

Aledo Independent School District

Aledo Learning Center

Campus Improvement Plan

2020-2021

Accountability Rating: Not Rated: Declared State of Disaster



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.

Motto

Every Student Matters, Every Moment Counts!

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Comprehensive Needs Assessment

Needs Assessment Overview

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 be recovered, for students who are enrolled but in danger of dropping out of school, or 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 depending on the subject. Our on-line computer curriculums are Odysseyware, Edgenuity, A+ Learning System and Canvas. These systems are aligned to the TEKS. We provide our students with a different way of learning which assists a majority of them in their quest to meet graduation requirements.

The 2020-2021 ALC Comprehensive Needs Assessment was conducted during the month of September. Staff were given this time to suggest additions, edits and revisions to the plan. A meeting was held on September 28, 2020 to review changes with our Campus Advisory Team. Team members were also allowed to suggest additions at this meeting. The team submitted the final ALC Campus Plan on September 30, 2020.

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

Demographics Summary

Staff: The ALC staff consists of nine staff members, which include one of each of the following; principal, ELAR teacher, Science teacher, Math teacher, Social Studies teacher, DAEP teacher, paraprofessional, campus secretary, and a part-time counselor. This school year there are two special education teachers from AHS who spend one period a day on our campus; one in English and one in Math.

Enrollment: We had 41 students enrolled at the Aledo Learning Center during the 2019-2020 school year. Listed below is a breakdown of our enrollment.

24–Students graduated---Met standards on the STAAR End of Course exams and completed the required credits for graduation.

11–Students graduated on the Foundation Graduation Plan with an Endorsement and Distinction (26 credits).

0–Students graduated on the Foundation Graduation Plan with an Endorsement (26 credits).

13–Students graduated on the Foundation Graduation Plan (22 credits).

19–Students were scheduled to return to ALC for the 2020-2021 school year.

3–Students withdrew from the ALC during the 2019-2020 school year.

Attendance Rate: In the 2019-2020 school year we had an attendance rate of 77.2%. This is a 5.2% decrease from the previous school year. District letters are mailed to parents when a student has excessive unexcused absences or an abundance of excused absences. 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 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.

1st Six Weeks – 84.44%

2nd Six Weeks – 76.77%

3rd Six Weeks – 75.66%

4th Six Weeks – 71.94%

5th Six Weeks – not taken due to COVID

6th Six Weeks - not taken due to COVID

Ethnicity: The ethnicity composition of the Aledo Learning Center for the 2019-2020 school year was as follows:

Caucasian – 31 students or 75%

Hispanic – 6 students or 15%

African American – 2 students or 5%

Native American - 2 students or 5%

Gender: Male students – 19 and Female students – 22 students

Special Program Participation: The Aledo Learning Center provided services to nine Special Education students, 4 ESL students, and nine 504 students. All students were recommended to the ALC by Aledo High School and Daniel Ninth Grade's Response to Intervention Committees.

At-Risk Students: ALC had 32 students in attendance during the 2019-2020 school year that were classified as at-risk students.

Teacher/Student Ratio: Teacher-student ratio depends on enrollment, student needs and availability of teachers. We strive to maintain a 10:1 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.

DAEP: 47 (six repeaters) students were placed in DAEP during the 2019-2020 school year.

1-elementary student (male)

1-intermediate student (1 female)

9-middle school students (1 female and 8 males)

36-AHS/ALC/DNG students (7 females and 29 males)

DAEP Ethnicity Breakdown:

Caucasian - 36 students or 76%

Hispanic - 6 students or 13%

African American - 5 students or 11%

Special Programs DAEP Breakdown:

Special Education - 5 students

504 - 5 students

ESL - 2 students

Demographics Strengths

- All staff is focused on student success and ultimately, graduation.
- ALC serves a variety of learning styles and grade levels.
- Core content teachers are certified, highly qualified and SIOP trained.
- We had 24 graduates.
- High population of at-risk graduates.
- ALC and DAEP students are provided one on one instruction daily.

Needs

- Increase student attendance rates.

Student Achievement

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 35 minute core content remediation period. Due to COVID, the ALC 2019 accountability rating was not awarded by TEA. Also, due to COVID, spring 2020 EOC assessments were waived.

End of Course exams in 2019-2020 (Fall Only Due to COVID)

- 71% EOC US History Pass Rate, 5 out of 7 Students Passed (2 Masters)
- 100% EOC Algebra Pass Rate, 2 out of 2 Students Passed
- 75% EOC Biology Pass Rate, 3 out of 4 Student Passed
- 50% EOC English II Pass Rate, 2 out of 4 Students Passed
- 0% EOC English I Pass Rate, 0 out of 3 Students Passed

3 students graduated under Individual Graduation Committees.

In reviewing the testing results for the 2019-2020 year, we realized the need to work on maintaining our strengths and working on improvement in our weaknesses. We need to maintain our passing rate in Algebra and improve our passing rate in English I, English II , Biology and US History. Our goal is that we have a 100% passing rate in all EOC exams our students must take to graduate from high school. An additional area of weakness, is the number of ESL students not passing the EOC assessments.

DAEP End of Course exams in 2019-2020 (Fall Only Due to COVID)

Below are the results for students assigned to DAEP when fall EOC's were administered.

- 75% EOC US History Pass Rate, 3 out of 4 Students Passed
- 100% EOC Algebra Pass Rate, 1 out 1 Student Passed
- 100% EOC Biology Pass Rate, 1 out of 1 Student Passed
- 50% EOC English II Pass Rate, 1 out of 2 Students Passed
- 100% EOC English I Pass Rate, 1 out of 1 Student Passed

Student Achievement Strengths

Strengths

- Student intervention opportunities include daily warm-up with emphasis on STAAR End of Course preparation, differential instructional strategies, pull out activities, and two to three week intense STAAR tutorial classes.

- Flex Period for EOC remediation.
- The addition of a Reading course for EOC remediation.
- All teachers are incorporating Thinking Maps and Critical Writing into their curriculum along with the Fundamental 5.
- Keeping parents informed of student academic achievements through Weekly Progress Reports.
- Implemented Lexia for ELAR remediation.
- Implemented IXL for Math remediation.
- Counseling guidance lessons are conducted on Fridays during FLEX.

Needs

Title III funding will be utilized as follows:

- Tutoring/Intensified Instruction for English Learners-\$9,625
- Supplies for English Learners-\$5,000
- Professional Development for ESL staff-\$1,000
- Immigrant-\$5,257

Title I funding for will be utilized as follows:

- Homeless-\$2,838
- Summer School-\$11,993

School Culture and Climate

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 come and be themselves and where teachers make them a priority and try to meet their needs on a daily basis. 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 culture and climate are those that are truly driven to complete credits and are here daily and on time. 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.

For staff:

All staff are required to complete the annual 35-minute Child Abuse: 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. One such program is Play It Safe offered through The Women's Center of Tarrant County. Their programs are available to students aged K-12 and cover such topics such as recognizing good touch, bad touch, and confusing touch; healthy relationships, sexting and cyberbullying, and sexual abuse through power and manipulation; and dating violence. Students always have access to school counselors on a daily basis. As needs warrant, they also have access to District Intervention Counselors. Additionally, students 11 and older have the opportunity to participate in an Intensive Outpatient Program (IOP) or Partial Hospitalization Program (PHP) through the district partnership with Mind Above Matter and their iMatter program. Also, and as necessary, any district counselor has 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.

School Culture and Climate Strengths

Strengths

- Caring staff that provide an encouraging environment.
- One-on-one instruction.
- Feeling of safety and a modern facility.
- Continue the Staff Member of the Month Award.
- Celebration of each student on the day that they graduate.
- Recognition of every credit that a student earns.
- Students have a feeling of acceptance.
- Staff develop strong relationships with students which helps to lead to student achievement.
- Principal sends a weekly newsletter to parents.
- Principal sends a weekly newsletter to staff.
- Teachers email a weekly progress report to parents every Friday.
- Due to class size, students are more likely to ask questions when they need help.
- Students can work at their own pace with a daily goal set for themselves.

Needs

- Full-time counselor.
- Increase parent/guardian and community involvement.
- Students need to take ownership of their learning.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The Aledo Learning Center did not have to replace any staff member for the 2020-2021 school year. 100% of our teachers are considered veteran teachers. They all understand the varying emotional and academic needs that the ALC students have. They love their positions and feel great pride in seeing their students succeed.

Staff Quality, Recruitment, and Retention Strengths

Strengths

- Staff working together as a collaborative team 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.
- Teacher attendance is above average.
- 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. Campus representatives will also attend the Alternative Education Conference. There is approximately \$1,500 allocated for ALC in Title 2.
- Increase campus counselor from part time to full time position.

Curriculum, Instruction, and Assessment

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 goals to the principal at the beginning of the school year and focus on achieving these goals throughout the year.

All of the ALC teachers are participants in the collaborative team. 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, Lexia results, IXL results, 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.

Curriculum, Instruction, and Assessment Strengths

- Students are provided several learning platforms to obtain their credits; Odysseyware, Edgenuity, A+, Canvas and teacher created materials.
- 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 monthly.
- Weekly collaborative team meetings are held to ensure that the District/campus Problem of Practice is the focus of instruction.
- Lexia and IXL are used to screen ELAR and math which allows teachers to pinpoint areas of remediation.
- Teachers are provided professional learning in areas related to District/campus goals.
- Campus is able to provide instruction to in-person and remote students with fidelity.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1 (Prioritized): After an analysis of district data, students are not demonstrating adequate yearly progress at expected levels and are not demonstrating proficiency in critical writing across all content areas. **Root Cause:** Alignment and consistent focus over time on research based instructional practices is needed.

Parent and Community Engagement

Parent 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 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. Due to COVID, the Aledo ISD Connections Mentoring Program is on hold until we can have visitors back on campus. Christ Chapel also assist our campus with food and personal hygiene needs. Our Aledo ISD PTO also supports our staff through monthly treats and provides monetary resources for our students.

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

Parent and Community Engagement Strengths

- Parents/guardians required to attend orientation.
- Weekly Progress Reports allow the parent to be kept up to date with their student's progress.
- 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 trainings to assist students in meeting their educational needs.
- Facebook and Twitter are used to share announcements, as well as Blackboard.
- Curriculum Night is held at the start of each school year.
- Staff Member of the Month Award provided by Brookshire's.
- The principal keeps parents and students informed of campus activities via a weekly newsletter.

Needs

- Additional parental involvement is needed from parents.

School Context and Organization

School Context and 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. The campus accessed approximately \$2000.00 in Title II funding for professional development. The principal attended the Texas Association of Alternative Education conference. The principal also attended the PLC and RtI institutes, along with one teacher.

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. The staff all had the opportunity to complete a campus needs assessment.

School Context and Organization Strengths

- A safe environment is provided for staff and students.
- Staff is very concerned and dedicated to helping at-risk students be successful.
- The ALC has a strong budget built around the success of students.
- A campus Facebook page and Twitter account are 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.
- The ALC collaborative team meets weekly to discuss the District/Campus focus areas.
- Campus web page is kept up to date.
- Campus principal completes data 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.
- The staff is in regular contact with both in-person and remote learners and their parents.

Needs

- Increase the number of students graduating on 26 credit Foundation Plan with an endorsement.
- Increase learner engagement of remote learners.

Technology

Technology Summary

The Aledo Learning Center currently has 10 Chrome workstations in each classroom. Each classroom is equipped with a Promethean Panel, teacher laptop and teacher iPad. The ALC also has 30 laptops that can be utilized by the staff and students for collaborative learning. The ALC also has 20 state of the art calculators for students to utilize in the classroom and on state assessments. 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.

Technology Strengths

Strengths

- Self-paced curriculum.
- Students can work on their course work at home.
- Staff utilized technology, as needed, in their curriculums.
- Staff can communicate with parents and students via WebEx. Remote learners receive instruction from teachers through WebEx, as well.

Needs

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

Priority Problem Statements

Problem Statement 1: After an analysis of district data, students are not demonstrating adequate yearly progress at expected levels and are not demonstrating proficiency in critical writing across all content areas.

Root Cause 1: Alignment and consistent focus over time on research based instructional practices is needed.

Problem Statement 1 Areas: Curriculum, Instruction, and Assessment

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- 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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Dyslexia Data
- Response to Intervention (RTI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data

- Discipline records
- 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
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment 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: ALC will implement district identified best instructional practices that include daily evidence of high yield formative assessments, 100% of the time, by June 2021.

Evaluation Data Sources: Data from Daily Impact Walks
Weekly Teacher Lesson Plans
Student Journals

Summative Evaluation: None





<p>Strategy 1: Teachers will utilize high yield formative assessments to gain actionable data to drive instruction.</p> <p>Strategy's Expected Result/Impact: Teachers consistently utilize high yield formative assessments which will provide teachers with daily evidence of student learning. Data from daily impact walks will show consistent patterns of evidence, district-wide, 100% of the time, by June 2021.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 1: How We Teach: Delivery of Instruction

Performance Objective 2: ALC will implement two identified components of Fundamental 5 with fidelity that include Framing the Lesson and Critical Writing into daily instruction, 100% of the time, by June 2021.

Evaluation Data Sources: Daily Impact Walks and Remote Lesson Reviews

Summative Evaluation: None





<p>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 2021. Staff Responsible for Monitoring: Campus Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
<p>Strategy 2: Teachers will implement Critical Writing in daily instruction. Strategy's Expected Result/Impact: 100% of teachers will implement Critical Writing in daily instruction by June 2021. Staff Responsible for Monitoring: Campus Administration Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: How We Teach: Delivery of Instruction

Performance Objective 3: Aledo ISD will implement district identified best instructional practices that include: consistent implementation of frequent feedback, 85% of the time, June 2021.

Evaluation Data Sources: Data from Daily Impact Walks and student artifacts from in person and the remote learning environment.

Summative Evaluation: None





<p>Strategy 1: Teachers will provide students with frequent feedback to guide students in the learning process in order to build assessment capable learners.</p> <p>Strategy's Expected Result/Impact: Students and teachers consistently provide and respond to feedback to guide the teaching and learning process. Data from Daily Impact Walks will show consistent patterns of evidence, district-wide, 85% of the time, by June 2021.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Professional Learning Community Actions

Performance Objective 1: By June 2021, the ALC collaborative team will rate at the "Developing" level on the Professional Learning Community at Work Continuum: Learning As Our Fundamental Purpose.

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

Summative Evaluation: None





<p>Strategy 1: Strategy 1 Collaborative Team will:</p> <p>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 of student learning.</p> <p>Strategy's Expected Result/Impact: The ALC Collaborative team will rate at the "Developing" level in Indicator #1 by June 2021.</p> <p>Staff Responsible for Monitoring: Collaborative Team Campus Administration Instructional Specialists</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Professional Learning Community Actions

Performance Objective 2: By June 2021, the ALC collaborative team will rate at the "Developing" level on the PLC at Work Continuum: Building a Collaborative Culture through high performing teams.

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

Summative Evaluation: None





<p>Strategy 1: Strategy 1 Collaborative Team will:</p> <p>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 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.</p> <p>Strategy's Expected Result/Impact: The ALC Collaborative team will rate at the "Developing" level in Indicator #1 by June 2021.</p> <p>Staff Responsible for Monitoring: Collaborative Team Instructional Specialists Campus Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Professional Learning Community Actions

Performance Objective 3: By June 2021, the ALC collaborative team will rate at the "Developing" level on the PLC at Work Continuum: Focusing on Results, Part 1.

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

Summative Evaluation: None





<p>Strategy 1: Strategy 1 Collaborative Team will:</p> <p>Indicator#1: * Have established an annual SMART goal and assess progress toward reaching the goal. * Teams have established processes 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.</p> <p>Strategy's Expected Result/Impact: The ALC Collaborative team will rate at the "Developing" level in Indicator #1 by June 2021.</p> <p>Staff Responsible for Monitoring: Collaborative Team Instructional Specialists Campus Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Professional Learning Community Actions

Performance Objective 4: By June 2021, the ALC collaborative team will rate at the "Developing" level on the PLC at Work Continuum: Focusing on Results, Part 2.

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

Summative Evaluation: None





<p>Strategy 1: Strategy 1 Collaborative Team will:</p> <p>Indicator#1: *School has created a specific process to bring teachers together multiple times throughout the year to analyze results from team-developed common assessments, district assessments, and state assessments. *Teams use the results to identify areas of success and areas of concern and to discuss strategies for improving the results.</p> <p>Strategy's Expected Result/Impact: The ALC Collaborative team will rate at the "Developing" level in Indicator #1 by June 2021.</p> <p>Staff Responsible for Monitoring: Collaborative Team Instructional Specialists Campus Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: The ALC 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: To ensure student and staff safety, all occupied classroom doors will remain opened and locked, and all unoccupied classroom doors, ancillary doors (closets/storage), and unscheduled exterior doors will remain closed and locked at all times by June 2021.

Evaluation Data Sources: 100% of checked occupied classroom doors will remain opened and locked, and unoccupied classroom doors, ancillary doors, and unscheduled exterior doors will be closed and locked by June 2021.

Summative Evaluation: None

<p>Strategy 1: Campus police officers and security personnel will check 10% of each door type at each campus districtwide every week and maintain documentation.</p> <p>Strategy's Expected Result/Impact: 100% of checked occupied, opened, and locked classroom doors and unoccupied classroom doors, ancillary doors, and unscheduled exterior doors will be closed and locked by June 2021.</p> <p>Staff Responsible for Monitoring: Chief of Police Campus Police Officers Executive Director of Student Services Campus Administration All campus staff</p>	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: The ALC 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 2: Campus and District communication will be timely and effective so as to increase awareness of all stakeholders concerning the impact of COVID-19 at each campus and district-wide.

Evaluation Data Sources: COVID positive case notification letters, quarantine notification letters, district dashboard

Summative Evaluation: None

<p>Strategy 1: 1. Within twelve hours of being notified of a COVID positive case, the district will provide required notice via email to all staff and families at the impacted campus in English and Spanish. 2. Within twenty-four hours of being notified of a COVID positive case the district/campus will provide required notice of quarantine via email to the identified close contacts in English and Spanish. 3. The COVID dashboard will be updated each business day.</p> <p>Strategy's Expected Result/Impact: 1. 100% of the time, within twelve hours of being notified of a COVID positive case, the district will provide required notice via email to all staff and families at the impacted campus in English and Spanish. 2. 100% of the time, within twenty-four hours of being notified of a COVID positive case the district will provide required notice of quarantine via email to the identified close contacts in English and Spanish. 3. 100% of the time, the COVID dashboard will be updated each business day.</p> <p>Staff Responsible for Monitoring: Executive Director of Student Services Director of Communications</p>	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Goal 3: The ALC 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 3: In an effort to mitigate the impact of COVID -19 in district facilities, the district will take additional measures for cleaning all facilities beginning in August 2020 through June 2021.

Evaluation Data Sources: Information is shared by the custodial provider, PBS, with the Director of Construction and Facilities weekly Reports from the custodial app

Summative Evaluation: None

<p>Strategy 1: Strategy 1</p> <p>1. Each district facility will be disinfected utilizing an electro-static spray a minimum of once a month, two times a month during December, January, and February, and more if requested by district staff.</p> <p>2. Eleven additional custodial staff members are being provided from 10:00 am to 2:00 pm at each campus; three at high school, one at all other campuses, to increase the frequency of cleaning of high touch, high traffic areas, and bathrooms.</p> <p>3. Campus and district administrators will have access to an app that will provide real-time data for the supplemental cleaning by the additional staff.</p> <p>Strategy's Expected Result/Impact: 1. Beginning in August 2020 through May 2021, each district facility will be disinfected utilizing an electro-static spray a minimum of once a month, two times a month during December, January, and February, and more as requested by district staff.</p> <p>2. Beginning September 8, 2020 through May 2021, eleven additional custodial staff members are being provided from 10:00 am to 2:00 pm at each campus; three at high school, one at all other campuses, to increase the frequency of cleaning of high touch, high traffic areas, and bathrooms.</p> <p>3. No later than October 1, 2020 campus and district administrators will have access to an app that will provide real-time data for monitoring cleaning of high traffic areas.</p> <p>Staff Responsible for Monitoring: CFO Director of Construction and Facilities</p>	Reviews			
	Formative			Summative
	Dec	Feb	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

Campus Advisory Committee

Committee Role	Name	Position
Administrator	Cheryl Jones	Principal
District-level Professional	Michelle Morales	Counselor
Classroom Teacher	Karl Richter	Teacher
Classroom Teacher	Lindsey Coomer	Teacher
Business Representative	Gordon Jones	Business Representative
Community Representative	Zach Tarrant	Community Representative
Parent	Andee Smyer	Parent
District-level Professional	Lynn McKinney	Deputy Superintendent