

Cypress-Fairbanks Independent School District

Alternative Learning Center-E

2023-2024



Mission Statement

Cypress-Fairbanks Independent School District's Mission Statement

We maximize every student's potential through rigorous and relevant learning experiences preparing students to be 21st Century global leaders.

Alternative Learning Center/Secondary Alternative Center- East's Mission Statement

The staff of the Alternative Learning Center/Secondary Alternative Center-East emphasizes positive growth in social and emotional behaviors and attitudes. The student will develop more positive self-esteem as a result of academic and behavioral successes achieved through enhanced decision making and problem-solving skills.

The purpose of the program is to provide an alternative educational placement for the 6th-12th grade student who is not benefiting from his/her present program at the home school due to continued disruptive behavior and/or violation of school policies, which could potentially result in a recommendation to the Board for expulsion.

Academically, our goal is to provide every student with a stable, equitable learning environment through a structured, consistent system of discipline. Every teacher should be provided with an adequate teaching environment and the professional training opportunities necessary to carry out their responsibilities. Goals include the maintenance of an educational program in the required subjects implementing the Texas Essential Knowledge & Skills of each course of study. The educational program is adapted to the student's individual learning style that will develop each student's personal knowledge, skills, and competencies to the maximum level. In our educational program the student can experience more immediate academic success ultimately raising self esteem.

Behaviorally, students follow a written behavior management plan that brings philosophy, policy, and training into meaningful focus. Behavior is modified through the use of a structured, consistent level system that encourages the student to accept responsibility for his/her actions and make the appropriate changes. The goal is to develop within each student appropriate decision-making and problem-solving skills, acceptable and appropriate social behaviors, and sufficient changes in behavior and/or attitude to enable students to return to home campus and adapt successfully.

Vision

L.E.A.D: Learn, Empower, Achieve, Dream

Table of Contents

Comprehensive Needs Assessment	4
Goals	5
Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.	5
Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.	9
Goal 3: Human Capital: The district will recruit, develop, and retain highly qualified and effective personnel reflective of our student demographics.	11
Goal 4: Family and Community Engagement: Increase parent engagement on the campus and the methods of communication used to engage parents in school activities.	12
2023-2024 CPOC	13
Addendums	14

Comprehensive Needs Assessment





Goals

Goal 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.

Performance Objective 1: Curriculum and Instruction & Accountability: By the end of the current school year, students will meet or exceed their individual STAAR/EOC performance targets.

Evaluation Data Sources: STAAR/EOC Algebra I, English I/II, and US History

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: READING/ELA: Students will be given options for reading assignments in order to increase interest and motivation. Strategy's Expected Result/Impact: Increase the reading comprehension and writing ability of all students. Staff Responsible for Monitoring: Director of Instruction, ELA Teachers</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: MATH: Math educators are willing to assist students by using student centered classroom strategies and engage students behaviorally and academically, while teaching content curriculum. Strategy's Expected Result/Impact: Increase comprehension of foundational math skills. Staff Responsible for Monitoring: Director of Instruction, Math Teachers</p>	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: SCIENCE: Improve vertical alignment to strengthen the fundamental skills such as graphing and manipulating equations. Strategy's Expected Result/Impact: Increased performance on relevant applications and labs. Staff Responsible for Monitoring: Director of Instruction, Science Teachers</p>	Formative		
	Nov	Feb	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: SOCIAL STUDIES: Use guided reading to facilitate vocabulary acquisition and answering open ended questions. Incorporate more readings throughout the lesson cycle. Strategy's Expected Result/Impact: Increase student's stamina for reading passages and comprehension. Staff Responsible for Monitoring: Director of Instruction, Social Studies Teachers</p>	Formative		
	Nov	Feb	May

Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Eliminate the learning gap and increase the amount of quality learning time. The campus will provide targeted instruction that includes middle school students accessing activities/resources based on individual needs. Middle school students will complete math activities on Monday's, science on Tuesday's, social studies on Wednesday's, and ELA on Friday's. High school students will participate in 25 minutes of focused instruction, and each content will be addressed on a rotating basis.</p> <p>Strategy's Expected Result/Impact: Meet or exceed the needs of struggling and non-struggling students.</p> <p>Staff Responsible for Monitoring: Principal, Director of Instruction</p>	Formative		
	Nov	Feb	May
<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 1: Academic Achievement: The district will ensure academic performance and achievement levels that reflect excellence in learning and attainment of both high expectations and high standards for all students.


Performance Objective 2: ESSER III: Throughout the current school year, use the supplemental ESSER III funds to respond to the pandemic and to address student learning loss as a result of COVID-19.

Evaluation Data Sources: STAAR and Locally Developed Assessments

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Closing the Gaps: In an effort to close the achievement gap created by COVID-19, we will create an academically stimulating classroom and school environment in order to positively engage students with the content they are being taught and facilitate social/emotional learning.</p> <p>Strategy's Expected Result/Impact: Students entering ALC-East in the 2023-24 school year with a failing grade in one or more classes will leave ALC-East with passing grades for all classes. ALC-East classrooms will be engaging and complete with resources and supplies to help facilitate learning and encourage student progress.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Director of Instruction, and Teachers</p>	Formative		
	Nov	Feb	May
	N/A		
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Closing the Gaps: The COVID-19 pandemic has created staff shortages that have impacted both classroom instruction and general school operations. We will hire a substitute to provide classroom instruction when a teacher is absent for personal illness, staff development a personal day. This will allow classroom instruction to continue and campus systems to function efficiently:</p> <p>Strategy's Expected Result/Impact: The presence of a substitute will combat the attendance concern. This will allow ALC-East systems and processes to continue without much disturbance.</p> <p>Staff Responsible for Monitoring: Assistant Principals, Principal's Secretary and Director of Instruction</p>	Formative		
	Nov	Feb	May
	N/A		
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Mental Health Supports: In an effort to close the achievement gap created by COVID-19 and to ensure students are in the classroom learning, we will purchase the PBIS Rewards Digital Schoolwide PBIS management system and PBIS Rewards incentives. This will allow us to facilitate the PBIS process based on ALC-EAST matrix and create a positive climate in which every student can learn and grow academically, socially, and emotionally.</p> <p>Strategy's Expected Result/Impact: A targeted focus on positive behaviors fosters growth in the classroom and builds positive teacher-student relationships. By May 2024, we will see a 50% increase in PBIS Rewards points issued by staff and redeemed in the school store and a 50% decrease in discipline data.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Director of Instruction, and Counselor</p>	Formative		
	Nov	Feb	May
	N/A		

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.

Performance Objective 1: School Culture and Climate: Build a strong and supportive environment, for both academic and personal growth, conducive to student learning.





Evaluation Data Sources: Surveys

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Student Attendance: The average daily attendance will be at or above 95% .</p> <p>Truancy Prevention Measure (TPM) for students with 6 or more unexcused absences.</p> <p>Strategy's Expected Result/Impact: Maintaining this level of attendance will decrease the numbers of days a student is off of their home campus and minimize the opportunity for learning gaps to manifest.</p> <p>Staff Responsible for Monitoring: Teachers, Attendance Secretary, AP</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Student, staff, and community will be aware of Cy-Fair Tipline and understand how to use it. Code of Conduct talks held within first 2 weeks of school and in spring semester. Implement and present monthly Project Safety lessons covering bullying, suicide, dating violence, social media, etc.</p> <p>Strategy's Expected Result/Impact: The staff will be able to employ more restorative discipline practices to equip students with coping and problem solving strategies.</p> <p>Tracking of Tipline reports Increase student awareness and decrease discipline referrals in all areas. Decrease in reports of and discipline incidents regarding bullying, dating violence, social media conflicts, etc.</p> <p>Staff Responsible for Monitoring: Assistant Principals</p>	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: All students and teachers will participate in EOP safety drills (fire, shelter in place, intruder, crisis, evacuation, metal detectors) throughout the year to learn expectations during these drills in preparation for actual emergency/crisis.</p> <p>Strategy's Expected Result/Impact: A safe learning environment conducive to learning.</p> <p>Complete and successful participation in all drills.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals</p>	Formative		
	Nov	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: Safe and Healthy Learning Environment: The district will provide a safe, disciplined, and healthy environment conducive to student learning.

Performance Objective 2: Restorative Discipline: The campus will use restorative discipline practices.





Evaluation Data Sources: Discipline reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Violence Prevention: Teachers and students will participate in programming and monthly lessons that emphasize positive character traits. They will also engage in proactive, preventative measures aimed to teach rules, procedures, and expectations that create a positive school climate.</p> <p>Strategy's Expected Result/Impact: Violent incidents will be 0%.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Restorative Discipline: Staff will be trained on restorative practices and are encouraged to use those strategies to help students contribute to the positive classroom/school environment.</p> <p>Strategy's Expected Result/Impact: Students will be equipped with self-management strategies.</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: Human Capital: The district will recruit, develop, and retain highly qualified and effective personnel reflective of our student demographics.

Performance Objective 1: Teacher/Paraprofessional Attendance: By the end of the current school year, teacher/paraprofessional attendance will increase by 5%.





Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: We will work to increase teacher/paraprofessional attendance by implementing positive incentives for perfect attendance at smaller intervals.</p> <p>Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by 5%.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals</p>	Formative		
	Nov	Feb	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

Goal 4: Family and Community Engagement: Increase parent engagement on the campus and the methods of communication used to engage parents in school activities.

Performance Objective 1: By the end of the current school year, every student will have a parent/guardian attend orientation upon student registration.

Evaluation Data Sources: sign-in sheets

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Family Engagement: A parent/guardian of each student will attend orientation upon student registration.</p> <p>Strategy's Expected Result/Impact: Establish a partnership between ALC East and the parent/guardian to lessen the anxiety parents may feel about a new environment.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals</p>	Formative		
	Nov	Feb	May
<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>			

2023-2024 CPOC

Committee Role	Name	Position
Other School Leader (Nonteaching Professional) #4	Other School Leader (Nonteaching Professional) #4	Other School Leader (Nonteaching Professional) #4
Other School Leader (Nonteaching Professional) #3	Other School Leader (Nonteaching Professional) #3	Other School Leader (Nonteaching Professional) #3
Business Representative #2	Business Representative #2	Business Representative #2
Business Representative #1	Business Representative #1	Business Representative #1
Community Member #2	Community Member #2	Community Member #2
Community Member #1	Community Member #1	Community Member #1
Parent #2	Parent #2	Parent #2
Parent #1	Parent #1	Parent #1
Administrator (LEA) #1	Administrator (LEA) #1	Administrator (LEA) #1
Other School Leader (Nonteaching Professional) #2	Other School Leader (Nonteaching Professional) #2	Other School Leader (Nonteaching Professional) #2
Other School Leader (Nonteaching Professional) #1	Other School Leader (Nonteaching Professional) #1	Other School Leader (Nonteaching Professional) #1
Teacher #8	Teacher #8	Teacher #8
Teacher #7	Teacher #7	Teacher #7
Teacher #6	Teacher #6	Teacher #6
Teacher #5	Teacher #5	Teacher #5
Teacher #4	Teacher #4	Teacher #4
Teacher #3	Teacher #3	Teacher #3
Teacher #2	Teacher #2	Teacher #2
Teacher #1	Teacher #1	Teacher #1
Principal	Tonya Hall	Principal

Addendums

CYPRESS-FAIRBANKS ISD

Standard Expectations

The following activities will no longer appear in the *District Improvement Plan* or the *Campus Improvement Plans*, since they represent practices that are expected to happen in an ongoing manner to provide instructional “standard operating procedures.”

Curriculum and Instruction

- The District provides a common curriculum for all subjects at every grade level with appropriate learning experiences based on the Texas Essential Knowledge and Skills (TEKS) and ensures that all students, no matter which campus they attend, receive the same curriculum.
- The District curriculum staff updates and revises the curriculum regularly considering teacher input, state and district assessment data, and current research and best practices. The curriculum includes scope and sequence, pacing guides, instructional resources, model lessons, and assessment items that support the content area while addressing the needs of a diverse student population.
- The District curriculum resides in Schoology, the learning management system. Schoology is used to its fullest capacity: lesson planning, resource selection, assessments, data digging, and data interpretations for instructional decisions. Teacher teams, campus administrators and district staff use Performance Matters to disaggregate assessment data using various reports that allow them to view data at a district, campus, teacher, classroom and individual level.
- Teacher teams meet weekly (the appropriate number of times using Schoology) to plan collaboratively and develop effective, relevant lessons that focus on creating classroom experiences that meet students’ needs while maximizing first-time instruction and learning. These classroom experiences provide opportunities in which students
 - use technology (including but not limited to Chromebooks, online textbooks, animations/videos, simulations, reports, assessments, information graphics, probe ware, graphing calculators, programs, etc.) to support the learning of the TEKS;
 - generate and translate between multiple representations (graphs, diagrams, pictures, equations, tables, poems, advertisements, etc.);
 - develop academic language proficiency through speaking, reading, writing, and listening;
 - develop stamina to solve complex problems, read long passages and questions, and transfer knowledge to other situations and/or disciplines; and
 - have time to make sense of their learning (reflective journaling, student discourse, collaborative group work, Socratic seminars, etc.).
- The District provides and campuses follow student placement guidelines and scheduling protocols (Blue Book, Elementary Administrative Handbook, Master’s Scheduler Handbook, etc.) ensuring that students are placed in the appropriate classrooms/programs and are ready and able to achieve at high levels.

Monitoring

- Campus leaders use various strategies, processes, and/or procedures to monitor the standard expectations to ensure fidelity. Examples include but are not limited to
 - review of lesson plans;
 - participation in team planning by administrators;
 - participation in data review/data dig sessions; and
 - monitor Schoology use.
- Campus leaders gather data, and coach teams and individual teachers in order to improve the impact of first-time instruction and learning.

Assessment and Data Analysis

- The District develops and campuses administer assessments (District Progress Monitors, benchmark assessments, unit tests, check points, etc.) based on the established assessment calendars.
- Teacher teams review student data from multiple sources (DPMs, benchmark assessments, unit tests, check points, etc.) and develop a response that supports and defines methods for re-teaching and re-evaluating to ensure all students learn the content.
- Each teacher reviews data at the individual student level in an effort to adjust instruction and provide support so that every student has opportunity to master the content.

High School Content Area Standard Expectations

English Language Arts/Reading

- Utilize teaching strategies and questions designed to promote higher-level thinking and to maximize first-time instruction.
- Model reading with anchor passages or texts to increase students' confidence in comprehending, analyzing, and evaluating texts of varying complexity.
 - Provide opportunities for students to engage in independent choice reading to improve fluency and stamina. (may see "silent reading" at start or end of class for this purpose)
- Model and facilitate students engaging in the writing process (planning, drafting, revising, editing, publishing, and reflection).
 - Conduct informal and more structured writing conferences to offer specific and actionable feedback to monitor progress and growth. (may see small groups here)
 - Encourage application of varied sentence patterns and sophisticated vocabulary in writing.
- Create collaborative peer opportunities for students to clarify, solidify, or deepen their thinking.
- Use instructional practices and routines to create a classroom community that allows students to actively and safely engage in their learning.
- Use formal and informal data to drive instructional decisions for daily lesson plans, small groups, and necessary interventions.
- Utilize appropriate scaffolds to meet the unique needs of all learners (extended and reinforced).
- 1:1 Technology in the English classroom should provide opportunities for students to:
 - Engage with digital texts and resources to create, collaborate with peers, and think.
 - Exercise digital literacy through judicious use of appropriate online resources for the research process.
 - Produce original products in a digital environment.

Mathematics

- Include teaching strategies and questions designed to promote higher-level thinking in lesson plans to improve first-time learning.
- Incorporate the use of small-group instruction to meet the needs of individual learners.
- Encourage student discourse/discussion including justifications, similarities, and differences.
- Provide time for students to explain, justify, and defend their ideas.
- Use multiple representations (models, pictures, words, tables, graphs, equations, etc.) to make connections.
- Encourage students to use precise mathematical vocabulary.
- Use graphing technology and other technology to discover relationships and compare multiple representations.
- Incorporate the use of technology for student learning every day.
- 1:1 Technology in the math classroom should provide opportunities for students to:
 - Use the rule of thumb of a weekly average use of the following:
 - 55% paper resource, 35% digital resource, 10% flex
 - Use Chromebook devices to engage in digital creation and collaboration
 - Use technology to discover relationships and/or make connections between representations of mathematics, beyond skills practice
 - Incorporate the use of digital tools such as Desmos, Geogebra, ClassFlow, Interactive Textbook, Schoology, Google Suite, etc.
 - Incorporate the use of technology inside the math classroom when it is the most effective tool for the task being asked of the student
 - Communicate and share products using digital tools such as Google Suites, WeVideo, FlipGrid, etc.

Secondary Science

Collaboratively plan science instruction in which all pieces are aligned to each other as well as to the standards (TEKS, district curriculum documents) and that incorporate research-based practices that maximize first-time instruction.

- structure learning opportunities to build upon prior knowledge, work from simple to complex concepts, and move from concrete to more abstract models;
 - encourage students to connect large scale views (macroscopic) to small scale views (microscopic) of concepts using models and representations;
 - provide opportunities to create and refine physical and mental models as new understandings are acquired while identifying the strengths and limitations of developed models;
 - allow students the opportunity to make connections between concepts in different units, courses, disciplines, and daily life;
 - seek current level of student understanding and provide appropriate next steps for learning;
 - clearly define and communicate learning outcomes to students;
 - incorporate the use of technology inside and outside the classroom when it is the most effective tool for the task being asked of students;
 - allow students to uncover trends and concepts by performing investigations, collecting and analyzing data, and communicating results—a minimum of 40% of instructional time; and
 - provide opportunities to independently or collaboratively develop and communicate ideas.
- 1:1 Technology in the science classroom should provide opportunities for students to:
- use Chromebook devices to engage in face-to-face and digital collaboration;
 - locate and access information and resources stored in different platforms;
 - explore simulations;
 - collect and represent data using probeware and other digital tools;
 - analyze and interpret data using various digital tools;
 - communicate and share conclusions.

Social Studies

- Include questions designed to promote higher level thinking in discussions, daily activities, and assessments.
- Provide daily opportunities for student processing of information.
- Use a variety of facilitation modes to meet students' diverse needs.
- Use collaborative activities to process information and/or demonstrate content mastery.
- Ensure that students use problem-solving and decision-making skills in a variety of settings.
- Provide opportunities for student discourse and discussion.
- Incorporate the use of small group instruction to meet the needs of individual learners.
- 1:1 Technology in the social studies classroom should provide opportunities for students to:
 - engage in collaborative problem-solving activities and discussions
 - use research tools such as primary and secondary sources for in depth study and relevant applications
 - analyze visuals (cartoons, maps, images) using critical thinking skills
 - access differentiated content for readiness and skill level and/or interests
 - utilize devices for self-directed learning
 - demonstrate mastery by using various digital tools and creating a variety of products

LOTE

- Teach and speak in the target language significantly more than English in all levels (target 90%). Use strategies (i.e. visual cues, acting out, modeling, cognates, synonyms, etc.) to ensure student understanding and limit or avoid English translation.

- Use activities that move students beyond “word-level” performance. All students are working towards building sentences (Lvl. 1), strings of sentences (Lvl. 2), and paragraph-length narration (Lvl. 3+).
- Design instruction to discover grammar in a context instead of using isolated mechanical or rote drills.
- Use authentic real-world tasks that integrate listening, speaking, reading and writing. All tasks should support students’ ability to use their language in real-world scenarios.
- Provide ongoing feedback as students work independently, in pairs, and in small groups.
- Use the TEKS proficiency targets to ensure instruction and assessment are at the appropriate performance expectation.
- 1:1 Technology in the LOTE classroom should provide opportunities for students to:
 - use Chromebook devices to engage in face to face and/or digital communication.
 - locate and access information and resources stored in different platforms such as Schoology.
 - receive immediate, individualized feedback.
 - connect to speakers outside of the classroom.
 - access real-world materials to showcase products, practices and perspectives from the target language culture(s).
 - increase opportunities for individuals participating in unrehearsed communication.