

Cypress-Fairbanks Independent School District

Alternative Learning Center-W

2024-2025



Mission Statement

The staff of the Alternative Learning Center-West emphasizes positive growth in social and emotional behaviors and attitudes through academic achievement. As a result of academic and behavioral success, the student will improve decision making and problem solving skills.

Vision

We work to find a way to reach, teach, and get every student back on the ROAD to success. Every student; every day.

On the ROADS

Respect

Opportunity

Accountability

Decisions





Success

Goals

District Goal 1: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.

District Performance Objective 1.1: The percentage of eligible students scoring at the Approaches, Meets, and Masters Level on the District Progress Monitoring (DPMs) assessments will increase by 2% at the Approaches Level and 3% at the Meets and Masters Levels each year.

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





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: READING/ELA: Teachers will deepen their understanding and application of differentiated instruction and planning for "closing the gap" time so that students will experience academic growth and progress in all learners.</p> <p>Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.</p> <p>Staff Responsible for Monitoring: Reading/ELA Teachers, Content Coaches, Content Appraiser</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: MATH: Teachers will maximize small group instruction and schedule pull-outs to minimize existing gaps and increase student achievement.</p> <p>Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.</p> <p>Staff Responsible for Monitoring: Math Teachers, Content Coaches, Content Appraiser</p>	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: SCIENCE: Teachers will meet or exceed the 40% of instructional time required for laboratory investigations (i.e. experiential learning).</p> <p>Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.</p> <p>Staff Responsible for Monitoring: Science Teachers, Content Coaches, Content Appraiser</p>	Formative		
	Nov	Feb	May
Strategy 4 Details	Formative Reviews		
<p>Strategy 4: SOCIAL STUDIES: Teachers will develop and use a variety of activities and presentation modes to expand vocabulary, critical thinking, and the students' ability to verbally articulate their thinking (i.e. Socratic seminars, content circles, etc.).</p> <p>Strategy's Expected Result/Impact: The percentage of students taking STAAR/EOC will increase performance at the Approaches Level from 80% to 90%, at the Meets Level from 56% to 71%, and at the Masters Level from 26% to 41% by 2029.</p> <p>Staff Responsible for Monitoring: Social Studies Teachers, Content Coaches, Content Appraiser</p>	Formative		
	Nov	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 1: Student Safety: By the end of the current school year, 100% of the district's safety policies will be implemented.

Evaluation Data Sources: Record of safety drills and other required safety actions.





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Model and support a positive classroom environment by implementing PBIS strategies aligned to the ALC-West PBIS matrix.</p> <p>Strategy's Expected Result/Impact: PBIS data digs should yield an overall decrease in the number of student actions resulting in a removal from class (DMC and/or Suspension).</p> <p>Staff Responsible for Monitoring: Assistant Principals Teachers Project Safety Coordinator Counselors</p>	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Campus Safety: Safety drills will be performed according to district standards and expectations.</p> <p>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: To create a safe learning environment conducive to teaching and learning.</p> <p>Complete and successful participation in all drills.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals</p>	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Middle School: Incorporate action based learning strategies and equipment intended to increase students' attention and meet their developmental needs.</p> <p>Strategy's Expected Result/Impact: Overall decrease in the percentage of middle school, disciplinary infractions.</p> <p>Staff Responsible for Monitoring: Teachers Principal</p>	Formative		
	Nov	Feb	May

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Teachers will deepen their understanding of how to re-teach and hold students accountable to PBIS points and PBIS expectations for language.</p> <p>Strategy's Expected Result/Impact: Overall decrease in the number of student infractions for inappropriate language with a peer and/or adult.</p> <p>Staff Responsible for Monitoring: 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>			

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 2: Student Attendance: By the end of the current school year, student attendance will be at 95% or higher.





Evaluation Data Sources: Student attendance records

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Implement a campus attendance action plan that supports incremental growth toward a 95% overall attendance rate. 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: Principal</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>			

District Guardrail 1 - Safe and Supportive Schools: The superintendent shall provide a safe, disciplined, and supportive environment conducive to student learning.

Performance Objective 3: Behavior Management: In general, discipline will be designed to improve conduct and to encourage all students to be responsible members of the school community. Disciplinary action shall draw on the professional judgment of teachers and administrators and on a range of behavior management techniques, including restorative 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: Behavior Management: 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
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Bullying Prevention: Staff and students participate in direct instruction emphasizing bullying prevention, recognizing bullying behaviors, appropriate intervention, timely reporting, and more appropriate social skills. In addition, the campus will develop appropriate action plans based on the results of the Safe Schools Survey.</p> <p>Strategy's Expected Result/Impact: 1. Increased awareness and reporting of possible bullying incidents. 2. Decrease in bullying incidents/behaviors. 3. Improved classroom and/or school culture.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal(s), Campus Bullying Committee</p>	Formative		
	Nov	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue			

District Guardrail 2 - Human Capital: The superintendent shall recruit, develop, and retain highly qualified and effective personnel.

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





Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teacher/Paraprofessional Attendance: Provide positive reinforcement when teachers are present the entire 9 weeks. Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by (1%) Staff Responsible for Monitoring: Principal</p>	Formative		
	Nov	Feb	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

District Guardrail 3 - Community Relations: The superintendent shall foster a culture of trust by providing accurate, timely and interactive communication to all stakeholders and encouraging parents and the community-at-large to be involved in CFISD schools.

Performance Objective 1: Parent Involvement and Communication: Increase parent engagement on the campus and the methods of communication used to engage parents in school activities.

Evaluation Data Sources: Parent participation numbers, parent surveys

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Multiple modes of communication will be utilized to engage parents at the beginning of a student's placement at ALC-West including but not limited to the registrar directly emailing parents orientation links and information and Assistant Principals calling parents the day before the students' are scheduled to start.</p> <p>Strategy's Expected Result/Impact: Connect with parents and begin to establish a supportive relationship from the start of placement.</p> <p>Staff Responsible for Monitoring: Administration</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>			

CPOC

Committee Role	Name	Position
Principal	Derrick Crowder	Principal (there is only one principal)
Teacher #1	Cyntrilla Alexander	Teacher #1
Teacher #2	Daniel Jordan	Teacher #2
Teacher #3	Kimberly Royster	Teacher #3
Teacher #4	Karim Alston	Teacher #4
Teacher #5	Waymond Wesley	Teacher #5
Teacher #6	Teacher #6	Teacher #6
Teacher #7	Teacher #7	Teacher #7
Other School Leader (Nonteaching Professional) #1	Stephanie Coleman	Other School Leader (Nonteaching Professional) #1
Other School Leader (Nonteaching Professional) #2	Faye Wallace	Other School Leader (Nonteaching Professional) #2
Other School Leader (Nonteaching Professional) #3	Nicoya Rogers	Other School Leader (Nonteaching Professional) #3
Other School Leader (Nonteaching Professional) #4	Kenneth Simpson	Other School Leader (Nonteaching Professional) #4
Administrator (LEA) #1	Shannon Bennett	Administrator (LEA) #1
Parent #1	Charles Harris	Parent #1
Parent #2	Parent #2	Parent #2
Business Representative #1	Angela McNeil	Business Representative #1
Business Representative #2	Business Representative #2	Business Representative #2
Community Member #1	Community Member #1	Community Member #1
Community Member #2	Community Member #2	Community Member #2

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 and questioning strategies designed to promote higher-level thinking and maximize first-time instruction.
- Model reading with anchor passages and 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 structured writing conferences to offer specific and actionable feedback to monitor progress and growth. (may see small groups here)
 - Encourage the 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 engage in their learning actively and safely.
- 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 and collaborate with peers.
 - 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, FluidMath, 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.

Science

- Incorporate the scientific and engineering practices (SEPs) 40% of instructional time
- Articulate learning outcomes
- Encourage sense-making and model creation
- Promote student voice
- Utilize phenomena
- Incorporate recurring themes and concepts (RTCs):
- Build on prior knowledge
- Provide appropriate and accessible steps
- Provide timely and actionable feedback
- 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