

# **Ector County Independent School District**

## **DAEP**

### **Improvement Plan**

**2020-2021**

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

#### Secondary: Historical Data Student

#### DAEP Placements

Year	Total	LEP	Eco. Dis.	SPED	AA	Hispanic	2 or More	White
2020-21								
2019-20	663	NA	NA	NA	68	456	14	118
2018-19	659	32	425	34	58	467	7	121
2017-18	521	25	324	30	45	353	5	114
2016-17	505	27	304	39	43	377	3	82
2015-16	498	19	281	33	27	390	4	68
2014-15	407	13	245	27	31	302	5	68

The October 2019 PEIMS submission documented ECISD with 32,707 students. The majority of the ECISD student population is Hispanic, which has grown from 23,649 to 26,108 in 4 years. The white student population has decreased from 5,850 to 5,539 in 4 years. The economically disadvantaged student population has also grown from 17,412 to 18,627 in 4 years. The 2019-2020 school year was deeply impacted statewide by the COVID-19 virus. This led ECISD schools to transition from regular classroom instruction to a virtual learning platform starting on March 23.

#### Alternative Education Center Recidivism Rates

Year	Count	Percentage
2020-21		
2019-20	43	6.5% *
2018-19	110	16.7%
2017-18	81	15.5%
2016-17	69	13.7%
2015-16	68	13.6%
2014-15	69	17%

## Attendance Rates

AEC										
Year	Campus	H	W	AA	EcoDis	Special Ed	ELL	Homeless	Male	Female
2020-21										
2019-20	82.0%	81.4%	84.5%	83.9 %	80.1%	83.3%	84.8%	74.8%	82.2%	81.5%
2018-19	80.7%	80.4%	78.5%	85.1%	78.5%	81.7%	83.0%	72.1%	81.8%	78.1%
ECYC										
Year	Campus	H	W	AA	EcoDis	Special Ed	ELL	Homeless	Male	Female
2020-21										
2019-20	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
2018-19	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

## Gender

AEC			ECYC	
Year	Male %	Female %	Male %	Female %
2020-21				
2019-20	71%	29%	12%	7%

## Students Served by CTE

AEC					ECYC		
	Grades	CTE	SPED	ELL	CTE	SPED	ELL
2019-20	9th-11th	35.14%	5.41%	2.70%	6.67%	0%	0%
	7th-12th	44.03%	0%	0%	66.67%	0%	0%
2018-19	9 <sup>th</sup> – 11 <sup>th</sup>	37%	3%	0%	25%	0%	0%
	7 <sup>th</sup> -12 <sup>th</sup>	50%	0%	0%	79%	0%	0%

## Expulsions without Services (Does not include students expelled to DAEP)

	2014	2015	2016	2017	2018	2019
Total Expulsions	19	33	42	31	54	163

## Elementary: Historical Data Student

### DAEP Placements and Demographics (Actual Numbers)

Year	Total	EL	Eco. Dis.	SPED	AA	Hispanic	2 or More	White
2020-21								
2019-20	47	3	NA	12	8	18	3	18
2018-19	52	2	35	8	5	25	3	11
2017-18	24	5	23	1	4	18	0	2
2016-17	34	4	28	6	5	20	1	7
2015-16	26	1	24	9	7	15	1	3
2014-15	70	10	54	7	7	44	1	18
2013-14	62	4	48	6	3	39	1	19

2019-20 Grade	Total Placements	Repeat Placement	Total Expulsions	Male	Female
Kinder	0	0	0	0	0
1	9	2	0	9	0
2	1	0	0	1	0
3	10	1	0	8	2
4	7	1	0	6	1
5	20	4	0	16	4
Total	47	8	0	40	7

## Demographics Strengths

### Attendance Rates

AEC						
Year	Campus	H	W	EcoDis	Special Ed	Female
2020						
2019	82.0%	81.4%	84.5%	80.1%	83.3%	81.5%
2018	80.7%	80.4%	78.5%	78.5%	81.7%	78.1%

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Student behavior causes disconnect to academic instruction and positive relationships with teachers and administration on their home campus. **Root Cause:** Home campus TBSI and behavior RTI are not effectively utilized to address severe student misbehavior.

# Student Achievement

## Student Achievement Summary

2018-2019 Grade/Subject	Percent Score	Approaches, Mets, Masters
3 <sup>rd</sup> Math	50%	38/13/13
3 <sup>rd</sup> Reading	43%	29/14/14
4 <sup>th</sup> Math	51%	36/27/0
4 <sup>th</sup> Reading	50%	36/18/18
4 <sup>th</sup> Writing	43%	45/18/0
5 <sup>th</sup> Reading	50%	47/6/0
5 <sup>th</sup> Reading Spanish	66%	100/0/0
5 <sup>th</sup> Math	48%	47/6/6
5 <sup>th</sup> Math Spanish	25%	0/0/0
5 <sup>th</sup> Science	52%	33/7/0
5 <sup>th</sup> Science Spanish	44%	0/0/0
6 <sup>th</sup> Math	31%	25/8/0
6 <sup>th</sup> Reading	36%	8/0/0
7 <sup>th</sup> Math	27%	9/6/0
7 <sup>th</sup> Reading	37%	12/6/0
7 <sup>th</sup> Writing	39%	23/0/0
8 <sup>th</sup> Reading	40%	20/7/0
8 <sup>th</sup> Math	33%	20/7/0
8 <sup>th</sup> Science	35%	12/0/0
8 <sup>th</sup> Social Studies	27%	6/0/0
English I	33%	5/0/0
Algebra I	28%	14/0/0
Biology	43%	55/27/0
English II	40%	15/15/0
US History	68%	86/57/43

<b>Math 18-19</b>	<b>Total Students</b>	<b>M1</b>	<b>M2</b>	<b>M3</b>	<b>M4</b>	<b>M5</b>
3rd grade	8	54.69%	44.23%	46.43%	62.50%	NA
4th grade	11	53.54%	48.76%	46.36%	63.64%	NA
5th grade	17	61.76%	48.44%	40.52%	44.12%	NA
5 <sup>th</sup> Spanish	1	0%	35.29%	22.22%	25%	NA
6 <sup>th</sup> grade	12	36%	27%	28%	33%	NA
7 <sup>th</sup> grade	33	29%	28%	24%	30%	NA
8 <sup>th</sup> grade	15	27%	37%	30%	34%	NA
9 <sup>th</sup> Algebra I	22	34%	23%	28%	31%	26%
<b>Science 18-19</b>	<b>Total Students</b>	<b>S1</b>	<b>S2</b>	<b>S3</b>	<b>S4</b>	<b>S5</b>
5 <sup>th</sup> Science	15	51.11%	58.33%	46%	52.78%	NA
5 <sup>th</sup> Spanish	1	33.33%	50%	50%	41.67%	NA
8 <sup>th</sup> Science	17	36%	29%	36%	38%	NA
Biology	11	36%	41%	48%	39%	51%
<b>Social Studies 18-19</b>		<b>Total Students</b>	<b>SS1</b>	<b>SS2</b>	<b>SS3</b>	<b>SS4</b>
8 <sup>th</sup> Social Studies		17	26%	28%	29%	27%
US History		7	70%	68%	61%	71%

<b>Reading 18-19</b>	<b>Total Students</b>	<b>R1</b>	<b>R2</b>	<b>R3</b>	<b>R4</b>	<b>R5</b>	<b>R6</b>
3rd grade	7	48.57%	43.81%	39.80%	NA	NA	NA
4th grade	11	51.14%	46.67%	52.45%	NA	NA	NA
5th grade	17	58.09%	45.96%	50%	NA	NA	NA
5 <sup>th</sup> Spanish	1	62.50%	75%	57.14%	NA	NA	NA
6 <sup>th</sup> grade	12	46%	32%	34%	NA	NA	NA
7 <sup>th</sup> grade	33	37%	40%	34%	NA	NA	NA
8 <sup>th</sup> grade	15	43%	42%	36%	NA	NA	NA
9 <sup>th</sup> English I	22	34%	35%	32%	30%	38%	34%
10 English II	13	40%	40%	44%	29%	47%	46%



Reading 18-19	Total Students	R1	R2	R3	R4	R5	R6
Writing 18-19	Total Students	W1	W2	W3			
4 <sup>th</sup> grade	11	22.73%	52.27%	47.73%			
7 <sup>th</sup> grade	31	31%	41%	45%			

### Student Achievement Strengths

Social Studies 18-19	Total Students	SS1	SS2	SS3	SS4
US History	7	70%	68%	61%	71%

## **Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1 (Prioritized):** Students at AEC/ECYC enroll with gaps in learning. **Root Cause:** Student behavior causes attendance decline and therefore students have no access to curriculum.

# School Culture and Climate

## School Culture and Climate Summary

Our focus this year is to provide each student with a high quality education during Covid19. PLC's will be used for data collection and also work with teachers on the lesson planning and virtual delivery of lesson. DAEP administration will be instructional leaders, and will help teachers with instructional methods for both face to face and virtual lessons. DAEP will continue to provide a supportive and structured learning environment during Covid 19, and will utilize the district discipline model CHAMPS. DAEP will utilize restorative discipline and unconscious bias practices for our students.

An effective and efficient transition team will be utilized to follow up with students who have successfully completed their DAEP placement. Communities in Schools, Ector County Youth Center Prevention Intervention Program, and SAS counselors will be additional resources to support students and families. SAS Counselors have also provided district wide Trauma Informed trainings so teachers can have updated information and techniques to properly address student behaviors.

## School Culture and Climate Strengths

Instructional leaders are in place to lead and coordinate support services needed from district wide programs. Faculty members have also accepted the challenge of virtual learning and are willing to learn this new method of lesson delivery. DAEP teachers understand the importance of flexibility and are committed to implementing strategies and methods in order to reach all students during Covid19.

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1 (Prioritized):** Students with discipline history feel they are targeted and the home campus doesn't want them on campus. **Root Cause:** Student's public education history causes negative outlook at AEC/ECYC campus.

**Problem Statement 2 (Prioritized):** There has been an increase in AEC/ECYC student placements. **Root Cause:** Home campus utilization of TBSI and campus behavior team need to be more effective.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

### Secondary: Teacher Information

#### Number and Percent of Teacher

Year	AEC		ECYC	
	Teachers	Instructional Aides	Teachers	Instructional Aides
2020-21	27	1	23 GE 4 Sped	1
2019-20	25	1	18	1
2018-19	23	1	18	0
2017-18	26	2	22	0
2016-17	27	2	21	0
2015-16	25	1	20	0
2014-15	24	2	13	0

#### Employees Retention (FTEs) Percentages

Year	AEC			ECYC		
	Administrator	Teachers	Instructional Aides	Administrator	Teachers	Instructional Aides
18/19 to 19/20	66.67%	69.57%	0%	0%	0%	0%
17/18 to 18/19	0%	73.91%	100%	100%	68.75%	0%
16/17 to 17/18	100%	66.67%	0%	100%	57.14%	0%
15/16 to 16/17	100.00%	84%	100%	100%	75%	0%
14/15 to 15/16	66.67%	50%	0%	66.67%	53.85%	0%

#### Payroll Costs

Year	AEC	ECYC
2020-21		
2019-20	2,353,640	268,205

Year	AEC	ECYC
2018-19	2,286,035	154,918
2017-18	2,165,180	180,409

Payroll has increased due to additional instructional staff members.

### Teachers by Years of Experience

AEC					
Year	Beginning	1 – 5 Years	6 – 10 Years	11 – 20 Years	Teachers w/ Masters
2020-21					
2019-20	4.35%	34.78%	8.70%	52.17	26.09%
2018-19	4.35%	39.13%	8.70%	47.83%	21.74%
2017-18	23.08%	23.08%	7.69%	46.15%	19.23%
2016-17	11.11%	25.93%	11.11%	51.85%	14.81%
2015-16	16%	20%	12%	52%	12%
2014-15	8.33%	25%	12.50%	54.17%	12.50%
ECYC					
Year	Beginning	1 – 5 Years	6 – 10 Years	11 – 20 Years	Teachers w/ Masters
2020-21					
2019-20	5.26%	36.84%	5.26%	52.63%	21.05%
2018-19	0%	43.75%	6.25%	50%	18.75%
2017-18	11.76%	35.29%	5.88%	47.06%	11.76%
2016-17	9.52%	28.57%	9.52%	52.38%	9.52%
2015-16	10%	20%	10%	60%	5%
2014-15	7.69%	30.77%	7.69%	53.85%	15.38%

### Elementary: Faculty Information

Year	Teachers	Instructional Aides	Administrator	Building Clerk	Long Term Subs
2020-21	2	2	1	1	0
2019-20	2	2	1	0	2 long term subs
2018-19	2	2	1	0	1 LTS whole year and 1 LTS 1/2 semester

Year	Teachers	Instructional Aides	Administrator	Building Clerk	Long Term Subs
2017-18	2	2	1	0	0
2016-17	2	2	1	0	0
2015-16	2	2	1	0	0
2014-15	2	2	1	0	0
2013-14	2	2	1	0	0

### **Staff Quality, Recruitment, and Retention Strengths**

Campus administration worked in conjunction with HR and recruited highly qualified teachers. DAEP recruited OPT and teachers who qualified for SOE, SDTP, and EP. The new and returning faculty members are committed to learning the new way of virtual, hybrid, and face to face learning.

### **Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs**

**Problem Statement 1 (Prioritized):** There is a negative perception of DAEP schools, so it's a struggle to hire teachers to work at DAEP. **Root Cause:** DAEP and discipline are not part of the educational courses offered in higher education, thus teachers do not have the full understanding of student discipline and at risk youth.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

DAEP will utilize the district discipline model CHAMPS to provide a supportive and structured learning environment in face to face and virtual learning.

DAEP will implement the new guidelines for curriculum during Covid 19. TEKS standards will be taught in all curriculum. Tutoring will be offered after school and OW students will be have opportunity to recover credits after school.

## Curriculum, Instruction, and Assessment Strengths

ECISD provides back to school professional development, for all staff members, to vertically and horizontally align core content areas, lesson planning and delivery, updates on federal and state requirements, district initiatives and Covid19 guidelines for instruction. Instructional coach and administrative team use weekly PLC meetings to develop requirements. DAEP has a full staff and will adjust master schedule to ensure each student is receiving a high quality education.

## Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1 (Prioritized):** DAEP structures limit the teachers ability to target specific content curriculum. Teachers have multiple contents in each class. DAEP has to ensure teachers are certified to teach students across multiple contents. **Root Cause:** DAEP settings are not adequately funded to hire the necessary teachers needed for all the diverse content areas and electives. Additionally the DAEP instructional specialist is shared with another campus.

# Parent and Community Engagement

## Parent and Community Engagement Summary

DAEP administrators engage with parents through phone calls, email, or in-person meetings. Parents are encouraged to become involved with DAEP through the VIPS program. Board of Friends is a new program that will invite parents, community members, district leaders, and campus administrators to meet monthly to address campus strengths, needs, and advocate for quality education.

DAEP partners with PERCADA, ECYC, and Connection Praise Christian Church Partnerships to counsel our students on psycho-social care, drug prevention, positive choices, and career opportunities. Communities in Schools and West Texas Food Bank established a campus Food Pantry to assist families. CIS remains committed to providing additional resources where needed. ECYC is supporting DAEP with constant collaboration on mentoring and prevention of crime amongst our youth.

## Parent and Community Engagement Strengths

DAEP encourages parent involvement with their child and encourages parents to visit our campus and spend the day with their child. DAEP has partnered with DPS, Glow, and other organizations to present to our students on topics such as drunk driving, vaping, life choices, drug use, and school to prison pipeline.

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1 (Prioritized):** At risk students traditionally have low parent involvement in their students education. **Root Cause:** Parents pull away from home campus involvement because of the negative feedback they receive, therefore that belief is transferred to AEC.



# School Context and Organization

## School Context and Organization Summary

DAEP campuses collaborate to meet the needs of students. Collaboration is about discipline data, student strengths/weaknesses, and family history. District curriculum initiatives are supported with resources and professional development throughout the school year. All teachers are included in campus decisions during PLC, RTI, faculty meetings, IS utilization, and committee meetings. Our focus this year is to analyze data, interpret the curriculum, and implement new methods Covid19 learning and lesson delivery via virtual or face to face.

## School Context and Organization Strengths

DAEP will utilize all resources available to implement growth to student success and growth on supporting teachers during the Covid19 transition to new methods. DAEP will send teachers and administration to professional development for future growth on working with at-risk youth.

## Problem Statements Identifying School Context and Organization Needs

**Problem Statement 1 (Prioritized):** AEC/ECYC teachers have multiple grade levels and content in one class period throughout their daily schedule. **Root Cause:** AEC/ECYC teachers lack the professional development in vertical alignment across grade levels and content TEKS.

# Technology

## Technology Summary

DAEP will ensure that every instructional classroom is outfitted with standardized technology equipment. DAEP will ensure teachers have the proper technology for virtual learning and have systems in place to support teachers. The main programs students use are Odyessyware for credit recovery, class testing for Special Education, and Renaissance Reading and Math for assessment tools.

Technology specialists will train faculty members to utilize instructional technology in their classrooms, such as Chromebooks, Smartboards, Google classroom, and other avenues of technology needed to reach all students.

## Technology Strengths

DAEP will provide as much technology as possible to enhance instruction and support student academic growth during Covid19. Technology specialist also provides teachers professional development to incorporate programs and devices.

## Problem Statements Identifying Technology Needs

**Problem Statement 1 (Prioritized):** DAEP is lacking technology devices for use in classroom lessons. Wifi is spotty in some of the classrooms. **Root Cause:** DAEP campus technology in portables is outdated and the connectivity wiring is outdated.

# Priority Problem Statements

**Problem Statement 1:** Student behavior causes disconnect to academic instruction and positive relationships with teachers and administration on their home campus.

**Root Cause 1:** Home campus TBSI and behavior RTI are not effectively utilized to address severe student misbehavior.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Students at AEC/ECYC enroll with gaps in learning.

**Root Cause 2:** Student behavior causes attendance decline and therefore students have no access to curriculum.

**Problem Statement 2 Areas:** Student Achievement

**Problem Statement 3:** There has been an increase in AEC/ECYC student placements.

**Root Cause 3:** Home campus utilization of TBSI and campus behavior team need to be more effective.

**Problem Statement 3 Areas:** School Culture and Climate

**Problem Statement 4:** There is a negative perception of DAEP schools, so it's a struggle to hire teachers to work at DAEP.

**Root Cause 4:** DAEP and discipline are not part of the educational courses offered in higher education, thus teachers do not have the full understanding of student discipline and at risk youth.

**Problem Statement 4 Areas:** Staff Quality, Recruitment, and Retention

**Problem Statement 5:** DAEP structures limit the teachers ability to target specific content curriculum. Teachers have multiple contents in each class. DAEP has to ensure teachers are certified to teach students across multiple contents.

**Root Cause 5:** DAEP settings are not adequately funded to hire the necessary teachers needed for all the diverse content areas and electives. Additionally the DAEP instructional specialist is shared with another campus.

**Problem Statement 5 Areas:** Curriculum, Instruction, and Assessment

**Problem Statement 6:** Students with discipline history feel they are targeted and the home campus doesn't want them on campus.

**Root Cause 6:** Student's public education history causes negative outlook at AEC/ECYC campus.

**Problem Statement 6 Areas:** School Culture and Climate

**Problem Statement 7:** At risk students traditionally have low parent involvement in their students education.

**Root Cause 7:** Parents pull away from home campus involvement because of the negative feedback they receive, therefore that belief is transferred to AEC.

**Problem Statement 7 Areas:** Parent and Community Engagement

**Problem Statement 8:** AEC/ECYC teachers have multiple grade levels and content in one class period throughout their daily schedule.

**Root Cause 8:** AEC/ECYC teachers lack the professional development in vertical alignment across grade levels and content TEKS.

**Problem Statement 8 Areas:** School Context and Organization

**Problem Statement 9:** DAEP is lacking technology devices for use in classroom lessons. Wifi is spotty in some of the classrooms.

**Root Cause 9:** DAEP campus technology in portables is outdated and the connectivity wiring is outdated.

**Problem Statement 9 Areas:** Technology

# Goals

**Goal 1:** DAEP will create an agile, forward thinking organization that operates with excellence today, while continuously researching and innovating tomorrow's practices.

**Performance Objective 1:** Annual student attendance will increase from 81% in 2020 to 87% in 2021.

**Evaluation Data Sources:** Daily and weekly attendance reports and SAS Counseling sessions

**Summative Evaluation:** None

**Strategy 1:** 1) Campus administrators will collaborate with classroom teachers to monitor students face to face and online learning presence. DAEP will utilize SAS Counselors, Communities in School, and/or district social worker to support students and families needs to increase attendance.

**Strategy's Expected Result/Impact:** Student attendance and academic levels will increase participating in daily instruction.

**Staff Responsible for Monitoring:** Campus administrators, Teachers, SAS Counselors

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6

**TEA Priorities:** Improve low-performing schools

**ESF Levers:** Lever 3: Positive School Culture

**Problem Statements:**

Student Achievement 1

**Funding Sources:**

Title 1 Title One D, Subpart 2, Delinquency Services

**Formative**

**Oct**

**Jan**

**Mar**

**Summative**

**May**



No Progress



Accomplished



Continue/Modify



Discontinue



## Student Achievement

**Problem Statement 1:** Students at AEC/ECYC enroll with gaps in learning. **Root Cause:** Student behavior causes attendance decline and therefore students have no access to curriculum.

**Performance Objective 2:** Provide differentiated processes for priority classrooms/students.

**Evaluation Data Sources:** Weekly administrative team meetings .

**Summative Evaluation:** None

<b>Strategy 1:</b> Plan and implement effective transitions for DAEP students to maintain academic learning and support the social-emotional learning of students.			
<b>Strategy's Expected Result/Impact:</b> Students' emotional and academic needs will be supported as they transition from different school settings. <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals, School Counselor, SAS Counselors, Teachers, Instructional Specialist <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 <b>TEA Priorities:</b> Improve low-performing schools <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Demographics 1 School Culture and Climate 1 <b>Funding Sources:</b> SAS Counselors, CIS, AEC Staff Title One School-wide			<b>Formative</b>
			<b>Oct</b>
			<b>Jan</b>
			<b>Mar</b>
			<b>Summative</b>
			<b>May</b>
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div></div><div>Continue/Modify</div></div><div><div></div><div>Discontinue</div></div></div>			
<b>Demographics</b>			
<b>Problem Statement 1:</b> Student behavior causes disconnect to academic instruction and positive relationships with teachers and administration on their home campus. <b>Root Cause:</b> Home campus TBSI and behavior RTI are not effectively utilized to address severe student misbehavior.			
<b>School Culture and Climate</b>			
<b>Problem Statement 1:</b> Students with discipline history feel they are targeted and the home campus doesn't want them on campus. <b>Root Cause:</b> Student's public education history causes negative outlook at AEC/ECYC campus.			

**Performance Objective 3:** DAEP school will embed technology for any time, anywhere teaching and learning.

**Evaluation Data Sources:** Lesson Plans, Walk Throughs, Technology Lessons

**Summative Evaluation:** None

**Strategy 1:** Use technology resources that will enable students, teachers and leaders to implement and monitor personalized learning for all, including the following: Learning Management System (LMS) and Adaptive Technology. Training will be provided to support face to face and virtual lessons.

<b>Strategy's Expected Result/Impact:</b> Students will utilize See Saw, Google Classroom and Meets to access learning.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Campus administrator, Teacher, Curriculum Specialist		<b>Oct</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.1, 3.2	<b>Problem Statements:</b>	<b>Jan</b>
<b>TEA Priorities:</b> Recruit, support, retain teachers and principals	Student Achievement 1	<b>Mar</b>
<b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Technology 1	<b>Summative</b>
	<b>Funding Sources:</b>	<b>May</b>
	Title One D, Subpart 2, Delinquency Services	
	Title One School-wide	



No Progress



Accomplished



Continue/Modify



Discontinue

### Student Achievement

**Problem Statement 1:** Students at AEC/ECYC enroll with gaps in learning. **Root Cause:** Student behavior causes attendance decline and therefore students have no access to curriculum.

### Technology

**Problem Statement 1:** DAEP is lacking technology devices for use in classroom lessons. Wifi is spotty in some of the classrooms. **Root Cause:** DAEP campus technology in portables is outdated and the connectivity wiring is outdated.

**Performance Objective 4:** Develop the adult collective understanding and shared vision of SEL that creates systemic change where SEL can thrive.

**Evaluation Data Sources:** Training sessions

**Summative Evaluation:** None

**Strategy 1:** All School and SAS counselors will be trained yearly in ECISD crisis response procedures. All campus staff will be trained yearly during campus professional development concerning ECISD suicide prevention response procedures.

<b>Strategy's Expected Result/Impact:</b> Teachers will be proactive in identifying struggling student academic and behavior triggers.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Campus Administrators, Teachers, SAS Counselors		<b>Oct</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.6, 3.2	<b>Problem Statements:</b>	<b>Jan</b>
<b>TEA Priorities:</b> Improve low-performing schools	Parent and Community Engagement 1	<b>Mar</b>
<b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	<b>Funding Sources:</b> SAS Counselors Title One School-wide SAS Counselors State Comp Ed	<b>Summative</b>
		<b>May</b>

**Strategy 2:** Student Assistance Services Counselors will provide trauma-informed counseling services to address the social-emotional needs of at-risk students.

<b>Strategy's Expected Result/Impact:</b> Teachers will be proactive in identifying struggling student academic and behavior triggers.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Campus Administrators, SAS Counselors		<b>Oct</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.6	<b>Problem Statements:</b>	<b>Jan</b>
<b>TEA Priorities:</b> Improve low-performing schools	Parent and Community Engagement 1	<b>Mar</b>
<b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	<b>Funding Sources:</b> SAS counselors State Comp Ed	<b>Summative</b>
		<b>May</b>



**Strategy 3:** ECISD will attach the district's freedom from bullying policy and procedures which includes how to prevent, identify, respond to and report bullying. Administrators will follow all legal requirements pertaining to incidents of bullying. School counselors will provide guidance lessons or implement programs to include bullying prevention.

<b>Strategy's Expected Result/Impact:</b> Students will learn strategies to prevent bully and also self-advocate in any intense situation.		<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Campus administrators and SAS Counselors		<b>Oct</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.6	<b>Problem Statements:</b>	<b>Jan</b>
<b>TEA Priorities:</b> Improve low-performing schools	Demographics 1	<b>Mar</b>
<b>ESF Levers:</b> Lever 3: Positive School Culture	<b>Funding Sources:</b>	<b>Summative</b>
	School counselor, SAS Title One D, Subpart 2, Delinquency Services	<b>May</b>

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

### Demographics

**Problem Statement 1:** Student behavior causes disconnect to academic instruction and positive relationships with teachers and administration on their home campus. **Root Cause:** Home campus TBSI and behavior RTI are not effectively utilized to address severe student misbehavior.





### Parent and Community Engagement

**Problem Statement 1:** At risk students traditionally have low parent involvement in their students education. **Root Cause:** Parents pull away from home campus involvement because of the negative feedback they receive, therefore that belief is transferred to AEC.

**Performance Objective 5:** DAEP school will provide a safe and supportive learning environment.

**Evaluation Data Sources:** Decrease in behavior referrals

**Summative Evaluation:** None

<b>Strategy 1:</b> Awareness training for staff, students and parents will be provided in the area of sexual abuse and other maltreatment of children. All new staff will be trained during required new employee training on Darkness to Light, /Stewards of Child prevention program. Counselors will train all staff during on-campus professional development on prevention and reporting requirements. Required child abuse awareness posters for students will be displayed on all campuses.				
<b>Strategy's Expected Result/Impact:</b> Teachers will implement procedures for identifying and reporting abuse.				<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Campus Administrators, SAS Counselors, and Teachers				<b>Oct</b>
<b>Title I Schoolwide Elements:</b> 2.6		<b>Problem Statements:</b>		<b>Jan</b>
<b>TEA Priorities:</b> Improve low-performing schools		School Culture and Climate 1, 2		<b>Mar</b>
<b>ESF Levers:</b> Lever 3: Positive School Culture		<b>Funding Sources:</b>		<b>Summative</b>
SAS and school counselor Title One School-wide				<b>May</b>
<b>Strategy 2:</b> Teacher discipline management programs will be evaluated for alignment to CHAMPS, PBIS, and Conscious Discipline practices (SEL body of work).				
<b>Strategy's Expected Result/Impact:</b> Teachers will implement SEL body of work to develop and maintain a safe positive school culture.				<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Campus administrators, SAS Counselors, and Teacher				<b>Oct</b>
<b>Title I Schoolwide Elements:</b> 2.6		<b>Problem Statements:</b>		<b>Jan</b>
<b>TEA Priorities:</b> Improve low-performing schools		Demographics 1		<b>Mar</b>
<b>ESF Levers:</b> Lever 3: Positive School Culture		<b>Funding Sources:</b>		<b>Summative</b>
None				<b>May</b>
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				
<b>Demographics</b>				
<b>Problem Statement 1:</b> Student behavior causes disconnect to academic instruction and positive relationships with teachers and administration on their home campus. <b>Root Cause:</b> Home campus TBSI and behavior RTI are not effectively utilized to address severe student misbehavior.				

### School Culture and Climate

**Problem Statement 1:** Students with discipline history feel they are targeted and the home campus doesn't want them on campus. **Root Cause:** Student's public education history causes negative outlook at AEC/ECYC campus.

**Problem Statement 2:** There has been an increase in AEC/ECYC student placements. **Root Cause:** Home campus utilization of TBSI and campus behavior team need to be more effective.

**Goal 2:** Invest in Talent: DAEP will recruit, develop and retain highly-effective individuals who are invested in looking at tomorrow to inform their practices today.

**Performance Objective 1:** In 2020-21, DAEP school will offer a job-embedded, personalized professional learning system for teachers.

**Evaluation Data Sources:** Walkthroughs and Lesson Plans

**Summative Evaluation:** None

**Strategy 1:** Each campus administrator will conduct a minimum of 5 documented walkthroughs and/or observation/feedback meetings per week.

**Strategy's Expected Result/Impact:** Campus administrators will coach teachers in areas of opportunities.

**Staff Responsible for Monitoring:** Campus administrators and Instructional Specialist

**Title I Schoolwide Elements:** 2.4, 2.5, 2.6

**TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools

**ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

**Problem Statements:**

Staff Quality, Recruitment, and Retention 1

Curriculum, Instruction, and Assessment 1

School Context and Organization 1

**Funding Sources:**

Continued PD on TTESS State Comp Ed

**Formative**

**Oct**

**Jan**

**Mar**

**Summative**

**May**



No Progress



Accomplished



Continue/Modify



Discontinue

### Staff Quality, Recruitment, and Retention

**Problem Statement 1:** There is a negative perception of DAEP schools, so it's a struggle to hire teachers to work at DAEP. **Root Cause:** DAEP and discipline are not part of the educational courses offered in higher education, thus teachers do not have the full understanding of student discipline and at risk youth.

### Curriculum, Instruction, and Assessment

**Problem Statement 1:** DAEP structures limit the teachers ability to target specific content curriculum. Teachers have multiple contents in each class. DAEP has to ensure teachers are certified to teach students across multiple contents. **Root Cause:** DAEP settings are not adequately funded to hire the necessary teachers needed for all the diverse content areas and electives. Additionally the DAEP instructional specialist is shared with another campus.

### School Context and Organization





**Problem Statement 1:** AEC/ECYC teachers have multiple grade levels and content in one class period throughout their daily schedule. **Root Cause:** AEC/ECYC teachers lack the professional development in vertical alignment across grade levels and content TEKS.

**Goal 3:** DAEP will establish rigorous standards while balancing pressure and support for individuals to work hard and achieve goals they have yet to dream. DAEP will equip students to be adaptable in an ever-changing society.

**Performance Objective 1:** The percentage of students reading on grade level in grades K-2 will increase 4% from the BOY MAP to EOY MAP assessment.

**Evaluation Data Sources:** MAP Growth





**Summative Evaluation:** None

<b>Strategy 1:</b> DAEP will follow the district curriculum and literacy blocks to ensure student success.			
<b>Strategy's Expected Result/Impact:</b> 4% increase in BOY to EOY MAP			<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Principal and Teacher			<b>Oct</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6			<b>Jan</b>
<b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools			<b>Mar</b>
<b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			<b>Summative</b>
<b>Problem Statements:</b> Demographics 1 Student Achievement 1 School Culture and Climate 2			<b>May</b>
<b>Funding Sources:</b> Continued PD for teachers and guidance from C&I. Utilize Instructional Specialist State Comp Ed			
 No Progress  Accomplished  Continue/Modify  Discontinue			
<b>Demographics</b>			
<b>Problem Statement 1:</b> Student behavior causes disconnect to academic instruction and positive relationships with teachers and administration on their home campus. <b>Root Cause:</b> Home campus TBSI and behavior RTI are not effectively utilized to address severe student misbehavior.			
<b>Student Achievement</b>			
<b>Problem Statement 1:</b> Students at AEC/ECYC enroll with gaps in learning. <b>Root Cause:</b> Student behavior causes attendance decline and therefore students have no access to curriculum.			
<b>School Culture and Climate</b>			
<b>Problem Statement 2:</b> There has been an increase in AEC/ECYC student placements. <b>Root Cause:</b> Home campus utilization of TBSI and campus behavior team need to be more effective.			

**Performance Objective 2:** 3rd grade reading "Meets" percentages will increase from 14% (2019 STAAR) to 21%(+7% min.) as measured by the 2021 STAAR assessment.

**Evaluation Data Sources:** Short Cycle Assessments, District Benchmarks, and STAAR 2021 Results





**Summative Evaluation:** None

<b>Strategy 1:</b> DAEP will follow the district curriculum and literacy blocks to ensure student success.			
<b>Strategy's Expected Result/Impact:</b> Meets from 14% to 21%			<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Principal and Teachers			<b>Oct</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6			<b>Jan</b>
<b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools			<b>Mar</b>
<b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			<b>Summative</b>
<b>Problem Statements:</b> Demographics 1 Student Achievement 1			<b>May</b>
<b>Funding Sources:</b> C&I, Instructional Specialist Local			
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			
<b>Demographics</b>			
<b>Problem Statement 1:</b> Student behavior causes disconnect to academic instruction and positive relationships with teachers and administration on their home campus. <b>Root Cause:</b> Home campus TBSI and behavior RTI are not effectively utilized to address severe student misbehavior.			
<b>Student Achievement</b>			
<b>Problem Statement 1:</b> Students at AEC/ECYC enroll with gaps in learning. <b>Root Cause:</b> Student behavior causes attendance decline and therefore students have no access to curriculum.			

**Performance Objective 3:** 3rd grade math "Meets" percentages will increase from 13% (2019 STAAR) to 20%(+7% min.) as measured by the 2021 STAAR assessment.

**Evaluation Data Sources:** Short Cycle Assessments, District Benchmarks, STAAR 2021 Results





**Summative Evaluation:** None

<b>Strategy 1:</b> DAEP will follow the district curriculum, scope and sequence, and Number Talks to ensure student growth.			
<b>Strategy's Expected Result/Impact:</b> Meets from 13% to 20%			<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Principal and Teachers			<b>Oct</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6			<b>Jan</b>
<b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools			<b>Mar</b>
<b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			<b>Summative</b>
<b>Problem Statements:</b> Demographics 1 Student Achievement 1			<b>May</b>
<b>Funding Sources:</b> C&I and Instructional Specialist, Campus Lead teachers Local			
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			
<b>Demographics</b>			
<b>Problem Statement 1:</b> Student behavior causes disconnect to academic instruction and positive relationships with teachers and administration on their home campus. <b>Root Cause:</b> Home campus TBSI and behavior RTI are not effectively utilized to address severe student misbehavior.			
<b>Student Achievement</b>			
<b>Problem Statement 1:</b> Students at AEC/ECYC enroll with gaps in learning. <b>Root Cause:</b> Student behavior causes attendance decline and therefore students have no access to curriculum.			

**Performance Objective 4:** 6th grade reading "Meets" percentages will increase from 0% (2019 STAAR) to 7%(+7% min.) as measured by the 2021 STAAR assessment.

**Evaluation Data Sources:** Short Cycle Assessments, District Benchmarks, and STAAR 2021 Results

**Summative Evaluation:** None





<b>Strategy 1:</b> DAEP will follow the district curriculum and literacy expectations to ensure student success.			
<b>Strategy's Expected Result/Impact:</b> Meets from 0% to 7%			<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Campus Administrators, Teachers, and Instructional Specialist			<b>Oct</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools			<b>Jan</b>
<b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			<b>Mar</b>
<b>Problem Statements:</b> Demographics 1 Student Achievement 1			<b>Summative</b>
<b>Funding Sources:</b> C&I, TEKS readiness standards, district scope and sequence, Title One School-wide			<b>May</b>
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			
<b>Demographics</b>			
<b>Problem Statement 1:</b> Student behavior causes disconnect to academic instruction and positive relationships with teachers and administration on their home campus. <b>Root Cause:</b> Home campus TBSI and behavior RTI are not effectively utilized to address severe student misbehavior.			
<b>Student Achievement</b>			
<b>Problem Statement 1:</b> Students at AEC/ECYC enroll with gaps in learning. <b>Root Cause:</b> Student behavior causes attendance decline and therefore students have no access to curriculum.			



**Performance Objective 5:** 6th grade math "Meets" percentages will increase from 8% (2019 STAAR) to 15%(+7% min.) as measured by the 2021 STAAR assessment.

**Evaluation Data Sources:** Short Cycle Assessments, District Benchmarks, and STAAR 2021 Results





**Summative Evaluation:** None

<b>Strategy 1:</b> DAEP will follow the district curriculum, scope and sequence, and Number Talks to ensure student growth.			
<b>Strategy's Expected Result/Impact:</b> Meets from 8% to 15%			<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Campus Administrators, Teachers, and Instructional Specialist			<b>Oct</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools			<b>Jan</b>
<b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			<b>Mar</b>
<b>Problem Statements:</b> Demographics 1 Student Achievement 1			<b>Summative</b>
<b>Funding Sources:</b> NWEA Map Growth, and district/state curriculum Local			<b>May</b>
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			
<b>Demographics</b>			
<b>Problem Statement 1:</b> Student behavior causes disconnect to academic instruction and positive relationships with teachers and administration on their home campus. <b>Root Cause:</b> Home campus TBSI and behavior RTI are not effectively utilized to address severe student misbehavior.			
<b>Student Achievement</b>			
<b>Problem Statement 1:</b> Students at AEC/ECYC enroll with gaps in learning. <b>Root Cause:</b> Student behavior causes attendance decline and therefore students have no access to curriculum.			

**Performance Objective 6:** 8th grade reading "Meets" percentages will increase from 7% (2019 STAAR) to 14%(+7% min.)as measured by the 2021 STAAR assessment.

**Evaluation Data Sources:** Short Cycle Assessments, District Benchmarks, and STAAR 2021 Results





**Summative Evaluation:** None

<b>Strategy 1:</b> DAEP will follow the district curriculum and literacy expectations to ensure student success.			
<b>Strategy's Expected Result/Impact:</b> Meets from 7% to 14%			<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Campus Administrators, Teachers, and Instructional Specialist			<b>Oct</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools			<b>Jan</b>
<b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			<b>Mar</b>
<b>Problem Statements:</b> Demographics 1 Student Achievement 1			<b>Summative</b>
<b>Funding Sources:</b> State/District TEKS, Curriculum, and SCA, DBA benchmark results Local			<b>May</b>
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			
<b>Demographics</b>			
<b>Problem Statement 1:</b> Student behavior causes disconnect to academic instruction and positive relationships with teachers and administration on their home campus. <b>Root Cause:</b> Home campus TBSI and behavior RTI are not effectively utilized to address severe student misbehavior.			
<b>Student Achievement</b>			
<b>Problem Statement 1:</b> Students at AEC/ECYC enroll with gaps in learning. <b>Root Cause:</b> Student behavior causes attendance decline and therefore students have no access to curriculum.			

**Performance Objective 7:** 8th grade math "Meets" percentages will increase from 7% (2019 STAAR) to 14%(+7% min.)as measured by the 2021 STAAR assessment.

**Evaluation Data Sources:** Short Cycle Assessments, District Benchmarks, and STAAR 2021 Results





**Summative Evaluation:** None

<b>Strategy 1:</b> DAEP will follow the district curriculum, scope and sequence, and Number Talks to ensure student growth.			
<b>Strategy's Expected Result/Impact:</b> Meets from 7% to 14%			<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Campus Administrators, Teachers, and Instructional Specialist			<b>Oct</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools			<b>Jan</b>
<b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			<b>Mar</b>
<b>Problem Statements:</b> Demographics 1 Student Achievement 1			<b>Summative</b>
<b>Funding Sources:</b> TEKS, Curriculum, PLC's, SCA/DBA results Local			<b>May</b>
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			
<b>Demographics</b>			
<b>Problem Statement 1:</b> Student behavior causes disconnect to academic instruction and positive relationships with teachers and administration on their home campus. <b>Root Cause:</b> Home campus TBSI and behavior RTI are not effectively utilized to address severe student misbehavior.			
<b>Student Achievement</b>			
<b>Problem Statement 1:</b> Students at AEC/ECYC enroll with gaps in learning. <b>Root Cause:</b> Student behavior causes attendance decline and therefore students have no access to curriculum.			

**Performance Objective 8:** 8th grade science "Meets" percentages will increase from 0% (2019 STAAR) to 7%(+7% min.) as measured by the 2021 STAAR assessment.

**Evaluation Data Sources:** Short Cycle Assessments, District Benchmarks, and STAAR 2021 Results





**Summative Evaluation:** None

<b>Strategy 1:</b> DAEP will follow the district curriculum and scope and sequence to ensure student growth.			
<b>Strategy's Expected Result/Impact:</b> Meets from 0% to 7%			<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Campus Administrators, Teachers, and Instructional Specialist			<b>Oct</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 <b>TEA Priorities:</b> Improve low-performing schools <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			<b>Jan</b>
<b>Problem Statements:</b> Demographics 1 Student Achievement 1			<b>Mar</b>
<b>Funding Sources:</b> PLC data drive, TEKS standards, aligned curriculum Local			<b>Summative</b>
			<b>May</b>
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			
<b>Demographics</b>			
<b>Problem Statement 1:</b> Student behavior causes disconnect to academic instruction and positive relationships with teachers and administration on their home campus. <b>Root Cause:</b> Home campus TBSI and behavior RTI are not effectively utilized to address severe student misbehavior.			
<b>Student Achievement</b>			
<b>Problem Statement 1:</b> Students at AEC/ECYC enroll with gaps in learning. <b>Root Cause:</b> Student behavior causes attendance decline and therefore students have no access to curriculum.			

**Performance Objective 9:** The percentage of students scoring "Meets" on the 1st administration of the Algebra 1 EOC will increase from 0% (2019 STAAR) to 7(+7% min.) as measured by the 2021 STAAR assessment.

**Evaluation Data Sources:** Short Cycle Assessments, District Benchmarks, and STAAR 2021 Results





**Summative Evaluation:** None

<b>Strategy 1:</b> DAEP will follow the district curriculum and scope and sequence to ensure student growth.	
<b>Strategy's Expected Result/Impact:</b> Meets from 0% to 7%	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Campus Administrators, Teachers, and Instructional Specialist	<b>Oct</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools	<b>Jan</b>
<b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	<b>Mar</b>
<b>Problem Statements:</b> Demographics 1 Student Achievement 1	<b>Summative</b>
<b>Funding Sources:</b> TEKS, standards, district scope and sequence, NWEA, DBA/SCA results Local	<b>May</b>
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>	
<b>Demographics</b>	
<b>Problem Statement 1:</b> Student behavior causes disconnect to academic instruction and positive relationships with teachers and administration on their home campus. <b>Root Cause:</b> Home campus TBSI and behavior RTI are not effectively utilized to address severe student misbehavior.	
<b>Student Achievement</b>	
<b>Problem Statement 1:</b> Students at AEC/ECYC enroll with gaps in learning. <b>Root Cause:</b> Student behavior causes attendance decline and therefore students have no access to curriculum.	

**Performance Objective 10:** The percentage of students scoring "Meets" on the 1st administration of the English 1 EOC will increase from 0% (2019 STAAR) to 7%(+7% min.) as measured by the 2021 STAAR assessment.

**Evaluation Data Sources:** Short Cycle Assessments, District Benchmarks, and STAAR 2021 Results





**Summative Evaluation:** None

<b>Strategy 1:</b> DAEP will follow the district curriculum and scope and sequence to ensure student growth.	
<b>Strategy's Expected Result/Impact:</b> Meets from 0% to 7%	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Campus Administrators, Teachers, and Instructional Specialist	<b>Oct</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools	<b>Jan</b>
<b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	<b>Mar</b>
<b>Problem Statements:</b> Demographics 1 Student Achievement 1	<b>Summative</b>
<b>Funding Sources:</b> Aligned curriculum, Textbooks, online training for virtual students. Local	<b>May</b>
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>	
<b>Demographics</b>	
<b>Problem Statement 1:</b> Student behavior causes disconnect to academic instruction and positive relationships with teachers and administration on their home campus. <b>Root Cause:</b> Home campus TBSI and behavior RTI are not effectively utilized to address severe student misbehavior.	
<b>Student Achievement</b>	
<b>Problem Statement 1:</b> Students at AEC/ECYC enroll with gaps in learning. <b>Root Cause:</b> Student behavior causes attendance decline and therefore students have no access to curriculum.	

**Performance Objective 11:** Implement innovative instructional models which enable personalized learning for all students.

**Evaluation Data Sources:** Lesson Plans, Walk-Throughs, and Professional Learning Community Meetings

**Summative Evaluation:** None

<b>Strategy 1:</b> Implement research based instructional models which enable personalized learning for all students, including the following: Blended Learning, Balanced Literacy, Enriched Advanced Academics, and/or Project Based Learning			
<b>Strategy's Expected Result/Impact:</b> Student engagement in diverse instructional models will increase academic growth.			<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Campus Administrators, Teachers, and Instructional Specialist			<b>Oct</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6			<b>Jan</b>
<b>TEA Priorities:</b> Improve low-performing schools			<b>Mar</b>
<b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			<b>Summative</b>
<b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 1 Curriculum, Instruction, and Assessment 1 Technology 1			<b>May</b>
<b>Funding Sources:</b> NWEA, Blended learning PD, PBL PD Title One School-wide			
<b>Strategy 2:</b> Principal will implement Professional Learning Communities (PLCs) where teams implement the Data-Driven Instructional process, develop TEKS knowledge (Know/Show charts), implement the coaching model of Observation/Feedback, and plan for student mastery of learning objectives through a personalized learning path			
<b>Strategy's Expected Result/Impact:</b> Professional growth throughout the entire DAEP community from targeted coaching and support.			<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Campus Administrators, Teachers, and Instructional Specialist			<b>Oct</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6			<b>Jan</b>
<b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools			<b>Mar</b>
<b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction			<b>Summative</b>
<b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 1 Curriculum, Instruction, and Assessment 1 Technology 1			<b>May</b>
<b>Funding Sources:</b> NWEA, Data driven PLC's, TTESS Local			
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			
<b>Staff Quality, Recruitment, and Retention</b>			

**Problem Statement 1:** There is a negative perception of DAEP schools, so it's a struggle to hire teachers to work at DAEP. **Root Cause:** DAEP and discipline are not part of the educational courses offered in higher education, thus teachers do not have the full understanding of student discipline and at risk youth.

### **Curriculum, Instruction, and Assessment**

**Problem Statement 1:** DAEP structures limit the teachers ability to target specific content curriculum. Teachers have multiple contents in each class. DAEP has to ensure teachers are certified to teach students across multiple contents. **Root Cause:** DAEP settings are not adequately funded to hire the necessary teachers needed for all the diverse content areas and electives. Additionally the DAEP instructional specialist is shared with another campus.

### **Technology**





**Problem Statement 1:** DAEP is lacking technology devices for use in classroom lessons. Wifi is spotty in some of the classrooms. **Root Cause:** DAEP campus technology in portables is outdated and the connectivity wiring is outdated.



**Performance Objective 12:** Create systems that monitor students graduation plans to ensure they are receiving the needed credits to fulfill their graduation requirements.

**Evaluation Data Sources:** DAEP Transition Checklist





**Summative Evaluation:** None

<b>Strategy 1:</b> Implement DAEP transition checklist to monitor students.			
<b>Strategy's Expected Result/Impact:</b> Increase in the student graduation rate.			<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Campus Administrators and School Counselors			<b>Oct</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum			<b>Jan</b>
<b>Problem Statements:</b> Student Achievement 1 School Culture and Climate 1, 2			<b>Mar</b>
<b>Funding Sources:</b> OW, effective transition team Title One School-wide			<b>Summative</b>
			<b>May</b>
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			
<b>Student Achievement</b>			
<b>Problem Statement 1:</b> Students at AEC/ECYC enroll with gaps in learning. <b>Root Cause:</b> Student behavior causes attendance decline and therefore students have no access to curriculum.			
<b>School Culture and Climate</b>			
<b>Problem Statement 1:</b> Students with discipline history feel they are targeted and the home campus doesn't want them on campus. <b>Root Cause:</b> Student's public education history causes negative outlook at AEC/ECYC campus.			
<b>Problem Statement 2:</b> There has been an increase in AEC/ECYC student placements. <b>Root Cause:</b> Home campus utilization of TBSI and campus behavior team need to be more effective.			

**Performance Objective 13:** The COC McKinney Vento Homeless and English Learner Grad Lab Drop Out Recovery Program will increase enrollment by 10% at each quarter. (Enrollment will be for McKinney Vento Homeless and English Learning students who have dropped out or were about to drop out.) 70% of the students enrolled in the COC Grad Lab Drop Out Recovery Program will continue to be enrolled and matriculating towards graduation.

**Evaluation Data Sources:** Grad Lab Attendance and Graduation Rate

**Summative Evaluation:** None

<b>Strategy 1:</b> DAEP will collaborate with COC on students who may qualify to receive accelerated instruction towards graduation.	
<b>Strategy's Expected Result/Impact:</b> Decrease in student drop out rate and increase in the graduation rate.	<b>Formative</b>
<b>Staff Responsible for Monitoring:</b> Campus Administrators, School Counselors, COC and CIS Representatives	<b>Oct</b>
<b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.2	<b>Jan</b>
<b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools	<b>Mar</b>
<b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum	<b>Summative</b>
<b>Problem Statements:</b> Demographics 1 School Culture and Climate 1, 2	<b>May</b>
<b>Funding Sources:</b> COC, attendance incentives, OW State Comp Ed	
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>	
<b>Demographics</b>	
<b>Problem Statement 1:</b> Student behavior causes disconnect to academic instruction and positive relationships with teachers and administration on their home campus. <b>Root Cause:</b> Home campus TBSI and behavior RTI are not effectively utilized to address severe student misbehavior.	
<b>School Culture and Climate</b>	
<b>Problem Statement 1:</b> Students with discipline history feel they are targeted and the home campus doesn't want them on campus. <b>Root Cause:</b> Student's public education history causes negative outlook at AEC/ECYC campus.	
<b>Problem Statement 2:</b> There has been an increase in AEC/ECYC student placements. <b>Root Cause:</b> Home campus utilization of TBSI and campus behavior team need to be more effective.	

# Campus Funding Summary

Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	2	1	C&I, Instructional Specialist		\$0.00
3	3	1	C&I and Instructional Specialist, Campus Lead teachers		\$0.00
3	5	1	NWEA Map Growth, and district/state curriculum		\$0.00
3	6	1	State/District TEKS, Curriculum, and SCA, DBA benchmark results		\$0.00
3	7	1	TEKS, Curriculum, PLC's, SCA/DBA results		\$0.00
3	8	1	PLC data drive, TEKS standards, aligned curriculum		\$0.00
3	9	1	TEKS, standards, district scope and sequence, NWEA, DBA/SCA results		\$0.00
3	10	1	Aligned curriculum, Textbooks, online training for virtual students.		\$0.00
3	11	2	NWEA, Data driven PLC's, TTESS		\$0.00
Sub-Total					\$0.00
State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1	SAS Counselors		\$0.00
1	4	2	SAS counselors		\$0.00
2	1	1	Continued PD on TTESS		\$0.00
3	1	1	Continued PD for teachers and guidance from C&I. Utilize Instructional Specialist		\$0.00
3	13	1	COC, attendance incentives, OW		\$0.00
Sub-Total					\$0.00
Title One School-wide					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	SAS Counselors, CIS, AEC Staff		\$0.00

Title One School-wide					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1			\$0.00
1	4	1	SAS Counselors		\$0.00
1	5	1	SAS and school counselor		\$0.00
3	4	1	C&I, TEKS readiness standards, district scope and sequence,		\$0.00
3	11	1	NWEA, Blended learning PD, PBL PD		\$0.00
3	12	1	OW, effective transition team		\$0.00
Sub-Total					\$0.00
Title One D, Subpart 2, Delinquency Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Title 1		\$0.00
1	3	1			\$0.00
1	4	3	School counselor, SAS		\$0.00
Sub-Total					\$0.00
Grand Total					\$0.00

# Addendums