

Aledo Independent School District



Aledo Learning Center

2026-2027 Campus Improvement Plan

Mission Statement

Ensuring high levels of learning for all students.

The mission of the Aledo Learning Center is to provide at-risk students with an alternative academic opportunity to earn a high school diploma.

Vision

Growing greatness through exceptional experiences that empower learners for life.

Value Statement

Every Student Matters, Every Moment Counts!

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Comprehensive Needs Assessment

Needs Assessment Overview

Summary

The Aledo Learning Center is a branch of Aledo High School. We are utilized as an intervention for high school students who have credits to recover, are enrolled but in danger of dropping out, or for students who have dropped out of school and are returning. We also support students who are expectant parents or who are currently parenting students. A majority of our students are classified as at-risk. Our students are on a self-paced, accelerated curriculum that utilizes computer programs and teacher created materials. We utilize Edmentum to deliver curriculum to students. These systems are aligned to the TEKS. We provide our students with a different way of learning which assists them in their quest to meet graduation requirements.

The 2026-2027 ALC Comprehensive Needs Assessment was conducted during the month of September. Staff and the Campus Advisory Team were given this time to suggest additions, edits and revisions to the plan. The team submitted the final ALC Campus Plan on October 9, 2026.

The plan will be monitored by the campus principal and the Campus Advisory Team during the months of December, February, April and June. Meetings will be held throughout the school year to update the plan.

Demographics

Summary

Staff: The ALC staff consists of 9 staff members, which include one of each of the following; principal, counselor, RLA teacher, Science teacher, Math teacher, Social Studies teacher, one DAEP teacher, an instructional paraprofessional, and a campus secretary.

Enrollment: We had 93 students enrolled at the Aledo Learning Center during the 2025-2026 school year. Listed below is a breakdown of our enrollment.

- 88-Students graduated-Met standards on the STAAR End of Course exams and completed the required credits for graduation.
- 82-Students graduated on the Foundation Graduation Plan with an Endorsement and Distinction (26 credits).
- 6-Students graduated on the Foundation Graduation Plan (22 credits).
- 4-Students were scheduled to return to ALC for the 2025-2026 school year.
- 1-Student withdrew from the ALC during the 2025-2026 school year.

Attendance Rate: In the 2025-2026 school year we had an attendance rate of 90.09%. When a student is absent and we have not been in contact with a parent, we call the parent to check on the absence. If a student has excessive absences a Truancy Plan is created for the student. If the student is unsuccessful with their plan, we file truancy on the student and/or the parent with our local Justice of the Peace. Several truancy cases were filed during the school year.

The ALC staff, along with assistance from the AISD Police Department, are able to make home visits to students that are struggling to attend school regularly.

Attendance Rates for the 2024-2025 School Year:

Cylce 1: 90.09%	Cycle 2: 96.93%	Cycle 3: 88.79%
Cycle 4: 80.54%	Cycle 5: 86.19%	Cycle 6: 86.41%

Ethnicity: The ethnicity composition of the Aledo Learning Center for the 2025-2026 school year was as follows:

- Caucasian-60 students or 65%
- African American-4 students or 4%
- Two or More-26 students or 28%
- Other-3 students or 3%

Gender:

- 50-Male students
- 43-Female students

Special Program Participation:

- Special Education-18 students
- 504-11 students
- EB-6 students
- Economical Disadvantaged-39 students

Homeless-4 students

At-Risk Students: ALC had 52 students, or 56%, in attendance during the 2025-2026 school year that were classified as at-risk.

Teacher/Student Ratio: Teacher-student ratio depends on enrollment, student needs and availability of teachers. We strive to maintain a 15:1 student to teacher ratio.

Course Assignments/Class Assignments: Course/Class assignments are based on the student's personal graduation plan. We assign classes based on student needs of meeting graduation requirements. There are times we double and triple block a subject when a student has a weakness in a certain subject or only has 2-3 courses left to complete.

Discipline referrals: Due to the nature of the ALC and small enrollment, student referrals are minimal. The majority of referrals were written for non-participation, breaking classroom rules, vaping and THC usage. The ALC is able to provide individual daily schedules that help reduce discipline issues. When discipline issues occur, conferences are held with the student and sometimes include the teacher, counselor, and parents. Teachers and staff are asked to work on establishing a rapport and relationship with students and handle minor discipline problems as they arise. The principal is available if a situation cannot be resolved. Restorative discipline is utilized, as well. A Campus Behavior Matrix, L.E.A.D., was created and utilized.

DAEP: 63 (8 repeaters) placements were made to DAEP during the 2025-2026 school year.

0-elementary students

7-middle school students (0 females and 7 males)

56-secondary students (7 females and 49 males)

DAEP Ethnicity Breakdown:

Caucasian-36 students or 58%

Hispanic-21 students or 31%

African American-2 students or 4%

Two or More-4 students or 7%

Special Programs DAEP Breakdown:

Special Education-15 students

504-17 students

EB-4 student

Economical Disadvantaged-16 students

At-Risk Students: Once a student is assigned to DAEP, they are automatically considered at-risk. Therefore, 100% of DAEP students are at-risk.

Strengths

- All staff is focused on student success and graduation.
- ALC serves students with a variety of learning styles and grade levels.
- Core content teachers are certified, highly qualified and SIOP trained, as needed.
- We had 88 graduates.
- High population of at-risk students that graduate.
- ALC and DAEP students are provided one on one instruction daily.
- RLA teacher is also ESL certified.
- Able to assist parenting students with daily essentials and daycare through AdvoCats and the AISD Early Childhood Academy.
- Home visits are made for students that are struggling to attend regularly.
- L.E.A.D. Campus Behavior Expectation matrix is utilized across the campus.
- Behavior Reward System is utilized in the DAEP classrooms.
- Title I District Homeless - \$1,900
- Title III ELA District - \$23,734

Needs

- Increase student attendance rates.

Student Achievement

Summary

At the Aledo Learning Center student achievement is the most important goal of the administrator, teachers, staff, students and parents. Meeting graduation requirements is the primary goal of all stakeholders. The nature of our students requires our staff to give instruction on all TEKS as well as EOC preparation throughout the year. Methods used for EOC preparation include daily EOC warm-up activities, in-school tutorial classes, online activities (TEA Website) and the use of technology resources. Teachers identify student learning styles, and teach to maintain student strengths and to increase achievements in the areas of their weaknesses. The ALC utilizes a daily FLEX schedule, which includes a 30 minute core content remediation period.

End of Course exams in 2025-2026:

- 75% EOC Algebra Pass Rate, 3 out of 4 students passed
- No EOC Biology testers
- 25% EOC English I Pass Rate, 1 out of 4 students passed
- 44% EOC English II Pass Rate, 4 out of 9 students passed
- 97% EOC US History Pass Rate, 34 out of 35 students passed

In reviewing the testing results for the 2025-2026 year, we realized the need to work on maintaining our strengths and continue working on our areas of weakness. We need to maintain or increase our passing rate in all subjects. Our goal is that we have a 100% passing rate in all EOC exams our students must take to graduate from high school.

Strengths

- Student intervention opportunities include daily warm-up with emphasis on STAAR End of Course preparation, differentiated instructional strategies, pull out activities, and two to three week intense STAAR tutorial classes.
- A weekly Flex Period for EOC remediation occurs for all EOC content areas.
- Teachers are incorporating Thinking Maps and Critical Writing into their curriculum along with the Fundamental 5.
- Teachers are using the Rigor, Relevance and Learner Engagement rubrics to assist them during lesson planning.
- Weekly counseling guidance lessons are conducted.
- McMurry College, Strategies for Success, is utilized to help ensure students are CCMR met.

Needs

- Increase EOC pass rate in Algebra, English I, English II and US History to 100%.

School Culture and Climate

Summary

As an alternative education program, the Aledo Learning Center operates differently than a traditional high school. Our students feel that it is a place where they can be themselves and where teachers make them a priority by striving to meet their needs each day. Our teachers feel that the ALC is an empathetic, encouraging environment, where students are offered countless opportunities to succeed.

The mission that all students can learn is the embodiment of the Aledo Learning Center. Students and staff work together diligently in order to make sure everyone is successful. Students are offered one-on-one instruction daily in order to meet their needs and goal of graduation.

Because the students are at-risk of dropping out, attitudes change on a daily basis. In the ALC's small environment, the teachers are able to provide additional educational and emotional support to each student. The ALC is viewed as a safe environment by both students and staff. Students come with the expectation that if they work hard they can recover credits quickly and can graduate on time or early. Staff expects students to come to school ready to learn with the goal of passing STAAR EOC assessments and graduating on-time. The students who tend to be most satisfied with the school's culture and climate are those who are truly driven to complete credits, are on time for school and attend daily. Many of our students work outside of school, take care of siblings after school, or are parents who go home to take care of their own children.

The campus utilizes a common behavior matrix, L.E.A.D. This matrix focuses on students and staff being learners, empathetic, accountable and dedicated.

For staff:

All staff are required to complete the annual Child Abuse professional learning: Identification and Intervention training course to increase awareness and knowledge of child sexual abuse, trafficking, and maltreatment of children. Assistance is also provided, as needed, by campus counselors, nurses, or administrators to support staff involved in an outcry by a student involving child abuse.

For students:

Each campus participates annually in one of two age-appropriate, SHAC-approved, evidence-based programs addressing child sexual abuse, trafficking and maltreatment of children. The campus also participates in the Start with Hello week curriculum. Students have access to the school counselor on a daily basis. As needs warrant, they also have access to District Intervention Counselors. Also district counselors have a bank of community resources and referrals to share with families for mental health support outside of the school setting.

For parents:

For each of the student programs cited above, parent communication is shared and previews of student content is available. Additionally, follow-up information is shared after the above programs are implemented with students at the campus level. Information is also shared with parents, related to awareness of information, through counselor and/or campus newsletter, especially during April, which is Child Abuse Prevention Month. Lastly, parents of potential victims are contacted in the event of an outcry to inform and promote all necessary support to the child and family dealing with the circumstances of abuse.

Parents were also invited to attend Curriculum Night in September. Students were encouraged to show their parent around campus and give them insight into a day at the ALC.

Strengths

- Caring staff that provide an encouraging environment.
- One-on-one instruction.
- Feeling of safety and a modern facility.
- Staff Member of the Month L.E.A.D. Award.
- Celebration of students on the day that they graduate.

- Recognition of student Bearcat of Character/L.E.A.D. monthly winner at AISD board meetings, campus newsletter and social media.
- Recognition of every credit that a student earns.
- Students feeling of acceptance.
- Staff develop strong relationships with students which helps lead to student achievement.
- Principal sends a weekly newsletter to parents and staff.
- Due to small class sizes, students are more likely to ask questions when they need help.
- Students can work at their own pace with the expectation that progress is made daily in each course. Daily and weekly goals are created by students with input from teachers.
- Positive Office Referrals are used to recognize students who demonstrate one or more L.E.A.D. behavior characteristics.

Needs

- Increase parent/guardian and community involvement.
- Students need to take ownership of their learning through engagement of course content.

Staff Quality, Recruitment, and Retention

Summary

The Aledo Learning Center retained eight out of nine staff members for the 2026-2027 school year. One teacher retired at the end of the 2025-2026 school year. All teachers understand the varying emotional and academic needs that the ALC students possess. 100% of our teachers are considered veteran teachers. They have great pride in seeing their students succeed.

Strengths

- Staff working together in collaborative teams to ensure at-risk students will be successful.
- Attendance at meaningful professional development workshops which will assist in meeting our student needs.
- The purchase of classroom instructional supplies is supported by the principal.
- The professional staff is 100% highly qualified.
- The constant awareness of staff to provide a safe learning environment for our students.
- Staff are committed to building relationships with students that encourage students to seek help from them (both academically and emotionally).

Needs

- Title 2 funds will be utilized for professional learning opportunities as identified through the evaluation process for individual staff members.

Curriculum, Instruction, and Assessment

Summary

The instructional staff identifies areas in the curriculum and takes an active approach to designing and implementing lessons to meet individual student needs. The self-paced curriculum and teacher created materials that are used at the Aledo Learning Center are aligned to the state standards. Individual student needs are identified by the instructional staff and instruction is provided to assist students in being successful in their academics.

All teachers submit T-TESS goals to the principal at the beginning of the school year and focus on achieving these goals throughout the year.

All ALC teachers are participants in the collaborative team process. They meet weekly to update their goals and review assessment data. Data sources reviewed in the identification of curriculum and instructional needs include teacher input, student benchmarks, student achievement data from STAAR End of Course results and student understanding of the curriculum. Campus essential standards are evaluated, implemented and monitored by the ALC collaborative team.

The ALC staff is committed to ensuring all students learn and graduate.

Strengths

- Students are provided an online learning platform to obtain their credits through Edmentum, Canvas and teacher created materials are also utilized.
- Staff developed TEKS based instruction.
- The use of technology through computer based curriculum and interactive boards to meet student needs.
- Individualized remediation plans are developed for students that will be taking an EOC assessment.
- Whole campus guidance lessons presented by counselor weekly.
- Weekly collaborative team meetings are held to ensure that the District/campus Problem of Practice is the focus of instruction.
- Teachers are provided professional learning in areas related to District/campus goals.
- The Rigor, Relevance, and Learning Engagement rubrics are utilized by teachers when lesson planning.
- A common lesson plan template, which includes the Workshop Model framework, is utilized by all staff.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement	Root Cause
<div>1★</div> <p>After an analysis of district data, students are not consistently demonstrating essential academic and social behaviors, and there is not consistent implementation of an engaging learner environment that is aligned to learner needs.</p>	<p>Support teachers in creating and implementing an effective learner environment that is engaging and aligned to learner needs. Support teachers in utilizing results from formative processes and tools to strategically adjust instructional pacing, plan differentiated instruction and monitor progress. Develop systems for identifying, modeling, and monitoring essential academic and social behaviors.</p>

★ = Priority

Family and Community Engagement

Summary

A majority of parents/guardians of our at-risk students want their child to be successful. The involvement of parents varies from the minimum to the maximum. Students are required to complete an application prior to acceptance to the ALC. A parent/guardian and student orientation is required with at least one parent and the student as participants. Routines and procedures are discussed in this orientation as well as our student handbook, campus behavior expectations and the Aledo ISD Student Code of Conduct. Parents are encouraged to contact the school with requests and concerns for their student's education. We encourage a team of school personnel, parents and the student to be involved with meeting the educational needs of the student. Weekly Progress Reports are emailed to parents every Friday by each teacher.

Community involvement is present when help is requested. The Aledo AdvoCats are very active in meeting the needs of students and their families with financial support in the areas of daycare, food, clothing, shelter and medical needs. The Aledo ISD Connections Mentoring Program is available to students, as needed. The Center of Hope organization is also utilized, as needed by students and families. Brookshire's supports our Staff Member of the Month and celebrates our staff throughout the school year.

The principal sends a weekly newsletter to parents and students. The campus counselor keeps the counseling website updated with timely information.

Strengths

- Parents/guardians required to attend orientation before accepted.
- Community organizations and businesses willing to assist our students.
- The Special Education Department and the staff at the Aledo Learning Center collaborate regularly in meeting the needs of special education students.
- The staff is willing to attend new training to assist students in meeting their educational needs.
- Facebook is used to share announcements.
- Staff Member of the Month Award provided by Brookshire's.
- The principal keeps parents and students informed of campus activities via a weekly newsletter.
- The campus also works closely with AdvoCats.

Needs

- Additional parental involvement is needed from parents.
- Identify student barriers that will help to increase their attendance.
- Identify opportunities to enhance student engagement within the community.

School Organization

Summary

The Aledo Learning Center is the only alternative school in the Aledo ISD. In addition to receiving state and local funds, the school also receives federal funds.

Federal Funding will be utilized as follows:

Title I District Homeless - \$1,900

Title III ELA District - \$23,734

School decision-making efforts are a coordinated effort involving a campus improvement team made up of one administrator, two teachers, one counselor, one parent, one business representative and one community representative. Teachers are actively involved in decision making at the Aledo Learning Center. The teachers and staff play a vital role in the selection and implementation of curriculum, instructional strategies, and appropriate assessments with the ultimate goal of students increasing their achievement in academics, social settings, and emotional settings. All had the opportunity to provide input on the campus needs assessment.

Strengths

- A safe environment is provided for staff and students.
- Staff is dedicated to helping at-risk students be successful.
- ALC has a strong budget built around the success of students.
- A campus Facebook page is used to recognize staff and students for their successes.
- The principal provides a weekly newsletter to staff and a weekly newsletter to parents and students.
- Staff, parents, and graduates are asked to complete a survey every year.
- ALC collaborative teams meet weekly to discuss the District/Campus focus areas.
- ALC collaborative behavior team meets monthly to discuss areas of need and implement changes.
- Campus principal completes daily impact walks and T-TESS walks on a weekly basis. The principal also shares campus look for data with all staff.
- Teachers submit weekly lesson plans.
- A campus Google site is utilized that houses documents and websites that are commonly used by staff.

Needs

- Continue to increase the number of students graduating on 26 credit Foundation Plan with an endorsement.
- Increased parent involvement to promote student accountability.

Technology

Summary

The Aledo Learning Center currently has 15 Chromebook workstations in each classroom. Each classroom is equipped with a Promethean board, teacher laptop and teacher iPad. The students and staff use technology daily and are very confident and proficient in using technology. Much of our curriculum is completed using computers. The design of our network provides the ability for our students to complete credits at an accelerated pace. Students also have the opportunity to work on their course work from home via the Internet.

Strengths

- Self-paced curriculum.
- Students can work on their course work at home.
- Staff utilized technology, as needed, in their curriculum.
- Reliable infrastructure is in place to provide content via the Internet.

Needs

- Some students are unable to work on course work at home due to lack of stable internet services.



Priority Problem Statements

Problem Statement

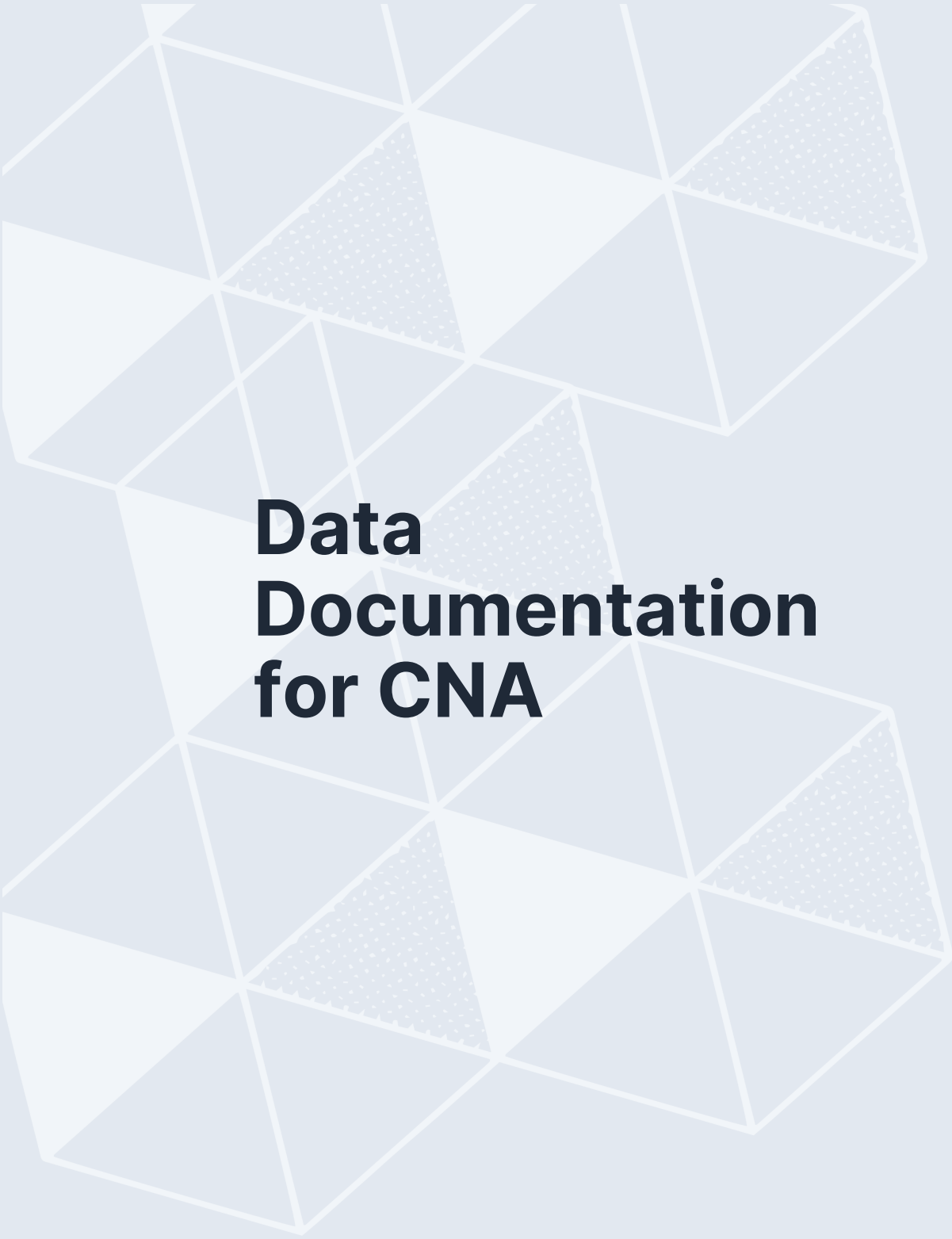
Root Cause

1★

After an analysis of district data, students are not consistently demonstrating essential academic and social behaviors, and there is not consistent implementation of an engaging learner environment that is aligned to learner needs.

Support teachers in creating and implementing an effective learner environment that is engaging and aligned to learner needs. Support teachers in utilizing results from formative processes and tools to strategically adjust instructional pacing, plan differentiated instruction and monitor progress. Develop systems for identifying, modeling, and monitoring essential academic and social behaviors.

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- ☒ District goals
- ☒ Campus goals
- ☒ HB3 CCMR goals
- ☒ Performance Objectives with summative review (prior year)
- ☒ Campus/District improvement plans (current and prior years)

Accountability Data

- ☒ Texas Academic Performance Report (TAPR) data
- ☒ Student Achievement Domain
- ☒ Student Progress Domain
- ☒ Closing the Gaps Domain

Student Data: Assessments

- ☒ State and federally required assessment information
- ☒ STAAR released test questions
- ☒ Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- ☒ Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- ☒ Local benchmark or common assessments data

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
- ☒ Economically disadvantaged / Non-economically disadvantaged performance and participation data

- ☒ Male / Female performance, progress, and participation data
- ☒ Special education/non-special education population including discipline, progress and participation data
- ☒ Section 504 data
- ☒ Homeless data
- ☒ Response to Intervention (RtI) student achievement data
- ☒ Pregnancy and related services data

Student Data: Behavior and Other Indicators

- ☒ Completion rates and/or graduation rates data
- ☒ Annual dropout rate data
- ☒ Attendance data
- ☒ Discipline records
- ☒ Tobacco, alcohol, and other drug-use data
- ☒ Student surveys and/or other feedback

Employee Data

- ☒ Professional learning communities (PLC) data
- ☒ Staff surveys and/or other feedback
- ☒ Teacher/Student Ratio
- ☒ State certified and high quality staff data
- ☒ Campus leadership data
- ☒ Campus department and/or faculty meeting discussions and data

Parent/Community Data

- ☒ Parent surveys and/or other feedback

Support Systems and Other Data



Budgets/entitlements and expenditures data



Goals

Goal 1

How We Teach: Delivery of Instruction

Performance Objective 1 High Priority

ALC will implement three identified components of Fundamental 5 with fidelity that include Framing the Lesson, Critical Writing, Frequent Small Group Purposeful Talk into daily instruction, 100% of the time, by June 2027.

Evaluation Data Source: Data from Daily Impact Walks

Strategy 1

Teachers will implement Framing the Lesson in daily instruction.

Strategy's Expected Result/Impact: 100% of teachers will utilize Framing the Lesson daily including We will, I will and So that I can with fidelity by June 2027.

Staff Responsible for Monitoring: Campus Administration
District Administration

Formative Reviews

December

February

April

June

Strategy 2

Teachers will implement Critical Writing in daily instruction (weekly in math).

Strategy's Expected Result/Impact: 100% of teachers will implement Critical Writing into daily/weekly instruction by June 2027.

Staff Responsible for Monitoring: Campus Administration
District Administration

Formative Reviews

December

February

April

June

Strategy 3

Teachers will implement Frequent Small Group Purposeful Talk (FSGPT) in daily instruction.

Strategy's Expected Result/Impact: 100% of teachers will embed FSGPT into daily lessons by June 2027.

Staff Responsible for Monitoring: Campus Administration
District Administration

Formative Reviews

December	February	April	June
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Performance Objective 2  **High Priority**

ALC will implement clear classroom expectations/LEAD Matrix in 95% of classrooms, by June 2026.

Evaluation Data Source: Daily Impact Walks

Strategy 1

Teachers will implement a postive classroom recognition system centered around the LEAD matrix.

Strategy's Expected Result/Impact: 95% of classrooms will implement participation of a positive reward system in their classroom, by June 2026.

Staff Responsible for Monitoring: Campus Administration
District Administration

Formative Reviews

December	February	April	June
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Goal 2 Professional Learning Community Actions

Performance Objective 1 High Priority

By June 2027, 92% of the ALC collaborative teams will rate at the "Developing" level on the Professional Learning Community at Work Continuum: Learning As Our Fundamental Purpose.

Evaluation Data Source: Ratings on the Professional Learning Community at Work Continuum

Strategy 1

Collaborative Teams will:

Indicator #1:

*Teachers will clarify essential learning standards for each unit and criteria for student mastery.

*Collaborative teams will begin to adjust curriculum, pacing, and instruction based on evidence.

Strategy's Expected Result/Impact: 92% of collaborative teams will rate at the "Developing" level in indicator #1 by June 2027.

Staff Responsible for Monitoring: Collaborative Teams

Campus Administration

District Administration

Formative Reviews

December

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June

Performance Objective 2 High Priority

By June 2027, 96% of the ALC collaborative teams will rate at the "Developing" level on the PLC at Work Continuum: Building a Collaborative Culture through high-performing teams.

Evaluation Data Source: Ratings on the Professional Learning Community at Work Continuum

Strategy 1

Collaborative Teams will:

Indicator #1

*Meet on a weekly basis and utilize guidelines, protocols, and processes (four critical questions of a PLC) to ensure collaborative time is focused on student learning

*Team leaders are helping lead the collaborative process, and the work of the teams is monitored closely so assistance can be provided when a team struggles.

*Teams are working interdependently to achieve goals specifically related to higher levels of student achievement and are focusing efforts on better ways to achieve those goals.

Strategy's Expected Result/Impact: 96% of collaborative teams will rate at the "Developing" level or higher by June 2027.

Staff Responsible for Monitoring: Collaborative Teams
Campus Administration
District Administration

Formative Reviews

DecemberFebruaryAprilJune

Performance Objective 3 **High Priority**

By June 2027, 91% of the ALC collaborative teams will rate at the "Developing" level on the PLC at Work Continuum: Focusing on Results

Evaluation Data Source: Ratings on the Professional Learning Community at Work Continuum

Strategy 1

Collaborative Teams will:
Indicator #1:
*Have an established annual SMART goal and assess progress toward reaching the goal.
*Have an established process to continually monitor their progress, and members work together in an effort to identify strategies for becoming more effective at achieving the team's SMART goal.

Strategy's Expected Result/Impact: 91% of collaborative teams will rate at the "Developing" level or higher by June 2027.

Staff Responsible for Monitoring: Collaborative Teams
Campus Administration
District Administration

Formative Reviews

DecemberFebruaryAprilJune

Goal 3

Aledo ISD will continue to build upon our culture of excellence that supports our students and staff through a commitment to continuous improvement in all district departments.

Performance Objective 1 High Priority

ALC will ensure an educational environment that reflects a commitment to student, parent, and family engagement and the wellness and safety of all students and staff.

Evaluation Data Source: Student and staff attendance, staff/student/parent participation in surveys, student attendance reports.

Strategy 1

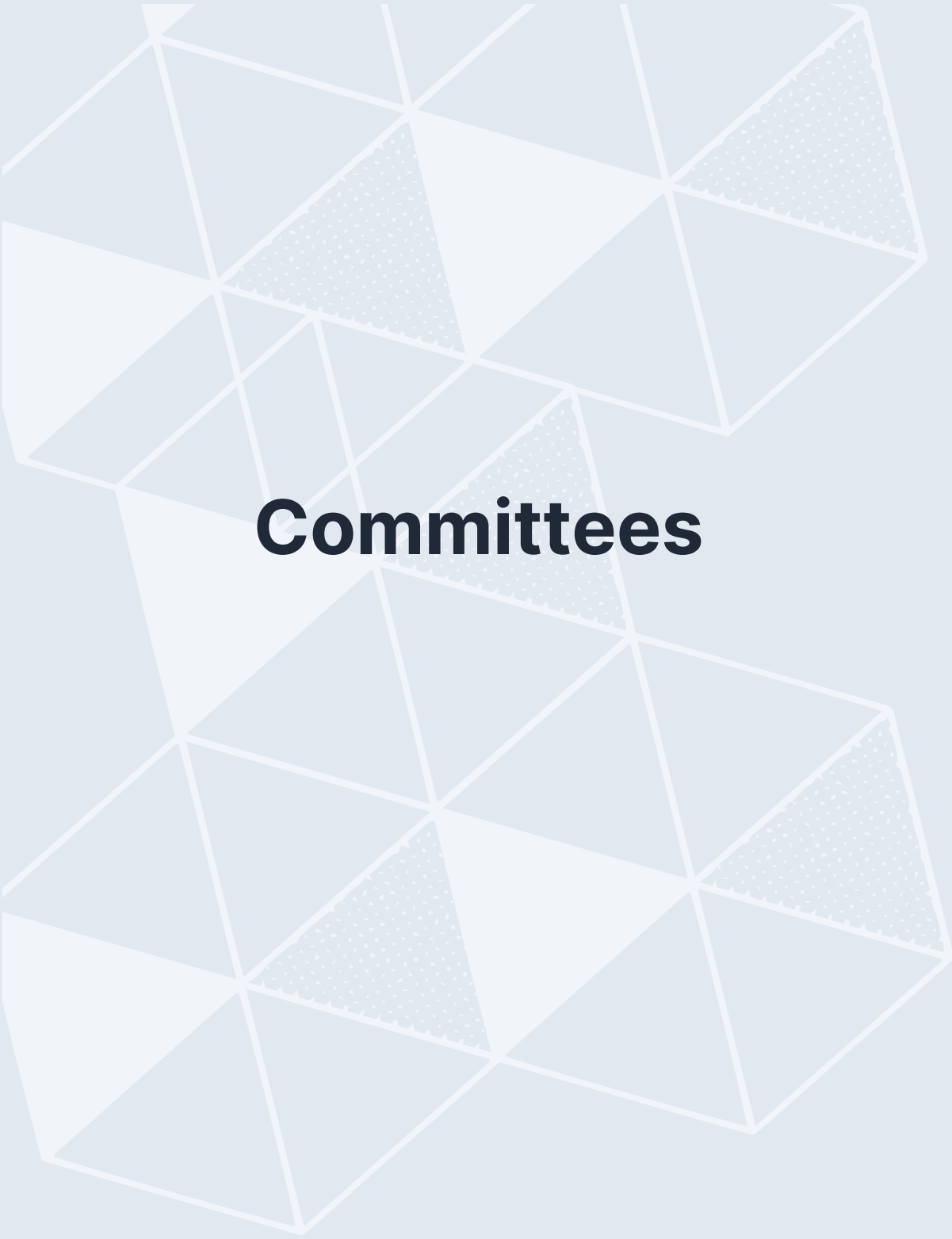
ALC will monitor student attendance every month and offer incentives to students who have an average attendance rate of 87% or higher.

Strategy's Expected Result/Impact: Increase in student attendance rate at 87% or higher.

Staff Responsible for Monitoring: Campus Administration

Formative Reviews

December	February	April	June
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Committees

Committees

Campus Advisory Committee

Members

First Name	Last Name	Position	Committee Role
Anita	Robert	Teacher	Classroom Teacher
Vacant		Parent	Parent
Delore	Jones	Community Representative	Community Representative
Lauren	Stockon	Business Representative	Business Representative
Easton	Gray	Teacher	Classroom Teacher
Lindsey	Love	Counselor	Non-classroom Professional
Cheryl	Jones	Principal	Administrator



Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Kimberly Raymond	12/16/2025	Kim Raymond	2/18/2026
Child Abuse and Neglect	Kimberly Raymond	10/20/2025	Rachel Kerley	2/23/2026
Coordinated Health Program	Kimberly Raymond	10/26/2023	Rachel Kerley	2/23/2026
Decision-Making and Planning Policy Evaluation	Amber Crissey	5/19/2023	Rachel Kerley	2/23/2026
Disciplinary Alternative Education Program (DAEP)	Kimberly Raymond	10/20/2025	Rachel Kerley	2/23/2026
Dropout Prevention	Amber Crissey	10/20/2025	Rachel Kerley	2/23/2026
Dyslexia Treatment Program	Lynn Jameson	10/20/2025	Rachel Kerley	2/23/2026
Pregnancy Related Services	Kimberly Raymond	10/20/2025	Rachel Kerley	2/23/2026
Student Welfare: Crisis Intervention Programs and Training	Kimberly Raymond	10/25/2025	Rachel Kerley	2/23/2026
Student Welfare: Discipline/Conflict/Violence Management	Kimberly Raymond	9/19/2019	Rachel Kerley	2/23/2026
Technology Integration	Brooks Moore	11/7/2019	Rachel Kerley	2/23/2026
Job Description for Peace Officers, Resource Officers & Security Personnel	David Stevens	10/20/2025	Rachel Kerley	2/23/2026