

**Aledo Independent School District**  
**Aledo Learning Center**  
**2021-2022 Campus Improvement Plan**



# Mission Statement

Ensuring high levels of learning for all students.

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

## Vision

Growing greatness through exceptional experiences that empower learners for life.

## Motto

Every Student Matters, Every Moment Counts!

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# Comprehensive Needs Assessment

## Needs Assessment Overview

The Aledo Learning Center is a branch of Aledo High School. We are utilized as an intervention for high school students who have credits to be recovered, for students who are enrolled but in danger of dropping out of school, or who have dropped out of school and are returning. We also support students who are expectant parents or who are currently parenting students. A majority of our students are classified as at-risk. Our students are on a self-paced accelerated curriculum that utilizes computer programs and teacher created materials depending on the subject. We utilize Odysseyware and Canvas to deliver curriculum to students. 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 2021-2022 ALC Comprehensive Needs Assessment was conducted during the month of September. Staff were given this time to suggest additions, edits and revisions to the plan. A meeting was held on September 28, 2021, to review changes with our Campus Advisory Team. Team members were also allowed to suggest additions at this meeting. The team submitted the final ALC Campus Plan on September 30, 2021.

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

# Demographics

## Demographics Summary

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

**Enrollment:** We had 48 students enrolled at the Aledo Learning Center during the 2020-2021 school year. Listed below is a breakdown of our enrollment.

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

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

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

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

7–Students were scheduled to return to ALC for the 2021-2022 school year.

6–Students withdrew from the ALC during the 2020-2021 school year.

**Attendance Rate:** In the 2020-2021 school year we had an attendance rate of 83.4%. This is a 6.2% increase from the previous school year. District letters are mailed to parents when a student has excessive unexcused absences or an abundance of excused absences. When a student is absent and we have not been in contact with a parent, we call the parent to check on the absence. If a student has excessive absences we file truancy on the student and/or the parent with our local Justice of the Peace. Several truancy cases were filed during the school year.

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

**1st Nine Weeks – 84.98%**

**2nd Nine Weeks – 86.01%**

**3rd Six Weeks – 79.89%**

**4th Nine Weeks – 82.82%**

**Ethnicity:** The ethnicity composition of the Aledo Learning Center for the 2020-2021 school year was as follows:

Caucasian – 44 students or 92%

Hispanic – 2 students or 4%

African American – 1 students or 2%

Native American - 1 students or 2%

**Gender:** Male students – 23 and Female students – 25 students

**Special Program Participation:** The Aledo Learning Center provided services to six Special Education students, 3 ESL students, and 14 504 students. All students were recommended to the ALC by Aledo High School and Daniel Ninth Grade's Response to Intervention Committees.

**At-Risk Students:** ALC had 32 students in attendance during the 2020-2021 school year that were classified as at-risk students.

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

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

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

**DAEP:** 68 (six repeaters) students were placed in DAEP during the 2020-2021 school year.

0-elementary student

8-intermediate student (4 females and 4 males)

12-middle school students (3 females and 9 males)

48-AHS/ALC/DNG students (5 females and 43 males)

**DAEP Ethnicity Breakdown:**

Caucasian - 57 students or 83%

Hispanic - 7students or 9%

African Amrican - 6 students or 8%

**Special Programs DAEP Breakdown:**

Special Education - 6 students

504 - 8 students

ESL - 4 students

**Demographics Strengths**

- All staff is focused on student success and ultimately, graduation.
- ALC serves a variety of learning styles and grade levels.
- Core content teachers are certified, highly qualified and SIOP trained.
- We had 34 graduates.
- High population of at-risk graduates.
- ALC and DAEP students are provided one on one instruction daily.
- ELAR teacher is also ESL certified.
- Night School was implemented twice a week in the spring to assist students with attendance make up hours and completing course work.
- Able to assist parenting students with daily essentials and daycare through AdvoCats.
- Home visits are made for students that are struggling to attend regularly.

## Needs

- Increase student attendance rates.

# Student Achievement

## Student Achievement Summary

At the Aledo Learning Center student achievement is the most important goal of the administrator, teachers, staff, students and parents. Meeting graduation requirements is the primary goal of all stakeholders. The nature of our students requires our staff to give instruction on all TEKS as well as EOC preparation throughout the year. Methods used for EOC preparation include daily EOC warm-up activities, in-school tutorial classes, online activities (TEA Website) and the use of technology resources. Teachers identify student learning styles, and teach to maintain student strengths and to increase achievements in the areas of their weaknesses. The ALC utilizes a daily FLEX schedule, which includes a 35 minute core content remediation period. A student engagement period was implemented this school year, the last 15 minutes of 5th period, which is our lunch period.

### End of Course exams in 2020-2021 (Fall Only Due to COVID)

- 82% EOC US History Pass Rate, 9 out of 11 Students Passed
- 66% EOC Algebra Pass Rate, 2 out of 3 Students Passed
- 71% EOC Biology Pass Rate, 5 out of 7 Student Passed
- 71% EOC English II Pass Rate, 5 out of 7 Students Passed
- n/a EOC English I Pass Rate, No Students Tested

1 student graduated under an Individual Graduation Committee.

In reviewing the testing results for the 2020-2021 year, we realized the need to work on maintaining our strengths and working on improvement in our weaknesses. We need to maintain or increase our passing rate in all subjects. Our goal is that we have a 100% passing rate in all EOC exams our students must take to graduate from high school. An additional area of weakness, is the number of ESL students not passing the EOC assessments.

## Student Achievement Strengths

- Student intervention opportunities include daily warm-up with emphasis on STAAR End of Course preparation, differential instructional strategies, pull out activities, and two to three week intense STAAR tutorial classes.
- Flex Period for EOC remediation.
- Reading course for EOC remediation, is used as needed.
- All teachers are incorporating Thinking Maps and Critical Writing into their curriculum along with the Fundamental 5.
- Keeping parents informed of student academic achievements through Weekly Progress Reports.
- Implemented MAP assessments for Math and ELAR.
- Counseling guidance lessons are conducted on Fridays during FLEX.
- Student engagement time with mentor teacher occurs daily at the end of lunch.

## Needs

- Title I - \$1,511 for Homeless Students (supplies)
- Title II - \$12,672 for Professional Learning (shared with AHS)
- Title III - \$17,189 for ESL Students (supplies and tutoring)
- Title IV - \$21,328 for Capturing Kids Hearts Training



# School Culture and Climate

## School Culture and Climate Summary

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

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

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

### **For staff:**

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

### **For students:**

Each campus participates annually in one of two age-appropriate, SHAC-approved, evidence-based programs addressing child sexual abuse, trafficking and maltreatment of children. One such program is Play It Safe offered through The Women's Center of Tarrant County. Their programs are available to students aged K-12 and cover such topics such as recognizing good touch, bad touch, and confusing touch; healthy relationships, sexting and cyberbullying, and sexual abuse through power and manipulation; and dating violence. Students always have access to school counselors on a daily basis. As needs warrant, they also have access to District Intervention Counselors. Additionally, students 11 and older have the opportunity to participate in an Intensive Outpatient Program (IOP) or Partial Hospitalization Program (PHP) through the district partnership with Mind Above Matter and their iMatter program. Also, and as necessary, any district counselor has a bank of community resources and referrals to share with families for mental health support outside of the school setting.

### **For parents:**

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

### **School Culture and Climate Strengths**

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

### **Needs**

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

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

The Aledo Learning Center did not have to replace any staff member for the 2021-2022 school year. 100% of our teachers are considered veteran teachers. They all understand the varying emotional and academic needs that the ALC students have. They love their positions and feel great pride in seeing their students succeed.

## Staff Quality, Recruitment, and Retention Strengths

- Staff working together as a collaborative team to ensure at-risk students will be successful.
- Attendance at meaningful professional development workshops which will assist in meeting our student needs.
- The purchase of classroom instructional supplies is supported by the principal.
- The professional staff is 100% highly qualified.
- The constant awareness of staff to provide a safe learning environment for our students.
- Teacher attendance is above average.
- Staff are committed to building relationships with students that encourage students to seek help from them (both academically and emotionally).
- All teachers attended the Professional Learning Community Institute during the summer of 2021.

## Needs

- Title 2 funds will be utilized for professional learning opportunities as identified through the evaluation process for individual staff members. Campus representatives will also attend the Alternative Education Conference. There is approximately \$1,500 allocated for ALC in Title 2.
- Increase campus counselor from part time to full time position.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

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

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

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

The ALC staff is committed to ensuring all students learn and graduate. During the 2020-2021 and 2021-2022 school years, the ALC master schedule was adjusted so that ALC teachers could teach a period at AHS. This assisted AHS in being able to have the appropriate number of course sections. This was done in the areas of Biology and Geometry.

## Curriculum, Instruction, and Assessment Strengths

- Students are provided an online learning platform to obtain their credits through Odysseyware. Canvas and teacher created materials are also utilized.
- Staff developed TEKS based instruction.
- The use of technology through computer based curriculum and interactive boards to meet student needs.
- Individualized remediation plans are developed for students that will be taking an EOC assessment.
- Whole campus guidance lessons presented by counselor monthly.
- Weekly collaborative team meetings are held to ensure that the District/campus Problem of Practice is the focus of instruction.
- MAP is used to screen ELAR and math which allows teachers to pinpoint areas of remediation.
- Teachers are provided professional learning in areas related to District/campus goals.
- School counselor completed training to give the TSI assessment to seniors, which will assist them in the college application process.
- Major Clarity was implemented this school year to assist students with the college planning process.

## Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

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

**Problem Statement 2 (Prioritized):** Based on campus data, there is limited evidence of active student engagement across all content and grade levels. **Root Cause:** Alignment and consistent focus over time on research based instructional practices is needed.

# Parent and Community Engagement

## Parent and Community Engagement Summary

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

Community involvement is present when help is requested. The Aledo AdvoCats are very active in meeting the needs of students and their families with financial support in the areas of daycare, food, clothing, shelter and medical needs. The Aledo ISD Connections Mentoring Program is available to students, as needed. Christ Chapel also assist our campus with food and personal hygiene needs. Our Aledo ISD PTO also supports our staff through monthly treats and provides monetary resources for our students. Brookshire's supports our Staff Member of the Month and celebrates our staff throughout the school year.

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

## Parent and Community Engagement Strengths

- Parents/guardians required to attend orientation.
- Weekly Progress Reports allow the parent to be kept up to date with their student's progress.
- Community organizations and businesses willing to assist our students.
- The Special Education Department and the staff at the Aledo Learning Center collaborate regularly in meeting the needs of special education students.
- The staff is willing to attend new trainings to assist students in meeting their educational needs.
- Facebook and Twitter are used to share announcements, as well as Blackboard.
- Curriculum Night is held at the start of each school year.
- Staff Member of the Month Award provided by Brookshire's.
- The principal keeps parents and students informed of campus activities via a weekly newsletter.
- The campus also works closely with AdvoCats, Christ's Chapel and the Aledo PTO.

## Needs

- Additional parental involvement is needed from parents.

# School Context and Organization

## School Context and Organization Summary

The Aledo Learning Center is the only alternative school in the Aledo ISD. In addition to receiving state and local funds, the school also receives federal funds. The campus accessed approximately \$2000.00 in Title II funding for professional development. The principal attended the Texas Association of Alternative Education conference. The principal also attended the PLC along with all five campus teachers.

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

## School Context and Organization Strengths

- A safe environment is provided for staff and students.
- Staff is very concerned and dedicated to helping at-risk students be successful.
- The ALC has a strong budget built around the success of students.
- A campus Facebook page and Twitter account are used to recognize staff and students for their successes.
- The principal provides a weekly newsletter to staff and a weekly newsletter to parents and students.
- Staff, parents, and graduates are asked to complete a survey every year.
- The ALC collaborative team meets weekly to discuss the District/Campus focus areas.
- Campus web page is kept current.
- Campus principal completes data walks and T-TESS walks on a weekly basis. The principal also shares campus look for data with all staff.
- Teachers submit weekly lesson plans.

## Needs

- Continue to increase the number of students graduating on 26 credit Foundation Plan with an endorsement.

# Technology

## Technology Summary

The Aledo Learning Center currently has 10 Chromebooks workstations in each classroom. Each classroom is equipped with a Promethean Panel, teacher laptop and teacher iPad. The ALC also has 30 laptops that can be utilized by the staff and students for collaborative learning. The ALC also has 20 state of the art calculators for students to utilize in the classroom and on state assessments. The students and staff use technology daily and are very confident and proficient in using technology. Much of our curriculum is completed using computers. The design of our network provides the ability for our students to complete credits at an accelerated pace. Students also have the opportunity to work on their course work from home via the Internet.

Students were also issued a Chromebook for them to use at school and at home. Hotspots are checked out, as needed, by students, through the technology department.

## Technology Strengths

- Self-paced curriculum.
- Students can work on their course work at home.
- Staff utilized technology, as needed, in their curriculums.

## Needs

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

# Priority Problem Statements

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

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

**Problem Statement 1 Areas:** Curriculum, Instruction, and Assessment

**Problem Statement 2:** Based on campus data, there is limited evidence of active student engagement across all content and grade levels.

**Root Cause 2:** Alignment and consistent focus over time on research based instructional practices is needed.

**Problem Statement 2 Areas:** Curriculum, Instruction, and Assessment



# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers

## **Accountability Data**

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

## **Student Data: Assessments**

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data

## **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

## **Student Data: Behavior and Other Indicators**

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

- Student surveys and/or other feedback

### **Employee Data**

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

### **Parent/Community Data**

- Parent surveys and/or other feedback

### **Support Systems and Other Data**





- Budgets/entitlements and expenditures data

# Goals

## Goal 1: How We Teach: Delivery of Instruction

**Performance Objective 1:** ALC will implement district identified best instructional practices that include daily evidence of high yield formative assessments, 100% of the time, by June 2022.

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will utilize high yield formative assessments to gain actionable data to drive instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers consistently utilize high yield formative assessments which will provide teachers with daily evidence of student learning. Data from daily impact walks will show consistent patterns of evidence, district-wide, 100% of the time, by June 2022.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				





**Goal 1: How We Teach: Delivery of Instruction**

**Performance Objective 2:** ALC will implement two identified components of Fundamental 5 with fidelity that include Framing the Lesson and Critical Writing into daily instruction, 100% of the time, by June 2022.

**Evaluation Data Sources:** Data from Daily Impact Walks

Lesson Plans





Student Journals

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will implement Framing the Lesson in daily instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of teachers will utilize Framing the Lesson daily including We Will, I Will and So That I Can, with fidelity, by June 2022.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will implement Critical Writing in daily instruction.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of teachers will implement Critical Writing in daily instruction by June 2022.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Feb</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 2: Professional Learning Community Actions**

**Performance Objective 1:** By June 2022, the ALC collaborative team will rate at the "Developing" level on the Professional Learning Community at Work Continuum: Learning As Our Fundamental Purpose.





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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Strategy 1 Collaborative Team will:</p> <p>Indicator #1:                      *Teachers will clarify essential learning standards for each unit and criteria for student mastery.                      *Collaborative teams will begin to adjust curriculum, pacing, and instruction based on evidence of student learning.</p> <p><b>Strategy's Expected Result/Impact:</b> The ALC Collaborative team will rate at the "Developing" level in Indicator #1 by June 2022.</p> <p><b>Staff Responsible for Monitoring:</b> Collaborative Team                      Campus Administration                      Instructional Specialists</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

**Goal 2: Professional Learning Community Actions**

**Performance Objective 2:** By June 2022, the ALC collaborative team will rate at the "Developing" level on the Professional Learning Community at Work Continuum: Building a Collaborative Culture through high-performing teams.





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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Strategy 1 Collaborative Team will:</p> <p>Indicator #1:                      *Meet on a weekly basis and utilize guidelines, protocols, and processes (four critical questions of a PLC) to ensure collaborative time is focused on student learning.                      *Team Leaders are helping lead the collaborative process, and the work of teams is monitored closely so assistance can be provided when a team struggles.                      *Teams are working interdependently to achieve goals specifically related to higher levels of student achievement and are focusing efforts on better ways to achieve those goals.</p> <p><b>Strategy's Expected Result/Impact:</b> The ALC Collaborative team will rate at the "Developing" level in Indicator #1 by June 2022.</p> <p><b>Staff Responsible for Monitoring:</b> Collaborative Team                      Instructional Specialists                      Campus Administration</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
	Review content area			
<p style="text-align: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </p>				

**Goal 2: Professional Learning Community Actions**

**Performance Objective 3:** By June 2022, the ALC collaborative team will rate at the "Developing" level on the Professional Learning Community at Work Continuum: Focusing on Results





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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Strategy 1 Collaborative Team will:</p> <p>Indicator#1:                      * Have established an annual SMART goal and assess progress toward reaching the goal.                      * Teams have established processes to continually monitor their progress, and members work together in an effort to identify strategies for becoming more effective at achieving the team's SMART goal.</p> <p><b>Strategy's Expected Result/Impact:</b> The ALC Collaborative team will rate at the "Developing" level in Indicator #1 by June 2022.</p> <p><b>Staff Responsible for Monitoring:</b> Collaborative Team                      Instructional Specialists                      Campus Administration</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Dec	Feb	Apr	June
<p>  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

**Goal 3:** The ALC will continue to build upon our culture of excellence that supports our students and staff through a commitment to continuous improvement in all district departments.

**Performance Objective 1:** The ALC will work with the Aledo ISD Police Department in the implementation of the student identification badge program through active monitoring of student compliance on a weekly basis, reaching 100% student compliance by June 2022.

**Evaluation Data Sources:** By June 2022, 100% of students in grades 9 through 12 will comply with the student ID badge program on a daily basis.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The ALC staff will monitor the daily compliance of students wearing badges.</p> <p><b>Strategy's Expected Result/Impact:</b> Student Compliance by December 2021 will be at 90%</p> <p>Student Compliance by February 2022 will increase to 95%</p> <p>Student Compliance by June 2022 will increase to 100%</p> <p><b>Staff Responsible for Monitoring:</b> All ALC staff.</p>	Formative			Summative
	Dec	Feb	Apr	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				



# Campus Advisory Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Cheryl Jones	Principal
Non-classroom Professional	Michelle Morales	Counselor
Classroom Teacher	Gayla Fernandez	Teacher
Classroom Teacher	Greg Hicks	Teacher
Business Representative	Gordon Jones	Business Representative
Community Representative	Zach Tarrant	Community Representative
Parent	Andee Smyer	Parent
District-level Professional	Lynn McKinney	Deputy Superintendent

# Addendums

## APPENDIX

### STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the LEA's ability to focus on a limited number of targeted initiatives in this improvement plan, the LEA will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the LEA Person Responsible will report progress to the site-based committee.

MANDATE	REFERENCES	LEA*PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<b>1. Bullying</b> <ul style="list-style-type: none"> <li>• Prevention, identification, response to and reporting of bullying or-bully-like behavior</li> </ul>	TEC 11.252(a)(3)(E)	*Local Education Agency  Deputy Superintendent  Executive Director of Student Services and Safety  Campus Administrator  Counselors	The school will follow the Student Handbook and Board Policies: FFI, FDB, FFF, FFH, FO, CQA, and FFB.
<b>2. Coordinated Health Program</b> <ul style="list-style-type: none"> <li>• Student fitness assessment data</li> <li>• Student academic performance data</li> <li>• Student attendance rates</li> <li>• Percentage of students who are Economically Disadvantaged</li> <li>• Use and success of methods of physical activity</li> <li>• Other indicators</li> </ul>	TEC 11.253(d) Board Policy FFA(Local)	Executive Director of Student Services and Safety	The school will follow Board Policies: FFA and EHAA.

\* (Local Education Agency = Aledo ISD)

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<b>3. DAEP Requirements</b> <ul style="list-style-type: none"> <li>• Student groups served – monitoring over-representation</li> <li>• Attendance rates</li> <li>• Pre- and post- assessment results</li> <li>• Dropout rates</li> <li>• Graduation rates</li> <li>• Recidivism rates</li> </ul>	TEC 37.008  TAC 19 103.1201(b)  Board Policy FOCA(Legal)	Deputy Superintendent  ALC Principal and Campus Administrators	PEIMS Documentation
<b>4. District’s Decision-Making and Planning Policies</b> <ul style="list-style-type: none"> <li>• Evaluation – every two years</li> </ul>	TEC 11.252(d)	Deputy Superintendent	Board Policies: BQA
<b>5. Dropout Prevention</b>	TEC 11.252	ALC/AHS Principals  Counselors	At-Risk Documentation
<b>6. Dyslexia Treatment Programs</b> <ul style="list-style-type: none"> <li>• Treatment and accelerated reading program</li> </ul>	TEC 11.252(a)(3)(B)	Assistant Superintendent of Curriculum & Instruction  Director of Special Populations	The school will follow Board Policy EHB, F, EHBC, and EKB.
<b>7. Migrant Plan (Title I, Part C)</b> <ul style="list-style-type: none"> <li>• An identification and recruitment plan</li> <li>• New Generation System (NGS)</li> <li>• Early Childhood Education</li> <li>• Parental Involvement</li> <li>• Graduation Enhancement</li> <li>• Secondary Credit Exchange and Accrual</li> </ul>	P.L. 107-110, Section 1415(b)	Director of Assessment and Accountability	Federal Requirements

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<ul style="list-style-type: none"> <li>Migrant Services Coordination</li> <li>A priority services action plan with instructional interventions based upon disaggregated migrant student data</li> </ul>			
<p><b>8. Pregnancy Related Services</b></p> <ul style="list-style-type: none"> <li>District-wide procedures for campuses, as applicable</li> </ul>		Executive Director of Student Services and Safety	Individualized student plans
<p><b>9. Post-Secondary Preparedness/Higher Ed Information/Career Education</b></p> <ul style="list-style-type: none"> <li>Strategies for providing to middle school, junior high and high school students, teachers, counselors and parents information about: <ul style="list-style-type: none"> <li>Higher education admissions and financial aid, including sources of information</li> <li>TEXAS grant program</li> <li>Teach for Texas grant programs</li> <li>The need to make informed curriculum choices for beyond high school</li> <li>Sources of information on higher education admissions and financial aid</li> </ul> </li> <li>Career education to assist students in developing the knowledge, skills, and competencies necessary for abroad range of career opportunities</li> </ul>	TEC 11.252(4) TEC 11.252(3)(G)	Assistant Superintendent of Curriculum & Instruction  Executive Director of Student Services and Safety  CTE Director  Secondary Principals  Counselors	Course Handbook/Selection Materials  Web based resources
<p><b>10. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals</b></p>	ESSA	Deputy Superintendent  Assistant Superintendent of	Human Resource department documentation

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<ul style="list-style-type: none"> <li>• Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements</li> <li>• Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers</li> <li>• Ensuring that teachers are receiving high-quality professional development</li> <li>• Attracting and retaining certified, highly effective teachers</li> </ul>		<p>Curriculum and Instruction</p> <p>Executive Director of HR</p>	
<p><b>11. Sexual Abuse, Sex Trafficking, and Maltreatment of Children</b></p> <ul style="list-style-type: none"> <li>• Sexual abuse</li> <li>• Sex trafficking</li> </ul>	<p>TEC 38.0041(c)</p> <p>TEC 11.252(9)</p>	<p>Deputy Superintendent</p> <p>Executive Director of Student Services and Safety</p>	<p>The school will follow Board Policies: DG, DH, DHB, FFG, FFH, and GRA.</p>
<p><b>12. Student Welfare: Crisis Intervention Programs &amp; Training</b></p> <ul style="list-style-type: none"> <li>• District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics: <ul style="list-style-type: none"> <li>○ Early mental health intervention</li> <li>○ Mental health promotion and positive youth development</li> <li>○ Substance abuse prevention</li> <li>○ Substance abuse intervention</li> <li>○ Suicide prevention and suicide prevention parent/guardian notification procedures</li> <li>○ Trauma-informed care</li> <li>○ Trauma-informed training for all staff</li> </ul> </li> <li>• Training for teachers, school counselors, principals and all other appropriate personnel.</li> </ul>	<p>Health and Safety Code, Ch. 161, Subchapter O-1, Sec. 161.325(f)(2)</p> <p>TEC 11.252(3)(B)(i)</p> <p>Board Policy FFB(Legal)</p> <p>Board Policy DMA(Legal)</p>	<p>Executive Director of Student Services and Safety</p> <p>Counselors</p>	<p>The school will follow Board Policy FFB and FNF.</p>

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
<p><b>13. Student Welfare: Discipline/Conflict/Violence Management (DIP)</b></p> <ul style="list-style-type: none"> <li>• Methods for addressing <ul style="list-style-type: none"> <li>○ Suicide prevention including parent/guardian notification procedure</li> <li>○ Conflict resolution programs</li> <li>○ Violence prevention and intervention programs</li> <li>○ Unwanted physical or verbal aggression</li> <li>○ Sexual harassment</li> <li>○ Harassment and dating violence</li> </ul> </li> </ul>	<p>TEC 11.252(a)(3)(E)  TEC 11.252(3)(B)  TEC 11.252(3)(B)  TEC 11.253(d)(8)    TEC 37.001  Family Code 71.0021  TEC 37.0831</p>	<p>Deputy Superintendent    Executive Director of Student Services and Safety    Campus Administrators    Counselors</p>	<p>Board Policies: FFB, FOC, FOCA, DMA and FFE</p>
<p><b>14. Texas Behavior Support Initiative (TBSI)</b></p> <ul style="list-style-type: none"> <li>• Instruction of students with disabilities – designed for educators who work primarily outside the area of special education</li> </ul>	<p>TEC 21.451(d)(2)    Board Policy DMA(Legal)</p>	<p>Assistant Superintendent of Curriculum &amp; Instruction    Director of Special Programs</p>	<p>Board Policy DMA(Legal)</p>
<p><b>15. Technology Integration in Instructional and Administrative Programs</b></p>	<p>TEC 11.252(a)(3)(D)    TEC 28.001</p>	<p>Assistant Superintendent of Curriculum &amp; Instruction    Chief Financial Officer    IT Director</p>	

MANDATE	REFERENCES	LEA PERSON RESPONSIBLE	LOCATION OF DOCUMENTATION (IMPLEMENTATION and EVALUATION)
		Instructional Technology Specialist	
<b>16. Mandate law enforcement duties of varies types of security personnel</b>	SB1707 BQ(LEGAL) CKE(LOCAL)	Chief of Police  Executive Director of Student Services  Deputy Superintendent	Board Policy: BQ(LEGAL), CKE (LOCAL) Student Code of Conduct
<b>17. Gifted and Talented</b> <ul style="list-style-type: none"> <li>• Student Services</li> <li>• Annual evaluation reporting</li> <li>• Family/community involvement</li> <li>• Staff/Board training</li> </ul>	TAC Chapter 89 Subchapter A  EHBB(LEGAL) EHBB(LOCAL)	Gt Specialists  GT Coordinator  Advanced Academics Coordinator  Executive Director of Student Services  Assistant Superintendent of Curriculum & Instruction	Aledo ISD Gifted and Talented Handbook  Board Policy: EHBB(LEGAL) EHBB (LOCAL)