

# Aledo Learning Center

Comprehensive Needs Assessment and  
Campus Improvement Plan  
2016- 2017



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**"Every Student Matters, Every Moment Counts!"**

## Campus Improvement Plan Committee

### Aledo Learning Center 2016-17

<b>Member Name</b>	<b>Title</b>	<b>Term</b>
Cheryl Jones	Principal	n/a
Michelle Morales	Counselor	Expires 2017-2018
Karl Richter	Math Teacher	Expires 2017-2018
Barbara Russell	Social Studies Teacher	Expires 2017-2018
Gordon Jones	Business Representative	Expires 2017-2018
Denise Rowe	Parent Representative	Expires 2017-2018
Gina Stewart	Community Representative	Expires 2017-2018

**Aledo Learning Center  
Comprehensive Needs Assessment  
2016-2017**

**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 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 curriculums are the Odysseyware software and/or the A+ Learning System and our modules are from American Preparatory Institute. 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.

### **Demographics**

**Staff:** The ALC staff is comprised of 9 staff members, which include 1 of each of the following; principal, ELA teacher, Science teacher, Math teacher, Social Studies teacher, DAEP teacher, paraprofessional, campus secretary and a half-time counselor.

**Enrollment:** We had 62 students enrolled at the Aledo Learning Center during the 2015-2016 school year. Listed below is a breakdown of our enrollment.

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

    2 - students graduated on the recommended graduation plan

    35 - students graduated on the minimum graduation plan

16 - Students were scheduled to return to ALC for the 2016-2017 school year

    9 - Students withdrew from the ALC during the 2015-2016 school year

        1 - to attend job core

        1 - to attend out of state public school

        1 - to attend another public school in Texas

        1 - to homeschool

        1 - gave birth

        1 - CPS placement

        1 - court mandated facility

        2 - medical condition

**Attendance Rate:** In the 2015-16 school year we had an attendance rate of 87.56%. This is below our 97% attendance rate goal we set last 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.

1<sup>st</sup> Six Weeks - 87.82%

2<sup>nd</sup> Six Weeks - 86.77%

3<sup>rd</sup> Six Weeks - 85.39%

4<sup>th</sup> Six Weeks - 84.39%

5<sup>th</sup> Six Weeks - 89.64%

6<sup>th</sup> Six Weeks - 90.53%

**Ethnicity:**The ethnicity composition of the Aledo Learning Center for the 2015-2016 school year was as follows:

Caucasian - 53 students or 85%

Hispanic - 8 students or 13%

African American - 1 student 2%

**Gender:**Males - 40 students Females - 22 students

**Special Program Participation:** The Aledo Learning Center provided services to 9 Special Education students, 7 504 students, and 1 LEP student. All students were recommended to ALC by the Aledo High School Response to Intervention committee in 2015-16.

**At-Risk Students:** ALC had 38 students in attendance during the 2015-2016 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 a small enrollment, student referrals are at a minimum. 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. This school year, ALC will implement Calm Cats and the Ripple Effects Program.

### **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.

**Needs:**

Addition of a full-time electives teacher.

On-going professional learning in T-TESS, Promethean Panels, and differentiation is needed.

Continue to increase attendance rate.

**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. The campus accessed \$860.00 in Title II funding for professional development. The principal and several staff members attended the Texas Association of Alternative Education conference.

School decision-making efforts are a coordinated effort involving a campus improvement team made up of 1 administrator, 2 teachers, 1 counselor, 1 parent, 1 business representative and 1 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.

**Strengths:**

A safe environment is provided for staff and students.

Staff is very concerned and dedicated with helping at-risk students be successful.

The ALC has a strong budget built around the success of students.

A campus Facebook page was created this school year to recognize staff and students for their successes.

A staff handbook was created at the start of this school year with input from the staff.

The principal provides a weekly calendar of events.

Staff and parents are asked to complete a survey every year.

Staff meet, as needed, to discuss campus concerns and student concerns.

Campus web page is kept more up to date.

**Needs:**

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

Better communication between the school, community and parents.

Creation of a graduate survey.

More students to graduate on the Recommended Plan.

## **Student Achievement**

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 in 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 attempt to identify student learning styles and teach to maintain student strengths and to increase achievements in the areas of their weaknesses. The ALC 2015 accountability rating is included with Aledo High School, which "Met Standard."

### **End of Course exams in 2015-2016**

100% EOC US History Pass Rate, 19 out of 19 Students Passed

100% EOC English I Pass Rate, 2 out of 2 Students Passed

100% EOC Biology Pass Rate, 1 out of 1 Student Passed

50% EOC Algebra Pass Rate, 1 out of 2 Students Passed

44% EOC English II Pass Rate, 4 out of 9 Students Passed

Only 2 students retested the English II EOC during the summer of 2016 and neither student passed.

In reviewing the testing results for the 2015-2016 year, we realize the need to work on maintaining our strengths and working on improvement in our weaknesses. We need to maintain our passing rate in English I, Biology and U.S. History, improve our passing rate in English II and Algebra I. 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, differential instructional strategies, pull out activities, and two to three week intense STAAR tutorial classes.

Keeping parents informed of student academic achievements through Weekly Progress Reports.

### **Needs:**

Closing the achievement gap in all areas of the STAAR End of Course with heavy emphasis on English 2 and Algebra I.

The need for all students achieving at grade level in all core subjects.

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. A fulltime counselor is needed.

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 individual 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.

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

### **Strengths:**

Students are provided several learning platforms to obtain their credits; Odysseyware, A+ and paper modules.

Staff developed TEKS based instruction.

The use of technology through computer based curriculum and interactive boards to meet student needs.

### **Needs:**

Improved strategies in all core areas to improve and meet student achievement needs.

Additional student devices, such as laptops, to meet the needs of all learning styles.

Creation of a checklist for teachers, to ensure the correct remediation is developed for students regarding EOC assessments.

Offer staff more trainings in their content that will help them with at-risk learners.

EOC resources.

Addition of a CTE teacher.

## **School Culture and Climate**

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; 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. 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 STAAR EOC Exams 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. Many of our students work outside of school or are parents who go home to take care of their children.

## **Strengths**

Caring staff that provide an encouraging environment.

One-on-one instruction.

Feeling of safety and a modern facility.

Implemented a Staff Member of the Month Award.

Two graduation ceremonies per year.

## **Needs**

More focus from some students.

Better classroom management.

Full time counselor.

Utilize all parts of the building.

Increased opportunities for student recognition and involvement in the community.



## **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. Each classroom is equipped with a new Promethean Panel, teacher laptop and teacher iPad. We are awaiting the decision on student devices for this school year. 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.

### **Strengths:**

Supports self-paced curriculum.

Promethean panels have increased classroom participation.

Teacher laptops.

New network.

### **Needs:**

Different student devices that allow for different learning styles, so that students are not required to sit at a computer all day.

All the new technology is not fully functional to date.

Professional learning on new devices and class implementation.

## **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 for their child's education. We encourage a team of school personnel, parents and student to be involved with meeting the educational needs of the child. Weekly Progress Reports are sent home 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 food, clothing and shelter. The Aledo ISD Connections Mentoring Program assists our students with mentors to provide guidance in reaching their educational goals.

### **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.

Web page is kept more up to date.

Open House.

Staff Member of the Month Award provided by Brookshire's.

### **Needs:**

Parent and community involvement.

## **Staff Quality, Recruitment & Retention**

The Aledo Learning Center has maintained the same staff for the last year. About half of our teachers are considered veteran and the other half are fairly new to the profession. They all understand the varying emotional and academic needs that the ALC students will have. They love their positions and feel great pride in seeing their students succeed.

### **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.

The constant awareness of staff to provide a safe learning environment for our students.

### **Needs:**

A need for a full time counselor.

Motivational workshops to increase knowledge of the non-motivated student.

A need for a CTE teacher.

Get all professional staff GT certified.

# Comprehensive Needs Assessment Data Sources

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

Accountability Summary

Attendance Records

Budget

Campus Planning Input Documents

Campus Goals

Common Assessments

Discipline Records

District Goals

District Parent Survey and Staff Survey

Federal Report Card

IEP Goals

STAAR EOC Results

Parent & Staff Climate Survey Results

TAPR

## Aledo Learning Center 2016-2017 Campus Plan

District Priority #1: Learning – The ALC shall provide an aligned, rigorous curriculum preparing students to meet or exceed educational standards.						
Goal	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
1.1 ALC will align all curricula based on data to reflect appropriate rigor and maximize student success for meeting graduation requirements and required state assessments.	ALC Administration, ALC Staff	API Modules, A+ Learning System, Odysseyware, EOC Preparation Materials, Teacher Resources	2016-2017 School Year; as data becomes available	EOC Results Benchmark Testing TELPAS	Graduation Rate, EOC Passing Standards, Comparison of Reports and Objectives Annually by Sub Groups	PD CNA A C
1.2 ALC will provide a variety of diverse, rigorous courses to meet student needs and prepare them to be successful in a competitive-global society.	ALC Administration, ALC Staff	Technology Courses, Military Information, Resume Building, Technical School and On-Job Training information	Annual Evaluation of Course Offerings	Master Schedule	Addition of new courses after evaluation of courses offered	HQ C
1.3 ALC will identify and implement an appropriate set of instructional strategies including the full integration of existing technology by staff and students.	ALC Administration, ALC Staff, Technology Staff	A+ Learning System, Fundamental Five, Promethean Panels, Odysseyware, Thinking Maps	2016-2017 School Year	Weekly Progress Reports, Nine Week Credit Earned Data, Staff Development	Student Success in Earning Credit, Graduation Rate, EOC Assessment Data, T-TESS, Technology Survey	PD CNA C
1.4 ALC will provide support programs at the campus level to meet the diverse needs and learning styles of all at-risk students.	ALC Administration, ALC Staff	A+ Learning System, Odysseyware, State Testing Preparation Programs, Homeless Liaison	2016-2017 School Year	Weekly Progress Reports, Nine Week Credit Earned Data, Graduation Rate EOC Results, Services to Homeless Students	Graduation Rate	PI R/R C
1.5 ALC will set a goal of 97% attendance rate for all students enrolled in the program.	ALC Administration ALC Staff	PEIMS Data, Attendance Incentives	2016-2017 School Year	PEIMS Data, Incentives Awarded	Evaluation of Attendance Rate Every Six Weeks, Attendance Rate in June, 2016	CNA PI
1.6 ALC will focus on ELL instruction to increase EOC passing standards in all content areas.	ALC Administration ALC Staff	TELPAS & EOC Results, Benchmarks and Classroom Instruction	2016-2017 School Year	ELPS Plans, Lesson Plans, EOC Results	Increased Passing Standard on EOC	A C

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**Assessment:** TAPR = Texas Academic Performance Report, PBMAS = Performance Based Monitoring Analysis System, SPP = State Performance Plan, STAAR = The State of Texas Assessments of Academic Readiness, TELPAS = Texas English Language Proficiency Assessment System.

**District Priority #2: Safety—The ALC shall maintain a safe and orderly environment.**

<b>Goal</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Benchmark Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Title I S.C.</b>
2.1 ALC will evaluate and update emergency communication systems so that employees, students and visitors are prepared to respond to an emergency situation at any time and maintain partnerships with local emergency preparedness agencies.	AISD Police, Campus Staff, campus Administration, Technology, Maintenance/Operations	AISD Police, Local First Responders, Local Funds, Grants, Edwards Risk Management	2016-2017 School Year	Written Plans, Documentation of Drills	Appropriate Response if Emergency Occurs	CNA
2.2 ALC will establish procedures for students and staff to report and respond to safety needs and concerns. Multiple drills will be held through the school year.	AISD Police, Campus Administration, Campus Staff	AISD Police, SHAC, TASB Resources, Edwards Risk Management	2016-2017 School Year	Written Plans in Handbooks & Posted in the Building, Drill Schedules	Teacher & Parent Survey Results	CNA
2.3 ALC will ensure compliance with all governmental safety regulations.	AISD Police/Maintenance, Campus Administration	AISD Police/Maintenance, TASB Resources, Edwards Risk Management	2016-2017 School Year	Written Plans, Documentation of Drills	Buildings & Procedures will Meet Regulations	CNA
2.4 ALC will follow the AISD Student Code of Conduct and provide required data on discipline.	ALC Administration ALC Staff	PEIMS Data Restorative Discipline Strategies	2016-2017 School Year	Discipline Data	Decreased Discipline Issues	CNA
2.5 ALC will provide appropriate safety programs and professional development to ensure a safe environment for students, staff, substitutes, volunteers and visitors and include a safety awareness month to practice safety protocols.	Campus Administration, Maintenance/Operations, Technology, Transportation, Child Nutrition	SHAC, Title II Funding of \$860.00, Local Funds, AISD Police, Edwards Risk Management	2016-2017 School Year Digital Citizenship Week, Red Ribbon Week	Campus Calendar, Campus Drill Documentation,	Lesson Plans for Red Ribbon Week, Digital Citizenship Week	CNA PD

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**District Priority #3: Parents/Community – Parents and members of the community shall have meaningful opportunities to communicate and participate in the educational processes of the ALC.**

Goal	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
3.1 ALC will provide multiple platforms of communication. School Fusion pages, Parent Link, and Facebook will be used to keep parents and students up to date with current information.	Campus Administration, Technology, Webmaster Communications Officer	Campus Website, Campus Social Media Page, Federal & State Local Funds	2016-2017 School Year	Updated Campus Web Page, Facebook Page & Parent Link Data	Parent/Community Feedback & Parent Survey	PI PD
3.2 ALC will provide students an opportunity to be involved in a community service project.	ALC Administration, ALC staff	Charitable Organizations, Student Input	2016-2017 School Year	Success of Project	Student Feedback, Organization Feedback	PI
3.3 ALC parents will be required to attend a student/parent orientation before their child may attend the school.	ALC Administration	Student Handbook Student Code of Conduct Routines and Procedures of ALC	2016-2017 School Year	Attendance at Orientation, Calendar Documentation	Student/Parent/ALC are all aware of the routines and procedures of the school after orientation	PI
3.4 ALC will continue to build positive relationships with parents through personal contact and campus activities. Administrator attendance at various school functions will be evident throughout the school year.	ALC Administration, ALC Staff	Weekly Progress Reports, Parent/Guardian Contacts, Open Door Policy for Students and Parents, Two Graduation Ceremonies	2016-2017 School Year	Parent and Student Feedback, Graduation Documentation, Calendar, Open House Documentation	Increased Results from Parent Survey	PI
3.5 ALC staff will work together to develop a Graduation Exit Survey.	ALC Administration, ALC Staff	ALC and Students Staff	2016-2017 School Year	Survey Completion	Increased Student Input and Review of Program	PI

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**District Priority #4: Human Resources – The ALC shall recruit, hire, train, and retain a highly qualified staff.**

<b>Goal</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Benchmark Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Title I S.C.</b>
4.1 ALC will maintain 100% fully certified and highly qualified staff.	ALC Administration	Local Funds & Federal Funds	2016-2017 School Year	Principal Attestation Report, HQ District & Campus Reports	HQ District/Campus Reports, Personnel Records	HQ CNA R/R
4.2 ALC will follow the Districts structure of professional development for all employees which includes a teacher mentor program.	ALC Administration, Mentor Teachers	Local Funds & Federal Funds	Annual August Orientation, Follow-up Meetings	Calendar of Events, Sign In Sheets, Mentor Agendas, PD Request Forms	New Teacher Survey Results, Professional Progress Results, Teacher Turnover Rate, Sign In Sheets & Agendas	CNA PD R/R
4.3 ALC will continue to evaluate present staff effectiveness in meeting the needs of students and monitor the need to add additional staff to improve the effectiveness of the program.	District Administration, ALC Administration	Local funds State Comp. funds Title II \$860.00	2016-2017 School Year	Staff Survey, Master Schedule. Student Enrollment	Class Size, Master Schedule, Teacher-Student Ratio	CNA HQ
4.4 ALC teachers and administration will implement the new T-TESS and T-PESS appraisal system.	District Administration, ALC Administration, ALC Teachers	Teachfortexas.org, District and Campus Trainings	2016-2017 School Year	Staff Sign In Sheets, Eduphoria Documentation	Increased Student Mastery	HQ

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**District Priority #5: Financial/Facilities – The ALC shall exhibit excellence in financial and facility planning, management, and stewardship.**

Goal	Person(s) Responsible	Resources	Benchmark Timeline	Evidence of Implementation	Evidence of Impact	Title I S.C.
5.1 ALC will build a budget to meet the needs of the instructional staff, the needs of the students and the operation of the school.	ALC Administration, District CFO	Campus Improvement Committee, Current Budget	2016-2017 School Year	Approved Budget, Approved Requisitions	Continued Programs	CNA C PI
5.2 ALC staff will participate in long range planning for future development of ALC.	Superintendent, Board of Trustees, District CFO, ALC Administration	Local Funds, State Funds	2016-2017 School Year	ALC Enrollment Data	Increased Number of ALC Students Served	CNA PI C

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**District Priority #6: Continuous Improvement – The ALC shall monitor and revise systems and processes to evaluate organizational effectiveness and customer satisfaction.**

<b>Goal</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Benchmark Timeline</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Title I S.C.</b>
6.1 ALC will annually evaluate the effectiveness of the academic program utilizing a variety of data sources.	ALC Administration	ALC Staff, ALC Students ALC Parents Survey, Campus Improvement Committee	2016-2017 School Year	Annual Staff and Parent Survey, Campus Improvement Committee, Graduation Data, EOC Testing Data	Increased Graduation and EOC Mastery	CNA PI PD
6.2 ALC will provide contacts for the annual parent satisfaction survey. ALC will also review the data from the survey.	District Administration	IT Department, Campus Administration	2016-2017 School Year	Completed Survey Documentation	Evidence of Addressing Areas of Concern as Identified in Survey Results	PI CNA

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