

Abilene Independent School District

DAEP

2021-2022 Campus Improvement Plan



Mission Statement

The MISSION of the Abilene ISD Disciplinary Alternative Education Program (DAEP) is to actively and consistently seek to be an educational setting where students find hope, help, encouragement, and an enhanced desire for positive change. Furthermore, our mission seeks to build a community of professional educators who strive to develop an educationally sound atmosphere driven by a desire to ensure students achieve PERSONAL EXCELLENCE. The DAEP pledges to provide social-emotional support for ALL students, and a tenacious commitment to students' attendance. The DAEP commits to a home-to-school initiative designed to encourage consistent parental involvement.

Vision

At the DAEP, it is our priority to FOCUS on the whole child. We fully expect our students to grow during their placement. This (*placement*) can (indeed, should) be a learning experience. Our belief is that our students will leave **BETTER** than they came! Students' academic and behavioral advancement will be our focus throughout students' stay at the DAEP. Our priority, will be developing effective methods to ensure that EACH student represents the **BEST** they can be: Inspired, skilled, engaged and empowered to make a difference in the world.

Core Beliefs

- **Deep learning involves critical thinking, collaboration and problem solving.**
- **Relevant and meaningful student experiences are the core of the modern classroom.**
- **Initiative, innovation, a strong work ethic and entrepreneurial spirit are life skills each student needs.**
- **The cultivation of each student's strengths and passions leads to success.**
- **Respect, care and having high expectations for each student is the foundation for learning.**

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Comprehensive Needs Assessment

Priority Problem Statements

Problem Statement 3: Student disengagement. Though we are getting better, significant efforts must continue to be made toward addressing students' academic success and full participation.

Root Cause 3: Teachers must tutor during Edgenuity and actively monitor. Lack of training. Lack of knowledge of social-emotional needs of students. Increase parental involvement.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: DAEP was not known for its instructional practices, nor the programs of support which are developed. This has changed. The DAEP has student and parents support mechanism in place which are unmatched by any program on the home campuses. Problem is that programs were temporarily halted for school year 2020-2021.

Root Cause 4: Many support services halted do to Covid-19.

Problem Statement 4 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals
- Performance Objectives with summative review (prior year)
- Planning and decision making committee(s) meeting data

Student Data: Assessments

- Student failure and/or retention rates
- Local benchmark or common assessments data
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Special education/non-special education population including discipline, progress and participation data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Campus leadership data

Parent/Community Data

- Parent surveys and/or other feedback

Goals

Goal 1: Make classrooms more meaningful and relevant for students and teachers.

Performance Objective 1: The DAEP will ensure that classroom are meaningful and relevant by meeting the academic, social and emotional needs of every student. Efforts will continue to be made to support the "whole student" as we seek to academic and behavioral success by developing sound strategies designed to ensure all students experience some level of success regardless of economic standing, past or current behaviors, race, religion, ethnic group, or any identifying characteristic.

Targeted or ESF High Priority

Evaluation Data Sources: The DAEP will document and compare data based upon students' completion rates, pass/fail, attendance, and documentation concerning behaviors (referrals/suspensions/expulsions).

Summative Evaluation: Met Objective

Next Year's Recommendation: Next year's recommendation is for a campus-wide focus on ELECTIVES.

Strategy 1 Details	Reviews			
<p>Strategy 1: Two staff members will continue to be in each classroom setting in order to ensure that all students are supported, encouraged, and engaged. Among the staff members will be a highly qualified teacher and a highly qualified instructional aide. The lead-teacher in the classroom is encouraged to limit "seat-time" choosing instead to "ACTIVELY MONITOR" by circling the classroom in order to facilitate learning. The instructional aide in the classroom is to ensure students' engagement by working one-on-one with each student in the class. Contact should be made with each student no less than twice each period. The aides in each classroom will provide reading assistance fro students (if necessary) and will assist with monitoring for appropriate behaviors.</p> <p>Strategy's Expected Result/Impact: Providing two staff members in each classroom will increase the level of student engagement improving student participation, and increasing the number of students who experience academic success.</p> <p>Staff Responsible for Monitoring: DAEP principal, classroom teachers and instructional aides.</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Comprehensive Support Strategy - Targeted Support Strategy</p>	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: The DAEP has added a Student and Parent Advocate to ensure that both students and parents experience extreme encouragement placement at the DAEP. The student and parent support staff will meet the needs of students (clothing, food, encouragements, mental, social, emotional) as well as be available to address the needs of parents/families by providing resources and/or family counseling.</p> <p>Strategy's Expected Result/Impact: Provide "CityLink" bus tickets for families in need. Survey parents for possible basic needs such as clothing, food, housing, possible resources which the AISD can provide. Most importantly, Student/Parent support personnel will provide behavioral support and counseling for students with extreme behavioral disorders. This year will be first year to conduct regular "face-to-face" counsel for family.</p> <p>Staff Responsible for Monitoring: Principal Massey.</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Targeted Support Strategy</p>	Formative			Summative
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Strategy 3 Details	Reviews			
<p>Strategy 3: The DAEP will continue to provide an "Academic Success Coach" whose responsibility will be to monitor students' participation and commitments to academic excellence (across all grade levels). The "Academic Coach" is best a special education expert. The "Success Coach" will monitor the progress of all special education and 504 students placed at the DAEP. The "Success Coach" along with the special education/content mastery teacher will ensure that all teachers have copies of modifications and accommodations for special education and 504 students. The "Success Coach" will review all students' IEP's developing ways to ensure that the students are fully successful during placement. The "Success Coach" and special education teacher will make meaningful contact with each special education student on a daily basis. Our paramount focus for special education support will be that each student's accommodations and modifications are addressed appropriately. The the "Academic Success Coach" works primarily with special education students, he/she is expected to support ALL STUDENTS, if the need arises. Every student at the DAEP will receive meaningful and relevant instruction</p> <p>Strategy's Expected Result/Impact: With the addition of the "Academic Success Coach" the DAEP will expect an increase in the number of special education and 504 students who experience academic success . We will also expect an increase in the quality and quantity of work presented</p> <p>Staff Responsible for Monitoring: The lead- special education teacher, as well as the principal will monitor the "Success Coach."</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: 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 - Targeted Support Strategy</p>	Formative			Summative
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No Progress



Accomplished



Continue/Modify



Discontinue

Goal 2: Develop a culture, climate and environment that values collaboration.

Performance Objective 1: The DAEP staff will work as a TEAM to design and implement trainings based upon perceived student and staff need.

Evaluation Data Sources: The DAEP principal will provide bi-monthly staff trainings opportunities in conjunction with our regular staff meetings. The training opportunities will be designed to encourage collaboration and positive TEAM building while presenting valued information in a mini-workshop format. Principal will present a teacher SURVEY in order to document areas of needed to ensure BEST practices in the areas of: instruction, classroom managements, stress/self-care, trauma informed care, etc...

Summative Evaluation: Met Objective

Next Year's Recommendation: The DAEP will continue to provide bi-monthly staff training opportunities.

Strategy 1 Details	Reviews			
<p>Strategy 1: The DAEP principal will conduct bi-monthly staff meetings/ training opportunities. All staff meetings will be required due to the "training"element. Mrs. Massey (principal) will input all trainings into Eduphoria as STAFF DEVELOPMENT opportunities. Teachers and paraprofessionals will have the opportunity to gain 1.5 hours for each training session that they attend. Each teacher and paraprofessional will have an opportunity to present during the school year to share their skillset/expertise. The principal will also require one BOOK STUDY each semester during staff training.</p> <p>Strategy's Expected Result/Impact: The training sessions are expected to build moral and encourage collaboration, as aides will present as a pair. It is expected that both teachers and paraprofessional will continue to be inspired as they collaborate with peers to present their material/s.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative			Summative
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Strategy 2 Details	Reviews			
<p>Strategy 2: The DAEP principal will conduct "walk-throughs" on a daily basis in order to observe teachers' commitment to campus-level goals and expectations. This will include checks for sound teaching and evidence of staff's commitments to the DAEP's focus on possible collaboration opportunities. Principal will look for opportunities to support staff and to note the many outstanding things that are taking place in the DAEP classrooms each day.</p> <p>Strategy's Expected Result/Impact: The expected result of this strategies is that DAEP teachers and staff members will become more self-aware and committed to excellence in education. Our ultimate desire will be to develop a greater commitment to collaboration and personal growth. The DAEP, as a whole, will become more committed to excellence, professionalism, and student advancement. We will do this collaboratively as one... supports all.</p> <p>Staff Responsible for Monitoring: Principal will conduct walk-throughs and hopefully a counselor if we are allowed a counselor this year.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
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 No Progress

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Goal 3: Build partnerships with local business and organizations.

Performance Objective 1: The DAEP staff will increase the level of community involvement by reaching out to parents, local businesses, civic organizations, and other stakeholders. Our objective is to build partnerships designed to support students' academic, social-emotional, and behavioral progress.

Targeted or ESF High Priority

Evaluation Data Sources: We expect to experience full (100%) participation in the mandatory parent meetings at "in-take." We expect, also, to have at least 70% of students take part in the optional mentoring, counselling, and motivational activities that are presented for both students, and parents.

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Now that the COVID-19 Pandemic has lessened, the DAEP will return to its traditional focus on community involvement and parent participation..

Strategy 1 Details	Reviews			
<p>Strategy 1: DAEP students, parents, and interested stakeholders will participate in optional "Parent Forums" which are designed to provide strategies, techniques, methods, family resources, and life-skills training. A vital component of the "Parent Forum" is to provide resources that benefit the students in placement at the DAEP. These resources could include: clothing for family, food, hygiene supplies, advice housing or homelessness, mental health counselling. Students are required to attend the forum with their parents in order to receive credit for attendance. As a support to our families, the Parent Forums will provide much needed parenting classes in order to present strategies to support individuals who struggle with meeting the needs of students who have extreme behavior issues.</p> <p>Strategy's Expected Result/Impact: The DAEP will expect an increase in the level of parent involvement and participation in the school process. We would also expect the our parents will experience a heightened level of interest in the social-emotional development of their child/children. Parents will leave with a sense of empowerment and confidence in their ability to "partner" with the AISD to ensure the success of their most valued possession (their child).</p> <p>Staff Responsible for Monitoring: the principal and all DAEP staff members are encouraged to play a role in the success of the "Parent Forums."</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Targeted Support Strategy</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: Supplies for the "Parent Forums" to include food for families, decorations, and gift cards - General Fund - \$500</p>	Formative			Summative
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Strategy 2 Details	Reviews			
<p>Strategy 2: Community volunteers will serve as guest speakers/presenters during weekly "Motivation Monday" motivational weekly assemblies. Speakers will present encouragement for students to present their "BEST selves" everyday. Students are encouraged to continue with their education and to PLAN for success. Participating guest presenters are south out who have overcome great challenges in life, yet became successful... despite the "hard knocks" that often hinder progress. Many, but not all are college educated to showcase that success doesn't always look the same.</p> <p>Strategy's Expected Result/Impact: It is expected that the DAEP will see a reduction in the recidivism rate of students who in the past have repeatedly returned to the DAEP due to negative behaviors. We have seen fewer students who return each year. For the coming year (2021-2022) we would like to see 5% few than the previous year.</p> <p>Staff Responsible for Monitoring: Principal and Leadership Team</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
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Performance Objective 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: DAEP was not known for its instructional practices, nor the programs of support which are developed. This has changed. The DAEP has student and parents support mechanism in place which are unmatched by any program on the home campuses. Problem is that programs were temporarily halted for school year 2020-2021. Root Cause: Many support services halted do to Covid-19.</p>

Goal 4: Tell the AISD stories of inspiration, success and opportunity to the community, parents, and staff.

Performance Objective 1: DAEP parents and community stakeholders will be provided every opportunity for involvement at our facility. Parents and others are welcome and expected to play a role in the success of students.

Targeted or ESF High Priority

Evaluation Data Sources: It is expected that all who enter the DAEP will observe the outstanding program, strategies, and initiatives which have been put in place to support students. We expect that all who enter will leave inspired by the care, encouragement, and level of academic support provided by the DAEP staff. The goal of the Leadership Team is that 80% of parent who complete our survey will rate the DAEP favorably.

Summative Evaluation: Exceeded Objective

Next Year's Recommendation: Continue regular parent and stakeholder involvement

Strategy 1 Details	Reviews			
<p>Strategy 1: The DAEP will continue to require parents of incoming students to attend a mandatory parent meeting prior to their child's attendance. During the mandatory meeting, parents/guardians are informed of the intricacies of the DAEP, including all student rules and expectations. The presence of a metal detector, Student Resource Officer (SRO), and the possibility of expulsion for continued extreme behaviors is discussed. Each parent is offered a tour of the facility and informed of the fact that there are surveillance cameras in use at the DAEP (both inside and outside of the building). All parents are treated with the utmost respect. Questions concerning the DAEP and the placement process are encouraged. The "in-take" (mandatory meeting) is meant to be non-threatening and to provide positive assurance for parent.</p> <p>Strategy's Expected Result/Impact: It is expected that the parents will carry the image of a positive experience with them and that they will view the DAEP as a safe, effective learning environment.</p> <p>Staff Responsible for Monitoring: Principal and school secretary.</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
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Strategy 2 Details	Reviews			
<p>Strategy 2: At the beginning of the school year the DAEP presents an "Open House." The Open House provides an opportunity for parents of current DAEP students and the local community to tour our facility and to learn more about the DAEP and its efforts to support AISD students. The varied programs and initiatives at the DAEP are over-viewed to to ensure that all who attend grasp the true concept of our facility and the culture of excellence that strive to develop, daily.</p> <p>Strategy's Expected Result/Impact: It is expected that parents who attend the DAEP Open House will perceive the level of professionalism and quality among the staff as an indication of the outstanding educational experiences that students will have while in placement.</p> <p>Staff Responsible for Monitoring: The entire DAEP staff will work collaboratively to present a positive experience for out parents.</p> <p>TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative			Summative
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Goal 5: Meet or exceed all federal and state mandates.

Performance Objective 1: Classroom teachers will utilize technology, direct teaching, creative inspiration, and Thinking Outside of the Box" in order to provide sound academic advancement, improve attendance, and close the gap between all demographics passing rate.

Targeted or ESF High Priority

Evaluation Data Sources: The DAEP staff will use all resources at its disposal to ensure that ALL STUDENTS are receiving appropriately challenging instruction. We will use current data (2020-2021 results) to indicate the overall academic focus of AISD students. Our goal is to see 5% deduction in failure rates of core subjects. We will also use current data to address attendance at the DAEP. Our goal is to improve attendance by 5% when compared to school year 2020-2021.

Summative Evaluation: Met Objective

Next Year's Recommendation: Stronger focus on electives.... Continue to "think outside of the box" to meet the needs of ALL STUDENTS... Encourage all staff members to be creative and innovative.

Strategy 1 Details	Reviews			
<p>Strategy 1: The DAEP staff will consistently provide STAAR reviews which correlate with expected grade levels. STAAR reviews will be a constant focus on each Tuesday and Thursday throughout the school year. Each teacher will be expected to grade STAAR reviews and use in conjunction with district instructional standards as a resource to plan effective activities that challenge and motivate.</p> <p>Strategy's Expected Result/Impact: It is expected that 50% of students will pass all STAAR reviews with at least 70% accuracy.</p> <p>Staff Responsible for Monitoring: Teachers, counselor, and principal</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>- Targeted Support Strategy</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: The DAEP will initiate a year long focus on attendance beginning at our staff meeting prior to school in August 2021. All teachers will be expected to phone the parents of students who miss two days in a row. Teacher will phone parents when students have been tardy to school for three days. The DAEP administrative staff will provide mentors to encourage students to attend school and to discuss the connection between attending school, college and career. The DAEP principal will distribute warning letters to alert parents that their child has excessive absences. The principal (Mrs. Massey) will involve the attendance officer at greater levels during the coming school year.</p> <p>Strategy's Expected Result/Impact: The DAEP will expect students to develop an enhanced interest in attending school on a regular basis. As a result of improved student attendance the failure rate will decline.</p> <p>Staff Responsible for Monitoring: Teachers, counselor, principal</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
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Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: Student disengagement. Though we are getting better, significant efforts must continue to be made toward addressing students' academic success and full participation. Root Cause: Teachers must tutor during Edgenuity and actively monitor. Lack of training. Lack of knowledge of social-emotional needs of students. Increase parental involvement.</p>

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Two staff members will continue to be in each classroom setting in order to ensure that all students are supported, encouraged, and engaged. Among the staff members will be a highly qualified teacher and a highly qualified instructional aide. The lead-teacher in the classroom is encouraged to limit "seat-time" choosing instead to "ACTIVELY MONITOR" by circling the classroom in order to facilitate learning. The instructional aide in the classroom is to ensure students' engagement by working one-on-one with each student in the class. Contact should be made with each student no less than twice each period. The aides in each classroom will provide reading assistance fro students (if necessary) and will assist with monitoring for appropriate behaviors.

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Two staff members will continue to be in each classroom setting in order to ensure that all students are supported, encouraged, and engaged. Among the staff members will be a highly qualified teacher and a highly qualified instructional aide. The lead-teacher in the classroom is encouraged to limit "seat-time" choosing instead to "ACTIVELY MONITOR" by circling the classroom in order to facilitate learning. The instructional aide in the classroom is to ensure students' engagement by working one-on-one with each student in the class. Contact should be made with each student no less than twice each period. The aides in each classroom will provide reading assistance for students (if necessary) and will assist with monitoring for appropriate behaviors.
1	1	2	The DAEP has added a Student and Parent Advocate to ensure that both students and parents experience extreme encouragement placement at the DAEP. The student and parent support staff will meet the needs of students (clothing, food, encouragements, mental, social, emotional) as well as be available to address the needs of parents/families by providing resources and/or family counseling.
1	1	3	The DAEP will continue to provide an "Academic Success Coach" whose responsibility will be to monitor students' participation and commitments to academic excellence (across all grade levels). The "Academic Coach" is best a special education expert. The "Success Coach" will monitor the progress of all special education and 504 students placed at the DAEP. The "Success Coach" along with the special education/content mastery teacher will ensure that all teachers have copies of modifications and accommodations for special education and 504 students. The "Success Coach" will review all students' IEP's developing ways to ensure that the students are fully successful during placement. The "Success Coach" and special education teacher will make meaningful contact with each special education student on a daily basis. Our paramount focus for special education support will be that each student's accommodations and modifications are addressed appropriately. The "Academic Success Coach" works primarily with special education students, he/she is expected to support ALL STUDENTS, if the need arises. Every student at the DAEP will receive meaningful and relevant instruction
3	1	1	DAEP students, parents, and interested stakeholders will participate in optional "Parent Forums" which are designed to provide strategies, techniques, methods, family resources, and life-skills training. A vital component of the "Parent Forum" is to provide resources that benefit the students in placement at the DAEP. These resources could include: clothing for family, food, hygiene supplies, advice housing or homelessness, mental health counselling. Students are required to attend the forum with their parents in order to receive credit for attendance. As a support to our families, the Parent Forums will provide much needed parenting classes in order to present strategies to support individuals who struggle with meeting the needs of students who have extreme behavior issues.
5	1	1	The DAEP staff will consistently provide STAAR reviews which correlate with expected grade levels. STAAR reviews will be a constant focus on each Tuesday and Thursday throughout the school year. Each teacher will be expected to grade STAAR reviews and use in conjunction with district instructional standards as a resource to plan effective activities that challenge and motivate.

Campus Funding Summary

General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	1	Supplies for the "Parent Forums" to include food for families, decorations, and gift cards		\$500.00
Sub-Total					\$500.00