

Schertz-Cibolo Universal City Independent School District

Allison L. Steele Enhanced Learning Ctr

2021-2022 Campus Improvement Plan



Mission Statement

ALSELC commits to empower all students to discover their own potential through opportunity and individual learning experiences.

Vision

Connect, Inspire, Graduate Prepared

Values: Leadership, Character, Commitment, Service, Learning

Value Statement

We believe all students have the capacity to learn and be successful.

We believe a safe, secure environment is paramount to learning.

We believe living our core values of leadership, character, commitment, service and learning, result in the ability to set and achieve lifelong goals.

We believe quality instruction addresses the individual needs of students.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics Summary

ALSELC is an Alternative Education Campus/Drop out recovery school. Our students apply to attend ALSELC from one of the comprehensive campuses in the district. 100% of our students are at-risk.

Challenges: Identifying Demographic Needs and Increasing Student Enrollment

Demographics Strengths

Demographics Strengths

Student choice and campus size are both strengths. The faculty will know each of the students and will address their needs to help them make the transition from our campus into the 21st century workforce, military or college campus

Problem Statements Identifying Demographics Needs

Problem Statement 1: Challenge 1: The challenge for ALSELC becomes, 'how do we identify students in need of attending ALSELC in a timely fashion?' Root Cause: COVID closures prevented counselors at the comprehensive high schools from conferencing with students in the spring, summer and fall at the same rate they would have in a more typical year. This has led to fewer applications and students. **Root Cause:** Challenge 2: How do we develop a system that encompasses the leadership teams from Samuel Clemens and Byron P. Steele High Schools in order to identify and recruit students to our campus?

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Alternative Education Accountability (AEA) data

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework aligned with the industry-based certifications, program growth and student achievement by race, ethnicity, gender, etc.
- Homeless data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data

- Annual dropout rate data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation

Goals

Goal 1: Goal 1: Increase the rates of high school completion between educationally disadvantaged students and all other students and at-risk students and all other students and create opportunities for students to positively impact the school culture and climate.

Performance Objective 1: Performance Objective 1: Students attending school at Allison L. Steele will work towards graduating on time with their cohort group.

Evaluation Data Sources: Evaluation Data Sources: Student data dashboard
Summative Evaluation: Student Feedback/Surveys and Qualitative Data

Goal 2: Goal 2: Increase the percentage of graduating seniors demonstrating college, career, and/or military readiness from 20% (18-19 accountability) to 40% for the 2021-22 school year.

Performance Objective 1: 58% of students identified for the military cohort will score a 31 or higher on the ASVAB

Evaluation Data Sources: ASVAB scores and military cohort roster

Goal 3: Goal 3: Increase the percentage of graduating seniors demonstrating college, career, and/or military readiness from 20% (18-19 accountability) to 40% for the 2021-22 school year.





Performance Objective 1: 60% of students indicating an interest in pursuing a career after high school will graduate with an endorsement and certification (local certification).

Evaluation Data Sources: Transcripts and cohort roster

Goal 4: Increase the percentage of graduating seniors demonstrating college, career, and/or military readiness from 20% (18-19 accountability) to 40% for the 2021-22 school year.

Performance Objective 1: 80% of students indicating an interest in attending college after high school will pass one or more areas of the TSI

Evaluation Data Sources: TSI scores and cohort roster

Strategy 1 Details	Reviews			
<p>Strategy 1: Arrange for the Alamo Community College District to send a representative from Lakeview to administer the TSI exam on our campus.</p> <p>Strategy's Expected Result/Impact: More students on our campus will be able to take the exam.</p> <p>Staff Responsible for Monitoring: Trevino, Theis, Day</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 5: Improve or maintain teacher satisfaction and engagement.

Performance Objective 1: Teacher satisfaction and engagement will improve on campus by 50%.

Evaluation Data Sources: Energage Survey Results/Campus Agenda/Informal walk-throughs

Goal 6: Improve student's socio-emotional skills in students attending ALSELC.

Performance Objective 1: Strategy 1: Use Panorama to document the interactions between the staff and students on campus

Strategy 2: Each staff member will serve as a mentor to at least 5 students who need help

Evaluation Data Sources: Panorama/Google Sheets

Goal 7: 80% of students will demonstrate a positive (self-reported 4 or 5) or improved score on the Panorama survey from BOY to EOY

State Compensatory

Budget for Allison L. Steele Enhanced Learning Ctr

Total SCE Funds:

Total FTEs Funded by SCE: 14.5

Brief Description of SCE Services and/or Programs

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Personnel for Allison L. Steele Enhanced Learning Ctr

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Adrienne Kindt	Teacher	1
Aliyah Ramirez	Teacher	1
Bridget Julio	Teacher	1
Christine Hoffmann	Teacher	1
Claudia Romano	Teacher	1
Dusti Burcham	Teacher	1
Jackie Day	Registrar	1
Jeffrey Hunt	Teacher	1
Joey Trevino	Principal	1
Kari Wallace	Teacher	1
Kenneth Coleman	Teacher	1
Melanie Bentley	Bookkeeper and Receptionist	1
Sammie Bonner	Teacher	1
Susan Theis	Counselor	1
Tamez Cade	Teacher	0.5

Addendums