

SY 2024 - 2025 School Action Plan

Campus	Secondary DAEP
Principal	David Barragato
Grades Served	6-8
Enrollment	YTD 33

The timeline for the School Action Plan submission can be found below:

April 23, 2024: Principals work with campus teams to complete the first version.

TDB: Submit draft to Division Superintendent and / or ED via email.

TBD: Work with ED to solicit and incorporate feedback and finalize for submission.

TBD: Final submission for SY 2024 - 2025

School Action Plan – Needs Assessment

District philosophy and guiding framework:

Core Beliefs

Vision

Theory of Action

Needs related to student achievement data

*Students placed at the Secondary DAEP are often 2 - 3 years behind academically. This stems from being removed from class for disruptions and multiple ISS and OSS removals.

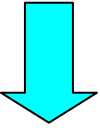
*Bus routes designated for the Secondary DAEP have not been punctual. This leads to students arriving late to class on a consistent basis, with attendance implications.

Needs related to improving the quality of instruction

Since the Secondary DAEP has students for a 45-day placement, and often students are not referred until after Snapshot, teachers have less practice in preparing to deliver targeted lessons. This results in a short period of time for teachers to impact student growth academically.

System evaluation (philosophy, processes, implementation, capacity)

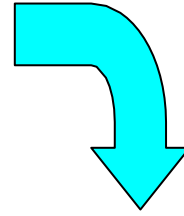
- 1) The team revisits our processes and implementation each year to ensure that we are utilizing high quality instructional practices.
- 2) Per TEA and district guidelines, we do not have the capacity to provide children with extra-curricular and after school interventions.
- 3) Our philosophy remains that all children can learn when provided high quality instruction that is targeted to students' needs.



Parameters and metrics established by the District

Key Actions

- 1) By May 25th, 2025, there will be a marked increase in student attendance and a lowered recidivism rate.
- 2) Increase the level of student engagement in academics through the use of high-quality checks for understanding strategies.
- 3) The DAEP will be 100% compliant with Special Education requirements.
- 4) Students designated as Emergent Bilingual will be provided in-class support as needed.
- 5) There will be a marked decrease in formal discipline incidents while students are enrolled at the DAEP.
- 6) Students will engage in meaningful social and emotional learning to target needed skills for improved behavior.



School Action Plan Template

KEY ACTION ONE	<p>Key Action <i>(Briefly state the specific goal or objective.)</i> By May 25th, 2025, there will be a marked increase in student average daily attendance and a lowered recidivism rate among students.</p>
	<p>Indicators of success <i>(Measurable results that describe success.)</i></p> <ul style="list-style-type: none"> • Average schoolwide attendance rates will be above 80% each week as evidenced by weekly district attendance reports. • 90% of students enrolled for SY 2024 – 2025 will have an attendance rate of 85% or higher as evidenced in the data collected throughout their placement. • At the end of the 2024 – 2025 school year, the percentage of students returning to the DAEP during the school year, will be below 10%. • Logs of all home visits will be kept and made available on request.
	<p>Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i></p> <ol style="list-style-type: none"> 1. Weekly attendance reports will be prepared, disseminated, and monitored. 2. 100% of parents/guardians will be informed of the importance of attendance and its effect on their student's education at intake and at times of attendance deficiency. 3. Parents/guardians will be contacted each day a student is late or absent (other than due to a transportation issue) to determine the cause. 4. DAEP staff (administrators) will conduct home visits 100% of the time for students who fall below the attendance threshold of 85%. 5. For students returning within the school year a mandatory parent conference will be conducted with the administration.
	<p>Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i></p> <ol style="list-style-type: none"> 1. Participation in parent and student orientation will be monitored. 2. Staff will show, through their own attendance, their belief in the importance of attendance and being at school. 3. Staff will inform school leaders, at-risk administrators, and counselors when students may need more targeted intervention, including wrap-around services, health and medical, or other student support services.

KEY ACTION TWO	<p>Key Action <i>(Briefly state the specific goal or objective.)</i></p> <p>Increase the level of student engagement in academics through the use of high-quality checks for understanding strategies.</p>
	<p>Indicators of success <i>(Measurable results that describe success.)</i></p> <ul style="list-style-type: none"> • By December 20, 2024, 89% of SPOT Observations for each subject area teacher will show the successful lesson implementation in the Engage and Deliver section, by achieving at least a 4 from the observer. • All core subject area teachers will submit slide decks weekly that have been internalized and annotated to include scaffolding and multiple opportunities for CFU at regular intervals.
	<p>Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i></p> <ol style="list-style-type: none"> 1. Appraisers will observe and enter at least six Spot Observations a week, three in the morning and three in the afternoon. 2. Appraisers will inspect weekly lesson plans to ensure proper internalization, annotation, and scaffolding, including CFUs. 3. Specific metrics that are successfully implemented based on Spot data will be reinforced. 4. The administrative team will train and coach teachers on instructional expectations. 5. The administration will track student progress through OnTrack, A4E, and MAP dashboards.
	<p>Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i></p> <ol style="list-style-type: none"> 1. Teachers will attend training on high-quality instruction, lesson internalization, scaffolding, and the effective use of CFU strategies and incorporate them into their instruction. 2. Teachers will create high-quality lesson plans that show evidence of high-quality instruction, lesson internalization, and the planning for and effective use of multiple response strategies. 3. Teachers will be receptive to lesson planning and observational feedback and implement recommendations immediately.

Key Action *(Briefly state the specific goal or objective)*

The DAEP will be 100% compliant in Special Education requirements.

Indicators of success *(Measurable results that describe success.)*

- All folders and documentation for students with IEPs will be checked for compliance upon enrollment.
- By the end of the first semester, 100% of campus ARDs are held on or before the deadline.
- 100% of newly enrolled students with IEPs will have information verified and accurately reflected in the ARD tracker within one week of their enrollment, with bi-weekly checks to monitor accuracy.
- The annual folder review will remain an “A” at the end of the school year.

Specific actions – school leaders *(What specific action steps will the building leaders take to accomplish the objective?)*

1. Monitor the timely and full attendance at 100% of ARD meetings.
2. Set the expectation for active participation in discussions to enhance student support as evidenced by the ARD minutes and ARD participation.
3. Monitor the Campus Compliance Dashboard in EasyIEP.
4. Conduct random checks of accommodations and modifications in PowerSchool and during classroom walkthroughs.

Specific actions – staff *(What specific action steps will the staff take to accomplish the objective?)*

1. Review records of newly enrolled students and begin services if the student has an IEP.
2. Maintain campus ARD tracker to ensure all ARDs are held on time and with required members.
3. Ask for the names and IDs of incoming students to begin the process of verifying and planning for compliance with the goal of being in compliance at the time of enrollment.
4. By the end of the 2024-2025 school year 100% of IEPs created or revised on campus will include specific, clear, and measurable goals tailored to each student's unique needs, as verified through random quarterly reviews.

Key Action *(Briefly state the specific goal or objective.)*

Students designated as Emergent Bilingual will be provided in-class support as needed.

Indicators of success *(Measurable results that describe success.)*

- 80% of Emergent Bilinguals will log a minimum of 3 hours in Summit K-12 per week.
- By May 25th, 2025, 100% of teachers of Math and ELA will have shared weekly annotated lessons with their appraiser showing effective EB strategies.
- 100% of eligible EB students will complete the TELPAS assessments within the testing window.
- Beginning September 9th, 2024, EB students in core subjects will show growth as evidenced through DOLs administered at the end of each class.

Specific actions – school leaders *(What specific action steps will the building leaders take to accomplish the objective?)*

1. Identify which teachers are serving EBs during which class periods to ensure they are observing teachers during instruction for EBs by reviewing class rosters.
2. Monitor effective use of customized lessons designed using the HISD lesson internalization protocol and informed by targeted classroom observations by campus leaders.
3. Ensure that all coding for testing is correct and all TELPAS assessments are completed within the testing window.
4. Ensure documentation, timelines, and coding align with federal and state guidelines.

Specific actions – staff *(What specific action steps will the staff take to accomplish the objective?)*

1. Ensure documentation, timelines, and coding align with federal and state guidelines.
2. Teachers of EB students will craft engaging, annotated, and effective lessons every week, targeting EB student growth.
3. The testing coordinator will ensure that the DAEP is prepared for TELPAS and 100% of the eligible students complete all TELPAS areas within the testing window.

KEY ACTION FIVE	<p>Key Action <i>(Briefly state the specific goal or objective.)</i></p> <p>There will be a marked decrease in formal discipline incidents while students are enrolled at the DAEP.</p>
	<p>Indicators of success <i>(Measurable results that describe success.)</i></p> <ul style="list-style-type: none"> • There will be a 5% decrease in EOY OSS rate for the 2024 – 2025 school year compared to the 2023 – 2024. • Every student with a noted behavior concern, while enrolled at Secondary DAEP, will successfully participate in a mandatory reset intervention. • All staff will participate in classroom management training through CHAMPS and have behavior expectations created, posted, and consistently utilized.
	<p>Specific actions – school leaders <i>(What specific action steps will the building leaders take to accomplish the objective?)</i></p> <ol style="list-style-type: none"> 1. Train teachers and support staff on effective student-parent conferences. 2. Train teachers on PBIS/CHAMPS classroom management that will help create a positive and productive learning environment. 3. Monitor the successful implementation of the Reset Room.
	<p>Specific actions – staff <i>(What specific action steps will the staff take to accomplish the objective?)</i></p> <ol style="list-style-type: none"> 1. Attend training on effective student-parent conferences, using the information to have purposeful and effective conferences with students and parents. 2. Attend PBIS/CHAMPS classroom management training during August pre-service and seek out additional support as necessary or advised. 3. Counselors will conduct, log, and maintain a database of exit interviews with students who complete Reset Room requirements.

Key Action *(Briefly state the specific goal or objective.)*

Students will engage in meaningful social and emotional learning to target needed skills for improved behavior.

Indicators of success *(Measurable results that describe success.)*

- Every student will complete at least two personalized modules in Ripple Effects during their referral period to target social-emotional learning.
- Students will engage in self-reflection and goal-setting activities during AVID classes which will lead to greater self-awareness and efficacy as they are guided to set SMART goals to assist them in making reasonable, achievable goals in life.
- At least 75% of students will indicate satisfaction on the DAEP student survey when they leave the DAEP.

Specific actions – school leaders *(What specific action steps will the building leaders take to accomplish the objective?)*

1. Ensure school-wide participation in Ripple Effects, an evidence-based digital program, for all students to build targeted SEL Skills.
2. Schedule weekly progress checks with teachers to monitor student engagement and progress on Ripple Effects modules.
3. Facilitate weekly data meetings every Monday with At-Risk program administrators, school nurse, and campus leadership to review behavioral data, attendance, and SEL progress and utilize this data to identify trends, adjust intervention strategies, and provide targeted support when necessary.
4. Create surveys for students to be given before a student leaving the DAEP to return to their home school.
5. Set and disseminate expectations for the survey to be given.
6. Monitor the use of and data created to inform our practice.

Specific actions – staff *(What specific action steps will the staff take to accomplish the objective?)***Counselors:**

1. Develop individualized goal-setting plans for students.
2. Lead small group sessions to address common SEL challenges.
3. Provide guidance and intervention during crises.
4. Administer the survey to 100% of the students preparing to leave the DAEP to return to their home campus. At least 75% of students will indicate satisfaction on the DAEP student survey when they leave the DAEP, and monitor data through Survey Planet.
5. Encourage and remind the students and parents to complete the survey.

At-Risk Program Administrators:

1. Conduct weekly data digs to analyze behavior, attendance, and academic performance, working closely with the school nurse and leadership team.
2. Organize and facilitate parent-student sessions at enrollment to ensure both are equipped with strategies for success in the school environment.

