Duncanville Independent School District

Summit Education Center

2025-2026 Campus Improvement Plan

Mission Statement

Duncanville ISD: We engage, equip, and empower all scholars to achieve their unique potential.

Vision

Duncanville ISD: Where dreams are inspired and excellence is achieved.

Value Statement

We are D'Ville...

P - Professionalism

A - Accountability and excellence

N - Nurturing, safe environments

T - Transparent communication

H - Honesty, integrity, and ethics

E - Everyone contributing to student success

R - Relationships, equity, and inclusion

S - Students as our top priority

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

- Summit serves as the Duncanville ISD's Disciplinary Alternative Education Program (DAEP). Our purpose is to prepare students for a second chance to succeed. We service At-Risk students from 9-12. We strive to meet student's individual academic needs to assist in the development of self-esteem, social skills training, and the ability to make good choices.
- The Summit student population is comprised primarily of Hispanic and African American students.
- Parental meetings are scheduled weekly by outside Non-profit groups.
- Weekly communication to parent/guardian through weekly grade tracking document.

Demographics Strengths

- A staff development plan is in place to educate staff on restorative practices and social-emotional learning.
- Summit provides a flexible learning environment for students experiencing unique domestic issues that interfere with daily learning while working toward a high school diploma.
- We encounter a very diverse group; many students and parents have expressed their history, and their educational path appeared to be made of resiliency.
- Every student that attends the Summit receives a Planner to help them organize their lives regarding goals and doing the right actions to achieve them.
- All students create a Life Arts Project to help them identify their individual needs regarding personal strengths and weaknesses and what they are doing to overcome those challenges.
- Every student is assigned a mentor (paraprofessional) to help support their individual needs.
- Each hall has a paraprofessional to assist the teachers with managing and/or monitoring students.
- All students and parents view an Intake video during intake to ensure that the purpose and procedures are communicated consistently.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Many parents do not have the time to attend parent training.
Root Cause: Many parents are generally working two jobs or jobs with challenging schedules.

Problem Statement 2: The students at the Summit receive services during their placement but must return to their home campus.
Root Cause: The services provided are limited to the time that the student serves at the Summit.

Problem Statement 3 (Prioritized): Frequent transitions between Summit and home campuses disrupt continuity of academic and behavioral support, resulting in inconsistent post-placement success.
Root Cause: Lack of standardized communication and follow-up system between Summit and home campuses.

Problem Statement 4: High student mobility and varying placement lengths limit the consistency of instructional and behavioral interventions.
Root Cause: Absence of adaptable systems that account for rapid turnover and short student stays.

Problem Statement 5: Students arrive with a wide range of academic, behavioral, and emotional needs that exceed the capacity of one-size-fits-all interventions.
Root Cause: Limited pre-placement diagnostic data and inconsistency in intake assessments.

Student Learning

Student Learning Summary

- Summit will compare and contrast the students' grade tracking documents from 2022/2023 to 2023/2024.
- To better support the Summit, we need home campus teachers to consistently provide work for their students. And once the home campus teacher receives the completed assignment, we need them to grade the work and enter the new grade in Skyward promptly.

Student Learning Strengths

- Summit will continue to work at reducing the recidivism rate by 50% by maintaining the support of the students that have returned to their home campus.
- As students develop their ability to set goals and determine the appropriate actions to achieve them, they become better equipped to succeed in school and life.
- While students attend the Summit, they receive further guidance on tracking their academic progress through a Grade Tracking Form.
- All staff members and campus guests have an opportunity to review the students' Grade Track Form and sign it to further emphasize the importance of measuring academic progress.
- All students are taught how to advocate for themselves and to seek help when needed.
- All students learn how to plan their week and select their top three daily actions for continued progress and growth.
- All senior students in particular meet with the counselor to plan for matriculation.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Some teachers do not adequately prepare daily lessons to support the facilitation of learning.
Root Cause: The teachers need further training in the area of facilitation of learning.

Problem Statement 2: Some teachers do not know how to consistently monitor students in a way that facilitates a culture of learning.
Root Cause: The teachers need further training in the area of creating a culture of learning in the classroom.

Problem Statement 3 (Prioritized): Students entering DAEP often demonstrate learning gaps in core subjects, limiting their academic progress in Math and ELAR.
Root Cause: Instruction and assessments have not been consistently targeted to address individual TEKS deficiencies or monitored frequently enough to guide adjustments in instruction.

Problem Statement 4: Students demonstrate gaps in TEKS mastery across core subjects, particularly in Math and ELAR.
Root Cause: Inconsistent communication between home campuses and Summit regarding TEKS coverage and instructional rigor.

Problem Statement 5: Many students complete assignments without demonstrating understanding or ownership of their learning.

Root Cause: Teachers have not consistently implemented evidence-gathering and reflection protocols (e.g., SWVF, journaling, ADF).

Problem Statement 6: Students entering DAEP often demonstrate learning gaps in core subjects, limiting their academic progress in Math and ELAR.
Root Cause: Instruction and assessments have not been consistently targeted to address individual TEKS deficiencies or monitored frequently enough to guide instructional adjustments.

Problem Statement 7: Students struggle to maintain academic growth after transitioning back to their home campus.
Root Cause: Lack of structured transition readiness system tracking specific academic and behavioral goals.

School Processes & Programs

School Processes & Programs Summary

The district's DAEP students are placed in the Summit Education Center through administrative referral/recommendation through the "Due Processes" hearing. Students and parents participate in an informal hearing to discuss the referral incident. Proper documentation such as videos and witness statements is a significant part of the process. Students and parents receive an intake date from the Summit to receive information about their placement. Parents or guardians must attend the intake before enrollment. Students are then issued a class schedule upon their first day at Summit. Certified teachers then teach students within their content area. While at Summit, students learn to track their grades and know-how to take responsibility for their actions.

The Summit campus provides parents/guardians numerous opportunities to visit the campus.

Summit campus is transparent regarding its specific role to the district (DAEP) campus.

Providing numerous opportunities for parental engagement in the Dallas Challenge program

- Youth 180
- Hamilton Counseling
- Project Turn-around
- MetroCare

School Processes & Programs Strengths

The scheduling and classroom setup is adaptable for student learning.

Safety protocols are in place to ensure all students' safe care and welfare.

Opportunities for 1:1 teaching are in place.

- All students and parents attend an intake process to help them get acclimated with the daily student operations and purpose of the Summit.
- All students receive consistent feedback from all staff members daily.
- All students receive support from their assigned mentors.
- All students receive a Grade Tracking Form to help them keep focused on their progress.
- All students meet with all of their teachers at least once per week to discuss their progress.
- All students create a Life Arts Project. Each LAP addresses and contains the following:
  - Reason for being placed at the DAEP
  - Explanation of what they will do different to avoid breaking the school rules

- ◦ Description of how they learn best in the classroom setting
- ◦ The student also share their life goals and plans for achievement
- ◦ Hobbies
- All students receive relationship-centered learning.
- All students receive a transition meeting with a plan for helping them stay focused on their home campus.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Some parents are not effectively supporting their students.
Root Cause: Some parents have inadequate parent training/skills or struggle with time management.

Problem Statement 2 (Prioritized): Some students attending the Summit do not participate in school activities beyond the content of their core or elective classes to address social-emotional learning needs.
Root Cause: Students do not have goals with a solid plan for achieving their dreams along with a mentor for additional support.

Problem Statement 3 (Prioritized): Behavioral challenges are concentrated around classroom disruption and insubordination due to inconsistent expectations and lack of a unified behavior support system across staff and campuses.
Root Cause: Inconsistent implementation and monitoring of behavioral expectations (PBIS, Reset Room, Summit Talks).

Problem Statement 4 (Prioritized): Teachers demonstrate varying levels of proficiency in implementing DAEP-specific instructional systems (ADF, WIN-Time, Evidence-Gathering).
Root Cause: Limited targeted professional development aligned to Summit instructional models.

Problem Statement 5 (Prioritized): Staff collaboration and communication between Summit and home campuses are inconsistent, limiting support for students during transition.
Root Cause: Absence of structured liaison system and shared progress monitoring tools.

Problem Statement 6 (Prioritized): Staff report high emotional load from behavioral management responsibilities, leading to fatigue and reduced resilience.
Root Cause: Lack of systemic wellness check-ins and restorative support structures for staff.

Problem Statement 7 (Prioritized): Current resource allocation limits instructional support capacity and access to high-quality classroom materials.
Root Cause: Insufficient fiscal analysis and reallocation toward instructional priorities.

Perceptions

Perceptions Summary

Some people may view the Summit as a place to send delinquent students. On the contrary, Summit is where students prepare for a second chance to be successful. The Summit addresses students' social-emotional needs through the use of relationship-centered learning. There is a specific focus on all our student's social and emotional well-being. Daily communication with parents/guardians. While at Summit, students create a Life Arts Project that helps them learn the self-discipline needed to develop and follow a strategic plan and achieve their life goals. All students also receive and work in a journal to help them organize their life in a way that causes them to flourish.

Perceptions Strengths

The stakeholders will help share the perception of Summit by answering various surveys to assist the leadership and staff at Summit in better serving the students' and parents' needs.

- At least 90% of the parents and students view the Summit as a place for them to grow and develop.
- All of the staff at the Summit enjoy working with students and supporting their preparation for a second chance to succeed.
- At least 90% of the students say the teachers at the Summit help them get organized and on track for success.
- At least 90% of the staff say that the Planner, Journal, and mentors impact students' well-being.
- At least 90% of the staff say that the Life Arts Project and classroom mentors impact students' well-being.
- At least 90% of the staff say that the Grade Tracking Form and classroom mentors impact students' well-being.
- Once per month, the Summit invites a speaker from outside to speak with the students about school and life at the Summit Talks.
- Our teachers are committed to continuous professional development and collaborate with accountability partners to support their growth.
- Weekly, our Summit staff engage in Learning Walks to observe and learn from one another's teaching practices.
- Teachers participate in at least three to four after-school training sessions per week to enhance their skills and knowledge.
- All parents take a survey to share their thoughts about the Summit and provide feedback for improvement.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Students need consistent development of their abilities to implement age-appropriate problem-solving skills.
Root Cause: Students have learned behaviors that negatively impact their learning ability over the years.

Problem Statement 2: Students, parents, and some staff members think that a DAEP is where students get punished for breaking school rules.
Root Cause: Campuses place students at the Summit for their poor behavior without providing students with a goal or action plan for returning.

Problem Statement 3 (Prioritized): Students value Summit's structure but report inconsistent experiences of emotional safety and belonging.
Root Cause: Variability in how staff apply SEL strategies and wellness protocols.

Problem Statement 4 (Prioritized): Families and students often lack clarity about academic and behavioral expectations for success during and after DAEP placement.

Root Cause: Inconsistent communication systems and absence of family-facing materials aligned with Summit systems.

Problem Statement 5 (Prioritized): Families of DAEP students are not consistently engaged with the SEL and mindfulness practices used on campus, limiting reinforcement at home.
Root Cause: Lack of structured opportunities for family participation in SEL and wellness systems.

Problem Statement 6: Staff and students provide valuable input but lack formal structures for feedback to shape campus improvement cycles.
Root Cause: Absence of systematic feedback collection, analysis, and integration into decision-making.

Priority Problem Statements

Problem Statement 1: Some students attending the Summit do not participate in school activities beyond the content of their core or elective classes to address social-emotional learning needs.

Root Cause 1: Students do not have goals with a solid plan for achieving their dreams along with a mentor for additional support.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: Students entering DAEP often demonstrate learning gaps in core subjects, limiting their academic progress in Math and ELAR.

Root Cause 2: Instruction and assessments have not been consistently targeted to address individual TEKS deficiencies or monitored frequently enough to guide adjustments in instruction.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Frequent transitions between Summit and home campuses disrupt continuity of academic and behavioral support, resulting in inconsistent post-placement success.

Root Cause 3: Lack of standardized communication and follow-up system between Summit and home campuses.

Problem Statement 3 Areas: Demographics

Problem Statement 4: Current resource allocation limits instructional support capacity and access to high-quality classroom materials.

Root Cause 4: Insufficient fiscal analysis and reallocation toward instructional priorities.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Staff report high emotional load from behavioral management responsibilities, leading to fatigue and reduced resilience.

Root Cause 5: Lack of systemic wellness check-ins and restorative support structures for staff.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Staff collaboration and communication between Summit and home campuses are inconsistent, limiting support for students during transition.

Root Cause 6: Absence of structured liaison system and shared progress monitoring tools.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Teachers demonstrate varying levels of proficiency in implementing DAEP-specific instructional systems (ADF, WIN-Time, Evidence-Gathering).

Root Cause 7: Limited targeted professional development aligned to Summit instructional models.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Behavioral challenges are concentrated around classroom disruption and insubordination due to inconsistent expectations and lack of a unified behavior support system across staff and campuses.

Root Cause 8: Inconsistent implementation and monitoring of behavioral expectations (PBIS, Reset Room, Summit Talks).

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: Families of DAEP students are not consistently engaged with the SEL and mindfulness practices used on campus, limiting reinforcement at home.

Root Cause 9: Lack of structured opportunities for family participation in SEL and wellness systems.

Problem Statement 9 Areas: Perceptions

Problem Statement 10: Families and students often lack clarity about academic and behavioral expectations for success during and after DAEP placement.

Root Cause 10: Inconsistent communication systems and absence of family-facing materials aligned with Summit systems.

Problem Statement 10 Areas: Perceptions

Problem Statement 11: Students value Summit's structure but report inconsistent experiences of emotional safety and belonging.

Root Cause 11: Variability in how staff apply SEL strategies and wellness protocols.

Problem Statement 11 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain

Student Data: Assessments

- Local benchmark or common assessments data

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- School safety data

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

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data

Priorities

Priority 1: Student Academic Success

Goal 1: Improve Student Academic Progress in Core Subjects

Increase the percentage of students showing measurable growth in the selected TEKS for Math and ELAR by 10% during their DAEP placement (typically 15-30 days) by June 2025.

High Priority

HB3 Priority

Evaluation Data Sources: Lead: Weekly formative assessments in Math and ELAR aligned with selected TEKS
Lag: Pre- and post-placement assessments in Math and ELAR for each student

Strategy 1 Details			Reviews			
Strategy 1: Implement targeted assessment and instruction for selected TEKS			**Formative**			**Summative**
- Administer pre-assessments for the selected Math and ELAR TEKS upon student entry to DAEP - Develop and implement personalized learning plans based on pre-assessment results			**Oct**	**Jan**	**Apr**	**June**
- Conduct weekly progress monitoring during Wednesday "WIN" Day; using formative assessments aligned with the selected TEKS - Analyze student growth data during weekly collaborative team meetings to adjust instruction and interventions						
Strategy's Expected Result/Impact: 90% of students will show measurable progress in targeted Math and ELAR TEKS by the end of their DAEP placement, with 70% of students achieving their personalized learning goals as outlined in their individual plans **Staff Responsible for Monitoring:** Campus Principal **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 3						
○ No Progress	○ Accomplished	→ Continue/Modify		✕ Discontinue		

Goal 1 Problem Statements:

Student Learning
Problem Statement 3: Students entering DAEP often demonstrate learning gaps in core subjects, limiting their academic progress in Math and ELAR.   **Root Cause**: Instruction and assessments have not been consistently targeted to address individual TEKS deficiencies or monitored frequently enough to guide adjustments in instruction.

Priority 1: Student Academic Success

Goal 2: Enhance Student Engagement and Connection
Increase student participation in positive behavioral interventions and support (PBIS) activities to ensure 80% of students demonstrate improved behavior and engagement during their DAEP placement (typically 15-30 days) by June 2025.

High Priority

HB3 Priority

Evaluation Data Sources: Lead: Daily PBIS participation and behavior tracking logs
Lag: Pre- and post-placement behavior assessments

Strategy 1 Details	Reviews			
Strategy 1: Implement a structured PBIS program	**Formative**			**Summative**
- Develop a point-based system to recognize and reward positive behaviors - Create opportunities for students to engage in campus improvement projects or peer mentoring - Conduct weekly student-led reflection sessions on personal growth and goals - Track and analyze student participation and behavior data to measure program effectiveness **Strategy's Expected Result/Impact:** 85% of students will actively participate in the PBIS program, with 70% demonstrating measurable improvement in behavior as evidenced by increased points earned and decreased disciplinary incidents by the end of their DAEP placement **Staff Responsible for Monitoring:** Campus Principal **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 3	**Oct**	**Jan**	**Apr**	**June**

○ No Progress   ◯ Accomplished   → Continue/Modify   ✗ Discontinue

Goal 2 Problem Statements:

School Processes & Programs
Problem Statement 3: Behavioral challenges are concentrated around classroom disruption and insubordination due to inconsistent expectations and lack of a unified behavior support system across staff and campuses.   **Root Cause**: Inconsistent implementation and monitoring of behavioral expectations (PBIS, Reset Room, Summit Talks).

Priority 1: Student Academic Success

Goal 3: Strengthen Social-Emotional Learning (SEL) Support

Improve students' social-emotional skills by implementing a comprehensive SEL program that shows a 15% increase in positive student self-assessments by the end of their DAEP placement (typically 15-30 days) by June 2025.

High Priority

HB3 Priority

Evaluation Data Sources: Lead: Daily SEL check-in and exit ticket responses
Lag: Pre- and post-placement SEL self-assessment surveys

Strategy 1 Details	Reviews			
Strategy 1: Integrate daily SEL practices	**Formative**			**Summative**
- Implement daily SEL check-ins and exit tickets	**Oct**	**Jan**	**Apr**	**June**
- Incorporate SEL skills into academic lessons across all subjects				
- Conduct weekly small group SEL sessions with our district Specialist Restorative Practices to focus on specific skills (e.g., self-regulation, conflict resolution)				
- Provide professional development for staff on trauma-informed practices and SEL integration				
Strategy's Expected Result/Impact: 90% of students will participate in daily SEL practices, with 80% demonstrating improved self-regulation skills as measured by daily check-ins and exit tickets. 100% of staff will receive professional development in trauma-informed practices and SEL integration				
Staff Responsible for Monitoring: Campus Principal				
TEA Priorities: Connect high school to career and college				
Problem Statements: Perceptions 5				

Strategy 2 Details	Reviews			
	Formative			**Summative**
Strategy 2: Enhance family engagement in SEL - Conduct bi-weekly family communication sessions on student SEL progress - Provide resources and strategies for families to support SEL at home - Offer virtual family workshops on SEL topics relevant to DAEP students	**Oct**	**Jan**	**Apr**	**June**

Strategy's Expected Result/Impact: 70% of families will engage in at least one SEL-focused communication session or workshop during their child's DAEP placement, with 60% reporting increased confidence in supporting their child's SEL development at home
    Staff Responsible for Monitoring: Campus Principal
 	
    TEA Priorities:
Connect high school to career and college
    Problem Statements: Perceptions 5				

○ No Progress   ◯ Accomplished   → Continue/Modify   ✕ Discontinue

Goal 3 Problem Statements:

Perceptions
Problem Statement 5: Families of DAEP students are not consistently engaged with the SEL and mindfulness practices used on campus, limiting reinforcement at home. **Root Cause**: Lack of structured opportunities for family participation in SEL and wellness systems.

Priority 1: Student Academic Success

Goal 4: Improve Transition Support and Home Campus Collaboration

Increase successful student transitions back to home campuses by 20%, as measured by reduced recidivism rates and improved academic performance post-DAEP placement, by June 2025.

> **Evaluation Data Sources:** 100% of students will have a completed transition plan before leaving DAEP. 85% of students will successfully complete their 4-5 week post-DAEP check-in program, with 75% maintaining or improving their behavioral and academic performance during this period

Strategy 1 Details	Reviews			
Strategy 1: Develop a comprehensive transition program	**Formative**			**Summative**
- Create individualized (Transition Plans) for each student - Implement a "transition readiness" checklist to be completed before students return to their home campus	**Oct**	**Jan**	**Apr**	**June**
- Establish a protocol for sharing student progress and strategies with home campus teachers - Upon returning to their home campus, students will have weekly check-ins for 4-5 weeks with their AP, Mentor, and/or District Specialist Restorative Practices - Conduct follow-up check-ins with students and home campus staff at 30, 60, and 90 days post-transition				

Strategy's Expected Result/Impact: 100% of students will have a completed transition plan before leaving DAEP. 85% of students will successfully complete their 4-5 week post-DAEP check-in program, with 75% maintaining or improving their behavioral and academic performance during this period
    Staff Responsible for Monitoring: Campus Principal; Campus Counselor(s)
 	
    ESF Levers:
    Lever 1: Strong School Leadership and Planning
    Problem Statements: Demographics 3				

Strategy 2 Details		Reviews			
Strategy 2: Enhance collaboration with home campuses		**Formative**			**Summative**
- Schedule monthly virtual meetings with home campus representatives to align curriculum and behavior strategies - Develop a shared data system for tracking student progress across DAEP and home campus placements - Provide professional development for home campus staff on supporting students post-DAEP transition These goals and strategies are more aligned with your DAEP's specific context, focusing on short-term, measurable progress in academics, behavior, and social-emotional learning. They also address the critical aspect of successful transitions back to home campuses.		**Oct**	**Jan**	**Apr**	**June**

Strategy's Expected Result/Impact: 90% of home campuses will participate in monthly virtual meetings and shared data system usage. 80% of home campus staff will report increased confidence in supporting post-DAEP students after receiving professional development
    Staff Responsible for Monitoring: Campus Principal
 	
    Problem Statements: School Processes & Programs 5					

Strategy 3 Details		Reviews			
Strategy 3: Establish a DAEP-Home Campus Liaison Program		**Formative**			**Summative**
- Assign a DAEP staff member as liaison for each home campus - Conduct weekly virtual check-ins with home campus counterparts - Develop a shared online platform for real-time student progress updates - Host quarterly joint professional development sessions with home campus staff		**Oct**	**Jan**	**Apr**	**June**

Strategy's Expected Result/Impact: 100% of DAEP students will have coordinated support between DAEP and home campus, resulting in a 25% increase in successful transitions by June 2025.
    Staff Responsible for Monitoring: Principal, Student Support Teacher, & Counselor
 	
    Problem Statements: School Processes & Programs 5					

○ No Progress   ○ Accomplished   → Continue/Modify   ✕ Discontinue

Goal 4 Problem Statements:

Demographics
Problem Statement 3: Frequent transitions between Summit and home campuses disrupt continuity of academic and behavioral support, resulting in inconsistent post-placement success. **Root Cause**: Lack of standardized communication and follow-up system between Summit and home campuses.
School Processes & Programs
Problem Statement 5: Staff collaboration and communication between Summit and home campuses are inconsistent, limiting support for students during transition. **Root Cause**: Absence of structured liaison system and shared progress monitoring tools.

Priority 2: Students, Families, and Community Connections

Goal 1: Enhance student awareness of post-DAEP educational opportunities.

Evaluation Data Sources: Lead: Weekly student surveys on understanding of post-DAEP opportunities
Lag: 3-month post-transition survey of students and home campus counselors on utilization of DAEP-provided information

Strategy 1 Details	Reviews			
Strategy 1: Provide targeted information sessions about educational opportunities available upon return to home campus.	**Formative**			**Summative**
Strategy's Expected Result/Impact: 80% of students will participate in at least one information session during their DAEP placement. **Staff Responsible for Monitoring:** Campus Principal **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 4 **Funding Sources:** Full Focus Planner - 199-28 SCE - 199.11.6399.00.005.28.000 - $10,000	**Oct**	**Jan**	**Apr**	**June**
◯ No Progress ◯ Accomplished ➡ Continue/Modify ✖ Discontinue				

Goal 1 Problem Statements:

Perceptions
Problem Statement 4: Families and students often lack clarity about academic and behavioral expectations for success during and after DAEP placement.   **Root Cause**: Inconsistent communication systems and absence of family-facing materials aligned with Summit systems.

Priority 2: Students, Families, and Community Connections

Goal 2: Increase student engagement in positive community-building activities within the DAEP.

Evaluation Data Sources: Student participation records in DAEP activities;
Lag: Google survey of student satisfaction with DAEP experience.

Strategy 1 Details	Reviews			
Strategy 1: Implement a peer mentoring program within the DAEP to foster a sense of community and responsibility.	**Formative**			**Summative**
Strategy's Expected Result/Impact: 70% of eligible students will participate in either mentoring or being mentored during their DAEP placement.	**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Campus Principal **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 2				
⚪ No Progress 🟢 Accomplished ➡️ Continue/Modify ❌ Discontinue				

Goal 2 Problem Statements:

School Processes & Programs
Problem Statement 2: Some students attending the Summit do not participate in school activities beyond the content of their core or elective classes to address social-emotional learning needs.   **Root Cause**: Students do not have goals with a solid plan for achieving their dreams along with a mentor for additional support.

Priority 2: Students, Families, and Community Connections

Goal 3: Expand social, emotional, and wellness support for students and families during DAEP placement.

Evaluation Data Sources: Number of SEL sessions provided;
Lag: Google survey of students and families about perceived SEL support

Strategy 1 Details	Reviews			
Strategy 1: Implement daily SEL check-ins and weekly group sessions focused on specific SEL skills.	**Formative**			**Summative**
Strategy's Expected Result/Impact: 100% of students will participate in daily SEL check-ins, and 80% will engage in weekly group SEL sessions.	**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Campus Principal **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 3				

Strategy 2 Details	Reviews			
Strategy 2: Conduct bi-weekly family engagement sessions to support student SEL progress.	**Formative**			**Summative**
Strategy's Expected Result/Impact: 60% of families will participate in at least one engagement session during their student's DAEP placement.	**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Campus Principal **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 5				

Strategy 3 Details	Reviews			
Strategy 3: Develop and implement a transition support plan for each student returning to their home campus.	**Formative**			**Summative**
Strategy's Expected Result/Impact: 100% of students will have a completed transition support plan before leaving the DAEP	**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Campus Principal **TEA Priorities:** Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture **Problem Statements:** Demographics 3				

Strategy 4 Details	Reviews			
Strategy 4: Support and conduct monthly guidance lessons with all students to support emotional well-being and healthy habits including the prevention of violence, bullying, drug/alcohol use, etc.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: 100% of students will receive a monthly guidance lesson from the campus counselor. **Staff Responsible for Monitoring:** Campus Principal **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 3 **Funding Sources:** Funrniture - 199-28 SCE - 199.11.6395.00.005.28.000 - $10,000				

○ No Progress   ◯ Accomplished   ➡ Continue/Modify   ✖ Discontinue

Goal 3 Problem Statements:

Demographics
Problem Statement 3: Frequent transitions between Summit and home campuses disrupt continuity of academic and behavioral support, resulting in inconsistent post-placement success.   **Root Cause**: Lack of standardized communication and follow-up system between Summit and home campuses.

Perceptions
Problem Statement 3: Students value Summit's structure but report inconsistent experiences of emotional safety and belonging.   **Root Cause**: Variability in how staff apply SEL strategies and wellness protocols.
Problem Statement 5: Families of DAEP students are not consistently engaged with the SEL and mindfulness practices used on campus, limiting reinforcement at home.   **Root Cause**: Lack of structured opportunities for family participation in SEL and wellness systems.

Priority 3: Personnel and Professional Development

Goal 1: Enhance teacher effectiveness in addressing the unique needs of DAEP students.

    Evaluation Data Sources: Lead: Weekly teacher self-assessment surveys on implementation of DAEP-specific strategies
    Lag: Student progress data in targeted TEKS for math and ELAR

Strategy 1 Details	Reviews			
Strategy 1: Implement a targeted professional development program focused on DAEP-specific instructional and behavioral management strategies.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**

Strategy's Expected Result/Impact: 90% of teachers will report increased confidence in implementing DAEP-specific strategies by the end of each quarter.
    Staff Responsible for Monitoring: Campus Principal
 	
    Problem Statements: School Processes & Programs 4				

⭕ No Progress 🟢 Accomplished ➡️ Continue/Modify ❌ Discontinue				

Goal 1 Problem Statements:

School Processes & Programs
Problem Statement 4: Teachers demonstrate varying levels of proficiency in implementing DAEP-specific instructional systems (ADF, WIN-Time, Evidence-Gathering). **Root Cause**: Limited targeted professional development aligned to Summit instructional models.

Priority 3: Personnel and Professional Development

Goal 2: Strengthen staff capacity to support student transitions back to home campuses.

Evaluation Data Sources: Lead: Completion rate of transition support plans for students
Lag: Google survey of home campus teachers on student readiness post-DAEP

Strategy 1 Details	Reviews			
Strategy 1: Develop and implement a collaborative transition planning process involving DAEP staff and home campus liaisons.	**Formative**			**Summative**
	Oct	Jan	Apr	June

- Week 1: Initial assessment and goal-setting with student
- Week 2: Collaborative meeting with home campus liaison to align transition plan
- Week 3: Review and refine plan with student and family
- Week 4: Finalize plan and conduct practice scenarios for potential challenges
- Week 5: Share final plan with home campus and schedule follow-up support
    Strategy's Expected Result/Impact: 100% of students will have a comprehensive transition plan completed 5 days before their scheduled return to the home campus.
    Staff Responsible for Monitoring: Campus Principal
 	
    TEA Priorities:
    Recruit, support, retain teachers and principals
    Problem Statements: School Processes & Programs 5				

Strategy 2 Details	Reviews			
Strategy 2: Create and implement a campus professional development plan with targeted outcomes based on campus data.	**Formative**			**Summative**
Strategy's Expected Result/Impact: 100% of staff members will participate in at least 1 campus professional development at least once per 9 weeks	Oct	Jan	Apr	June

Staff Responsible for Monitoring: Campus Principal
 	
    TEA Priorities:
    Recruit, support, retain teachers and principals
    Problem Statements: School Processes & Programs 4				

◯ No Progress	◯ Accomplished	➡ Continue/Modify	✖ Discontinue

Goal 2 Problem Statements:

School Processes & Programs
Problem Statement 4: Teachers demonstrate varying levels of proficiency in implementing DAEP-specific instructional systems (ADF, WIN-Time, Evidence-Gathering).   **Root Cause**: Limited targeted professional development aligned to Summit instructional models.
Problem Statement 5: Staff collaboration and communication between Summit and home campuses are inconsistent, limiting support for students during transition.   **Root Cause**: Absence of structured liaison system and shared progress monitoring tools.

Priority 3: Personnel and Professional Development

Goal 3: Improve staff proficiency in social-emotional learning (SEL) integration across all DAEP activities.

 Evaluation Data Sources: Lead: Weekly classroom observations of SEL integration
 Lag: Student self-assessment surveys on SEL growth during DAEP placement

Strategy 1 Details			Reviews			
Strategy 1: Conduct bi-weekly peer-led SEL integration workshops for all staff.			**Formative**			**Summative**
Strategy's Expected Result/Impact: 80% of staff will demonstrate proficient SEL integration in their daily activities by the end of each month, as measured by peer and self-assessments.			**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Campus Principal **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** Perceptions 3						

Strategy 2 Details			Reviews			
Strategy 2: Implement a mentoring program pairing experienced staff with new hires for SEL-focused support.			**Formative**			**Summative**
Strategy's Expected Result/Impact: 100% of new staff will receive one-on-one SEL integration mentoring within their first two weeks at the DAEP.			**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Campus Principal **Problem Statements:** School Processes & Programs 6						

○ No Progress   ○ Accomplished   → Continue/Modify   ✕ Discontinue

Goal 3 Problem Statements:

School Processes & Programs
Problem Statement 6: Staff report high emotional load from behavioral management responsibilities, leading to fatigue and reduced resilience. **Root Cause**: Lack of systemic wellness check-ins and restorative support structures for staff.
Perceptions
Problem Statement 3: Students value Summit's structure but report inconsistent experiences of emotional safety and belonging. **Root Cause**: Variability in how staff apply SEL strategies and wellness protocols.

Priority 3: Personnel and Professional Development

Goal 4: Enhance staff wellness and job satisfaction to support effective DAEP operations.

Evaluation Data Sources: Lead: Weekly staff pulse surveys on job satisfaction and stress levels
Lag: Staff retention rates and absence data

Strategy 1 Details	Reviews			
Strategy 1: Implement a daily staff check-in and support system.	**Formative**			**Summative**
Strategy's Expected Result/Impact: 90% of staff will report feeling supported and valued in their role, as measured by weekly anonymous surveys.	**Oct**	**Jan**	**Apr**	**June**
Staff Responsible for Monitoring: Campus Principal **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** School Processes & Programs 6				

No Progress   Accomplished   → Continue/Modify   ✕ Discontinue

Goal 4 Problem Statements:

School Processes & Programs
Problem Statement 6: Staff report high emotional load from behavioral management responsibilities, leading to fatigue and reduced resilience.   **Root Cause**: Lack of systemic wellness check-ins and restorative support structures for staff.

Priority 4: Fiscal Stewardship and Operational Excellence

Goal 1: The amount of funds spent on "instructional expenditures (Function 11)" will increase from 52.74% to 60% by 2028.

Evaluation Data Sources: Lead:Quarterly budget monitoring reports tracking instructional expenditure allocation trends toward the 60% target.
Lag: Annual budget analysis showing the percentage of total expenditures allocated to Function 11 (instructional expenditures).

Strategy 1 Details	Reviews			
Strategy 1: Conduct comprehensive budget analysis to strategically reduce non-instructional expenditures and reallocate funds to direct classroom instruction through review of contracted services, maximizing instructional staff allocation, prioritizing instructional resources, and leveraging district shared services.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased instructional expenditures will provide enhanced classroom resources, instructional materials, and direct student support services that improve personalized learning opportunities and academic outcomes for Summit students. **Staff Responsible for Monitoring:** Campus Principal and District Chief Financial Officer **Problem Statements:** School Processes & Programs 7				
◯ No Progress ◯ Accomplished ➡ Continue/Modify ✖ Discontinue				

Goal 1 Problem Statements:

School Processes & Programs
Problem Statement 7: Current resource allocation limits instructional support capacity and access to high-quality classroom materials.   **Root Cause**: Insufficient fiscal analysis and reallocation toward instructional priorities.

Priority 4: Fiscal Stewardship and Operational Excellence

Goal 2: The district will improve the School FIRST rating from an A-90 to A-94 by 2028.

Evaluation Data Sources: Lead: Quarterly reviews of School FIRST indicator metrics (budget variance, administrative cost ratio, fund balance, audit findings) to ensure compliance and improvement trends.

Lag: Annual School FIRST rating score as published by the Texas Education Agency.

Strategy 1 Details	Reviews			
Strategy 1: Implement systematic financial monitoring and internal controls to strengthen performance across all School FIRST indicators, including maintaining optimal fund balances, minimizing administrative costs, reducing budget variances, and ensuring accurate financial reporting.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**
Strategy's Expected Result/Impact: Improved School FIRST rating demonstrates enhanced financial accountability and stewardship, ensuring fiscal stability and maximizing resources available for student programs and services that support The Summit's mission. **Staff Responsible for Monitoring:** Campus Principal and District Chief Financial Officer **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** School Processes & Programs 7				

No Progress   Accomplished   Continue/Modify   Discontinue

Goal 2 Problem Statements:

School Processes & Programs
Problem Statement 7: Current resource allocation limits instructional support capacity and access to high-quality classroom materials.   **Root Cause**: Insufficient fiscal analysis and reallocation toward instructional priorities.

Priority 4: Fiscal Stewardship and Operational Excellence

Goal 3: The district will reduce payroll expenditures by 5% from 85.36% to 80.36% by 2028.

    Evaluation Data Sources: Lead: Quarterly payroll analysis reports tracking staffing efficiency ratios and payroll percentage trends toward the 80.36% target.

    Lag: Annual payroll expenditure percentage calculated from total campus budget as reflected in the district's financial reports.

Strategy 1 Details	Reviews			
Strategy 1: Optimize staffing through strategic position analysis, cross-training initiatives, attrition management, and maximizing use of part-time or shared positions where appropriate to reduce payroll costs while maintaining instructional quality and student support services.	**Formative**			**Summative**
	Oct	**Jan**	**Apr**	**June**

Strategy's Expected Result/Impact: Reduced payroll percentage creates greater budget flexibility to invest in instructional resources, technology, and programs that directly support personalized learning and student success at The Summit.
    Staff Responsible for Monitoring: Campus Principal and District Chief Human Resources Officer
 	
    TEA Priorities:
Build a foundation of reading and math
 - **ESF Levers:**
Lever 5: Effective Instruction
    Problem Statements: School Processes & Programs 7				

⬤ No Progress ⬤ Accomplished ➡ Continue/Modify ✖ Discontinue				

Goal 3 Problem Statements:

School Processes & Programs
Problem Statement 7: Current resource allocation limits instructional support capacity and access to high-quality classroom materials.   **Root Cause**: Insufficient fiscal analysis and reallocation toward instructional priorities.

State Compensatory

Budget for Summit Education Center

Total SCE Funds: $26,100.00
Total FTEs Funded by SCE: 0
Brief Description of SCE Services and/or Programs

State Compensatory Education (SCE) Funds provide extra support for students who are at risk or have not met academic standards.

Title I

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

2.3: Description of Plan Availability, Format, and Language 1114(b)(4)

The Campus Improvement Plan are made available to the public via campus and district website. It will be made available in print upon request and it wll also vve make available in Spanish.

2.4: Description of Plan Coordination (if Applicable) 1114(b)(5)

Our plan is coordinated with Federal , state, and local programs, integrating resources to support students' academic behaviral, and social-emotional needs.

Site Based Decision Making Committee

Committee Role	Name	Position
Paraprofessional	LaQuesha Blair	Paraprofessional
Paraprofessional	Tashay Patterson	Paraprofessional
District Level Professional	Jamie Brown	Distric administrator
Counselor	Angela Batiste	Counselor
Classroom Teacher	Ursula Fantroy	Teacher
Community Member	Gabrielle Williams	Local Resident
Business Representative	Damon Fields	Local Business
Community Member	Tierra Henderson	Local Resident
District-level Professional	Tennille Williams	Specialist
Business Representative	Tiffiney Wyatt	Local Business
Paraprofessional Staff	Edith Sanchez	Secretary
Leader of the DEAP	Rahien Williams	Principal
Classroom Teacher	Alicia Fernandez	Teacher
Classroom Teacher	Sandy Ramos	Teacher
Business Representative	Rene Cook	Local Business

Campus Funding Summary

			199-28 SCE		
Priority	**Goal**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	1	Full Focus Planner	199.11.6399.00.005.28.000	$10,000.00
2	3	4	Funrniture	199.11.6395.00.005.28.000	$10,000.00
				Sub-Total	$20,000.00
				Budgeted Fund Source Amount	$26,100.00
				+/- Difference	$6,100.00
				Grand Total Budgeted	$26,100.00
				Grand Total Spent	$20,000.00
				+/- Difference	$6,100.00