Cypress-Fairbanks Independent School District

Alternative Learning Center-E

2025-2026

Mission Statement

Cypress-Fairbanks Independent School District's Mission Statement

Equip students today to impact tomorrow

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

Create a thriving educational community where each student's full potential is cultivated, realized, and celebrated to ensure lifelong success.

Comprehensive Needs Assessment

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		
	Formative		
	Nov	Feb	May
Strategy 1: Instructional Focus: high-quality first-time instruction Strategy: ALC - East has formulated a core planning team of teachers to identify the needs of teachers and students in an effort to reinforce and align high-quality first-time instruction. **Strategy's Expected Result/Impact:** Increase student engagement alongside vertical and horizontal alignment with teachers. **Staff Responsible for Monitoring:** Director of Instruction and Core Planning Team	 Considerable		

 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		
	Formative		
	Nov	Feb	May
Strategy 1: 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. **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. 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. **Staff Responsible for Monitoring:** Assistant Principals	 Considerable		

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 2: 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. **Strategy's Expected Result/Impact:** A safe learning environment conducive to learning. Complete and successful participation in all drills. **Staff Responsible for Monitoring:** Principal, Assistant Principals			

 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 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		
	Formative		
	Nov	Feb	May
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. **Strategy's Expected Result/Impact:** 95% overall attendance rate **Staff Responsible for Monitoring:** Principal			

Strategy 2 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 2: Implement a school-wide multi-tiered framework to address patterns of non-attendance (excused and unexcused absences) **Strategy's Expected Result/Impact:** 95% overall attendance rate **Staff Responsible for Monitoring:** Principal			

 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 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.

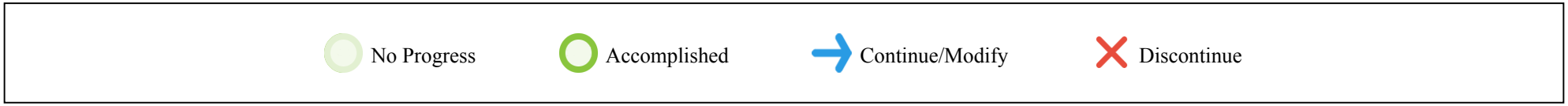
Evaluation Data Sources: Discipline reports

Strategy 1 Details	Formative Reviews		
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.	Formative		
Strategy's Expected Result/Impact: Violent incidents will be 0%.	Nov	Feb	May
Staff Responsible for Monitoring: Principal			

Strategy 2 Details	Formative Reviews		
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.	Formative		
Strategy's Expected Result/Impact: Students will be equipped with self-management strategies.	Nov	Feb	May
Staff Responsible for Monitoring: Principal			

Strategy 3 Details	Formative Reviews		
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.	Formative		
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.	Nov	Feb	May
Staff Responsible for Monitoring: Principal, Assistant Principal(s), Campus Bullying Committee			

Strategy 4 Details	Formative Reviews		
Strategy 4: Teachers will participate in CFISD's Classroom Management 101 course.	Formative		
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.	Nov	Feb	May
Staff Responsible for Monitoring: Principal, Assistant Principal(s)			


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 5%.

Evaluation Data Sources: Teacher/Paraprofessional Attendance Reports

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 1: We will work to increase teacher/paraprofessional attendance by implementing positive incentives for perfect attendance at smaller intervals. **Strategy's Expected Result/Impact:** Teacher/paraprofessional attendance will increase by 5%. **Staff Responsible for Monitoring:** Principal, Assistant Principals	 Considerable		

 No Progress Accomplished Continue/Modify Discontinue

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 and Family Engagement: By the end of the current school year, parent and family engagement will increase by 5%.

Evaluation Data Sources: Parent Survey
Activity sign-in sheets/records

Strategy 1 Details	Formative Reviews		
	Formative		
	Nov	Feb	May
Strategy 1: Parent and Family Engagement: By the end of the current school year, every student will have a parent/guardian attend orientation upon student registration. **Strategy's Expected Result/Impact:** Parents will be informed of campus processes **Staff Responsible for Monitoring:** Principal	Accomplished		

No Progress Accomplished Continue/Modify Discontinue

CPOC

Committee Role	Name	Position
Principal	Tonya Hall	Principal (there is only one principal)
Director ofInstruction	Le' Krystal Guillory	Other School Leader (Nonteaching Professional)
Assistant Principal	Caronda Williams	Other School Leader (Nonteaching Professional)
Assistant Principal	Andrew Callis	Other School Leader (Nonteaching Professional)
Counselor	Leonora Glasper	Other School Leader (Nonteaching Professional)
Counselor	Nikita Sample	Other School Leader (Nonteaching Professional)
Teacher	David Coronado	Teacher
Teacher	Isabella Hamm	Teacher
Teacher	Terrance Walton	Teacher
Teacher	Kiamesha White	Teacher
Paraprofessional	Andrea Davis	Other School Leader (Nonteaching Professional)
Paraprofessional	Erica Monroe	Other School Leader (Nonteaching Professional)
Paraprofessional	Melissa Albarran	Other School Leader (Nonteaching Professional)
Community Member	Charles Motley	Community Member
Parent #1	Parent #1	Parent #1
Parent #2	Parent #2	Parent #2
Community Member #2	Community Member #2	Community Member #2
Business Representative #1	Business Representative #1	Business Representative #1
Business Representative #2	Business Representative #2	Business Representative #2

Addendums

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.