

Weslaco Independent School District
Horton DAEP
2022-2023 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 positive way and redirect student behavior so that each and every student attains success and becomes a productive citizen.

Vision

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

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	5
School Processes & Programs	8
Perceptions	9
Priority Problem Statements	10
Comprehensive Needs Assessment Data Documentation	11
Goals	13
Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, innovative, technology-savvy programs.	14
Goal 2: POSITIVE LEARNING ENVIRONMENT-Safe, secure, technology-rich schools and facilities.	36
Goal 3: PARENT-COMMUNITY-BUSINESS-INDUSTRY RELATIONS-Superior customer service, positive communication, and collaboration for student success.	41
Goal 4: CAPACITY-BUILDING/LEADERSHIP DEVELOPMENT-Quality, customized professional development for all employees.	43
Goal 5: FINANCIAL STRENGTH-Responsible planning, management, and accountability.	45
State Compensatory	46
Budget for Horton DAEP	47
Personnel for Horton DAEP	47
Campus Improvement Plan Advisory Committee	47
Campus Funding Summary	48

Comprehensive Needs Assessment

Demographics

Demographics Summary

Horton (Roosevelt) DAEP (Disciplinary Alternative Education Program) is located at 814 E. Plaza, Weslaco, Texas. Although DAEP serves as an alternative education setting for students who need to be temporarily removed due to disciplinary purposes from their regular instructional settings, it provides those it serves contextual learning experiences making their learning meaningful by connecting to the real world. It is a program that engages students, so they improve in their attendance, getting them back on track, gearing them towards credits for graduation, so all students of Weslaco I.S.D. are successful. All Secondary Weslaco ISD public schools feed to Horton (Roosevelt) DAEP as needed. Weslaco ISD Secondary schools are South Palm Gardens, Early College, Weslaco High School (Panthers), Weslaco East High (Wild Cats), Central Middle School, Cuellar Middle School, B. Garza Middle School, and Mary Hoge Middle School, grades 6th to 12th grade. Kevin Curtis-, CEO- of National Educators for Restorative Practices acknowledged DAEP principal, Mr. Roger Perez for his Restorative practices at Horton (Roosevelt) DAEP in the year 2018. Mr. Kevin Curtis is well known as the founder and Lead Consultant for National Educators for Restorative Practices and co-author of the book, "Restorative Discipline Practices: A Journey in Implementation from the Community of Educators."

At DAEP our staff and revolving students participate in short-term recovery sessions where the students experience using restorative practices to come together which the students to build relationships in a positive way redirecting their behavior so each revolving student reaches success in becoming a productive citizen. Resources include a year-long book study, such as Mindset by Carol S. Dweck, Ph.D., Restorative Circles, Standard Goals, and DIY outdoor projects that tie the Weslaco ISD curriculum and technology. The students revolving at DAEP continue to acquire their academics in all subjects that are based on the four core subjects: Reading, Math, Science, and Social Studies interdisciplinary reading as the focus.

The staff at Horton (Roosevelt) DAEP currently implement restorative practices since Mr. Roger Perez' Leadership as Principal in 2016. As a school-wide initiative, restorative practices are exercised and modeled every Monday and Friday by the students and staff. Conversations during the circles help our students and staff build relationships and trust. Upon entering our campus, our vision and mission statements are clearly posted. Mr. Perez and his staff continue to focus on their students' potential to obtain a "growth mindset" making our revolving students well-rounded students/ citizens of the community.

Horton (Roosevelt) DAEP students for the school year are considered 100% AT-Risk students due to their **infractions** and/or demographics of Limited English Proficiency, Special Education, and/or Migrant. Approximately 80 to 100 students are serviced at Horton (Roosevelt) DAEP every Six Wks accumulating to about #480 students yearly.

We have a total of 10 classroom teachers- 2 Plato Technology Classes, 8 Core- Subject Teachers (Interdisciplinary of the Core-subjects), 2 Resources Teachers, and 2 Para-Professional Teachers. Safety is also a priority at Horton (Roosevelt) DAEP. The registration committee meets with both the student and parents about expectations based on Academics, Policy, and various programs, such as Restorative Practices and **MMMMMMMMMMMM**. Reminders about safety and how to respond to an emergency are displayed throughout our campus and practiced each month with Fire Drills, Lock Downs, and Evacuation.

Demographics Strengths

- **High-Quality** Teacher experience
- Plato- Credit Recovery
- E-mentum- Credit Recovery
- Credit Recovery- Credits for Graduation
- Restorative Practices
- Talking Circles
- Safety

Problem Statements Identifying Demographics Needs

Problem Statement 1: There is currently no Parent in the SBDM Committee to voice any concerns with regard to any issues for our campus. **Root Cause:** We have a constant turnover in students and we cannot keep the same parent throughout the same school year.

Problem Statement 2: In order to meet the needs appropriately of our students, it is necessary positions are filled in the areas of all core subjects (Reading Math, Social Studies, and Science) in both secondary levels (Middle School and High School). **Root Cause:** There is an increase in student turnover in each of the levels (Middle and High School) of Secondary.

Student Learning

Student Learning Summary

Campus administration, the counselor, social- workers, and the nurse evaluate the student's achievement data by generating their campus, district, and state results with the use of the **state accountability system** and our district's data software Eduphoria Aware and E-School systems. Other records include DAEP Place Forms providing information or evidence of the student's infractions or misdemeanors at his/her campus. In collaboration with the committee, we convene with the parent and student to evaluate the student data and determine areas of need for improvement, areas of strengths, and areas that remain stagnant. The information of the individual student is dissected and analyzed during the meeting to form a full picture of the student determining and identifying areas of concern to meet the student's needs. The committee then develops a plan of action for each revolving student to (Roosevelt) DAEP.

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

Domain I- Student Achievement- 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 PLATO and Edmentum. Teachers monitor progress on a consistent and regular basis to determine growth and deficiencies, such as Credit Recovery (Plato & Edmentum). An estimation of 95% of our students completed a credit recovery program for graduation. If a student is absent during their time at DAEP, they have the opportunity to complete an assignment to get credit for the assignment. Teachers will have assignments through google classroom for students that are absent or failing.

Domain II- Part A- Academic Growth- Students who are not do not show growth over time 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 and Restorative Practices.

Domain II, Part B- Relative Performance- 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. Students are assigned to our campus on a temporary basis depending on infractions committed at their home campus. Tracking overall failures by course and/or District/ State Assessments would not be feasible for a campus such as ours.

Domain III- Closing the Gap- 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.

2021 Accountability Summary

Horton %

Domain I: Student
Achievement

92% (HS)
91% (MS)

Domain II: School Progress

95% (HS)
96% (MS)

Domain III: Closing the
Gaps

WISD Score
77%

Student Learning Strengths

Horton DAEP (Roosevelt)-

- Restorative Practices- Talking circles- Students build positive relationships.
- Reduction of Out of School Suspension
- Attendance has shown improvement which has led to more student instruction reflecting on student performance.
- Attendance Interventions implemented such as home visits, and teacher/attendance phone
- 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 attendance, and academic and behavioral incidents.
- Qualified staff, all teachers are highly qualified by the Texas Education Agency
- Testing and Academic Committee

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Students who are reading below their secondary levels are failing their courses. **Root Cause:** Students are struggling with reading basic skills, such as decoding and phonological awareness.

Problem Statement 2: To improve our struggling readers, we need to fill positions in the area of Reading. **Root Cause:** The lack of teachers in the area of Reading hinders all other subjects' understanding of concepts.

School Processes & Programs

School Processes & Programs Summary

Although Weslaco ISD Horton (Roosevelt) DAEP is not required to meet requirement ratings by the Texas Academic Performance Report (TAPR), we are starting Vertical Alignment Teams that will guide our PLC meetings every six weeks by analyzing data and collaborating to produce effective lesson plans and differentiating instruction. In the vertical alignment teams along with utilizing the TEKS Resource System, our teachers will collaborate among grade levels and content areas. This type of collaboration and resource will help our teachers adjust lessons to meet the student's needs which will promote academic growth in our students. Our teachers will utilize programs and data that they provide to plan and implement targeted and intentional instruction to differentiate and meet the needs of our revolving Special Population and Regular students. Finally, with the use of the teachers aligning their Smart and Professional Goals, they are guided when developing their students' SLOs and Student Trackers. Students are encouraged to monitor their attendance with the use of a weekly tracker announced at the end of each week. Students get to voice ideas for improving our campus' attendance & academics during the Restorative Practices.

School Processes & Programs Strengths

1. TEKS Resource System
2. SMART Goals
3. Professional Goals
4. Differentiated Vertical Alignment Teams by Content Area
5. Attendance Tracker
6. Restorative Practice
7. Testing and Academic Committee

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: There is only one Teacher per core subject at DAEP, which makes it difficult to participate in the PLCs. **Root Cause:** DAEP teachers are not Teachers of Record due to the revolving/ turnover of students.

Perceptions

Perceptions Summary

FDR Horton's DAEP- 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. Furthermore, the campus culture and climate are an overall positive and supportive school for the student's academics and social-emotional. Our Restorative program allows for our revolving students to self-reflect and helps them learn to build relationships. The strategies used are effective because there have been no cases of bullying this last year. Also, DAEP follows through with participating in any activities against bullying that is by the District, such as staff development on the awareness, state law, board policy, and processes of cases where bullying is suspected. . Students sign a non-bully contract at the beginning of the school year and are reminded of that contract when enrolled at Horton DAEP. Students and staff are required to report any form of bullying to the administration. 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.

Most of our teachers are certified in CPI training. Our campus also practices Lock Down drills and Fire Drills on a monthly basis. Although these practices are in place, DAEP Horton is in grave need of two security guards due to the high risk of students that revolves through our doors.

Perceptions Strengths

- Monthly fire/lockdown drills are conducted to ensure that staff and students are trained and prepared for live situations.
- A Safety Task Force committee is in place for any emergency that may arise.
- Behavior Coordinator Meetings
- Improvement Committee
- Teachers attend PLC Meetings to stay updated and for new strategies in their core subject.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parent involvement is at a low, due to most of our parents having exhausted all efforts on up- bringing a well-rounded student. Most parents are not very interested in being part of the child's education. **Root Cause:** Parent motivation in their child's education has been exhausted and the lack of a parent specialist at the campus.

Problem Statement 2: The new school facility is housing 3 departments in the same building. In addition, the building has a "foul" smell that lingers throughout the day. **Root Cause:** No available space or building within the district.

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
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Alternative Education Accountability (AEA) data

Student Data: Assessments

- State and federally required assessment information
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement 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
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- 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
- Equity data
- T-TESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other 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: 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.

High Priority

Evaluation Data Sources: STAAR/EOC/ NWEA results and EOY evaluations





Strategy 1 Details	Reviews			
Strategy 1: Identify students needing EOC/EOY reinforcement. Strategy's Expected Result/Impact: Students enrolled at Horton DAEP will be prepared for the STAAR/EOC assessments in grade levels 6-8, Algebra I, Geometry , and Algebra II Staff Responsible for Monitoring: Administration and Teachers Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy Funding Sources: Math Instructors - State Comp Ed (SCE) - \$120,000	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Intensive Individual Instruction Strategy's Expected Result/Impact: Students will receive intensive individual instruction on major areas of deficiency identified in 2022 STAAR results, Google Classrooms, Edmentum, NWEA assessments, and other periodicals formal and informal evaluations. Staff Responsible for Monitoring: Administration and Teachers Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Modifications for ELL students Strategy's Expected Result/Impact: Modifications will be provided to ESL students as stated on student IEPs Staff Responsible for Monitoring: Administration and Teachers Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Additional Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Modifications for SPED students Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Administration and Teachers Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: Resource Teacher - State Comp Ed (SCE) - \$30,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Chromebook Provided to Each Student Strategy's Expected Result/Impact: Students will be provided with Chromebooks in order to implement Virtual Learning as needed, Plato/Edmentum, Clever, Study Sync, MobyMax, Google Classrooms, other instructional websites, and various programs for reading practice, formal instruction, and supplemental instruction. Staff Responsible for Monitoring: Administration and Teachers Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: Chromebooks - State Comp Ed (SCE) - \$1,600	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
Strategy 6: Instructional Aides Strategy's Expected Result/Impact: Instructional Aides will assist in Language Arts, Math, Science & Social Studies as well as any other duties assigned as per administration. Staff Responsible for Monitoring: Administration and Teachers Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: Instructional Aide - State Comp Ed (SCE) - \$12,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: TEKS Resource System Strategy's Expected Result/Impact: Teachers will implement a new rewritten STAAR/TEKS-driven curriculum in English as per TEKS Resource System, Scope and Sequence, and any other update provided by District Curriculum Department head. Staff Responsible for Monitoring: Administration and Teachers Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June

Strategy 8 Details	Reviews			
Strategy 8: Supplies and Instructional Material Strategy's Expected Result/Impact: Teachers will use any and all supplies needed for the 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, Document Cameras Staff Responsible for Monitoring: Administration and Teachers Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: Supplies and Materials for Math Classes - State Comp Ed (SCE) - \$2,500	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
Strategy 9: Mathematical Connections and Alignments to Standards Strategy's Expected Result/Impact: Students will use prior knowledge to reinforce and build new knowledge and make mental patterns and connections between mathematical facts and ideas. Teachers will use Google Classrooms, T-Tess, student SMART Goals, Student Trackers, and SLO to monitor and adjust instruction as needed. Staff Responsible for Monitoring: Administration and Teachers Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: Moby Max Software - State Comp Ed (SCE) - \$250	Formative			Summative
	Nov	Jan	Mar	June

Strategy 10 Details	Reviews			
Strategy 10: Staff Development, Faculty Meetings, and Training Strategy's Expected Result/Impact: Teachers will stay up to date on updates and changes to their curriculum and/or Central Office Expectations at the district and state levels in order to provide students with current and applicable instruction. Teachers will also receive continued technological training and support in the areas of Google Classroom, Plato-Edmentum, MobyMax, and other teaching tools to ensure the most effective and positive learning experiences for students in a Regular Classroom either/or virtual learning environments Staff Responsible for Monitoring: Administration and Teachers Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: Staff Development and Trainings for Math - State Comp Ed (SCE) - \$1,250	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11 Details	Reviews			
Strategy 11: Traveling for Out-of-Town Staff Development and Training Strategy's Expected Result/Impact: Teachers will stay up to date on updates and changes to their curriculum and/or Central Office Expectations at the district and state levels in order to provide students with current and applicable instruction. Staff Responsible for Monitoring: Administration and Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Funding Sources: Traveling Expenses - State Comp Ed (SCE) - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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 the 6-12 grades RLA STAAR tests.

High Priority





Evaluation Data Sources: STAAR/EOC results and EOY evaluations

Strategy 1 Details	Reviews			
Strategy 1: Identify students needing EOC/EOY reinforcement. Strategy's Expected Result/Impact: Students enrolled at Horton FDR DAEP will be prepared for the STAAR/EOC assessments in grade levels 6-8, English I, and English II Staff Responsible for Monitoring: Administration and Teachers Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: RLA Instructors - State Comp Ed (SCE) - \$115,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Intensive Individual Instruction Strategy's Expected Result/Impact: Students will receive intensive individual instruction on major areas of deficiency identified in 2022 STAAR results, Google Classrooms, Edmentum, NWEA assessments, and other periodicals formal and informal evaluations. Staff Responsible for Monitoring: Administration and Teachers Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Modifications for ELL students Strategy's Expected Result/Impact: Modifications will be provided to ESL students as stated on student IEPs Staff Responsible for Monitoring: Administration and Teachers Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Modifications for SPED students Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Administration and Teachers Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: Resource Teacher - State Comp Ed (SCE) - \$30,000	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Chromebook Provided to Each Student Strategy's Expected Result/Impact: Students will be provided with Chromebooks in order to implement Virtual Learning as needed, Plato/Edmentum, Clever, Study Sync, MobyMax, Google Classrooms, other instructional websites, and various programs for reading practice, formal instruction, and supplemental instruction. Staff Responsible for Monitoring: Administration and Teachers Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: Chromebooks - State Comp Ed (SCE) - \$1,600	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Instructional Aides Strategy's Expected Result/Impact: Instructional Aides will assist in Language Arts, Math, Science & Social Studies as well as any other duties assigned as per administration. Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: TEKS Resource System Strategy's Expected Result/Impact: Teachers will implement a new rewritten STAAR/TEKS-driven curriculum in English as per TEKS Resource System, Scope and Sequence, and any other update provided by District Curriculum Department head. Staff Responsible for Monitoring: Administration and Teachers Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June

Strategy 8 Details	Reviews			
Strategy 8: Supplies and Instructional Material Strategy's Expected Result/Impact: Teachers will use any and all supplies needed for the 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, Document Cameras Staff Responsible for Monitoring: Administration and Teachers Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: Supplies and Materials for RLA Classes - State Comp Ed (SCE) - \$2,500	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
Strategy 9: Reading Connections and Alignments to Standards Strategy's Expected Result/Impact: Students will use prior knowledge to reinforce and build new knowledge and make mental patterns and connections between Phonics, Basic Reading Skills, Comprehension, and Analyzing. Teachers will use Google Classrooms, T-Tess, student SMART Goals, Student Trackers, and SLO to monitor and adjust instruction as needed. Staff Responsible for Monitoring: Administration and Teachers Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: Moby Max Software - State Comp Ed (SCE) - \$250	Formative			Summative
	Nov	Jan	Mar	June

Strategy 10 Details	Reviews			
Strategy 10: Staff Development, Faculty Meetings, and Training Strategy's Expected Result/Impact: Teachers will stay up to date on updates and changes to their curriculum and/or Central Office Expectations at the district and state levels in order to provide students with current and applicable instruction. Teachers will also receive continued technological training and support in the areas of Google Classroom, Plato-Edmentum, MobyMax, and other teaching tools to ensure the most effective and positive learning experiences for students in a Regular Classroom or either/or virtual learning environments Staff Responsible for Monitoring: Administration and Teachers Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: Staff Development and Trainings for RLA - State Comp Ed (SCE) - \$1,250	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11 Details	Reviews			
Strategy 11: Traveling for Out-of-Town Staff Development and Training Strategy's Expected Result/Impact: Teachers will stay up to date on updates and changes to their curriculum and/or Central Office Expectations at the district and state levels in order to provide students with current and applicable instruction. Staff Responsible for Monitoring: Administration and Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Funding Sources: Traveling Expenses - State Comp Ed (SCE) - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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 and History STAAR tests.

High Priority

Evaluation Data Sources: STAAR/EOC/ NWEA results and EOY evaluations





Strategy 1 Details	Reviews			
Strategy 1: Identify students needing EOC/EOY reinforcement. Strategy's Expected Result/Impact: Students enrolled at Horton DAEP will be prepared for the STAAR/EOC assessments in grade levels 6-8, World History, and US History. Staff Responsible for Monitoring: Administration and Teachers Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: Social Studies Instructors - State Comp Ed (SCE) - \$120,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Intensive Individual Instruction Strategy's Expected Result/Impact: Students will receive intensive individual instruction on major areas of deficiency identified in 2023 STAAR results, Google Classrooms, Edmentum, Plato/Edmentum program, Restorative Discipline, Mobymax, Quizlet, and other periodicals formal and informal evaluations. Staff Responsible for Monitoring: Administration and Teachers Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Modifications for ESL/ELL students Strategy's Expected Result/Impact: Modifications will be provided to ESL/ELL students as stated on student's IEPs. Staff Responsible for Monitoring: Administration and Teachers Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Modifications for SPED students Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Administration and Teachers Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: Resource Teacher - State Comp Ed (SCE) - \$30,000	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Chromebook Provided to Each Student Strategy's Expected Result/Impact: Students will be provided with Chromebooks in order to implement Regular and/or Virtual Learning as needed Plato/Edmentum, Clever, Study Sync, MobyMax, Google Classrooms, other instructional websites, and various programs for Cause & Effect, Analyzing, Timelines, & culture with formal instruction, and supplemental instruction. Staff Responsible for Monitoring: Administration and Teachers Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Instructional Aides Strategy's Expected Result/Impact: Instructional Aides will assist in Language Arts, Math, Science & Social Studies as well as any other duties assigned as per administration. Staff Responsible for Monitoring: Administration and Teachers Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: Instructional Aide - State Comp Ed (SCE) - \$12,000	Formative			Summative
	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
Strategy 7: TEKS Resource System Strategy's Expected Result/Impact: Teachers will implement a new rewritten STAAR/TEKS driven curriculum in Social Studies & History as per the TEKS Resource System, Scope and Sequence, and any other update provided by the District Curriculum Department Head. Staff Responsible for Monitoring: Administration and Teachers Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
Strategy 8: Supplies and Instructional Material Strategy's Expected Result/Impact: Teachers will use any and all supplies needed for the 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, Earphones, Chargers, Printers, Ink, Paper, Pencils, Folders, Notebooks, Projectors, Document Cameras Staff Responsible for Monitoring: Administration and Teachers Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: Supplies and Materials for Social Studies and History Classes - State Comp Ed (SCE) - \$2,500	Formative			Summative
	Nov	Jan	Mar	June

Strategy 9 Details	Reviews			
Strategy 9: Social Studies and History Connections and Alignments to Standards Strategy's Expected Result/Impact: Students will use prior knowledge to reinforce and build new knowledge and make mental patterns and connections between Social Studies and History. Teachers will use Google Classrooms, T-Tess, student SMART Goals, Student Trackers, and SLO to monitor and adjust instruction as needed. Staff Responsible for Monitoring: Administration and Teachers Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: Moby Max Software - State Comp Ed (SCE) - \$250	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10 Details	Reviews			
Strategy 10: Staff Development, Faculty Meetings, and Training Strategy's Expected Result/Impact: Teachers will stay up to date on updates and changes to their curriculum and/or Central Office Expectations at the district and state levels in order to provide students with current and applicable instruction. Teachers will also receive continued technological training and support in the areas of Google Classroom, Plato-Edmentum, MobyMax, and other teaching tools to ensure the most effective and positive learning experiences for students in a Regular Classroom or either/or virtual learning environments Staff Responsible for Monitoring: Administration and Teachers Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: Staff Development and Trainings for Social Studies and History - State Comp Ed (SCE) - \$1,250	Formative			Summative
	Nov	Jan	Mar	June

Strategy 11 Details	Reviews			
Strategy 11: Traveling for Out-of-Town Staff Development and Training Strategy's Expected Result/Impact: Teachers will stay up to date on updates and changes to their curriculum and/or Central Office Expectations at the district and state levels in order to provide students with current and applicable instruction. Staff Responsible for Monitoring: Administration and Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Funding Sources: Traveling Expenses - State Comp Ed (SCE) - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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.

High Priority

Evaluation Data Sources: STAAR/EOC/ NWEA results and EOY evaluations





Strategy 1 Details	Reviews			
Strategy 1: Identify students needing EOC/EOY reinforcement. Strategy's Expected Result/Impact: Students enrolled at Horton DAEP will be prepared for the STAAR/EOC assessments in grade levels 6-8, Science, 9-12 Biology, Chemistry, and Physics. Staff Responsible for Monitoring: Administration and Teachers Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: Science Instructors - State Comp Ed (SCE) - \$110,000	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Intensive Individual Instruction Strategy's Expected Result/Impact: Students will receive intensive individual instruction on major areas of deficiency identified in 2022 STAAR results, Google Classrooms, Edmentum, MobyMax, NWEA assessments, and other periodicals' formal and informal evaluations. Staff Responsible for Monitoring: Administration and Teachers Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Modifications for ELL students Strategy's Expected Result/Impact: Modifications will be provided to ESL students as stated on student IEPs Staff Responsible for Monitoring: Administration and Teachers Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Modifications for SPED students Strategy's Expected Result/Impact: Modifications and accommodations will be provided as per ARD and Special Education Teacher in order for SPED students to successfully complete IEPs within 36 instructional weeks. Staff Responsible for Monitoring: Administration and Teachers Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: Resource Teacher - State Comp Ed (SCE) - \$30,000	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Chromebook Provided to Each Student Strategy's Expected Result/Impact: Students will be provided with Chromebooks in order to implement Virtual Learning as needed, Plato/Edmentum, Clever, Study Sync, MobyMax, Google Classrooms, other instructional websites, and various programs for reading practice, formal instruction, and supplemental instruction. Staff Responsible for Monitoring: Administration and Teachers Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: Chromebooks - State Comp Ed (SCE) - \$1,600	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Instructional Aides Strategy's Expected Result/Impact: Instructional Aides will assist in Language Arts, Math, Science & Social Studies as well as any other duties assigned as per administration. Staff Responsible for Monitoring: Administration and Teachers Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: Instructional Aide - State Comp Ed (SCE) - \$12,000	Formative			Summative
	Nov	Jan	Mar	June

Strategy 7 Details	Reviews			
Strategy 7: TEKS Resource System Strategy's Expected Result/Impact: Teachers will implement a new rewritten STAAR/TEKS-driven curriculum in English as per TEKS Resource System, Scope and Sequence, and any other update provided by District Curriculum Department head. Staff Responsible for Monitoring: Administration and Teachers Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
Strategy 8: Supplies and Instructional Material Strategy's Expected Result/Impact: Teachers will use any and all supplies needed for the 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, Document Cameras, Garden, Hydroponic, and worm composting supplies. Staff Responsible for Monitoring: Administration and Teachers Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: Supplies and Materials for Science Classes - State Comp Ed (SCE) - \$2,500	Formative			Summative
	Nov	Jan	Mar	June

Strategy 9 Details	Reviews			
Strategy 9: Science Connections and Alignments to Standards Strategy's Expected Result/Impact: Students will use prior knowledge to reinforce and build new knowledge and make mental patterns and connections between Science investigations and labs. Teachers will use Google Classrooms, T-Tess, student SMART Goals, Student Trackers, and SLO to monitor and adjust instruction as needed. Staff Responsible for Monitoring: Administration and Teachers Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: Moby Max Software - State Comp Ed (SCE) - \$250	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10 Details	Reviews			
Strategy 10: Staff Development, Faculty Meetings, and Training Strategy's Expected Result/Impact: Teachers will stay up to date on updates and changes to their curriculum and/or Central Office Expectations at the district and state levels in order to provide students with current and applicable instruction. Teachers will also receive continued technological training and support in the areas of Google Classroom, Plato-Edmentum, MobyMax, and other teaching tools, such as Aquaponic, Hydroponic, and Agriculture to ensure the most effective and positive learning experiences for students in a Regular Classroom or either/or virtual learning environments. Staff Responsible for Monitoring: Administration and Teachers Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: Staff Development and Trainings for Science - State Comp Ed (SCE) - \$1,250	Formative			Summative
	Nov	Jan	Mar	June

Strategy 11 Details	Reviews			
Strategy 11: Traveling for Out-of-Town Staff Development and Training Strategy's Expected Result/Impact: Teachers will stay up to date on updates and changes to their curriculum and/or Central Office Expectations at the district and state levels in order to provide students with current and applicable instruction. Staff Responsible for Monitoring: Administration and Teachers Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math Funding Sources: Traveling Expenses - State Comp Ed (SCE) - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 1: Horton FDR DAEP invests time in securing their students, staff, and faculty's physical safety and secure digital citizenship behaviors.





High Priority

Evaluation Data Sources: Eduphoria sign-in sheets: Internet safety training
Certificate of Certified School Cyber Security Training and Crisis Reality Training for all staff.

Strategy 1 Details		Reviews			
Strategy 1: Students and staff will complete a digital citizenship behavior survey and participate in cyber and crisis training for the safety of students and staff concerning digital, evacuations, and/or lockdowns. The administration will complete Companion Guide: Summer Targeted Partial Safety Audit. Strategy's Expected Result/Impact: Safer Internet work assignments and monthly drills Staff Responsible for Monitoring: Administrator and Teachers Title I: 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Funding Sources: Supplies for Anti- Bullying - State Comp Ed (SCE) - \$150		Formative			Summative
		Nov	Jan	Mar	June
Strategy 2 Details		Reviews			
Strategy 2: Staff, Teachers, and Students are secure with a Safety and Firm System. Strategy's Expected Result/Impact: Create peace of mind the system will report any emergencies taking place at the time. Staff Responsible for Monitoring: Administration and Teachers Title I: 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture		Formative			Summative
		Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Building Horton FDR DAEP is 95% secured with rod iron fencing in order to protect students, faculty, and staff from potential threats. Strategy's Expected Result/Impact: The sense of security will create peace of mind for all teachers, staff, and students to learn in a safe environment. Staff Responsible for Monitoring: Administration and Teachers Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Horton FDR DAEP secures their students' and staff's well-being by having a full-time assistant nurse to ensure they are feeling well enough to participate in a learning environment. Strategy's Expected Result/Impact: Knowing a nurse's assistant is available provides a sense of comfort to our staff and students. Staff Responsible for Monitoring: Administration and Teachers Title I: 2.5 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Horton FDR DAEP secures their students' and staff's well-being by having health services to ensure they are feeling well during throughout the learning environment. Strategy's Expected Result/Impact: Knowing health services are available provides a sense of comfort to our staff and students. Staff Responsible for Monitoring: Administration and Assistant Nurse TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning Funding Sources: Health Services - State Comp Ed (SCE) - \$1,000	Formative			Summative
	Nov	Jan	Mar	June

Strategy 6 Details	Reviews			
Strategy 6: Horton FDR DAEP secures their students' and staff's well-being by having supplies for the Assistant Nurse in case they are feeling uncomfortable or not well while in the learning environment. Strategy's Expected Result/Impact: Knowing the Assistant Nurse has available supplies offer a sense of comfort to our staff and students. Staff Responsible for Monitoring: Administration and Assistant Nurse ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Funding Sources: Supplies - State Comp Ed (SCE) - \$500	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Horton FDR DAEP provides all students and staff the opportunity to Restorative Practices with the use of Center Talks. The program provides all staff and students to build trusting relationships and a voice. Strategy's Expected Result/Impact: Student input, teacher input, and a positive environment for students and staff. Staff Responsible for Monitoring: Administration and Teachers Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: Supplies for Anti- Bullying - State Comp Ed (SCE) - \$150	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
Strategy 8: Horton FDR DAEP provides all students the opportunity to be rewarded for their growth and accomplishments. Strategy's Expected Result/Impact: The students will know what it feels like to be rewarded for good attendance and academic success.	Formative			Summative
	Nov	Jan	Mar	June





<p>Staff Responsible for Monitoring: Administrators, Data Entry, and Teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: Student Incentives - State Comp Ed (SCE) - \$500</p>				
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

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

Performance Objective 2: Horton FDR DAEP invests in securing their students' Social and Emotional well-being.

High Priority

Evaluation Data Sources: Student Referrals, Registration Packets, and Counseling/ Social Worker Counseling Documentation

Strategy 1 Details	Reviews			
Strategy 1: The use of supplies, such as paper, pencils, toner, and DAEP will provide our student comfort for insecurities they may have. Strategy's Expected Result/Impact: Conferencing and documenting the students' insecurities provides quick access to notes taken. Staff Responsible for Monitoring: Administration, Counselor, and Social Worker TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Funding Sources: Counseling Supplies - State Comp Ed (SCE) - \$2,000	Formative			Summative
	Nov	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

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

Performance Objective 1: Horton FDR DAEP Support Staff and Administration meet with parents and/or guardians during registration to inform them of requirements and expectations while their child is at DAEP.

High Priority

Evaluation Data Sources: Registration Packet

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

Performance Objective 2: Horton FDR DAEP will engage parents and/or guardians in various methods of communication to inform them of their child's progress and meetings required while at DAEP.

High Priority

Evaluation Data Sources: Teacher Parent Contact Logs, Social-Worker, Counselor, Administration Documentation.

Strategy 1 Details	Reviews			
Strategy 1: With the use of supplies, such as paper, pencils, and toner DAEP will provide our parents/or guardians with information about DAEP expectations and their child's academics. Strategy's Expected Result/Impact: The documentation created will keep our stakeholders informed about DAEP students' expectations and their academics. Staff Responsible for Monitoring: Administration, Teachers, and Support Staff TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: Teacher, Administration, and Office Supplies - State Comp Ed (SCE) - \$10,000	Formative			Summative
	Nov	Jan	Mar	June

0% No Progress

100% Accomplished

→ Continue/Modify

✗ Discontinue

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

Performance Objective 1: Horton FDR DAEP will recruit when needed and retain hard-to-fill positions by 5% in the shortage identified areas of Special Education, Bilingual, and Regular Teaching positions for all core subjects.

High Priority

Evaluation Data Sources: Provide an opportunity to all qualified individuals in hard-to-fill positions with the use of interview questions.

Strategy 1 Details	Reviews			
Strategy 1: Horton FDR DAEP interview committee interviews based on the position that is vacant. The committee participation is considered with empathy in mind based on the vacant positions. Strategy's Expected Result/Impact: Create an interview committee for each hard-to-fill position as required. Staff Responsible for Monitoring: Administration Title I: 2.4, 2.5 - 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	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Staff Incentives for retaining hard-to-fill positions. Strategy's Expected Result/Impact: Inform and keep updated on Teacher Incentive Allotment (TIA). Staff Responsible for Monitoring: Administration and Teachers. 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 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: All students will be taught by highly qualified/state-certified teachers through professional development opportunities based on their expertise/ instruction. Strategy's Expected Result/Impact: Agendas and Eduphoria and sign-in sheets Staff Responsible for Monitoring: Administration Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Retain highly qualified Administration at Horton FDR DAEP. Strategy's Expected Result/Impact: Teachers will be prepared, trained, and well informed for all revolving students who are instructed at Horton FDR DAEP. Staff Responsible for Monitoring: Central Office and Administration Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, 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 Funding Sources: Campus Administration Position Filled - State Comp Ed (SCE) - \$100,000	Formative			Summative
	Nov	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

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

State Compensatory

Budget for Horton DAEP

Total SCE Funds: \$2,000.00

Total FTEs Funded by SCE: 13

Brief Description of SCE Services and/or Programs

--

Personnel for Horton DAEP

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Alfredo Longoria	Teacher	1
Brenda Vela	Teacher	1
Danny Castro	Teacher	1
Efrain Molina	Instructional Aide	1
Jaime Castaneda	Teacher	1
Jose R. Perez	DAEP Principal	1
Laurie A. Garcia-Martinez	Admintrative Asst.	1
Luis Fermin Lopez	Instructional Aide	1
Marcus Garza	Teacher	1
Maria R. Mendoza	Social Worker	1
Noelia Rodriguez	Teacher	1
Rebecca Reyna	Teacher	1
Roberto Martinez	Teacher Sp. Ed.	1

Campus Improvement Plan Advisory Committee

Committee Role	Name	Position
Administrator	Roger Perez	Principal
Administrator	Rosa Carrillo	Assistant Principal
Support Staff	Tracy Ocanas	Counselor
Support Staff	Mary Mendoza	Social Worker
Support Staff	Victoria Elizondo	Nurse
Classroom Teacher	Jaime Castaneda	High School Teacher
Classroom Teacher	Danny Castro	High School Teacher
Classroom Teacher	David Gutierrez	High School Teacher
Classroom Teacher	Orlando Gomez	Middle School Teacher
Paraprofessional	Luis Lopez	Teacher Assistant

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	4	Resource Teacher		\$30,000.00
1	1	5	Chromebooks		\$1,600.00
1	1	6	Instructional Aide		\$12,000.00
1	1	8	Supplies and Materials for Math Classes		\$2,500.00
1	1	9	Moby Max Software		\$250.00
1	1	10	Staff Development and Trainings for Math		\$1,250.00
1	1	11	Traveling Expenses		\$1,000.00
1	2	1	RLA Instructors		\$115,000.00
1	2	4	Resource Teacher		\$30,000.00
1	2	5	Chromebooks		\$1,600.00
1	2	8	Supplies and Materials for RLA Classes		\$2,500.00
1	2	9	Moby Max Software		\$250.00
1	2	10	Staff Development and Trainings for RLA		\$1,250.00
1	2	11	Traveling Expenses		\$1,000.00
1	3	1	Social Studies Instructors		\$120,000.00
1	3	4	Resource Teacher		\$30,000.00
1	3	6	Instructional Aide		\$12,000.00
1	3	8	Supplies and Materials for Social Studies and History Classes		\$2,500.00
1	3	9	Moby Max Software		\$250.00
1	3	10	Staff Development and Trainings for Social Studies and History		\$1,250.00
1	3	11	Traveling Expenses		\$1,000.00
1	4	1	Science Instructors		\$110,000.00
1	4	4	Resource Teacher		\$30,000.00
1	4	5	Chromebooks		\$1,600.00
1	4	6	Instructional Aide		\$12,000.00
1	4	8	Supplies and Materials for Science Classes		\$2,500.00

State Comp Ed (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	9	Moby Max Software		\$250.00
1	4	10	Staff Development and Trainings for Science		\$1,250.00
1	4	11	Traveling Expenses		\$1,000.00
2	1	1	Supplies for Anti- Bullying		\$150.00
2	1	5	Health Services		\$1,000.00
2	1	6	Supplies		\$500.00
2	1	7	Supplies for Anti- Bullying		\$150.00
2	1	8	Student Incentives		\$500.00
2	2	1	Counseling Supplies		\$2,000.00
3	2	1	Teacher, Administration, and Office Supplies		\$10,000.00
4	1	4	Campus Administration Position Filled		\$100,000.00
Sub-Total					\$760,100.00