

# Cypress-Fairbanks Independent School District

## Alternative Learning Center-W

### 2021-2022 Campus Improvement Plan



# Mission Statement

The staff of the Alternative Learning Center-West emphasizes positive growth in social and emotional behaviors and attitudes through academic achievement. As a result of academic and behavioral success, the student will improve decision making and problem solving skills.

## Vision

We work to find a way to reach, teach, and get every student back on the ROAD to success. Every student; every day.

## On the ROADS

Respect

Opportunity

Accountability

Decisions

Success

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

The Alternative Learning Center - West (ALC-West) is one of two, disciplinary alternative education programs in the Cypress-Fairbanks ISD. ALC-West serves students in grades 6-12 from 7 of 12 high schools and 10 of 18 middle schools on the westside of Cy-Fair ISD.

The staff at ALC-West consists of 28 teachers, 18 instructional paraprofessionals, 4 secretaries, 1 nurse and 5 administrators in addition to a part-time, substance use and intervention counselor. 59% of staff are White, 24% African American, 14% Hispanic and 3% Multiracial.

The student population is 100% mobile.

State law mandates the student to teacher ratio at a DAEP be 15:1.

### Demographics Strengths

Small class sizes allow for greater differentiation and individualization of instruction to address both academic and behavioral skill deficits.

Substance Use & Intervention Program Counselor provides group counseling to those students placed for drug and alcohol offenses twice a week.

# Student Achievement

## Student Achievement Strengths

The ultimate goal for ALC-West is to have students performing at grade-level upon their exit from the program. Students are afforded opportunities to maintain graduation plans, close achievement gaps, complete missing assignments and improve their grades because of the targeted and individualized instruction our teachers are able to provide in a smaller class setting.

## Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** Close the achievement gap between all student groups. **Root Cause:** We need to meet the individual learning needs of all our students.

**Problem Statement 2:** Economically Disadvantaged students are, primarily, the lowest performing student group. **Root Cause:** We need to work to eliminate student gaps in prior knowledge, vocabulary, and experiences.

# School Culture and Climate

## School Culture and Climate Summary

ALC-West is a PBIS campus. Our ROADS matrix focuses on Respect, Opportunity, Accountability, Decisions and Success.

All students behave their way to ALC-West; consequently, they are removed from their home campus, cannot participate in extra-curricular activities, removed from friends, etc. Some students demonstrate social-emotional skill deficits which manifests in various settings and at various times. There is a significant percentage of our population that could/would greatly benefit from additional, targeted, individual and/or family counseling.

## School Culture and Climate Strengths

Students are greeted multiple times upon entering the building each morning. Students are supervised in all settings and are afforded targeted interventions and supports. The standardized dress code, daily metal detector searches and a more structured environment are in place to ensure students feel physically and emotionally safe. The smaller school setting provides ample time for staff to create and leverage caring relationships that empower students to work and achieve at higher levels.

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** 56% of disciplinary infractions were related to inappropriate student language. **Root Cause:** Deepen staff understanding regarding how to teach and address behavior skill deficits with relevance as opposed to just telling students what not to do.

**Problem Statement 2:** Middle school students are 1/3 of our total population; however, MS accounted for 47% of the discipline infractions. **Root Cause:** Staff have trouble distinguishing between developmentally appropriate/inappropriate behavior and/or lagging social skills when trying to hold all to the same behavior standards.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

Staff at the Alternative Learning Center - West have a plethora of professional growth opportunities available both on-campus and within the district. Targeted training for positive and proactive behavior management, safety procedures, and prevention and intervention strategies are provided, annually.

The 18 paraprofessional allocated are primarily classroom, instructional aides placed with a classroom teacher to assist teacher in providing high-quality instruction, remediation, and/or targeted interventions aimed at improving student achievement.

## Staff Quality, Recruitment, and Retention Strengths

With smaller class sizes, many staff report they are better able to individualize instruction. When enrollment is low, staff are provided a common, grade-level planning period in addition to their regular conference period.

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

**Problem Statement 1:** Teacher/Paraprofessional Attendance: We need to continue to improve all staff attendance. **Root Cause:** Teacher/Paraprofessional Attendance: We need to invest time in determining why teachers and paraprofessionals are absent.

# Parent and Community Engagement

## Parent and Community Engagement Summary

Each student is placed at ALC-West is for disciplinary reasons; therefore, community involvement is limited. Our campus does not lend itself to community involvement.

## Parent and Community Engagement Strengths

A parent/guardian is required to attend Orientation upon each student's enrollment at Alternative Learning Center - West. During Orientation, parents/guardians are given a handbook for our campus rules and guidelines and the Student Code of Conduct is discussed. Parents/Guardians are encouraged to ask questions and share concerns. Phone calls regarding academic and behavior success as well as concerns are encouraged. Parent conferences allow staff to communicate directly with parents on many issues allowing us to support the whole family.

Twitter provides ALC-West a platform to share the positive aspects of ALC-West and the quality learning activities that take place therein. All this to help reassure all stakeholders within our school community that ALC-West is aligned with district standards and committed to providing opportunity for all.

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** Parent and Community Engagement: Most parents only attend school events if their student is directly involved. **Root Cause:** Parent and Community Engagement : Provide parents and community members need opportunities that showcase student involvement in addition to concerts and athletic events.



# School Context and Organization

## School Context and Organization Summary

Modified bus transportation and student parking is provided to all students. Three bus routes provide modified transportation based upon attendance zones and students' assigned home campus.

# Technology

## Technology Summary

ALC-West is blessed and enjoys the same instructional technology as allocated at other Cy-Fair ISD campuses. Promethean panels, document cameras, student chromebooks, etc. are provided in the majority of classrooms per the 2014 technology bond.

# 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

## **Accountability Data**

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

## **Student Data: Assessments**

- (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Student Success Initiative (SSI) data for Grades 5 and 8

## **Student Data: Student Groups**

- Gifted and talented data
- Dyslexia Data

## **Student Data: Behavior and Other Indicators**

- Attendance data
- Student surveys and/or other feedback
- School safety data

## **Employee Data**







- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact







# 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 May 2022, students will meet or exceed their individual STAAR/EOC performance targets.

**Evaluation Data Sources:** STAAR: Writing, Reading, Math, Social Studies and Science results  
End of Course Assessments: Algebra I, Biology, English I, English II, U.S. History



Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1: READING/ELA:</b> Teachers will deepen their understanding and application of differentiated instruction in the small group setting to engender growth and progress in all learners.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will improve/maintain a grade average of least 75% upon their return to home campus.</p> <p><b>Staff Responsible for Monitoring:</b> Reading/ELA Teachers, Content Coaches, Content Appraiser</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2: MATH:</b> Teachers will maximize small group instruction and schedule pull-outs to minimize existing gaps and increase student achievement.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will improve/maintain a grade average of least 75% upon their return to home campus</p> <p><b>Staff Responsible for Monitoring:</b> Math Teachers, Content Coaches, Content Appraiser</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3: SCIENCE:</b> Teachers will meet or exceed the 40% of instructional time required for laboratory investigations (i.e. experiential learning).</p> <p><b>Strategy's Expected Result/Impact:</b> Students will improve/maintain a grade average of least 75% upon their return to home campus</p> <p><b>Staff Responsible for Monitoring:</b> Science Teachers, Content Coaches, Content Appraiser</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			









Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4: SOCIAL STUDIES:</b> Teachers will develop and use a variety of activities and presentation modes to expand vocabulary, critical thinking, and the students' ability to verbally articulate their thinking (i.e. Socratic seminars, content circles, etc.).</p> <p><b>Strategy's Expected Result/Impact:</b> Student will be able to effectively use appropriate terminology, describe cause and effect, and draw conclusions and support those conclusions with appropriate examples.</p> <p><b>Staff Responsible for Monitoring:</b> Social Studies Teachers, Content Coaches, Content Appraiser</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><b>Strategy 1:</b> A core team of staff (Lead Worthy - 3, Aides - 2, MS Teacher - 1, HS Teacher - 1) will become Certified Specialists in Restorative Practices-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><b>Strategy's Expected Result/Impact:</b> SMART Goal - The core team will collaborate with administration to develop and implement a proactive disciplinary approach aimed at mitigating and mediating student relationships, issues and/or misbehaviors in order to:</p> <ul style="list-style-type: none"> <li>*reduce classroom removals and preserve first-time instruction,</li> <li>*increase student attendance rate to 80% or higher, and</li> <li>*ensure students have passing grades in all academic classes upon their return to home campus.</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Administrators, Core Team</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> Registration and Travel - ESSER III</p>	Formative		
	Nov	Feb	May
			

Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> 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 the ALC-W ROADS matrix.</p> <p><b>Strategy's Expected Result/Impact:</b> 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><b>Staff Responsible for Monitoring:</b> Assistant Principals, Teachers</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> Tangible reinforcers for PBIS Rewards School Store - ESSER III</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> During a DAEP placement, ALC-West has the opportunity to reinforce academic skills and habits that add value to our at-risk population. We want to deepen understanding and address the specific academic needs of the economically disadvantaged, at-risk, and special education student groups at ALC-West.</p> <p><b>Strategy's Expected Result/Impact:</b> The staff at ALC-West want to encourage students to bring their district issued laptops so they may appropriately engage with district and teacher-created curriculum via Schoology. Ensuring students have a charged laptop and working headphones for every class helps students access additional, technology-based instructional strategies and interventions to increase student engagement and differentiated learning opportunities.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Director of Instruction</p> <p><b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> student laptop chargers, student head phones - ESSER III</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
 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: Student Safety:** By the end of 2021-22, 100% of the district's safety policies will be implemented.

**Evaluation Data Sources:** Record of safety drills and other required safety actions.

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Student Attendance: The average daily attendance will be at or above 95%</p> <p>Truancy Prevention Measure (TPM) for students with 6 or more unexcused absences.</p> <p><b>Strategy's Expected Result/Impact:</b> Maintaining this level of attendance will decrease the number of days a student is off their home campus and minimize the opportunity for learning gaps to manifest.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Attendance Secretary</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 2 Details	Formative Reviews		
<p><b>Strategy 2:</b> Model and support a positive classroom environment by implementing CHAMPS strategies aligned to the ALC-West PBIS matrix.</p> <p><b>Strategy's Expected Result/Impact:</b> PBIS data digs should yield an overall decrease in the number of student actions resulting in a removal from class (DMC and/or Suspension).</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principals Teachers Project Safety Coordinator Counselors</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 3 Details	Formative Reviews		
<p><b>Strategy 3:</b> Campus Safety: Safety drills will be performed according to district standards and expectations.</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><b>Strategy's Expected Result/Impact:</b> To create a safe learning environment conducive to teaching and learning.</p> <p>Complete and successful participation in all drills.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principals</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			
Strategy 4 Details	Formative Reviews		
<p><b>Strategy 4:</b> Middle School: Incorporate action based learning strategies and equipment intended to increase students' attention and meet their developmental needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Overall decrease in the percentage of middle school, disciplinary infractions.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Principal</p>	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
			



Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Teachers will deepen their understanding of how to re-teach and hold students accountable to PBIS and CHAMPS expectations for language. <b>Strategy's Expected Result/Impact:</b> Overall decrease in the number of student infractions for inappropriate language with a peer and/or adult. <b>Staff Responsible for Monitoring:</b> Assistant Principals	Formative		
	Nov	Feb	May
No Progress                 Accomplished                 Continue/Modify                 Discontinue			

**Goal 3:** Human Capital: Staff Quality, Recruitment and Retention: Attracting and retaining highly qualified teachers and ensuring that 100% of the teachers on campus are highly qualified.

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







**Evaluation Data Sources:** Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Teacher/Paraprofessional Attendance: <b>Strategy's Expected Result/Impact:</b> Teacher/paraprofessional attendance will increase by (1%)	Formative		
	Nov	Feb	May
No Progress                 Accomplished                 Continue/Modify                 Discontinue			

**Goal 4:** Communications and Community Relations: The district will foster a culture of trust by providing accurate, timely, and interactive communication to all stakeholders and by encouraging parents and the community at-large to be involved in our schools.

**Performance Objective 1:** Parent Involvement and Communication: Increase parent engagement on the campus and the methods of communication used to engage parents in school activities.

**Evaluation Data Sources:** Parent participation numbers, parent surveys

Strategy 1 Details	Formative Reviews		
<p><b>Strategy 1:</b> Multiple modes of communication will be utilized to engage parents at the beginning of a student's placement at ALC-West including but not limited to the registrar directly emailing parents orientation links and information and Assistant Principals calling parents the day before the students' are scheduled to start.</p> <p><b>Strategy's Expected Result/Impact:</b> Connect with parents and begin to establish a supportive relationship from the start of placement.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative		
	Nov	Feb	May
			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>			

# Campus Funding Summary

ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Registration and Travel		\$0.00
1	2	2	Tangible reinforcers for PBIS Rewards School Store		\$0.00
1	2	3	student laptop chargers, student head phones		\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>

# Addendums