

Cypress-Fairbanks Independent School District

Alternative Learning Center-E

2023-2024



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

Comprehensive Needs Assessment





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 the end of the current school year, students will meet or exceed their individual STAAR/EOC performance targets.

Evaluation Data Sources: STAAR/EOC Algebra I, English I/II, and US History

| 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> | Formative | | |
| | Nov | Feb | May |
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| 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> | Formative | | |
| | Nov | Feb | May |
| | | | |
| Strategy 3 Details | Formative Reviews | | |
| <p>Strategy 3: SCIENCE: Improve vertical alignment to strengthen the fundamental skills such as graphing and manipulating equations. Strategy's Expected Result/Impact: Increased performance on relevant applications and labs. Staff Responsible for Monitoring: Director of Instruction, Science Teachers</p> | Formative | | |
| | Nov | Feb | May |
| | | | |
| Strategy 4 Details | Formative Reviews | | |
| <p>Strategy 4: SOCIAL STUDIES: Use guided reading to facilitate vocabulary acquisition and answering open ended questions. Incorporate more readings throughout the lesson cycle. Strategy's Expected Result/Impact: Increase student's stamina for reading passages and comprehension. Staff Responsible for Monitoring: Director of Instruction, Social Studies Teachers</p> | Formative | | |
| | Nov | Feb | May |
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| Strategy 5 Details | Formative Reviews | | |
|--|-------------------|-----|-----|
| <p>Strategy 5: 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 25 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 current 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: Closing the Gaps: 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: Students entering ALC-East in the 2023-24 school year with a failing grade in one or more classes will leave ALC-East with passing grades for all classes. ALC-East classrooms will be engaging and complete with resources and supplies to help facilitate learning and encourage student progress.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Director of Instruction, and Teachers</p> | Formative | | |
| | Nov | Feb | May |
| | N/A | | |
| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: Closing the Gaps: The COVID-19 pandemic has created staff shortages that have impacted both classroom instruction and general school operations. We will hire a substitute to provide classroom instruction when a teacher is absent for personal illness, staff development a personal day. This will allow classroom instruction to continue and campus systems to function efficiently:</p> <p>Strategy's Expected Result/Impact: The presence of a substitute will combat the attendance concern. This will allow ALC-East systems and processes to continue without much disturbance.</p> <p>Staff Responsible for Monitoring: Assistant Principals, Principal's Secretary and Director of Instruction</p> | Formative | | |
| | Nov | Feb | May |
| | N/A | | |
| Strategy 3 Details | Formative Reviews | | |
| <p>Strategy 3: Mental Health Supports: In an effort to close the achievement gap created by COVID-19 and to ensure students are in the classroom learning, we will purchase the PBIS Rewards Digital Schoolwide PBIS management system and PBIS Rewards incentives. This will allow us to facilitate the PBIS process based on ALC-EAST matrix and create a positive climate in which every student can learn and grow academically, socially, and emotionally.</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 2024, we will see a 50% increase in PBIS Rewards points issued by staff and redeemed in the school store and a 50% decrease in discipline data.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Director of Instruction, and Counselor</p> | Formative | | |
| | Nov | Feb | May |
| | N/A | | |



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 95% .</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>Staff Responsible for Monitoring: Teachers, Attendance Secretary, AP</p> | Formative | | |
| | Nov | Feb | May |
| | | | |
| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: 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: 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 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.

Performance Objective 2: Restorative Discipline: The campus will use restorative discipline practices.





Evaluation Data Sources: Discipline reports

| Strategy 1 Details | Formative Reviews | | |
|---|-------------------|------------|------------|
| <p>Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate.</p> <p>Strategy's Expected Result/Impact: Violent incidents will be 0%.</p> <p>Staff Responsible for Monitoring: Principal</p> | Formative | | |
| | Nov | Feb | May |
| | | | |
| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: Restorative Discipline: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment.</p> <p>Strategy's Expected Result/Impact: Students will be equipped with self-management strategies.</p> <p>Staff Responsible for Monitoring: Principal</p> | Formative | | |
| | Nov | Feb | May |
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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 current school year, teacher/paraprofessional attendance will increase by 5%.





Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

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

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 current 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 | | |
|--|-------------------|-----|-----|
| <p>Strategy 1: Family Engagement: A parent/guardian of each student will attend orientation upon student registration.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals</p> | Formative | | |
| | Nov | Feb | May |
| | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | |

2023-2024 CPOC

| Committee Role | Name | Position |
|---|---|---|
| Principal | Tonya Hall | Principal |
| Teacher #1 | Teacher #1 | Teacher #1 |
| Teacher #2 | Teacher #2 | Teacher #2 |
| Teacher #3 | Teacher #3 | Teacher #3 |
| Teacher #4 | Teacher #4 | Teacher #4 |
| Teacher #5 | Teacher #5 | Teacher #5 |
| Teacher #6 | Teacher #6 | Teacher #6 |
| Teacher #7 | Teacher #7 | Teacher #7 |
| Teacher #8 | Teacher #8 | Teacher #8 |
| Other School Leader (Nonteaching Professional) #1 | Other School Leader (Nonteaching Professional) #1 | Other School Leader (Nonteaching Professional) #1 |
| Other School Leader (Nonteaching Professional) #2 | Other School Leader (Nonteaching Professional) #2 | Other School Leader (Nonteaching Professional) #2 |
| Administrator (LEA) #1 | Administrator (LEA) #1 | Administrator (LEA) #1 |
| Parent #1 | Parent #1 | Parent #1 |
| Parent #2 | Parent #2 | Parent #2 |
| Community Member #1 | Community Member #1 | Community Member #1 |
| Community Member #2 | Community Member #2 | Community Member #2 |
| Business Representative #1 | Business Representative #1 | Business Representative #1 |
| Business Representative #2 | Business Representative #2 | Business Representative #2 |
| Other School Leader (Nonteaching Professional) #3 | Other School Leader (Nonteaching Professional) #3 | Other School Leader (Nonteaching Professional) #3 |
| Other School Leader (Nonteaching Professional) #4 | Other School Leader (Nonteaching Professional) #4 | Other School Leader (Nonteaching Professional) #4 |

Addendums