus classes. Root Cause: Students attend DAEP at different times of the school year.</p>

Goal 2: DAEP staff of quality professionals will implement a professional learning community that enhances individual student success.

Performance Objective 2: DAEP will have an attendance rate of 95% or higher.

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.</p> <p>3 absences. Attendance letter mailed.</p> <p>6 absences. Attendance letter mailed. Parent conference to be held with parent, student, Principal, 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 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, and Truancy Officer</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1</p> <p>Funding Sources: - Local Funds</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, and Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1</p> <p>Funding Sources: - Local Funds</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>	Formative			Summative
	Nov	Jan	Mar	May
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Performance Objective 2 Problem Statements:

Student Achievement
<p>Problem Statement 1: Most student are usually behind in classes and grade level. Root Cause: Various outside influences effect home and school behavior.</p>
Curriculum, Instruction, and Assessment
<p>Problem Statement 1: Students not in the appropriate scope and sequence of their home campus classes. Root Cause: Students attend DAEP at different times of the school year.</p>

Goal 2: DAEP staff of quality professionals will implement a professional learning community that enhances individual student success.

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 Edgenuity courses. Strategy's Expected Result/Impact: Students are completing classes assigned in a timely manner. Staff Responsible for Monitoring: Principal and Counselor</p> <p>Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1 - Technology 1 Funding Sources: - Local Funds</p>	Formative			Summative
	Nov	Jan	Mar	May
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Performance Objective 3 Problem Statements:

Student Achievement
<p>Problem Statement 1: Most student are usually behind in classes and grade level. Root Cause: Various outside influences effect home and school behavior.</p>
Curriculum, Instruction, and Assessment
<p>Problem Statement 1: Students not in the appropriate scope and sequence of their home campus classes. Root Cause: Students attend DAEP at different times of the school year.</p>
Technology
<p>Problem Statement 1: Connectivity issues occur occasionally. Root Cause: The access points need upgrading.</p>

Goal 2: DAEP staff of quality professionals will implement a professional learning community that enhances individual student success.

Performance Objective 4: Positive student behavior will increase.

Evaluation Data Sources: Number of discipline referrals will decrease

Strategy 1 Details	Reviews			
<p>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</p> <p>Title I: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1 Funding Sources: - Local Funds</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Using ADAPT program to counsel students with dependency. Strategy's Expected Result/Impact: See an improvement in those returning to DAEP for drug or alcohol placements. Staff Responsible for Monitoring: ADAPT Counselor</p> <p>Title I: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 Funding Sources: Contracted Adapt Counselor - 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>				

Performance Objective 4 Problem Statements:

Demographics

Problem Statement 1: During the 2021-2022 school year, 90% of all DAEP assignments were drug related. **Root Cause:** Issues at home and easy availability of drugs for students.

Student Achievement

Problem Statement 1: Most student are usually behind in classes and grade level. **Root Cause:** Various outside influences effect home and school behavior.





Curriculum, Instruction, and Assessment

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

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 and DAEP Staff</p> <p>Title I: 4.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1</p> <p>Funding Sources: - 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>				

Performance Objective 1 Problem Statements:





Student Achievement
<p>Problem Statement 1: Most student are usually behind in classes and grade level. Root Cause: Various outside influences effect home and school behavior.</p>
Curriculum, Instruction, and Assessment
<p>Problem Statement 1: Students not in the appropriate scope and sequence of their home campus classes. Root Cause: Students attend DAEP at different times of the school year.</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			
<p>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</p> <p>Title I: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1 Funding Sources: - Local Funds</p>	Formative			Summative
	Nov	Jan	Mar	May

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

Student Achievement
<p>Problem Statement 1: Most student are usually behind in classes and grade level. Root Cause: Various outside influences effect home and school behavior.</p>
Curriculum, Instruction, and Assessment
<p>Problem Statement 1: Students not in the appropriate scope and sequence of their home campus classes. Root Cause: Students attend DAEP at different times of the school year.</p>

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

Not Applicable

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

Not Applicable

2.2: Regular monitoring and revision

Not Applicable

2.3: Available to parents and community in an understandable format and language

Not Applicable

2.4: Opportunities for all children to meet State standards

Not Applicable

2.5: Increased learning time and well-rounded education

Not Applicable

2.6: Address needs of all students, particularly at-risk

Not Applicable

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

Not Applicable

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

Not Applicable

5. Targeted Assistance Schools Only

5.1: Determine which students will be served by following local policy

Not Applicable