

Aledo Learning Center

Comprehensive Needs Assessment and
Campus Improvement Plan
2017- 2018



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"Every Student Matters, Every Moment Counts!"

Campus Improvement Plan Committee

Aledo Learning Center 2017-2018

| Member Name | Title | Term |
|--------------------|--------------------------|-------------------|
| 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 |
| Lynn McKinney | Deputy Superintendent | n/a |
| | | |
| Gordon Jones | Business Representative | Expires 2017-2018 |
| Debra Lantz | Parent Representative | Expires 2017-2018 |
| Gina Stewart | Community Representative | Expires 2017-2018 |

**Aledo Learning Center
Comprehensive Needs Assessment
2017-2018**

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.

The 2017-2018 ALC Comprehensive Needs Assessment was conducted on August 16, 2017, with the staff during professional learning. Revisions and edits were discussed at this time. Revisions and edits were also reviewed and discussed with the Campus Advisory Team on October 4, 2017. The plan was also submitted to the ALC campus staff for a final review on October 5, 2017. During these meetings parent/teacher/graduate survey data was reviewed along with EOC results and attendance data. The plan will be monitored by the campus principal and Campus Advisory Team. Meetings will be held 2-3 times for reviews throughout the school year.

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 50 students enrolled at the Aledo Learning Center during the 2016-2017 school year. Listed below is a breakdown of our enrollment.

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

6 - students graduated on the Recommended Graduation Plan. This is an increase of 4 students from previous school year.

18 - students graduated on the Minimum Graduation Plan

5 - students graduated on the Foundation Graduation Plan.

18 - Students were scheduled to return to ALC for the 2017-2018 school year

7 - Students withdrew from the ALC during the 2016-2017 school year

3 - to attend another public school in Texas

1 - to private school

1 - runaway

1 - court mandated facility

1 - to work

Attendance Rate: In the 2016-17 school year we had an attendance rate of 82.5%. 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/or the parent with our local Justice of the Peace.

1st Six Weeks - 90.6%

2nd Six Weeks - 85.4%

3rd Six Weeks - 79.3%

4th Six Weeks - 80.4%

5th Six Weeks - 81.6%

6th Six Weeks - 79.6%

Ethnicity: The ethnicity composition of the Aledo Learning Center for the 2016-2017 school year was as follows:

Caucasian - 39 students or 78%

Hispanic - 9 students or 18%

African American - 2 students or 4%

Gender: Male students - 29 and Female students - 21 students

Special Program Participation: The Aledo Learning Center provided services to 10 Special Education students, 10 504 students, and 2 homeless students. All students were recommended to ALC by the Aledo High School Response to Intervention committee in 2016-2017.

At-Risk Students: ALC had 28 students in attendance during the 2016-2017 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 at 29. The majority of referrals were written for non-participation, breaking classroom rules and using inappropriate language. 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.

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 \$1359.00 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 and Twitter account are used to recognize staff and students for their successes.

The principal provides a weekly calendar of events.

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

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

Campus web page is kept up to date.

The Marva Collins Teacher of the Year and Beginning Teacher awards were both awarded to teachers at the ALC.

Needs:

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

Better communication between the school, community and parents.

More students to graduate on the Recommended Plan or Graduation Plan with an endorsement.

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 implemented a new schedule this year that includes a 25 minute Flex Period for EOC remediation. The ALC 2016 accountability rating is included with Aledo High School, which "Met Standard."

End of Course exams in 2016-2017 (Fall & Spring)

100% EOC US History Pass Rate, 18 out of 18 Students Passed

67% EOC Algebra Pass Rate, 4 out of 6 Students Passed

67% EOC Biology Pass Rate, 2 out of 3 Student Passed

64% EOC English II Pass Rate, 6 out of 10 Students Passed

60% EOC English I Pass Rate, 2 out of 2 Students Passed

During the summer of 2017, 1 student tested in Algebra I and 1 student tested in English II. Neither student passed.

In reviewing the testing results for the 2016-2017 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 U.S. History and improve our passing rate in English I, English II, Biology I 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.

Flex Period for PBMAS monitoring.

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 I and II, Biology I and Algebra I.

Reducing the number of times a student takes an EOC by implementing more remediation time through a Flex Period.

The need for all students achieving at grade level in all core subjects, specifically special education students and ESL students.

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 full time counselor is needed.

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 the American Preparatory Institute. 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.

Needs:

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

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

Addition of a CTE teacher.

More physical activity time is needed for the social development of students.

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 on time or early. 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.

Continue the Staff Member of the Month Award.

Two graduation ceremonies per year.

Needs

More focus from some students.

Better classroom management.

Full time counselor.

Additional furniture is needed to utilize newly added space to the building.

Increased opportunities for student recognition and involvement in the community.

Technology

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 new 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.

Strengths:

Supports self-paced curriculum.

Promethean panels have increased classroom participation.

Teacher laptops.

New student technology is in place, which includes desktops, laptops, i-pods and calculators.

Students can work on their course work at home.

Needs:

Teacher professional learning for new calculators.

Continued professional learning for classroom technology 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 complete an application prior to acceptance to the ALC. 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, shelter and medical needs. 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.

Weekly Progress Reports allow the parent to be kept up to date with their child's progress.

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 education students.

The staff is willing to attend new training to assist students in meeting their educational needs.

Facebook and Twitter are used to share announcements, as well as Blackboard.

Open House is held at the start of each school year.

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

Needs:

Increased parent and community involvement.

Staff Quality, Recruitment & Retention

The Aledo Learning Center had to replace two staff members from last school year, our science teacher and our paraprofessional. 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:

- ALC Application Data
- Accountability Summary
- Attendance Records
- Budget
- Campus Planning Input Documents
- Campus Goals
- Common Assessments
- Discipline Records
- District Goals
- District Parent Survey, Staff Survey and Graduate Survey
- IEP Goals
- Federal Report Card
- PBMAS Data
- STAAR EOC Results
- T-TESS Data
- TAPR

Aledo Learning Center 2017-2018 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. | 2017-2018 Evaluation |
|---|---|---|--|---|--|---------------------|----------------------|
| 1.1 ALC will align curricula based on data to reflect appropriate rigor and maximize student success for meeting graduation requirements and required state assessments in all courses. | ALC Administration, ALC Staff | API Modules, A+ Learning System, Odysseyware, EOC Preparation Materials, Teacher Resources | 2017-2018 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, PBMAS | PD CNA A C | Met |
| 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 | Met |
| 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 | API Modules, A+ Learning System, Odysseyware, Fundamental Five, Promethean Panels, Thinking Maps | 2017-2018 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 | Met |
| 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+, API Modules, Odysseyware, State Testing Preparation Programs, Homeless Liaison | 2017-2018 School Year | Weekly Progress Reports, Nine Week Credit Earned Data, Graduation Rate EOC Results, Services to Homeless Students | Graduation Rate | PI R/R C | Met |
| 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 | 2017-2018 School Year | PEIMS Data, Incentives Awarded | Evaluation of Attendance Rate Every Six Weeks, Attendance Rate in June, 2017 | CNA PI | Did Not Meet |
| 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 | 2017-2018 School Year | ELPS Plans, Lesson Plans, EOC Results, PBMAS | Increased Passing Standard on EOC | A C | Met |

| | | | | | | | |
|---|---------------------------------|--|--------------------------|---|---|---------|-----|
| 1.7 ALC will focus on our at-risk and special education population to increase EOC passing standards in all content areas. | ALC Administration ALC Staff | IEP's & EOC Results, Benchmarks and Classroom Instruction | 2017-2018 School Year | Lesson Plans, EOC Results, PBMAS | Increased Passing Standard on EOC | A C | Met |
| 1.8 In the spring semester of 2018, all certified staff will receive training in second language acquisition strategies. | ALC Administration | Book study, Classroom Instruction That Works with ELL, 2 nd Edition by Hill & Flynn | Spring 2018 | Lesson Plans, PBMAS, EOC Results, TELPAS Results | Increased Passing Standard on EOC and credit completion | A PD | Met |
| 1.9 For the 2018-2019 school year, all Aledo ISD staff will receive 6 hours of annual training in second language acquisition strategies. | ALC Administration | AISD Staff, ESC XI, or other approved resources | Summer PD, June-Aug 2018 | Certificate of Completion, Lesson Plans, PBMAS, EOC Results, TELPAS Results | Increased Passing Standard on EOC and credit completion | A PD | Met |

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: 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.

| Goal | Person(s) Responsible | Resources | Benchmark Timeline | Evidence of Implementation | Evidence of Impact | Title I S.C. | 2017-2018 Evaluation |
|---|--|---|---|--|--|--------------|----------------------|
| 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 | 2017-2018 School Year | Written Plans, Documentation of Drills | Appropriate Response if Emergency Occurs | CNA | Met |
| 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 | 2017-2018 School Year | Written Plans in Handbooks & Posted in the Building, Drill Schedules | Teacher & Parent Survey Results | CNA | Met |
| 2.3 ALC will ensure compliance with all governmental safety regulations. | AISD Police/Maintenance, Campus Administration | AISD Police/Maintenance, TASB Resources, Edwards Risk Management | 2017-2018 School Year | Written Plans, Documentation of Drills | Buildings & Procedures will Meet Regulations | CNA | Met |
| 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 | 2017-2018 School Year | Discipline Data | Decreased Discipline Issues | CNA | Met |
| 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 | 2017-2018 School Year Digital Citizenship Week, Red Ribbon Week | Campus Calendar, Campus Drill Documentation, | Lesson Plans for Red Ribbon Week, Digital Citizenship Week | CNA PD | Met |

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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. | 2017-2018 Evaluation |
|---|---|---|-----------------------|---|---|--------------|----------------------|
| 3.1 ALC will provide multiple platforms of communication. School Fusion pages, Blackboard, Facebook and Twitter 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 | 2017-2018 School Year | Updated Campus Web Page, Facebook and Twitter Page & Blackboard Data | Parent/Community Feedback & Parent Survey | PI PD | Met |
| 3.2 ALC will provide students an opportunity to be involved in a community service project. | ALC Administration, ALC staff | Charitable Organizations, Student Input | 2017-2018 School Year | Success of Project | Student Feedback, Organization Feedback | PI | Met |
| 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 | 2017-2018 School Year | Attendance at Orientation, Calendar Documentation | Student/Parent/ALC are all aware of the routines and procedures of the school after orientation | PI | Met |
| 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 | 2017-2018 School Year | Parent and Student Feedback, Graduation Documentation, Calendar, Open House Documentation | Increased Results from Parent Survey | PI | Met |
| 3.5 ALC will continue to survey graduates. | ALC Administration, ALC Staff | ALC and Students Staff | 2017-2018 School Year | Survey Completion | Increased Student Input and Review of Program | PI | Met |

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

| Goal | Person(s) Responsible | Resources | Benchmark Timeline | Evidence of Implementation | Evidence of Impact | Title I S.C. | 2017-2018 Evaluation |
|--|---|--|---|--|--|------------------|----------------------|
| 4.1 ALC will maintain 100% fully certified and highly qualified staff. | ALC Administration | Local Funds & Federal Funds | 2017-2018 School Year | Principal Attestation Report, HQ District & Campus Reports | HQ District/Campus Reports, Personnel Records | HQ CNA R/R | Met |
| 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, Title II \$1359.00 | 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 | Met |
| 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 | 2017-2018 School Year | Staff Survey, Master Schedule, Student Enrollment | Class Size, Master Schedule, Teacher-Student Ratio | CNA HQ | Met |
| 4.4 ALC teachers and administration will continue the T-TESS and T-PESS appraisal system. | District Administration, ALC Administration, ALC Teachers | Teachfortexas.org, District and Campus Trainings | 2017-2018 School Year | Staff Sign In Sheets, Eduphoria Documentation | Increased Student Mastery | HQ | Met |

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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. | 2017-2018 Evaluation |
|--|---|--|-----------------------|--|---|----------------|----------------------|
| 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 | 2017-2018 School Year | Approved Budget, Approved Requisitions | Continued Programs | CNA C PI | Met |
| 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 | 2017-2018 School Year | ALC Enrollment Data | Increased Number of ALC Students Served | CNA PI C | Met |

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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.

| Goal | Person(s) Responsible | Resources | Benchmark Timeline | Evidence of Implementation | Evidence of Impact | Title I S.C. | 2017-2018 Evaluation |
|---|-------------------------|---|-----------------------|---|---|-----------------|----------------------|
| 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 | 2017-2018 School Year | Annual Staff and Parent Survey, Campus Improvement Committee, Graduation Data, EOC Testing Data | Increased Graduation and EOC Mastery | CNA PI PD | Met |
| 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 | 2017-2048 School Year | Completed Survey Documentation | Evidence of Addressing Areas of Concern as Identified in Survey Results PI | CNA | Met |

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