

ALTERNATIVE LEARNING CENTER

Campus Improvement Plan

2021/2022

It is the mission of the Alternative Education Department to provide a robust and rigorous blended learning academic environment for students, through the lens of cultural proficiency and responsiveness, by attending to the needs of the Whole Child and providing a restorative climate invested in healing harms and preparing students for a continued chance at academic and behavioral success.



ALC

ALTERNATIVE LEARNING CENTER

AUSTIN Independent School District

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Date Reviewed:

Date Approved:

Campus Mission

It is the mission of the Alternative Education Department to provide a robust and rigorous blended learning academic environment for students, through the lens of cultural proficiency and responsiveness, by attending to the needs of the Whole Child and providing a restorative climate invested in healing harms and preparing students for continued chance at academic and behavioral success.

Texas Public Education Mission Statement

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child. (TEC Title 2, Ch 4, Sec.4.001)

Austin Independent School District Mission

Austin ISD educates more than 80,000 students and embraces 129 diverse school communities in one of the fastest-growing metroplexes in the country. In partnership with our families and our community, AISD's mission is to provide a comprehensive educational experience that is high-quality, challenging and inspires all students to make a positive contribution to society. We partner with world-class universities, innovative businesses, nonprofit organizations and engaged community leaders to prepare our students for college, career and life.

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Goal 1. (Coordinated School Health) Coordinated School Health (CSH) is a cooperative approach to improve the physical, mental, and emotional health of all students, staff, and members of the educational community. A Whole Child approach is an effort to transition from a focus on narrowly defined academic achievement to one that promotes the long-term development and success of all children. A whole child is healthy, safe, engaged, supported, and challenged every day in every environment.

Objective 1. (CSH Implementation) SMART Goal: By the end of SY 21-22, the campus will achieve at least a 70% (Acceptable) rating on each of the selected areas of the Coordinated School Health Survey.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Increase CSH Implementation overall score by specifying strategies for, SEL, Community Engagement and Employee Wellness (Target Group: All) (Strategic Priorities: 1,2,4)	Campus Leadership Team	Ongoing	Campus BTO	Criteria: See evaluation criteria for the following areas of CSH Implementation: SEL, Community Engagement and Employee Wellness 11/01/21 - Some Progress 08/26/21 - Some Progress

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Objective 2. (Employee Wellness) SMART Goal: By the end of SY 21-22, the campus will have 50 staff members select "Emphasis on the importance of well being" as an answer to the question on the staff TELL survey: What makes you feel valued as an employee on your campus?

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Establish staff check-ins as part of morning meetings (Target Group: All) (Strategic Priorities: 1)	Campus Leadership Team, Grade Level Lead	Ongoing	Campus BTO	Criteria: % of staff sharing during morning meeting check-ins Morning meetings agendas & minutes 11/01/21 - Some Progress 08/26/21 - No Progress
2. Set up a staff lounge as a safe space to de-stress and connect with other staff (Target Group: All) (Strategic Priorities: 1)	Campus Leadership Team	Ongoing	Campus BTO	Criteria: % of staff members utilizing the staff lounge 11/01/21 - Completed 08/26/21 - Some Progress
3. Have options for staff self care including virtual workouts (Target Group: All) (Strategic Priorities: 1)	ELA Department Head, PE Teacher	Ongoing	Campus BTO	Criteria: Staff surveys Staff participation in virtual workouts 11/01/21 - Some Progress 08/27/21 - No Progress

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Objective 3. (Social, Emotional, Culturally Proficient, and Inclusive Learning Environments) SMART Goal: By the end of SY 21-22, the campus will achieve at least a 90% rating on the Staff TELL survey question: All campus staff interact with one another in a way that models social and emotional competence.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Staff will increase their collaboration by working on updating bulletin boards together (Target Group: All) (Strategic Priorities: 1,4)	Instructional Coaches	Ongoing	Campus BTO	Criteria: % of bulletin boards that are decorated 11/01/21 - Completed 08/26/21 - Significant Progress
2. Staff will increase their collaboration by working on completing professional development in teams (Target Group: All) (Strategic Priorities: 1,2,3)	Instructional Coaches	Ongoing	Campus BTO, School Action Grant	Criteria: % of staff completing PD teams requirements including final presentation of action-research for all staff 11/01/21 - Significant Progress 08/26/21 - Some Progress
3. Beautification committee will collaborate to promote the utilization of the school garden (Target Group: All) (Strategic Priorities: 3)	SEL Committee	Ongoing	School Action Grant	Criteria: School gardens and their use 11/01/21 - Some Progress 08/31/21 - Some Progress

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Objective 4. (Community Engagement) SMART Goal: By the end of SY 21-22, the campus will achieve at least a 90% rating on the Staff TELL survey question: Community members support teachers, contributing to their success with students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. CAC will identify community partnerships including a community member as co-chair (Target Group: All) (Strategic Priorities: 1,3)	CAC Members	Ongoing	Campus BTO	Criteria: CAC minutes and agenda documenting membership participation 11/01/21 - Pending 08/27/21 - No Progress
2. Collaborate with community organizations to promote the utilization of the school garden (Target Group: All) (Strategic Priorities: 1,3)	SEL Committee	Ongoing	Campus BTO	Criteria: Use of school garden Community collaboration & communication on garden and produce 11/01/21 - Some Progress 08/27/21 - Some Progress

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Goal 2. (ESF Lever 1: Strong, Culturally Proficient Leadership) Effective, culturally-proficient campus instructional leaders with clear roles and responsibilities develop, implement, and monitor focused improvement plans that address the causes of low performance.

Objective 1. (ESF Essential Action 1.1) By participating in and/or supervising professional development teams, campus instructional leaders will collaborate in relevant and meaningful research-based professional learning with teachers and staff that address the unique socio-cultural needs of individual students and results in an effective instructional practice demonstrated by data/student work collected.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Professional development will be a rigorous long-term study will utilize a repeating cycle of engagement in learning, research, implementation in the classroom, data collection, and evaluation. The teams will identify needs, an area to focus on, develop a plan of study, select 3 strategies to implement based on needs & focus areas, keep meeting agendas & logs, document individual and whole team reflections, and present to all staff on the impact of their project. The culmination will be the submission and presentation to all ALC staff on the impact of their professional development. (Target Group: All) (Strategic Priorities: 1,2,3,4)</p>	<p>Administrators, Instructional Coaches, Instructional Leadership Team</p>	<p>Ongoing</p>	<p>School Action Grant</p>	<p>Criteria: Data & student work included in final presentation 11/01/21 - Significant Progress 08/26/21 - Some Progress</p>

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Goal 3. (ESF Lever 2: Effective, Culturally-Proficient Teachers (STRATEGIC STAFFING)) Campus leadership retains effective, well-supported teachers by strategically recruiting, selecting, assigning and inducting teachers so that all students have access to high-quality educators. Teachers and principals are provided ongoing coaching to foster reflection, analyze disaggregated student data, and continuously improve culturally-responsive, rigorous, and relationship-centered instruction.

Objective 1. (ESF Essential Action 2.1) Recruit, select, assign, induct, and retain a full staff of highly qualified, culturally proficient educators that match the demographics of the school community so that 5% of the staff or less answers strongly agree to the question on the staff TELL survey: I would prefer a teaching job other than the one I now have.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Campus-wide systems and expectations detailed in the student and staff handbooks (Target Group: All) (Strategic Priorities: 1,2,4)	Campus Leadership Team	Ongoing	Campus BTO	Criteria: Number of Student disciplinary incidents 11/01/21 - Completed 08/27/21 - Significant Progress
2. Provide school staff sufficient training and planning resources to use and implement the social and emotional lesson plans targeted for students at this campus (Target Group: All) (Strategic Priorities: 1)	Instructional Coaches, Instructional Leadership Team	Ongoing	Campus BTO	Criteria: Minutes/Classroom observations 11/01/21 - Some Progress 08/27/21 - Some Progress

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Goal 3. (ESF Lever 2: Effective, Culturally-Proficient Teachers (STRATEGIC STAFFING)) Campus leadership retains effective, well-supported teachers by strategically recruiting, selecting, assigning and inducting teachers so that all students have access to high-quality educators. Teachers and principals are provided ongoing coaching to foster reflection, analyze disaggregated student data, and continuously improve culturally-responsive, rigorous, and relationship-centered instruction.

Objective 2. (ESF Essential Action 2.2) Build teacher capacity through observation and feedback cycles following the new PPfT guidelines so that 75% of teachers receive an Highly Effective in their PPfT overall score.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Ongoing lesson plan revision and submission feedback cycle by having teachers upload them into the google drive where they live as a live document (Target Group: All) (Strategic Priorities: 2,3,4)	Instructional Coaches, Instructional Leadership Team	Ongoing	Campus BTO	Criteria: Lesson plans 11/01/21 - Significant Progress 08/26/21 - Some Progress

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Goal 4. (ESF Lever 3: Positive School Culture) Positive school culture requires a compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.

Objective 1. (ESF Essential Action 3.2) 100% of students will receive explicit behavioral expectations as part of the new registration and orientation process

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. In the morning, students will escorted in groups of 4s to their assigned classroom where they will get BIC to reduce previous disciplinary incidents in the cafeteria. (Target Group: All) (Strategic Priorities: 3,4)	Campus Leadership Team	Ongoing	Campus BTO	Criteria: Number of morning disciplinary incidents 11/01/21 - On Track 08/27/21 - Some Progress

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Goal 4. (ESF Lever 3: Positive School Culture) Positive school culture requires a compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.

Objective 2. (ESF Essential Action 3.3) 100% of students will receive proactive and responsive student support services as part of their enrollment process

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Ensure all support staff open positions are filled and trained (Target Group: All) (Strategic Priorities: 1,3,4)	Campus Leadership Team	September 2021	Campus BTO	Criteria: List of available support staff & their assigned duties 11/01/21 - Significant Progress 11/01/21 - Some Progress 08/27/21 - Some Progress
2. 100% of students will receive counseling support across support services or academic counselors (Target Group: All) (Strategic Priorities: 3,4)	Counselor, CST Chair	Ongoing	Campus BTO	Criteria: Counselor meeting logs 11/01/21 - On Track 11/01/21 - Significant Progress 08/31/21 - Some Progress

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Goal 4. (ESF Lever 3: Positive School Culture) Positive school culture requires a compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.

Objective 3. (Culturally Responsive Restorative Practices) 100% of staff will be trained on Culturally Responsive Restorative Practices so that they are able to use them regularly

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. MTSS department will train all staff on Culturally Responsive Restorative Practices (Target Group: All) (Strategic Priorities: 2,3,4)	Instructional Coaches, Instructional Leadership Team	Ongoing	Campus BTO	Criteria: Professional development attendance lists Number of staff members trained Classroom observations Number of student discipline issues 11/01/21 - Some Progress 08/27/21 - No Progress

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Goal 5. (ESF Lever 4: High Quality, Inclusive Instructional Materials and Assessments) All students engage daily with TEKS-aligned, high-quality instructional materials, and assessments that support learning at appropriate levels of rigor. All students are provided a rigorous, relevant and inclusive curriculum centering their language, racial and cultural identities.

Objective 1. (ESF Essential Action 4.1) 100% of teachers will have lesson plans that follow the YPGs and new BLEND IPGs so that their instructional materials are of high-quality and aligned to district instructional pacing calendars

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide ongoing training and support on lesson planning using the YPGs, IPGs and BLENDed learning models. (Target Group: All) (Strategic Priorities: 1,2,4)	Instructional Coaches	Ongoing	Campus BTO	Criteria: Professional development agendas Number of meeting with teachers on the instructional coach's calendar Lesson plans Classroom observations 11/01/21 - On Track 08/27/21 - Some Progress
2. Provide reading intervention to students identified during registration/orientation (Target Group: All) (Strategic Priorities: 2)	Instructional Coaches, Librarian, Teachers	Ongoing	Campus BTO	Criteria: Student survey Student progress on REWARDS 11/01/21 - Some Progress 08/31/21 - Some Progress
3. BLEND collaboration among ALC & home campus teachers used as needed for short term students. (Target Group: All) (Strategic Priorities: 2,3)	Instructional Coaches, Teachers	Ongoing	Campus BTO	Criteria: Student grades BLEND assignment completion 11/01/21 - On Track 09/13/21 - Some Progress

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Goal 6. (ESF Lever 5: Effective, Culturally Relevant and Sustaining Instruction) Campus leaders provide teachers with job-embedded professional development and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students. Teachers implement consistent and culturally relevant instruction that is rigorous and rooted in relationships and the community for every child, every day.

Objective 1. (Objective-driven daily lesson plans with formative assessments (ESF Essential Action 5.1)) 100% of teachers will use a new lesson plan template that includes objective-driven formative assessments

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. New lesson plan template for teacher planning (Target Group: All) (Strategic Priorities: 2,3)	Instructional Coaches, Instructional Leadership Team, Teachers	Ongoing	Campus BTO	Criteria: Lesson plans 11/01/21 - On Track 08/27/21 - Some Progress

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Goal 6. (ESF Lever 5: Effective, Culturally Relevant and Sustaining Instruction) Campus leaders provide teachers with job-embedded professional development and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students. Teachers implement consistent and culturally relevant instruction that is rigorous and rooted in relationships and the community for every child, every day.

Objective 2. (Effective classroom routines and instructional strategies (ESF Essential Action 5.2)) 100% of teachers and teacher assistants will consistently implement campus wide classroom routines/procedures and use instructional strategies from blended learning models.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers and teacher assistants will collaborate to define campus-wide rules and expectations for students to post and reinforce. (Target Group: All) (Strategic Priorities: 2,3,4)	Leadership Team, Teacher Assistants, Teachers	Ongoing	Campus BTO	Criteria: Classroom walkthroughs Posting of rules and expectations 11/01/21 - On Track 08/27/21 - Significant Progress

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Goal 6. (ESF Lever 5: Effective, Culturally Relevant and Sustaining Instruction) Campus leaders provide teachers with job-embedded professional development and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students. Teachers implement consistent and culturally relevant instruction that is rigorous and rooted in relationships and the community for every child, every day.

Objective 3. (Data-driven instruction (ESF Essential Action 5.3)) 100% of teachers will be trained in gathering behavioral data to adjust SEL lesson plans that best fit the needs of ALC students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create an assessment on SEL competencies to use as a backwards design when planning SEL lessons to reduce recidivism. (Target Group: All) (Strategic Priorities: 3,4)	SEL Committee	Ongoing	Campus BTO	Criteria: SEL assessment SEL lesson plans ALC recidivism rate 11/01/21 - Some Progress 08/27/21 - No Progress

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Goal 7. (Exemplary Customer Service) Insert description of CARES here

Objective 1. (Exemplary Customer Service) SMART Goal: By the end of SY 21-22, the campus will move from Developing to Meets Expectations on the phone/voicemail/email practices section of the Campus Assessment Rubric.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All staff members have their voicemail current and active (Target Group: All) (Strategic Priorities: 1,3)	Campus Leadership Team, Office Staff	Ongoing	Campus BTO	Criteria: Voicemail messages 11/01/21 - Some Progress 08/30/21 - Some Progress
2. Teachers will use current and recommended email signatures (Target Group: All) (Strategic Priorities: 1,3)	Instructional Coaches, Instructional Leadership Team, Teachers	Ongoing	Campus BTO	Criteria: Email signatures 11/01/21 - Significant Progress 08/30/21 - Some Progress

ALTERNATIVE LEARNING CENTER Site Base

Name	Position
Vancil, Nate	Administrative Intern/Teacher
Jones, Chris	Principal
Fernos, Beatriz	Instruc
Myers, Katee	CAC Co-chair
Byers, Michelle	Assistant Principal
McKinney, Elaine	Assistant Principal

SY 21-22 Campus and Targeted Improvement Plan Development Timeline

Important Monitoring & Due Dates

August 9 and 10: CIP/TIP Overview and Workshop - Required for all Principals

Aug 9-Sept 3: CIP/TIP Development

Aug 24-26: Group TIP Development Workshop

Aug 31-Sept 1: TEA Training

Aug 17-Sept 17: Public Meeting/ CAC feedback

Sept 3: CIPs/TIPs first drafts due in BLEND

Sept 7-10: DCSI/EDs review of first drafts

Sept 13-17: Revise plan based on DCSI/EDs feedback

Sept 13-24: (SEP) Recommended monitoring visit window

Sept 17: CIP/TIP final drafts due in BLEND

Sept 20-24: DCSI/EDs review of final drafts

Sept 27: CIP/TIPs to Supe

Sept 27-30: TIL Lesson Alignment

Oct 4-6: TIL Observation and Feedback

Oct 4-8: (OCT) Recommended monitoring visit window

Oct 18-Nov 20: ESF Diagnostic Survey Window

Oct 18-22: SCA 1 data analysis and Cycle 1 reports

Oct 22: 1st 9 Weeks CIP/TIP Report Submitted to BLEND

Oct 25-29: DCSI/EDs review of Cycle 1 submissions

Oct 25-27: TIL DDI

Nov 8-12: (NOV) Recommended monitoring visit window

Nov 16-19: TIL Formative Assessment

Nov 30: TIL Cohort: Lesson Alignment

Dec 6-10: (DEC) Recommended monitoring visit window

Dec 18: Schedule ESF Diagnostic for Spring

Jan 4-7: SCA 2 data analysis and Cycle 2 reports

Jan 7: 2nd 9 Weeks CIP/TIP Report Submitted to BLEND

Jan 10-14: DCSI/EDs review of Cycle 2 submissions

Jan 12: TIL DDI

Jan 18: TIL Observation and Feedback

Jan 24-28: (JAN) Recommended monitoring visit window

Feb 1-April 29: ESF pre-work (including analysis of ESF diagnostic surveys), ESF pre-visit, ESF full-day visit, and ESF

Feb 7-11: (FEB) Recommended monitoring visit window

Feb 22: TIL Lesson Alignment and Formative Assessment

Feb 28- March 4: (MAR) Recommended monitoring visit window

March 21-25: SCA 3 data analysis and Cycle 3 reports

March 22: TIL Observation and Feedback

March 25: 3rd 9 Weeks CIP/TIP Report Submitted to BLEND

March 28-April 1: DCSI/EDs review of Cycle 3 submissions

March 30: TIL DDI

April 25-29: (APR) Recommended monitoring visit window

May 31-June 3: MAP Growth data analysis and EOY reports

June 3: EOY reports submitted to BLEND

June 6-9: DCSI/EDs review of EOY submissions

SY 21-22 CIP/TIP Comprehensive Needs Assessment - Alternative Learning Center

Instructions for the Comprehensive Needs Assessment (CNA):

1. Locate the data source for each section and fill in the data. All CNA sections are required.
2. Answer reflection questions associated with each section.
3. Follow steps 3 and 4 at the end of the CNA.

Open Qualtrics using your portal tile, and click on the “Coordinated School Health Reporting, 2021” dashboard. Add your implementation subscale scores to the table below.

	Overall Average	*CSH Implementation	*Health Education	*Physical Education/Physical Activity	*Food Services	Employee Wellness	SEL	Physical Environment	*Family Engagement	Community Engagement	Counseling/Mental Health/Social Services	Health Services
SY 20-21	33%	12%	0%	100%	55%	0%	79%	18%	0%	0%	67%	31%
SY 21-22 Goal	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%

*A score of <70% is considered Unacceptable. An Unacceptable score in any of the state required components (Coordinated School Health Implementation, Health Education, Physical Education/Physical Activity, Food Services, or Family Engagement) will result in the overall score also being Unacceptable.

Coordinated School Health reflection question: Some of your campus implementation scores will go up by returning to both in-person instruction and “business as usual.” In which CSH areas do you feel something needs to change at the campus in order for the implementation score to reach 70%? (Note: These are the areas to focus on in your CIP/TIP this year. At a minimum, each campus must address CSH Implementation, SEL, and Family or Community Engagement.)

CSH Implementation, SEL, Community Engagement and Employee Wellness

SY 21-22 CIP/TIP Comprehensive Needs Assessment - Alternative Learning Center

Longitudinal Discipline Data Report

Number of Disciplinary Actions by Student Group																					
		African American					Hispanic					White					Female				
School Year	All Students	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP
2017-2018	194	33	0	26	2	2	137	3	97	5	11	20	2	13	0	4	52	0	56	1	6
2018-2019	186	37	0	30	0	3	122	3	118	0	10	20	1	12	0	1	61	0	54	0	5
**2019-2020	74	17	3	44	0	3	53	2	102	0	13	0	0	0	0	0	23	1	61	0	8
		Male					Economically Disadvantaged					Special Education									
School Year	All Students	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP	Total Students	Expulsions	Home Suspension	In-School Suspension	Removal to DAEP					
2017-2018	194	142	5	84	6	12	157	4	6	6	10	49	1	39	0	2					
2018-2019	186	125	4	108	0	9	151	4	0	0	14	73	2	80	0	7					
**2019-2020	74	51	4	94	0	8	59	4	0	0	13	21	4	73	0	4					

*Remote instruction March 13-May 28, 2020, due to COVID 19

Discipline Data Reflection Questions: What trends do you observe in discipline dispositions for your students from [historically underserved student groups](#)?

What are the top 3 reasons students get referrals?

Does not apply to ALC

SY 21-22 CIP/TIP Comprehensive Needs Assessment - Alternative Learning Center

SY 20-21 TELPAS Progress

Composite Progress for 2020 Cohort						Listening Progress	Speaking Progress	Reading Progress	Writing Progress
Grade	2020		2021		2020 to 2021 Change	2021			
	# Matched Stdts	% Progressed 1+ Prof Lvl	# Matched Stdts	% Progressed 1+ Prof Lvl		% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl
9									
10									
11									
12									
All									

TELPAS Reflection Question: What trends do you observe in progress for your students across grade levels and TELPAS components?

Data not available for ALC - student TELPAS progress tied to home campus data

SY 20-21 EOC Results

	Test Grade	All Students					African American					Hispanic					White					Econ Disadvantaged									
		# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters					
2021 STAAR																															
Algebra I	A1																														
English I	E1																														
English II	E2																														
Biology	BI																														
U.S. History	US																														
		Econ Disadvantaged					Emergent Bilingual					Special Ed Services					Dyslexia Services														

SY 21-22 CIP/TIP Comprehensive Needs Assessment - Alternative Learning Center

2021 STAAR	Test Grade	# Scored Tests	% Participations	% Approaches	% Meets	% Masters	# Scored Tests	% Participations	% Approaches	% Meets	% Masters	# Scored Tests	% Participations	% Approaches	% Meets	% Masters	# Scored Tests	% Participations	% Approaches	% Meets	% Masters	
Algebra I	A1																					
English I	E1																					
English II	E2																					
Biology	BI																					
U.S. History	US																					

EOC reflection question: What trends do you observe in mastery for your students from [historically underserved student groups](#)?

Data not available for ALC - student EOC progress tied to home campus data

Advanced Academics

Data Points Reviewed	Data Source	2018-19	2019-20	2020-21
% African American (SIBAA) students enrolled in Gifted/Talented (GT) programs ²	Forecast 5			
% Hispanic students enrolled in Gifted/Talented (GT) programs	Forecast 5			
# African American students that enrolled in an AP Course (HS only)	DRE Data			
# African American students that enrolled in an IB Course (HS only)				
# African American students that enrolled in a Dual Credit (DC) Course (HS only)				
# Hispanic students that enrolled in an AP Course (HS only)				
# Hispanic students that enrolled in an IB Course (HS only)				
# Hispanic students that enrolled in a Dual Credit (DC) Course (HS only)				

Advanced Academics reflection questions:

How do you ensure GT and high-ability students are scheduled correctly (Elementary- cluster grouping and secondary- advanced course enrollment)?

How are you communicating with all families about GT and/or advanced learning opportunities?

SY 21-22 CIP/TIP Comprehensive Needs Assessment - Alternative Learning Center

How do you support a culture that provides advanced learning opportunities to all students?

Data not available for ALC - student GT tied to home campus data

² Includes African American students who are within the "Two or more races" category.

GT Campus Accountability Monitoring Plan

	STUDENT ASSESSMENT				SERVICE DESIGN				CURRICULUM & INSTRUCTION				PROFESSIONAL LEARNING				FAMILY & COMMUNITY			
	2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022
CAMPUS																				

KEY: E=Exemplary; R= Recognized; C= Compliance; O= Out of Compliance

If any of the 5 areas are Compliance or Out of Compliance, the campus is required to add at least 3 strategies to the Advanced Academics section (Under Effective, Culturally Relevant and Sustaining Instruction).

Supporting Special Populations

<i>Data Points Reviewed</i>	<i>Data Source</i>	<i>2018-19</i>	<i>2019-20</i>	<i>2020-21</i>
% of campus enrollment identified as 504	504 Dept.			
% 504 Annual and Re-Evaluation meetings held on time	504 Dept.			
% of African American SpEd students	SEEDS			
% of Initial, Transfer, and Annual ARDs held on time	CRTE			
% parent participation for ARD meetings	CRTE			
% of students in grades 3-9 served in special education who test on STAAR Alternate 2 in all subjects applicable to the student's grade level	CRTE			

Special Populations reflection question:

Data not available for ALC - student GT tied to home campus data

SY 21-22 CIP/TIP Comprehensive Needs Assessment - Alternative Learning Center

Domain 3 Campus Reports

Graduation Rate 10%	All Students	Afr Amer	Hisp	White	Amer Ind	Asian	Pac Isl	Two +	ECD	EL*	SpEd	Former SpEd	Cont Enr	Not Cont Enr	Total Met	Total Eligible	% of Eligible Met
Federal Graduation Rate (High Schools and K-12)																	
# in Cohort												n/a	n/a	n/a			
2020 Fed Grad Rate												n/a	n/a	n/a			
2019 Fed Grad Rate												n/a	n/a	n/a			
Class of 2015 Baseline												n/a	n/a	n/a			
4 year Long Term Target	94.0%	94.0%	94.0%	94.0%	94.0%	94.0%	94.0%	94.0%	94.0%	94.0%	94.0%	n/a	n/a	n/a			
4 year Interim Target	90.0%	90.0%	90.0%	90.0%	90.0%	90.0%	90.0%	90.0%	90.0%	90.0%	90.0%	n/a	n/a	n/a			
4 Year Growth Target												n/a	n/a	n/a			
Met Target												n/a	n/a	n/a			
Total																	

*EL Current and Former

School Quality 30%	All Students	Afr Amer	Hisp	White	Amer Ind	Asian	Pac Isl	Two +	ECD	EL*	SpEd	Former SpEd	Cont Enr	Not Cont Enr	Total Met	Total Eligible	% of Eligible Met
College, Career, and Military Readiness Performance (High Schools and K-12)																	
# of Graduates CCMR																	
Target	47%	31%	41%	58%	42%	76%	39%	53%	39%	27%	30%	43%	50%	31%			
Met Target																	
Total																	

College, Career, and Life Readiness reflection question: What trends do you observe in CCMR and graduation rates for your students from [historically underserved student groups](#)?

Data not available for ALC - student information is tied to home campus data

*EL Current and Former

SY 21-22 CIP/TIP Comprehensive Needs Assessment - Alternative Learning Center

Longitudinal Enrollment, Utilizations, and Transfers Report

		17-18	18-19	19-20	20-21
Enrollment & Utilization	Enrollment				
	Students in enrollment area				
Transfers	Transfers to other AISD schools				
TELL Survey	General School Climate				
	Managing Student Conduct				
	Principal Leadership				

Reflection Questions: Why do you think families are transferring to other AISD schools?

What trends do you see in your enrollment since SY17-18? To what do you attribute the increases or decreases?

Data not available for ALC - student enrollment tied to home campus data

Self-assess your current level of customer service using the [AISD CARES Customer Service Rubric](#). Place an X to indicate the campus's current level.

	<i>1-Support Needed</i>	<i>2-Developing</i>	<i>3- Meets Expectations</i>	<i>4-Exceeds Expectations</i>
Campus Communication Goals & Practices				
Campus Communication Strategies			X	
Campus Website		X		
Phone/Voicemail/Email Practices		X		
Language Line for Preferred Language	X			
Campus Culture of Respect Goals				
Campus culture of respect practices and goals			X	
Customer service prioritization			X	
Facility & Operations				
Grounds			X	

SY 21-22 CIP/TIP Comprehensive Needs Assessment - Alternative Learning Center

Safety Protocols			X	
Signage			X	
<p>Reflection Questions: Which area/s will you focus on strengthening this school year? Why did you select this/these area/s?</p> <p>Systematic use of the Language Line for preferred languages, systematic set up by all staff of voicemail messages, updated campus webpage</p>				

3. All campuses will be required to address certain framework components (see below). Based on the results of the Comprehensive Needs Assessment, identify the additional framework components the campus will address in the CIP/TIP as focus areas of improvement.

REQUIRED Framework Components:

Coordinated School Health

- CSH Implementation
- Social and Emotional School Climate
- Either Family Engagement or Community Engagement

Essential Schools Framework: Two ESF Levers for TIPs and One ESF Lever for CIPs

Increased Enrollment

Exemplary Customer Service

SY 21-22 CIP/TIP Comprehensive Needs Assessment - Alternative Learning Center

ADDITIONAL Framework Components:

Coordinated School Health

- Health Education
- Physical Education and Physical Activity
- Food Services
- Employee Wellness
- Physical Environment/Sustainability
- Counseling, Mental Health, & Social Services
- Health Services

Positive School Culture

- Disproportionate Discipline Practices

Effective, Culturally Relevant and Sustaining Instruction

- BLENDED Learning
- Support for Emergent Bilingual Students
- Support for Students with Special Needs (Academics)
- Early Childhood
- Advanced Academics
- Creative Learning

Support for Special Populations

- Students with 504 Services
- Disproportionate Discipline Practices
- ARDs
- STAAR Alt2

PreK-12+ College, Career, and Life Readiness

- Attendance and Dropout Prevention
- CTE
- GEAR-Up
- Support for Students with Special Needs (Graduation)
- AVID

4. Ensure that all components the campus is not working on are deleted out of the plan template in PlanWorks. The Framework, Objectives, and Strategies page should only show framework components the campus is actually working on.

SY 2021-22 Short Cycle Assessments (SCA 1)
Approaches 50%, Meets 70%, Masters 80%

	Algebra I				English I				Biology				English II				US History			
	# Tests	% App	% Meets	% Mst	# Tests	% App	% Meets	% Mst	# Tests	% App	% Meets	% Mst	# Tests	% App	% Meets	% Mst	# Tests	% App	% Meets	% Mst
Akins	548	43	11	5	606	68	37	20	387	43	12	6	602	80	44	25	287	47	22	7
Anderson	297	59	19	12	505	84	54	31	508	85	64	54	546	89	60	34	442	74	40	21
Austin	316	42	8	3	530	81	51	29	547	67	26	15	558	89	63	39	257	86	63	39
Bowie	419	59	15	9	686	95	74	51	706	93	73	62	692	92	71	45	588	95	78	56
Crockett	268	57	18	12	359	69	36	19	388	60	24	12	347	73	43	23	274	84	58	46
Eastside	135	48	12	9	138	41	10	4	145	41	14	9	121	38	8	2	129	12	2	0
International	51	57	14	6	160	3	0	0	50	30	4	2	77	5	0	0	-	-	-	-
LASA	30	23	3	3	372	98	91	69	383	95	47	26	288	100	92	78	-	-	-	-
LBJ	125	28	6	3	119	56	27	12	122	50	25	22	142	64	25	6	156	31	9	2
McCallum	206	74	51	43	384	85	59	38	438	84	55	42	451	91	70	51	347	78	50	31
Navarro	327	44	7	4	418	41	17	7	413	62	30	18	316	54	24	8	263	38	14	5
Northeast	185	29	8	7	237	57	29	18	84	92	76	70	200	53	24	11	211	50	19	6
Richards	55	56	18	7	-	-	-	-	112	87	43	29	-	-	-	-	-	-	-	-
Travis	203	44	10	6	229	41	11	6	211	62	29	19	203	52	24	12	165	75	53	36
ALC	*	*	*	*	*	*	*	*	*	*	*	*	-	-	-	-	*	*	*	*
DISTRICT	3166	49	14	10	4744	71	46	29	4498	73	42	31	4543	79	52	33	3123	68	44	28

Data not available for ALC - student EOC progress tied to home campus data