

ALTERNATIVE LEARNING CENTER
ALTERNATIVE LEARNING CENTER
2022/2023

“See a child differently, you see a different child.” – Mary Meredith



ALC

ALTERNATIVE LEARNING CENTER

AUSTIN Independent School District

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ALTERNATIVE LEARNING CENTER

Mission

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 a continued chance at academic and behavioral success.

Nondiscrimination Notice

ALTERNATIVE LEARNING CENTER does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

Comprehensive Needs Assessment

Demographics

Demographics Summary

Does not apply to the Alternative Learning Center

Student Achievement

Student Achievement Summary

Does not apply to the Alternative Learning Center

School Culture and Climate

School Culture and Climate Strengths

Physical Education offered to all students, food services offered to all students, all students get SEL class daily, all students have access to mental health counselor

School Culture and Climate Weaknesses

100% of students to participate in INVEST/Positive Families

School Culture and Climate Needs

Health services - the campus needs a nurse.

Comprehensive Needs Assessment

School Culture and Climate Summary

The overall average CSH does not apply to the Alternative Learning Center, just specific areas.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

100% of staff is returning staff

Staff Quality, Recruitment and Retention Weaknesses

Reduction of staff per district guidelines

Staff Quality, Recruitment and Retention Needs

A second campus administrators to provide instructional, academic and discipline supports

Staff Quality, Recruitment and Retention Summary

On the Staff TELL survey, faculty and staff put above average that they were a valued member of their community. Areas to focus on strengthening is professional learning now that we have 100% of our staff back from deployment.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Strengths (Continued)

Differentiation for students who are given the opportunity to choose ALC lessons or continue working on their home campus BLEND courses.

Curriculum, Instruction and Assessment Weaknesses

How do teachers systematically provide feedback to students working on home campus BLEND assignments?

Curriculum, Instruction and Assessment Summary

11th and 12th graders are more likely to continue working on their home campus BLEND courses and would benefit by all teachers implementing systems of accountability such as notes or problem solving work shown so teachers can provide ongoing feedback.

Family and Community Involvement

Family and Community Involvement Strengths

100% of parents participate in Orientation when students are first enrolled at ALC.

Family and Community Involvement Weaknesses

CAC has limited community involvement.

Family and Community Involvement Needs

CAC Co-chair needed.

Comprehensive Needs Assessment

Family and Community Involvement Summary

Monthly CAC are held and staff regularly attends yet community attendance is limited.

School Context and Organization

School Context and Organization Summary

Does not apply to the Alternative Learning Center.

Technology

Technology Strengths

100% of Chromebooks have been upgraded

Technology Weaknesses

Campus wide use of GoGuardian to monitor student engagement

Technology Needs

GoGuardian training for staff

Technology Summary

70% of staff are using GoGuardian to monitor students while using Chromebooks
Remaining staff will be trained and supported to use GoGuardian.

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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) By the end of SY 22-23, ALC will achieve at least a 70% (Acceptable) rating on each of the 11 areas of the Coordinated School Health Survey.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Increase CSH Implementation overall score by specifying SEL strategies. (Title I SW Elements: 2.4) (Target Group: All) (Strategic Priorities: 1,3) (ESF: 1.2,2.1)	Academic Leadership Team, SEL Committee	Ongoing	(L)Campus BTO	Criteria: CSH Implementation overall score 09/02/22 - Some Progress
2. Increase CSH Implementation overall score by specifying strategies for Community Engagement (Title I SW Elements: 1.1,3.1) (Target Group: All) (Strategic Priorities: 3) (ESF: 3.4)	Leadership Team	Ongoing	(L)Campus BTO	Criteria: CSH implementation score 10/03/22 - Some Progress
3. Increase CSH Implementation overall score by specifying strategies for Employee Wellness. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 2.1,3.2)	Leadership Team	Ongoing	(L)Campus BTO	Criteria: CSH Implementation score 10/03/22 - Some Progress

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Objective 2. (Employee Wellness) 80% of staff will increase their wellness through self care activities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Professional Development team will learn about self care, including nutrition and yoga, to bring leaning to the rest of the staff. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 2.1)	Teacher Assistants, Teachers	Ongoing	(L)Campus BTO	Criteria: Professional Development team artifacts and presentation 09/01/22 - No Progress
2. Staff will be encouraged to use Wondr the counseling program that teachers practical, scientifically proven skills to help our staff feel better and live healthier. (Target Group: All) (Strategic Priorities: 1) (ESF: 2.1)	SEL Committee	Ongoing	(L)Campus BTO, (S)School Action Grant	Criteria: Staff use of Wondr and overall well being 09/12/22 - No Progress
3. 100% of Tuesday morning meetings will be for staff choice in collaborating and supporting those who they immediately work with on a daily basis with the goal of increasing harmony among the different groups of individuals. (Title I SW Elements: 2.1,3.2) (Target Group: All) (Strategic Priorities: 1)	Leadership Team, Teacher Assistants, Teachers	Weekly ongoing	(L)Campus BTO	10/03/22 - Some Progress

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Objective 3. (Social and Emotional School Climate) 100% of lesson structures and displays will promote a positive Social and Emotional School Climate through community building.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Staff will increase their collaboration by working on updating all campus bulletin boards together. (Title I SW Elements: 2.3) (Target Group: All) (Strategic Priorities: 3,4) (ESF: 3.2,3.3,5.1)	Librarian, Office Staff, Parent Engagement Office, Student Support Committee, Teacher Assistants, Teachers	August	(L)Campus BTO	Criteria: Bulletin board displays 09/02/22 - Significant Progress
2. Staff will display student work from the SEL Choice Board assignment (Target Group: All) (Strategic Priorities: 3) (ESF: 3.1)	Teacher Assistants, Teachers	Ongoing		Criteria: Displayed SEL student work 09/12/22 - Some Progress
3. 100% of long term students will be encouraged to participate in leadership activities (Title I SW Elements: 2.4,3.1) (Target Group: All) (Strategic Priorities: 3) (ESF: 3.3,3.4)	Leadership Team	Ongoing	(F)Comprehensive School Improvement Grant, (O)Other	Criteria: Student participation in activities 10/03/22 - Some Progress

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Objective 4. (Community Engagement) Community input focused activities for students to cultivate the knowledge, skills, mindset of a lifelong learner in order to be successful beyond high school.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 100% of Career days will be smaller and more frequent so all students can participate despite length of stay. (Title I SW Elements: 2.1,2.5) (Target Group: All) (Strategic Priorities: 2,3) (ESF: 3.4,5.1)	Counselor, Student Support Committee	Ongoing	(L)Campus BTO	Criteria: Career fair calendar/plan 09/01/22 - Some Progress
2. The structure of Career days will consist of 5 vendors that will rotate through each classroom having a 20 minute conversation in each room with the student. There will be a culminating activity to show students' participation and do raffle prizes. Workforce solutions will help the students practice soft skills and type up thank you emails. (Title I SW Elements: 2.1) (Target Group: All) (Strategic Priorities: 3) (ESF: 3.1,3.3,3.4)	Student Support Committee	Ongoing	(L)Campus BTO	Criteria: Student participation in Career Fair days 09/02/22 - Some Progress
3. 50% increase of collaboration with community partners in activities to motivate and celebrate students. (Title I SW Elements: 2.4,2.6) (Target Group: All) (Strategic Priorities: 3,4) (ESF: 3.3,3.4)	Leadership Team, Teachers	Ongoing	(L)Campus BTO, (O)Other	Criteria: Student participation in motivational and celebratory activities 10/03/22 - No Progress

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Goal 2. (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. (Explicit expectations and management systems for students and staff) 100% of schoolwide systems for behavior and collaboration have been implemented and followed.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. During initial week of staff development, 100% of staff will collaboratively develop a list of student behavior expectations and consequences (Title I SW Elements: 2.3,2.4,2.5) (Target Group: All) (Strategic Priorities: 2,3) (ESF: 3.2,3.4)	Assistant Principal, Global Committee	August 2022	(L)Campus BTO	Criteria: Campus wide student behavior and consequences 09/01/22 - Completed
2. 100% of staff will reinforce systems of explicit student behavioral expectations consistently throughout the school day to minimize potential disruptions. (Title I SW Elements: 2.1,2.3,2.5) (Target Group: All) (Strategic Priorities: 2,3) (ESF: 3.2)	Assistant Principal, Teacher Assistants, Teachers	Ongoing	(L)Campus BTO	Criteria: Campus wide student behavior expectations displays and adherence 09/01/22 - Some Progress
3. 100% of teachers and teacher assistants will participate in professional development focused on building community through 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. (Title I SW Elements: 2.5,3.2) (Target Group: All) (Strategic Priorities: 1,2) (ESF: 1.1,1.2)	Leadership Team, Teacher Assistants, Teachers	Ongoing	(S)School Action Grant	Criteria: PPFT Scores for teachers in professional development, collaboration component of teacher assistant evaluation and PD teams presentations to all staff. 10/03/22 - Some Progress

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Goal 2. (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. (Involving Families and Community Engagement) 50% increase in community partnerships including reading intervention, student activities and CAC meetings

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. CAC will identify and increase community partnerships by 50% including identifying a community member as co-chair. (Title I SW Elements: 2.1,2.3,3.1,3.2) (Target Group: All) (Strategic Priorities: 2,3,4) (ESF: 3.3,3.4)	CAC Members, Campus Committees, Campus Leadership Team	Ongoing	(L)Campus BTO	Criteria: CAC meetings and minutes 09/02/22 - No Progress
2. Increase collaboration by 50% with partnering community organizations to identify mentoring opportunities, drug awareness supports, conflict management supports, plan field trips and student celebrations. (Title I SW Elements: 2.1,2.4,2.6) (Target Group: All) (Strategic Priorities: 3,4) (ESF: 3.3,3.4)	Student Support Committee	Ongoing	(L)Campus BTO	Criteria: Student engagement in community partnering events 09/02/22 - Some Progress
3. Collaboration with Austin Learning Center to establish a reading intervention program. 100% of middle school students will be assessed within their first two days at ALC and if needed, will be provided tutoring for learning gaps in Reading. (Title I SW Elements: 2.1,2.5,2.6) (Target Group: 6th,7th ,8th) (Strategic Priorities: 2) (ESF: 3.4,5.3)	Community Partner, Grade Level Lead, Leadership Team	November 2022 - April 2023	(F)Title 1, Part A, (L)Campus BTO	10/03/22 - No Progress

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Goal 2. (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) 95% of staff will participate in a monthly staff circle with the aim of increasing their use of circles with students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 90% of staff will participate in community building circles done in collaboration with the district's department of Social & Emotional Learning + Cultural Proficiency & Inclusiveness (Title I SW Elements: 2.1,2.5,3.2) (Target Group: All) (Strategic Priorities: 1,3,4) (ESF: 1.1,2.1)	SEL Committee	Ongoing monthly	(L)Campus BTO	Criteria: Monthly staff circles calendar and attendance 09/02/22 - Some Progress
2. 100% of staff receives coaching from district representative of the Office of Cultural Proficiency & Inclusiveness to build capacity for culturally responsive teaching during the SEL class period. (Title I SW Elements: 2.1,2.5) (Target Group: All) (Strategic Priorities: 2,3) (ESF: 3.1,3.3)	Leadership Team, Teacher Assistants, Teachers	Ongoing	(L)Campus BTO	Criteria: SEL class student work and classroom observations 10/03/22 - Some Progress
3. 90% of students are increasing their emotional intelligence by completing SEL@ALC Choice Board activities & presenting on final products which will be displayed around campus. (Title I SW Elements: 2.6) (Target Group: All) (Strategic Priorities: 3) (ESF: 1.2,3.3,4.1,5.1)	Leadership Team, Teacher Assistants, Teachers	Ongoing	(S)School Action Grant	Criteria: Student presentations and products and classroom observations 10/03/22 - Some Progress

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Goal 3. (Exemplary Customer Service) By the end of SY 22-23, the campus will move from Developing to Meets Expectations on the Campus Communication section of the Campus Assessment Rubric.

Objective 1. (Exemplary Customer Service) 100% of staff will follow exemplary customer service guidelines to provide equitable and exceptional experiences for all.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Orientation is will be offered daily in Spanish so the information is presented in a language parents understand. (Title I SW Elements: 2.1) (Target Group: All,EB) (Strategic Priorities: 3) (ESF: 3.4)	Team Leaders	Ongoing	(L)Campus BTO	Criteria: Parent and student engagement during Orientation in Spanish 09/02/22 - Significant Progress
2. Update Orientation videos to include questions for students to answer in order to increase understanding and retention of school expectations. (Title I SW Elements: 2.1,3.1) (Target Group: All) (Strategic Priorities: 3) (ESF: 3.4)	Principal, Registrar	Ongoing	(L)Campus BTO	Criteria: Parent and student engagement during Orientation and student behaviors 09/02/22 - Significant Progress
3. Implement the CARES Standards of Customer Service (Title I SW Elements: 3.1) (Target Group: All) (ESF: 3.3,3.4)	Campus Leadership Team, Office Staff, Parent Support Specialist, Teacher Assistants, Teachers	Ongoing	(L)Campus BTO	Criteria: Student and parent surveys 09/02/22 - Some Progress
4. Recognize at least 5 staff members every month with the RAVE Program to honor those who take the extra steps to provide equitable and exceptional experiences. (Target Group: All) (Strategic Priorities: 1) (ESF: 1.1,2.1)	Leadership Team	Ongoing	(L)Campus BTO	Criteria: Monthly meeting RAVE awards presentations 10/03/22 - Some Progress

ALTERNATIVE LEARNING CENTER Site Base

Name	Position
Jones, Chris	Principal
Myers, Katee	CAC Co-chair
Fernos, Beatriz	CAC Secretary
Kim-Batra, Jiae	Executive Director
Byers, Michelle	Assistant Principal
Vancil, Nate	Middle School Teacher (Lead)

Every Student Succeeds Act (ESSA)
Title I, Part A Schoolwide Program (SWP) Implementation Statutory Requirements

Element 1: The Comprehensive Needs Assessment (CNA) is included as an attachment for all campuses. The 2021-22 CIP/TIP Development and Review Timeline is attached to this plan. It includes dates that the data was analyzed, the CIP/TIP was developed/revised, and the CIP/TIP will be evaluated.

Element 2: CIP/TIP Requirements are identified as Strategies. Once published, a living draft of this plan can be found on the campus' school page at www.austinisd.org/schools. The list of individuals and their roles who assisted with the development of the CIP is included in this plan.

Element 3: Parent and Family Engagement Requirements, including the Parent/Family Engagement written policy, can be found within the Title I compliance packet, which is available upon request from the campus principal. The signed Principal Confirmation checklist is attached to this plan.

Instructions for Campuses

Ensure each strategy is aligned with Title 1 SW Elements and TEA Priorities.

Ensure all portions of the Title 1 Compliance Packet have been uploaded as attachments (in PlanWorks):

#1 - The Title I Compliance Packet Principal Confirmation - Signed and uploaded with packet.

#2 - #9 See packet for details

#10 - The CIP Developers List has been filled out using PlanWorks (preferred)

Once you have completed these steps, mark this page COMPLETE (green completion check).

If you have questions about these requirements, please contact your Title 1 Compliance Coordinator.

Campus Name: Alternative Learning Center - STAAR data tied to Home Campus

	Grade Level	Student Group	Subject Tested	Performance Level	2021 Results	1st 9 weeks			2nd 9 weeks			3rd 9 weeks			2022 STAAR/EOC	
						Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Summative Goal
TEA Data Tracker Elements	All	All	English I	App.		SCA 1			SCA 2			SCA 3			STAAR	
	All	All	English I	Meets		SCA 1			SCA 2			SCA 3			STAAR	
	All	All	English I	Masters		SCA 1			SCA 2			SCA 3			STAAR	
	All	All	English II	App.		SCA 1			SCA 2			SCA 3			STAAR	
	All	All	English II	Meets		SCA 1			SCA 2			SCA 3			STAAR	
	All	All	English II	Masters		SCA 1			SCA 2			SCA 3			STAAR	
	All	All	Algebra I	App.		SCA 1			SCA 2			SCA 3			STAAR	
	All	All	Algebra I	Meets		SCA 1			SCA 2			SCA 3			STAAR	
	All	All	Algebra I	Masters		SCA 1			SCA 2			SCA 3			STAAR	
	All	All	Biology	App.		SCA 1			SCA 2			SCA 3			STAAR	
	All	All	Biology	Meets		SCA 1			SCA 2			SCA 3			STAAR	
	All	All	Biology	Masters		SCA 1			SCA 2			SCA 3			STAAR	
	All	All	US History	App.		SCA 1			SCA 2			SCA 3			STAAR	
	All	All	US History	Meets		SCA 1			SCA 2			SCA 3			STAAR	
All	All	US History	Masters		SCA 1			SCA 2			SCA 3			STAAR		
All	Emer. Bilingual	Reading	Meets		SCA 1			SCA 2			SCA 3			TELPAS		
Strategic Plan Scorecard Elements	All	African American	All	Meets		SCA 1			SCA 2			SCA 3			STAAR	
	All	Hispanic	All	Meets		SCA 1			SCA 2			SCA 3			STAAR	
	All	Emer. Bilingual	All	Meets		SCA 1			SCA 2			SCA 3			STAAR	
	All	Special Education	All	Meets		SCA 1			SCA 2			SCA 3			STAAR	

<p>Based on the 2022 Summative Goals selected, the campus is aiming for a Domain 1 EOC Performance scaled score and rating of:</p>			<p>The Raw, Scaled, and Grades shown to the left will automatically populate on the A-F Estimator Worksheet, Student Achievement Domain (column I).</p>
Raw	Scaled	Grade	