

Cypress-Fairbanks Independent School District

Alternative Learning Center-E

2021-2022 Campus Improvement Plan



Mission Statement

Cypress-Fairbanks Independent School District's Mission Statement

We maximize every student's potential through rigorous and relevant learning experiences preparing students to be 21st Century global leaders.

Alternative Learning Center/Secondary Alternative Center- East's Mission Statement

The staff of the Alternative Learning Center/Secondary Alternative Center-East emphasizes positive growth in social and emotional behaviors and attitudes. The student will develop more positive self-esteem as a result of academic and behavioral successes achieved through enhanced decision making and problem-solving skills.

The purpose of the program is to provide an alternative educational placement for the 6th-12th grade student who is not benefiting from his/her present program at the home school due to continued disruptive behavior and/or violation of school policies, which could potentially result in a recommendation to the Board for expulsion.

Academically, our goal is to provide every student with a stable, equitable learning environment through a structured, consistent system of discipline. Every teacher should be provided with an adequate teaching environment and the professional training opportunities necessary to carry out their responsibilities. Goals include the maintenance of an educational program in the required subjects implementing the Texas Essential Knowledge & Skills of each course of study. The educational program is adapted to the student's individual learning style that will develop each student's personal knowledge, skills, and competencies to the maximum level. In our educational program the student can experience more immediate academic success ultimately raising self esteem.

Behaviorally, students follow a written behavior management plan that brings philosophy, policy, and training into meaningful focus. Behavior is modified through the use of a structured, consistent level system that encourages the student to accept responsibility for his/her actions and make the appropriate changes. The goal is to develop within each student appropriate decision-making and problem-solving skills, acceptable and appropriate social behaviors, and sufficient changes in behavior and/or attitude to enable students to return to home campus and adapt successfully.

Vision

L.E.A.D: Learn, Empower, Achieve, Dream

Value Statement

The ALC/SAC-East staff values the opportunity to serve half of the district's middle and high schools in a unique capacity. Students who are placed in this facility can expect that the TEKS, district curriculum scope and sequence, grading plans, policies, and procedures will be consistently carried out. The ALC/SAC-East staff provides highly structured opportunities for all students to build self-confidence, self-esteem, and an improved mindset for social and academic growth. We value comprehensive communication and cooperation with the schools we serve while striving to create seamless transitions for students when they arrive and again when they return to their various home campuses.

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Comprehensive Needs Assessment

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals

Student Data: Assessments

- STAAR released test questions
- Observation Survey results

Student Data: Student Groups

- Male / Female performance, progress, and participation data

Student Data: Behavior and Other Indicators

- Student surveys and/or other feedback

Employee Data




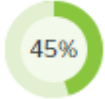


- Campus leadership data

Goals

Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

Performance Objective 1: Curriculum and Instruction & Accountability: By June 2022, students will meet or exceed their individual STAAR/EOC performance targets.

Evaluation Data Sources: STAAR/EOC Writing, Reading, Math, and Science results




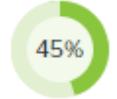


Strategy 1 Details	Formative Reviews		
<p>Strategy 1: READING/ELA: Students will be given options for reading assignments in order to increase interest and motivation. Strategy's Expected Result/Impact: Increase the reading comprehension and writing ability of all students. Staff Responsible for Monitoring: Director of Instruction, ELA Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: MATH: Math educators are willing to assist students by using student centered classroom strategies and engage students behaviorally and academically, while teaching content curriculum. Strategy's Expected Result/Impact: Increase comprehension of foundational math skills. Staff Responsible for Monitoring: Director of Instruction, Math Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: WRITING: Increase performance of each student group on STAAR and EOC writing by using graphic organizers, increasing vocabulary and using correct conventions. Strategy's Expected Result/Impact: Increase the reading comprehension and writing ability of all students. Staff Responsible for Monitoring: Director of Instruction, ELA Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	May
			







Strategy 4 Details	Formative Reviews		
<p>Strategy 4: SCIENCE: Improve vertical alignment to strengthen the fundamental skills such as graphing and manipulating equations.</p> <p>Strategy's Expected Result/Impact: Increased performance on relevant applications and labs.</p> <p>Staff Responsible for Monitoring: Director of Instruction, Science Teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative		
	Nov	Feb	May
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: SOCIAL STUDIES: Use guided reading to facilitate vocabulary acquisition and answering open ended questions. Incorporate more readings throughout the lesson cycle.</p> <p>Strategy's Expected Result/Impact: Increase student's stamina for reading passages and comprehension.</p> <p>Staff Responsible for Monitoring: Director of Instruction, Social Studies Teachers</p>	Formative		
	Nov	Feb	May
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Eliminate the learning gap and increase the amount of quality learning time. The campus will provide targeted instruction that includes middle school students accessing activities/resources based on individual needs. Middle school students will complete math activities on Monday's, science on Tuesday's, social studies on Wednesday's, and ELA on Friday's. High school students will participate in 30 minutes of focused instruction, and each content will be addressed on a rotating basis.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the needs of struggling and non-struggling students.</p> <p>Staff Responsible for Monitoring: Principal, Director of Instruction</p>	Formative		
	Nov	Feb	May
<p style="text-align: center;"> No Progress Accomplished Continue/Modify Discontinue </p>			

Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

Performance Objective 2: ESSER III: Throughout the 2021-22 school year, use the supplemental ESSER III funds to respond to the pandemic and to address student learning loss as a result of COVID-19.

Evaluation Data Sources: STAAR and Locally Developed Assessments


Strategy 1 Details	Formative Reviews		
<p>Strategy 1: In an effort to close the achievement gap created by COVID-19, we will create an academically stimulating classroom and school environment in order to positively engage students with the content they are being taught and facilitate social/emotional learning.</p> <p>Strategy's Expected Result/Impact: SMART Goal = Students entering ALC-East in the 2021-2022 school year with a failing grade in one or more classes will leave ALC-East with passing grades for all classes.</p> <p>Staff Responsible for Monitoring: Principal, Director of Instruction, Assistant Principals</p> <p>ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: Poster Maker - ESSER III, Die Cut Machine(s) - ESSER III, Bulletin Board Materials/Supplies - ESSER III</p>	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: A core team of staff (Administrative team, Lead Worthy teachers, MAPPS teacher, 1 additional teacher and 1 para-professional) will become Certified Specialists in Restorative Practices with the training provided by NEDRP. This training provides the tools, techniques and strategies needed to enhance and support students in applying their learning within and outside of the Lead Worthy classroom. This training focuses on four proactive approaches to building positive relationships in the classroom while also reshaping how we think, react and respond to student misbehaviors in the classroom.</p> <p>Strategy's Expected Result/Impact: SMART Goal: The core team will collaborate with administration to develop and implement a proactive disciplinary approach aimed at mitigating student relationships, issues and/or misbehaviors in order to:</p> <ul style="list-style-type: none"> *reduce classroom removals and preserve first-time instruction, *increase student attendance rate to 80% or higher, and *ensure students have passing grades in all academic classes upon their return to home campus. <p>Staff Responsible for Monitoring: Principal and Assistant Principals</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Registration and Travel - ESSER III</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: In an effort to close the achievement gap created by COVID-19 and to ensure students are in the classroom learning, we will facilitate the PBIS process based on ALC-EAST matrix.</p> <p>Strategy's Expected Result/Impact: A targeted focus on positive behaviors fosters growth in the classroom and builds positive teacher-student relationships. By May 2022, we will see a 50% increase in PBIS Rewards points issued by staff and redeemed in the school store.</p> <p>Staff Responsible for Monitoring: Assistant Principals, Teachers, Para-Professionals</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Tangible Reinforcers for PBIS Rewards School Store - ESSER III</p>	Formative		
	Nov	Feb	May
			

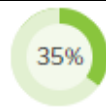





Strategy 4 Details	Formative Reviews		
<p>Strategy 4: In an effort to close the achievement gap created by COVID-19 and to create high-achieving centers of learning by strengthening students' connectedness to others through enhancing healthy relationships with their teachers, and establishing collaborative agreements of acceptable behavior. This training will give teachers and staff the tools they need to engage and challenge students, and raise them to a higher level of performance.</p> <p>Strategy's Expected Result/Impact: Teachers, staff and administrators learn and practice skills they will use and model in their classrooms and school including:</p> <ul style="list-style-type: none"> *How to build meaningful, productive relationships with every students and every colleague, *How to use the CKH EXCEL Teaching Model of teaching to create a safe, effective environment for learning, *How to develop self-managing, high-performing classrooms using team-building skills and a Social Contract, and *Techniques for dealing with conflict, negative behavior and disrespectful issues. <p>Staff Responsible for Monitoring: Administrative Team</p> <p>ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: Capturing Kids Registration (Berry Center) - ESSER III</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.

Performance Objective 1: School Culture and Climate: Build a strong and supportive environment, for both academic and personal growth, conducive to student learning.

Evaluation Data Sources: Surveys






Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Student Attendance: The average daily attendance will be at or above 85% .</p> <p>Truancy Prevention Measure (TPM) for students with 6 or more unexcused absences.</p> <p>Strategy's Expected Result/Impact: Maintaining this level of attendance will decrease the numbers of days a student is off of their home campus and minimize the opportunity for learning gaps to manifest.</p> <p>Increase attendance rate to meet or exceed 98% by June 2019</p> <p>Staff Responsible for Monitoring: Teachers, Attendance Secretary, AP</p>	Formative		
	Nov	Feb	May
			

Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Student Discipline: Reduce overall discipline referrals by 5% from the previous school year.</p> <p>Student, staff, and community will be aware of Cy-Fair Tipline and understand how to use it. Code of Conduct talks held within first 2 weeks of school and in spring semester. Implement and present monthly Project Safety lessons covering bullying, suicide, dating violence, social media, etc.</p> <p>Strategy's Expected Result/Impact: The staff will be able to employ more restorative discipline practices to equip students with coping and problem solving strategies.</p> <p>Tracking of Tipline reports Increase student awareness and decrease discipline referrals in all areas. Decrease in reports of and discipline incidents regarding bullying, dating violence, social media conflicts, etc.</p> <p>Staff Responsible for Monitoring: Assistant Principals</p>	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Campus Safety: Safety drills will be regularly performed and evaluated for improvement.</p> <p>All students and teachers will participate in EOP safety drills (fire, shelter in place, intruder, crisis, evacuation, metal detectors) throughout the year to learn expectations during these drills in preparation for actual emergency/crisis.</p> <p>Strategy's Expected Result/Impact: A safe learning environment conducive to learning.</p> <p>Complete and successful participation in all drills.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals</p>	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: Human Capital: The district will recruit, develop, and retain highly qualified and effective personnel reflective of our student demographics.

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the 2021-22 school year, teacher/paraprofessional attendance will increase by 5%.






Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	Formative Reviews		
Strategy 1: We will work to increase teacher/paraprofessional attendance by implementing positive incentives for perfect attendance at smaller intervals. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 5%. Staff Responsible for Monitoring: Principal, Assistant Principals	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 4: Family and Community Engagement: Increase parent engagement on the campus and the methods of communication used to engage parents in school activities.

Performance Objective 1: By the end of the 2021-22 school year, every student will have a parent/guardian attend orientation upon student registration.

Evaluation Data Sources: sign-in sheets

Strategy 1 Details	Formative Reviews		
Strategy 1: Family Engagement: A parent/guardian of each student will attend orientation upon student registration. Strategy's Expected Result/Impact: Establish a partnership between ALC East and the parent/guardian to lessen the anxiety parents may feel about a new environment. Staff Responsible for Monitoring: Principal, Assistant Principals	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

Campus Funding Summary

ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Die Cut Machine(s)		\$0.00
1	2	1	Bulletin Board Materials/Supplies		\$0.00
1	2	1	Poster Maker		\$0.00
1	2	2	Registration and Travel		\$0.00
1	2	3	Tangible Reinforcers for PBIS Rewards School Store		\$0.00
1	2	4	Capturing Kids Registration (Berry Center)		\$0.00
Sub-Total					\$0.00

Addendums