

Cypress-Fairbanks Independent School District

Alternative Learning Center-W

2025-2026



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.







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	Reviews			
<p>Strategy 1: RLA: Teachers will deepen their understanding and application of differentiated instruction and planning for small group instruction time to close learning gaps so that all students will experience academic growth.</p> <p>Strategy's Expected Result/Impact: Students will improve/maintain a grade average of at least 75% upon their return to home campus.</p> <p>Staff Responsible for Monitoring: Reading/ELA Teachers, Content Coaches, Content Appraiser</p>	Formative			Summative
	Nov	Feb	May	June
	 Moderate Progress			
Strategy 2 Details	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: Students will improve/maintain a grade average of at least 75% upon their return to home campus.</p> <p>Staff Responsible for Monitoring: Math Teachers, Content Coaches, Content Appraiser</p>	Formative			Summative
	Nov	Feb	May	June
	 Moderate Progress			






Strategy 3 Details	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: Students will improve/maintain a grade average of at least 75% upon their return to home campus.</p> <p>Staff Responsible for Monitoring: Science Teachers, Content Coaches, Content Appraiser</p>	Formative			Summative
	Nov	Feb	May	June
	 Moderate Progress			
Strategy 4 Details	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, talk moves,etc.).</p> <p>Strategy's Expected Result/Impact: Student will be able to effectively use appropriate terminology, describe cause and effect, and draw conclusions and support those conclusions with appropriate examples.</p> <p>Staff Responsible for Monitoring: Social Studies Teachers, Content Coaches, Content Appraiser</p>	Formative			Summative
	Nov	Feb	May	June
	 Moderate Progress			
<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 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	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			Summative
	Nov	Feb	May	June
	 Some Progress			
Strategy 2 Details	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. Conduct Weekly Exterior Door Sweeps.</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			Summative
	Nov	Feb	May	June
	 Considerable			
Strategy 3 Details	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			Summative
	Nov	Feb	May	June
	 Moderate Progress			

Strategy 4 Details	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			Summative
	Nov	Feb	May	June
	 <p>Some Progress</p>			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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	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			Summative
	Nov	Feb	May	June
	 Some Progress			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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	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			Summative
	Nov	Feb	May	June
	 <p>Some Progress</p>			
Strategy 2 Details	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			Summative
	Nov	Feb	May	June
	 <p>Moderate Progress</p>			
Strategy 3 Details	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			Summative
	Nov	Feb	May	June
	 <p>Some Progress</p>			

Strategy 4 Details	Reviews			
<p>Strategy 4: Teachers will participate in CFISD's Classroom Management 101 course.</p> <p>Strategy's Expected Result/Impact: By the end of the 2025-2026 school year, 100% of campus teachers will be trained in CFISD's Classroom Management 101 course.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal(s)</p>	Formative			Summative
	Nov	Feb	May	June
	 <p>Some Progress</p>			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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	Reviews			
<p>Strategy 1: Teacher/Paraprofessional Attendance: Provide positive reinforcement when teachers are present the entire 9 weeks.</p> <p>Strategy's Expected Result/Impact: Teacher/paraprofessional attendance will increase by (1%)</p> <p>Staff Responsible for Monitoring: Principal</p>	Formative			Summative
	Nov	Feb	May	June
	 <p>Some Progress</p>			
<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	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 a required in-person orientation, providing campus information documents, and campus Administration being available for questions.</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			Summative
	Nov	Feb	May	June
	 Accomplished			
Strategy 2 Details	Reviews			
<p>Strategy 2: Parent Teacher Conference Day will be utilized by virtual meetings options and phone calls as teachers meet with parents to discuss the student performance, attendance, behavior, and individual learning needs.</p> <p>Strategy's Expected Result/Impact: Contribute to higher student success, stronger relationships, and more consistent home-school collaboration.</p> <p>Staff Responsible for Monitoring: Administration</p>	Formative			Summative
	Nov	Feb	May	June
	 Accomplished			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

CPOC Meeting

Committee Role	Name	Position
Principal	Derrick Crowder	Principal (there is only one principal)
Teacher #1	Karim Alston	Teacher #1
Teacher #2	John Davis	Teacher #2
Teacher #3	Daniel Jordan	Teacher #3
Teacher #4	Jerry Lovelocke	Teacher #4
Teacher #5	Kimberly Royster	Teacher #5
Teacher #6	Terence Walker	Teacher #6
Teacher #7	Teacher #7	Teacher #7
Other School Leader (Nonteaching Professional) #1	Nicoya Rogers	Other School Leader (Nonteaching Professional) #1
Other School Leader (Nonteaching Professional) #2	Kenneth Simpson	Other School Leader (Nonteaching Professional) #2
Other School Leader (Nonteaching Professional) #4	Waymond Wesley	Other School Leader (Nonteaching Professional) #4
Other School Leader (Nonteaching Professional) #3	Nina Bright	Other School Leader (Nonteaching Professional) #3
Parent #1	Brandy Lawrence	Parent #1
Parent #2	Parent #2	Parent #2
Administrator (LEA) #1	Amber Smith	Administrator (LEA) #1
Business Representative #1	Business Representative #1	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

Content Area Standard Expectations

English Language Arts/Reading

- Utilize teaching and questioning strategies designed to promote cognitive engagement, higher level thinking and high-quality first-time instruction.
- Model and facilitate reading and writing routines to teach and reinforce critical TEKS. (Ex. think alouds, explicit instruction, modeling reading and writing processes, independent reading and writing, reading and writing conferences, grammar instruction that focuses on meaning and effect.)
- Provide opportunities for students to engage in independent reading to improve fluency and stamina.
- Use questioning strategies to guide students to the depth and complexity of the reading and writing TEKS.
- Design learning experiences that foster academic discourse and collaboration, including informal discussions, book talks, peer conferences, shared writing, and structured turn and talks.
- Ensure that students have choice in their independent reading across genre and reading levels.
- Use formal and informal data to drive instructional decisions to create daily lesson plans, form small groups, and plan for instruction.
- Utilize appropriate scaffolds and extensions to meet the unique needs of all learners.

Mathematics

- Utilize teaching and questioning strategies designed to promote cognitive engagement, higher level thinking and maximize high-quality first-time instruction.
- Incorporate the use of small-group instruction to meet the needs of individual learners.
- Encourage student discourse/discussion including justifications, similarities, and differences.
- Provide opportunities for structured discourse to allow students to clarify, solidify, or deepen their thinking.
- Use formal and informal data to drive instructional decisions for daily lesson plans, small groups, and necessary interventions.
- 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 such as to discover relationships and compare multiple representations.

Science

- Utilize teaching and questioning strategies designed to promote cognitive engagement, higher level thinking and maximize high-quality first-time instruction.
- Incorporate the Scientific and Engineering Practices (SEPs) 40% of instructional time
- Articulate learning outcomes.
- Encourage sense-making and model creation.
- Promote student voice. Students should be given opportunities to choose how they engage with science in ways that matter.
- Provide opportunities for structured discourse to allow students to clarify, solidify, or deepen their thinking.
- Use formal and informal data to drive instructional decisions for daily lesson plans, small groups, and necessary interventions.
- Utilize phenomena.
- Incorporate Recurring Themes and Concepts (RTCs)
- Build on prior knowledge.
- Utilize appropriate scaffolds to meet the unique needs of all learners (extended and reinforced).

Social Studies

- Utilize teaching and questioning strategies designed to promote cognitive engagement, higher level thinking and maximize high-quality first-time instruction.
- Use formal and informal data to drive instructional decisions for daily lesson plans, small groups, and necessary interventions.
- 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 structured discourse to allow students to clarify, solidify, or deepen their thinking.
- Incorporate the use of small group instruction to meet the needs of individual learners.

LOTE

- Utilize teaching and questioning strategies designed to promote cognitive engagement, higher level thinking and maximize high-quality first-time instruction.
- Provide opportunities for structured discourse to allow students to clarify, solidify, or deepen their thinking.
- Use formal and informal data to drive instructional decisions for daily lesson plans, small groups, and necessary interventions.
- 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.