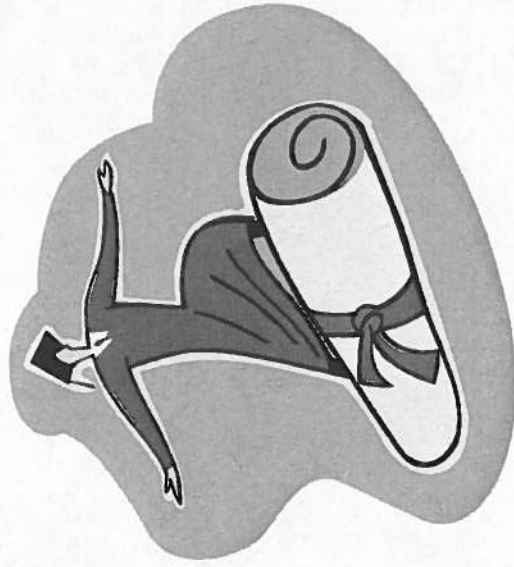




**Aledo Learning Center
Comprehensive Needs Assessment
Campus Improvement Plan
2011-2012**

**CAMPUS IMPROVEMENT COMMITTEE
ALEDO LEARNING CENTER**

2011-2012

10/5/2011

Members

Ron Miller - Principal

Lesley Hamilton - Counselor

John Branson - Teacher

Barbara Russell - Teacher

Sylvia Rogers – Parent

Becky Stokes – Community Member

Aledo Learning Center
Comprehensive Needs Assessment
2011-2012

Background: The Aledo Learning Center is a branch of Aledo High School. We are used 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. A large majority of our students are classified as at-risk. Our students are on a self-paced accelerated curriculum on the computer or in modules depending on the subject. Our computer curriculum is the A+ Learning System and our modules are from American Preparatory Institute. Both of 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 data collected to establish this needs assessment is found on the following paragraphs and pages.

Enrollment: We had 63 students enrolled at the Aledo Learning Center during the 2010-2011. Listed below is a breakdown of our enrollment.

- 34 – Total Graduates
- 18 – Students returned to ALC to continue their education.
- 3 – Student returned to Aledo High School to continue their education and work on graduating from the high school.
- 5 – Students completed their credits in 10-11 but are in need of at least one TAKS exit exam to meet graduation requirements.
- 3 – Students moved to another district or state

Attendance Rate – In the 2010-11 school year we had an attendance rate of 85.8%. This is below our goal of 94% we set for the 10-11 school year. 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 thwarting on the parent with our local Justice of the Peace. In 2010-11 we did not file a truancy case.

Ethnicity – The ethnicity composition of the Aledo Learning Center for the 2010-2011 school year was as follows:

African American – 3 students – 4.7%
Caucasian – 50 students – 79.3%
Hispanic – 10 students -15.9%

Gender – Males – 42 students – 66.66% Females – 21 students – 33.33%

Special Program Participation – The Aledo Learning Center provided services to 11 students in Special Education, four students were classified as 504 and all students were products of Aledo High School Response to Intervention.

At-Risk Students – All students in attendance at ALC during the 10-11 were classified as at-risk students. Categories of at-risk were usually multiple listing of for each student. The most prominent categories were (2) Did not maintain an average of 70 in 2 or more subjects, (3) Not promoted for one or more school years, (4) Unsatisfactory performance on assessment instrument, (5) Pregnant/Parent, and (6) Placed in DAEP

Teacher/Student Ratio – Teacher-student ratio depends on enrollment, student needs and availability of teachers. There are times we have a 1-10 to 1-12 teacher-student ratio, while other times we may have a low 1-1, 1-2 or 1-3 teacher-student ratio based on the factors mentioned above.

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.

Discipline referrals – Discipline referrals are at a minimum. Teachers and staff are asked to work on establishing a rapport and relationship with students and handle minor discipline problems. The principal is available if a situation cannot be resolved. During the 10-11 school year 22 referrals were referred to the principal. Listed below are the referral causes for 10-11:

- Confrontation with another student
- Profanity
- Classroom disruption
- Cell phone violation
- Off task/not completing work in class
- Failure to follow directives
- Leaving class without permission
- Persistent misbehavior
- Possession of controlled substance

Consequences included:

- Parent/Student conferences
- In-School Suspension
- DAEP Placement
- Out of School Suspension

School Context and Organization

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 funds allocated in 2010-2011 school year were Title II in the amount of \$800,000. Four members of our staff were scheduled to attend the Texas Association of Alternative Education workshop in Austin, Texas but due to bad weather we were unable to attend this conference. We gave the federal money back to allow other schools to use it to meet their needs.

School decision-making efforts are a coordinated effort involving a campus improvement team made up of one administrator, one counselor, teachers, parents and community representatives. 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.

Strengths:

- ☐ Staff is very concerned and dedicated with helping at-risk students be successful
- ☐ The Aledo ISD provides fiscal and management support of the Aledo Learning Center
- ☐ Parents are concerned in their child's education. Some parents are more involved than others.

Needs:

- ☐ The need to involve parents more in their child's education.

Student Achievement

At the Aledo Learning Center student achievement is the most important goal of the administrator, teachers, staff, student and parents. Meeting graduation requirements is the primary goal of all shareholders. The nature of our students requires our staff to give instruction in all TEKS as well as TAKS preparation throughout the year. Methods used for TAKS preparation include daily TAKS warm-up activities, in-school tutorial classes, online activities (TEA Website) and the use of technology resources. Teachers attempt to identify student learning styles and teach to maintain student strengths and to increase achievements in the areas of their weaknesses.

Data included in identifying student needs include benchmark testing, weekly progress reports, teacher input and observation, discipline referrals and personal graduation plans.

TAKS results in 2010-2011

Exit Level:

ELA TAKS – during the 2010-2011 school year 30 students took the exit level TAKS and all 30 students met standards. (100%)
Math TAKS – during the 2010-2011 school year 36 students took the exit level TAKS and 22 students met standards. (61.1%)
Science TAKS – during the 2010-2011 school year 36 students took the exit level TAKS and 28 students met standards. (77.7%)
Social Studies – during the 2010-2011 school year 32 students took the exit level TAKS and 30 students met standards. (93.75%)

Tenth Grade TAKS:

ELA TAKS – during the 2010-2011 school year 5 students took the 10th grade TAKS and 3 students met standards. (60%)
Math TAKS – during the 2010-2011 school year 5 students took the 10th grade TAKS and 1 student met standards. (20%)
Science TAKS – during the 2010-2011 school year 5 students took the 10th grade TAKS and 2 students met standards. (40%)
Social Studies - during the 2010-2011 school year 5 students took the 10th grade TAKS and 3 students met standards. (60%)

Ninth Grade TAKS:

Reading – during the 2010-2011 school year 1 student took the 9th grade TAKS and met standards. (100%)
Math – during the 2010-2011 school year 1 student took the 9th grade TAKS and did not meet standards. (0%)

Out of School Students – Students who have completed required credits for graduation but still need at least one TAKS Exam.

Math – during the 2010-2011 school year 6 out of school students took the Exit TAKS 3 students met standards. (50%)

Science - during the 2010-2011 school year 6 out of school students took the Exit TAKS 4 students met standards. (66.6%)

Social Studies - during the 2010-2011 school year 1 out of school student took the Exit TAKS and met standards. (100%)

Strengths:

- ☐ Student intervention opportunities include daily warm-up with emphasis on TAKS preparation, differential instruction strategies, pull out activities, and two to three weeks of intense TAKS tutorial classes.
- ☐ Staff is invested in at-risk student achievement
- ☐ Keeping parents informed of student academic achievements.
- ☐ Providing at risk students with social skills and emotional skills awareness.

Needs:

- ☐ Closing the achievement gap in the areas of science and math.
- ☐ The need for students achieving at grade level in science and math on the TAKS exit level exam.
- ☐ The need for additional opportunities to provide services to meet students' social and emotional needs. Motivation is a time consuming endeavor due to the nature of our students.
- ☐ Increase staff awareness and efforts to ensure a safe and orderly learning environment.

Curriculum, Instruction and Assessment

The instructional staff identifies areas in the curriculum and instruction taking an active approach to design and implement lessons to meet student needs. The self-paced computer curriculum and module packets 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.

Funds spent in the 2010-2011 school year to improve curriculum, instruction and assessment is as follows:

TAKS Remediation – Math and Science - \$808.63

Graphing Calculators – \$2299.98

Physical Education - \$987.30 – Fitness Bike to promote physical fitness with students and staff, Videos

Art Supplies – \$654.14

Social Studies - \$273.68

Technology – \$9668.74 – Social Studies Smart Board, Smart Responses for all subjects, headphones, A+Learning System updates.

English Language Arts - \$625.19

Science Lab Supplies and DVDs – \$1432.82

Modules – Replacement and New Course offerings - \$4051.69 – New courses implemented were Business Information Management, Interior Design, Accounting, and Desktop Publishing.

Data sources reviewed in the identification of curriculum and instructional needs included teacher input, student achievement data such as TAKS results and student understanding of the curriculum.

Strengths:

- ☐ The implementation of elective courses including Interior Design, Desktop Publishing, Accounting, and Business Information Management.
- ☐ Staff developed TEKS based instruction
- ☐ The use of technology through computer based curriculum and interactive boards to meet student needs.

Needs:

- ☐ Improved strategies in the math and science core areas to meet student achievement needs.

School Culture and Climate

As an alternative education program, the Aledo Learning Center operates differently than the high school. Our students feel that it is a place where they can come and be themselves; where teachers make them a priority and try to meet their needs on a daily basis. Our teachers feel that the Learning Center is an empathetic, encouraging environment, where students are offered countless opportunities to succeed. The mission that all students can learn is the embodiment of what the Learning Center is. Both students and staff work diligently in order to make sure everyone is successful here. 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 a small environment like the Learning Center, the teachers are able to provide additional educational and emotional support to each student. Occasionally students need more discipline than they get in the classroom and are referred to the principal. This does not happen often, but issues such as inappropriate language, excessive talking, and excessive absences do occur. Teachers are expected to have classroom procedures that create order in the classroom. They are also expected to manage their classroom at all times. The Learning Center 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 early or on time. Staff expects students to come to school ready to learn with the goal of passing TAKS 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, are here daily and on time. There are some teachers who have trouble managing their classes at times. These are usually the classrooms that are not as focused and are not getting as much work done in return. The biggest problem may be substance abuse among the students outside of school. It is no longer seen as taboo to be involved in underage drinking or marijuana use. Students are instructed that talk about being involved in illegal activities will not be tolerated. Many have spoken with principal and/or counselor concerning issues they may have. Students are also offered an online course to learn about what illegal substances can do to their bodies and how they can change their lives. When students come to the Learning Center they are no longer able to participate in extracurricular activities with the high school. Students are still allowed to attend sporting events and those events that do not take place during the day or on the high school campus. Many of our students work outside of school or are parents who go home to take care of their children. Both students and staff agree that our facilities are very nice. Our building is less than 10 years old and everyone works hard to keep it looking nice. The classrooms do seem small when the Learning Center is at full capacity. There is a nice cafeteria/gathering place in order for students to socialize between classes and daily meetings to be held. During the daily meeting students who received credit in a class the prior day are recognized and congratulated.

Strengths

- ☐ Encouraging environment
- ☐ One-on-one instruction
- ☐ Feeling of safety and a modern facility

Needs

- ☐ More focus from some students
- ☐ Better classroom management

Technology

The Aledo Learning Center currently has 10 Thin Clients in each classroom. The Thin Clients are connected to a server in the technology building, 3 classroom Smart Boards and a Smart Response System. The students and staff use technology daily and are very confident and proficient in using technology. Much of our curriculum is completed using computers. Some barriers that potentially prevent our effective use of technology include inability to log onto computers when server is down, and some internet blocks prevent from logging onto educational websites. Our teachers have had smart board training which helps them implement new and exciting ways to get students involved in learning. Technology is employed in all the classes offered. Many of our core subjects and electives are completed using the A+ system, which is computer based. The subjects that are computer-based include: Algebra I, Algebra II, Geometry, Math Models, Integrated Physics and Chemistry, Biology, Chemistry, Physics, Health, World Geography, World History, US History, Government, Economics, Art Appreciation, and Sociology. All other subjects taught require use of computers for research. Technology at the Aledo Learning Center enables students to work at their own pace; with immediate response on test and quizzes. The design of our network provides the ability for our students to complete credits at an accelerated pace. The addition of the smart boards has increased student participation in their learning and preparation for the TAKS test. The Aledo Learning Center will be represented on the Aledo ISD Technology Committee to improve integration of technology in the classroom

Strengths:

- ☐ Supports self-paced curriculum
- ☐ Smart boards have increased classroom participation
- ☐ Teacher laptops
- ☐ Quick research

Needs:

- ☐ No smart board in English/Language Arts.
- ☐ Students cannot complete assignments if the server is down
- ☐ Old laptops will not operate at times

Family and Community Involvement

A majority of parents 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 make application to attend our school. A parent 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 of their child's education. We encourage a team of school personnel, parents and student involved with meeting the educational needs of the child.

Community involvement is present when help is requested. The Aledo Advocats are very proactive in meeting the needs of students and their families with financial support in the areas of food, clothing and shelter. Several business owners are supportive of our students by providing gift cards as rewards for student attendance and academic achievement. The Aledo ISD Connections mentoring program assists our students with mentors to provide guidance in reaching their educational goals.

Special education services were provided to eleven students last year, four being classified as 504 students. These students were referred to us by the RTI committee at Aledo High School. Five of the eleven students graduated from the Aledo Learning Center in 2010-2011.

Strengths:

- ☐ Parents required to attend orientation
- ☐ Parents know what progress their child is making in school by sending weekly progress reports
- ☐ Community organizations and businesses willing to assist our students
- ☐ Special Education department and the staff at the Aledo Learning Center collaborate regularly in meeting the needs of special services students
- ☐ The staff is willing to attend new training to assist students in meeting their educational needs.

Needs:

- ☐ Parent involvement needs to improve.

Professional Development

The Aledo Learning Center staff collaborates regularly to share ideas and plan instruction. We have one teacher in each of the core areas. Teachers share ideas on what has been successful with individual students in their core areas. They also brainstorm to find new strategies that may motivate individual students. Teachers at the Aledo Learning Center work well together to provide an opportunity for students to meet their educational goals.

During the 2010-2011 school year, the Aledo Learning Center was staffed with the following personnel:

1 – Principal, 1 – Half time Counselor, 1 – Secretary hired at mid-term, 1 – English teacher (4 of 6 periods), 1- Math teacher (5 of 6 periods), 1 – Science teacher, 1 – Social Studies teacher (5 of 6 periods), 1 – Health/PE teacher (5 of 6 periods) and 1 paraprofessional.

Professional Staff Development sessions attended by one or more staff members are as follows:

C.P.R. training
C.P.I. training – attended by the CPI team
Confidentiality
Outlook 2007
PowerPoint 2007
World History EOC training
World Geography EOC training
U. S. History EOC training
Don't Doubt the Dream
Eduphoria – Three day training
Homeless Training
ELPS Training
Biology EOC training

Chemistry EOC Training
Workshops – Microsoft Outlook, Microsoft Office
School Fusion Training – May, 2011
Algebra I EOC training
Geometry EOC training
Smartboard Resource Training
TELPAS Training
ESC – TAKS Writing Preparation
ESPED Training
Writing IEPs Training
Correlating TAKS M and EOC training

Strengths:

- ☐ Staff working together as a team to ensure At-risk students will be successful.
- ☐ Staff that is willing to grow and learn by attending professional development workshops which will assist in meeting our student needs.
- ☐ The Professional staff is 100% highly qualified.
- ☐ Teacher retention rate is above State average
- ☐ District wide technology professional development in the use of Smartboards.
- ☐ The constant awareness of staff to provide a safe learning environment for our students.

Needs:

- ☐ A need for full time staff members without extra duties.
- ☐ Motivational workshops to increase knowledge of the non-motivated student.
- ☐ Staff Development in the areas of Math and Science to improve TAKS scores.

Aledo Learning Center Campus Improvement Plan 2011-2012 School Year

All Strategies/Action Steps are scheduled to be completed during the 2011-2012 school year.

Goal #1: To Improve Student Achievement

Objective: To Improve Student Achievement in Reading per state and federal standards (AEIS and AYP)

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
Improve or maintain TAKS reading skills for all TAKS students and TAKS student groups at or above 90% on the exit TAKS by utilizing variety of instructional methods based on identified student performance needs.	Campus Staff	Supplemental materials and tutorials, Eduphoria	August 2011 to June 2012	Gains in TAKS will be compared from one group and year to the next.	The percent of students meeting minimum expectations will be maintained or increased.	CNA, RS, HQ, PD, A, M
Identify and remediate TAKS reading skills for all TAKS students in a non-discriminating way.	Campus Staff TAKS remediation teachers	Supplemental materials and tutorials Use of ALS Lessons as practice during remediation Premier Software Teacher generated Power Points	August 2011 to June 2012	Assessment results, Benchmark results	Maintain 90% and above for all students	CNA, RS, HQ, PD, A, M
Prepare students to meet TAKS requirements for high school graduation	Campus Staff	Supplemental materials TAKS prep classes ALS Lessons Benchmark Testing	August 2011 to June 2012	TAKS score results	80% of students will meet minimum expectations on the TAKS	CNA, RS, HQ, PD, A, M

Title I Schoolwide Components: CNA = Comprehensive Needs Assessment, RS = Reform Strategies, HQ = Highly Qualified Staff, PD = Professional Development, R/R = Recruitment and Retention, PI = Parent Involvement, T = Transition, A = Teacher Involvement in Assessment, M = Assistance for Mastery, C = Coordinate Programs
Assessment: AEIS = Academic Excellence Indicator System, AYP = Adequate Yearly Progress, PMBAS = Performance Based Monitoring Analysis System, SPP = State Performance Plan, TAKS = Texas Assessment of Knowledge and Skills, TELPAS = Texas English Language Proficiency Assessment System, LAT = Linguistically Accommodated Testing

Goal #2: To Improve Student Achievement
Objective: To Improve Student Achievement in Writing per state and federal standards (AEIS and AYP)

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
Writing techniques will be utilized to improve or maintain student performance at or above 85% on the writing section of TAKS when tested at the exit level.	Campus staff – TAKS Remediation teachers	Supplemental Materials – Aledo Writing Project – ALS Lessons - Benchmark Testing - Graphic Organizers - Eduphoria	August, 2011 to June, 2012	Gains in TAKS will be compared from one group and year to next.	The percent of students meeting minimum expectations will be maintained or increased.	CNA, RS, HQ, PD, A, M
Increase the percent of students at TLC scoring 2 or 3 on the TAKS written composition by having all students write in grades 9-12 across content areas.	Campus Staff	Supplemental materials/Tutorials – Aledo Writing project ALS lessons	August, 2011 to June, 2012	Benchmarks, TAKS writing score results	The percent of students scoring a 2 or 3 on the written portion of TAKS will increase	CNA, RS, HQ, PD, A, M
Prepare students to meet TAKS requirements for high school graduation	Campus Staff	Supplemental materials Use of tutorials ALS Lessons Benchmark Testing	August, 2011 to June, 2012	Number of students meeting standards on ELA TAKS	80% of students will meet minimum expectations on the TAKS.	CNA, RS, HQ, PD, A, M

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Goal #3: To Improve Student Achievement

Objective: To Improve Student Achievement in Math per state and federal standards (AEIS and AYP)

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
Improve or maintain TAKS math skills for all students at or above 85% on the exit level by utilizing a variety of instructional methods based on identified student performance needs	Campus Staff – TAKS Remediation teacher	Supplemental Materials/Tutorials ALS Lessons/Modules Graphing Calculator Workshops Smartboard Activities Eduphoria	August, 2011 to June 2012	Gains in TAKS will be compared from one group and year to next.	The percent of students meeting minimum expectations will be maintained or increase.	CNA, RS, HQ, PD, A, M
Identify and remediate TAKS math skills for all students in a non-discriminatory way	Campus Staff – TAKS Remediation Teacher	Supplemental Materials/Tutorials Lessons/Modules Interactive TEA Study Guides Supplemental Materials Lessons/Modules/ Video Math Daily TAKS warm-ups	August, 2011 to June 2012	Gains in TAKS will be compared from one group and year to the next.	Maintain 85% and above in grades 9-12 for all students.	CNA, RS, HQ, PD, A, M
Prepare students to meet TAKS requirements for high school graduation	Campus Staff	Benchmark Testing TAKS Remediation class Sleek Software Kaplan TAKS Materials Remedial Math software	August, 2011 to June 2012	Number of graduates from the Aledo Learning Center	80% of students will meet minimum expectations on the TAKS. Raise individual TAKS scores by 5%	CNA, RS, HQ, PD, A, M

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Goal #4: To Improve Student Achievement

Objective: To Improve Student Achievement in Science per state standards (AEIS)

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
Meet TEKS and TAKS objectives	Campus Staff	Computer lab at TLC/Modules Pasco Probeware CDs – VHS Tapes Internet	August, 2011 to June, 2012	Aligned curriculum	Gains in TAKS will be compared from one group and year to next.	CNA, RS,HQ, PD, A, M
Utilize online science resources to improve and enrich instruction	Campus Staff, Science Teacher	Supplemental materials Use of tutorials ALS Lessons Daily Science Vocabulary TAKS Remediation class Sleek Software Kaplan TAKS Materials Smartboard activities Teacher generated Power Points	Daily	Teacher lesson plans	Online services, Gains in TAKS will be compared from one group and year to next.	CNA, RS,HQ, PD, A, M
Prepare students to meet TAKS requirements for high school graduation. Identify and remediate science skills for all students in a non-discriminatory way.	Campus Staff	TEA Interactive Study Guides Benchmarks Smartboard Activities TMSDS Website Activities Saddleback TAKS concepts, Eduphoria	August, 2011 to June, 2012	Number of graduates from the Aledo Learning Center Compare TAKS scores from one year to the next.	80% of students will meet minimum expectations on the TAKS. Raise individual TAKS scores by 5%	CNA, RS,HQ, PD, A, M

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Goal #5: To Improve Student Achievement

Objective: To Improve Student Achievement in Social Studies per state standards (AEIS)

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
Meet TEKS and TAKS objectives	Campus Staff	Computer Lab at TLC/Modules	August, 2011 to June, 2012	Aligned curriculum	Gains in TAKS will be compared from one group and year to next	CNA, RS, HQ, PD, A, M
Utilize online social studies resources to improve and enrich instruction	Campus staff, Social Studies teacher	Internet, Encyclopedia Britannica Ask software on all computers Supplemental Materials Use of tutorials ALS Lessons Sleek Software Use of Social Studies Vocabulary Terms	Daily	Teacher lesson plans	Online Services, Gains in TAKS will be compared from one group and year to next	CNA, RS, HQ, PD, A, M
Prepare students to meet TAKS requirements for high school graduation	Campus Staff	Benchmark Testing TEA Interactive Study guides Constitution Day Celebrate America Daily TAKS Trivia, Eduphoria	August, 2011 to June, 2012	Number of graduates from the Aledo Learning Center Compare TAKS scores from one year to the next.	80% of students will meet minimum expectations on the TAKS	CNA, RS, HQ, PD, A, M

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Goal #6: To Improve Student Achievement for Special Needs Students and Homeless Students
Objective: To Improve Student Achievement in Reading, Writing, Math, Science and Social Studies

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
Utilize a district wide RtI process that focuses on team problem solving including a variety of support services (Initial Assessment)	Campus Administrator Campus Staff	Pre-referral packet	August, 2011 to June, 2012	Proper procedures and routines will be followed.	All referrals will meet Special Education time lines. Review DNQ annual report	CNA, RS, HQ, PD, A, M
A team of qualified personnel/parent appropriately use revised re-evaluation process and focus assessment results on instructional implications (re-evaluation)	Campus Staff ARD committee Diagnostician	Test scores Teacher input	Annual ARD Meeting	ARD Meeting minutes	Students will meet graduation requirements	HQ, PI
A professional team/parent will consider a continuum of placement options, supplementary aids and services based upon the student's needs and IEP which results in the least restrictive placement of the student (LRE)	ARD committee	Related Service Staff	Every ARD Meeting	Personal Graduation Plans Schedule of classes 125% Report PBMAS	Students will meet graduation requirements in the least restrictive environment.	HQ, PI
Homeless Students – appropriate services will be provided for homeless students including free / reduced lunch, tutoring, clothing, supplies, medical referrals	Campus Administrator Campus Staff Homeless Liaison	Title I - District \$1183.00 Homeless Advocates, Center of Hope	Every Six Weeks	Student residency questionnaires. Free lunch applications Assistance from community agencies	Written documentation for homeless services	HQ
Related services are considered for each student with disabilities through a team approach and provided in a variety of service delivery options. (Related Services)	Campus Administrator Campus Staff ARD Committee	TLC Orientation SINC Committee	Every ARD Meeting	ARD Minutes IEP	RTI Committee minutes	HQ,

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Goal #7: To Improve Student Achievement
Objective: To Improve Student Achievement in Vocational and Elective Classes

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
Survey students and parents to expand and improve electives	Campus Administrator	Surveys	June, 2012	Increase course offerings at ALC Purchase orders	Survey on file	PI
Provide TLC students with information concerning vocational classes offered in our Coop. with Weatherford I.S.D.	Campus Administrator	Schedules/ Personnel	Pre-registration	Pre-registration packets at H.S. office for Coop.	Number of students who enroll in these classes.	PI, T
Utilize a collaborative process for continuous transition planning from parents, students, and community agencies. (Transition)	Campus Administrator	Scheduled meetings	August, 2011 to June 2012	Use of CAPS, COPES and COPS Testing. Orientation to ALC with parent and student, SPP 13 & 14	Student progress reports PBMAS	PI, T
Students will participate in Fitness Gram per state requirements	Campus Administrator, Physical Education Teacher	Materials necessary to administer Fitness Gram	Second semester	Fitness Gram participation	Data generated from the Fitness Gram	A

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Goal #8: To Reduce the Number of Dropouts
Objective: To Maintain a Dropout Rate Below 1%

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
Provide an opportunity for potential dropouts to attend The Learning Center for self-paced, accelerated learning.	TLC Staff	Learning Center Personnel – State Compensatory Education Funds \$143,520.00 - 4FTE's (5 Staff) H.S. Allotment Personnel - \$24,650-50 FTE	August, 2011-June, 2012	Enrollment numbers Referrals from H.S. RTI committee	PEIMS Dropout report/ number of TLC graduates	CNA, HQ, PI
Monitor absences. Contact parents	TLC Staff	Campus Administrator/ Local Court/SRO	Daily	Daily parent contact when student is absent.	School Attendance records	CNA, PI
File truancy complaint when warranted	TLC Staff	Campus Administrator	As needed	Warning letters to parents. File truancy as needed.	School Attendance records	CNA, PI
Provide Character/Drug education/Bullying information	TLC Staff	Campus Administrator Schedule	Daily, Weekly	Counseling services Daily meetings with students.	Teacher/student evaluation of materials	CNA, RS, PD, PI
Provide a preventive education concerning unwanted physical and verbal aggression, sexual harassment in school and on school grounds.	TLC Staff	Campus Administrator Schedule	August 2011-June, 2012	Orientation, student handbook, Code of Conduct	Number of referrals for Sexual harassment	CNA, RS PD, PI
Provide intense small group TAKS tutorials	TLC Staff	TAKS Remediation materials	Oct., 2011 March, 2012, April, 2012 Daily	Provide TAKS preparation classes two weeks before TAKS. Daily warm-up TAKS activities in each class.	Compare scores with previous years	CNA, RS, HQ, PD, A, M

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Goal #9: To Increase Student Attendance
Objective: To Increase Student Attendance to 90%

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
Maintain Campus perfect attendance incentives for students provided through business partnerships.	Campus Staff	Awards/Incentives Parent contact when student is absent.	Every six weeks,	Gift cards Six week contests for students dealing with attendance. Parent contact concerning attendance	Compare yearly attendance Number of truancy referrals.	CAN, PI

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Goal #10: To Increase Community Involvement
Objective: To Increase Partnership between School, Parents, Community, Businesses and Service Organizations

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
Distribute TLC applications to high school counselors	Campus Administrator	Budget	August, 2011 Through-out the school year	Applications at H.S. with RTI committee.	Number of students in TLC	HQ
Develop and maintain a TLC web site	Web staff member/Campus Administrator	Web Site/Technology Department	August, 2011 to June, 2012	Staff contact information. Photos of graduates Course offerings	On-line web page	HQ
Seek newspaper/media coverage	Campus Administrator	News Releases of the Learning Center Graduation	Monthly	Press releases Invitations to press for graduation ceremonies	Coverage by local newspaper	HQ
The Student Code of Conduct will be reviewed annually	Staff	Board Policy Site Based Team	August, 2011	Yearly process	Parents and students sign for handbook and code of conduct.	HQ, PI
Aledo Learning Center student/parent orientation before admission is granted.	Campus Administrator	Aledo Learning Center Staff	August, 2011 or when an application is received during the year.	Documentation of orientation	Parents and student understand routines and procedures of the Aledo Learning Center	PI

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Goal #11: To improve student achievement
Objective: To improve student achievement for migrant students

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
Identify and prioritize needs of migrant/homeless students who are failing or at risk of failing academic subjects and/or state assessment.	Campus Administrator Campus Staff	Test scores Teacher input Provide remedial services A+ Learning system Tutorials, Region XI SSA	September, 2011 Training, Services Sept, 2011 to June, 2012	PGP Class schedules Student record of services provided	Migrant/homeless students will meet graduation requirements. 80% of migrant students will pass the minimum expectations for TAKS.	CNA, RS, HQ, PI

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Goal #12: 100% of core academic subject area teachers will meet NCLB highly qualified standards
Objective: To improve recruitment, screening, hiring and training of qualified personnel.

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
Maintain 100% of highly qualified core academic subject area teachers.	Principal, Deputy Supt., Certification Specialist, Asst. Supt. Special programs.	Certification Specialist	August, 2011	Personnel records, highly qualified campus report, Principal attestation.	100% of staff will be highly qualified.	HQ, R/R
Maintain 100% of core academic subject area classes taught by highly qualified teachers.	Principal, Deputy Supt., Certification Specialist, Asst. Supt. Special programs.	Teacher Schedules, Certification specialist	August, 2011	Personnel records, highly qualified campus report,	100% of core academic subject areas taught by highly qualified teachers.	HQ, R/R
Maintain 100% core academic subject area classes taught by highly qualified teachers on high poverty campuses to meet 100%	Principal, Deputy Supt., Certification Specialist, Asst. Supt. Special programs.	Teacher Schedules, Certification specialist	August, 2011	Personnel records, highly qualified campus report,	100% of core academic subject areas taught by highly qualified teachers	HQ, R/R
Maintain 100% of teachers receiving high quality professional development.	Principal, Deputy Supt., Asst. Supt. Special programs, District ESL Coordinator	Title II, \$700.00 Local funds, IDEA Federal Funds	August, 2011 to June, 2012	Documentation of professional development sessions on file.	Documentation of professional development sessions on file.	PD, R/R, C

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Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
Ensure low income/minority students are not taught at higher rates than other student groups by inexperienced, out of field, or non-highly qualified teachers.	Principal	Campus Schedule	August, 2011	Personnel records, teacher schedules	100% of staff will be highly qualified.	HQ, R/R
Conduct recruitment activities to ensure highly qualified personnel in all positions. Activities will include participating in job fairs, posting vacancies on multiple sites and maintaining active webpage.	Deputy Supt., Webmaster, Campus Principal	Budget Recruiting schedule, Certification Specialist, Central Admin.	March – May, 2012	Personnel records, Salary/benefit packages.	100% of staff will be highly qualified.	HQ, R/R
Continue an effective teacher mentoring system in order to retain highly qualified staff.	Superintendent, Deputy Supt., Campus Principal, Teacher Mentors.	Local Funds	August, 2011	Mentor Assignments, New Teacher Professional Progress Reports	Mentor Assignments, New Teacher Professional Progress Reports	HQ, R/R, PD
Assist any late hire teachers to meet highly qualified requirements in a timely manner.	Deputy Supt., Campus Principal, Certification Specialist,	Local Funds	Fall, 2011 – Spring 2012	Highly Qualified work-sheets, TEXES Registration and Results	Highly Qualified work-sheets, TEXES Registration and Results	HQ, R/R, PD
Attract and retain highly qualified teachers.	Deputy Supt., Campus Principal, Certification Specialist,	Local Funds	August, 2011 – June, 2012	Budget, Recruiting Schedule, AISD Website.	Budget, Recruiting Schedule, AISD Website.	HQ, R/R

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Objective: To improve recruitment, screening, hiring and training of qualified personnel.

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
Analyze and review data from current core subject teachers' transcripts, certifications, testing, staff development, inservice records to ensure that all meet highly qualified status	Certification Specialist	Local funds	August-September, 2011	Teacher Schedules, Personnel records, Highly Qualified Worksheets	Teacher Schedules, Personnel records, Highly Qualified Worksheets	HQ, R/R
Analyze and review data from prospective core subject teachers' transcripts, certifications, testing, staff development and service records to ensure that each one meets highly qualified status.	Deputy Supt., Certification Specialist, Campus Principal	Local funds	As recommended for hire	Personnel Records, Highly Qualified worksheets.	Personnel Records, Highly Qualified worksheets.	HQ, R/R
Report annually to stakeholders the status of the district and all campuses toward meeting the state's HQ target goal	Asst. Supt. of Special Programs, Campus Principal	Local funds	December, 2011	HQ Public Report, Principal's Attestation, HCLB Compliance Report.	HQ Public Report, Principal's Attestation, HCLB Compliance Report.	HQ, R/R

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Goal #12: 100% of core academic subject area teachers will meet NCLB highly qualified standards
Objective: To improve recruitment, screening, hiring and training of qualified personnel.

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
Train/provide updates to professional staff regarding : * 504 policies/procedures * Dyslexia policies/procedures, MTA (Multi-Teaching Sensory Approach) * Identification, recruitment, and services for homeless and migrant students. * Assessment * ESL certified TEPAS raters * Professional Development Appraisal System (PDAS) * ELPS Training * ESL Methodologies and Strategies * SIOP training in four core areas	District Administration, Campus Administration	504 Coordinator, Dyslexia Coordinator, Dyslexia Staff, District Homeless/Migrant Liaison, Counselors, PEIMS Clerk staff, Training materials	August, 2011- June, 2012	Documentation of training/updates (i.e., sign-in sheets, agendas, evaluations)	Documentation of training/updates (i.e., sign-in sheets, agendas, evaluations)	CNA, PD, C

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Goal #13: Increase achievement for all students utilizing varied means of technology
Objective: Enhance instruction, services and communication through technology for students, teachers and parents.

Strategies/Action Steps	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
Campus will participate in district technology committee to improve integration of technology in the classroom	District administration District Committee	Local Funds	August, 2011 to June, 2012	Committee Meetings results	Increased improvement in integration of technology in classroom	CNA, RS
Increase the computer to student ratio for instructional purposes. Addition of Thin Clients in classroom at TLC	District Administration, Campus Administration, Technology staff	Local Funds	August, 2011 to June, 2012	Fixed Asset Records	Star Chart Results	CNA, PD
Provide a campus "Safe Computing" event to increase student, staff and community awareness of risks when using technology including appropriate responses to those risks.	Campus Administration	Local Funds	September, 2011	Record of event.	Safe Computer practices by students and staff.	CNA, RS, PI
Provide new/updated courses as they become available on the A+ Learning System. (computer curriculum)	Campus Principal	Local Funds	August, 2011 to June, 2012	Purchase orders	Number of students enrolled in courses.	CNA, HQ
Provide regular opportunities at the campus level, to learn instructional technology.(i.e., calendar training, user group meetings, discussion groups, training on computer curriculum features.)	Campus Principal	Local Funds	August, 2011 to June, 2012	Agendas, Sign-in sheets	Evaluations	PD

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