

Schertz-Cibolo Universal City Independent School District

Allison L. Steele Enhanced Learning Ctr

Campus Improvement Plan

2020-2021



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

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.

Demographics Strengths

Student choice and campus size are both strengths as student come with anticipation of hope and are better able to be known.

Problem Statements Identifying Demographics Needs

Problem Statement 1: 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. The problem 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.

Student Achievement

Student Achievement Summary

Although COVID closures resulted in waived EOC assessments and no accountability reports for the 2019-2020, ALSELC received an 'A' for the 2018-2019 school year based on student performance and bonus points for the percentage of students graduating on the foundation plus endorsement graduation plans.

For the 2018-2019 School year:

We served a total of 186 students. Of those:

- 135 graduated in 2019
 - 134 graduated on-time,
 - 1 a 5th year graduate
- 5 moved out of district
- 2 Dropped out
- 45 returned to ALSELC for the 2019-2020 school year
 - 42 graduated on time
 - 1 incarcerated (4/7/2020-6/29/2020) expect to get her back to finish 1 credit. If so, she would be an on-time graduate (2020-21 is her 4th year in HS)
 - 1 returning for 4th year in HS

For the 2019-2020 School year:

We served 165 students. Of those:

- 117 Graduated on-time
 - includes 2 previous drop-outs from the 2018-2019 school year.
- 15 students moved out of district
- 2 dropped out
- 31 have returned for their 4th year in high school
 - 1 previous drop-out has returned; 1 previously incarcerated student has returned.

Student Achievement Strengths

AEA accountability score: A

4-, 5-, and 6-year Graduation Rate are high: 97%

School Culture and Climate

School Culture and Climate Summary

Winter 2019 Panarama survey results (note, the Spring survey was impact by COVID)

Compared to all other SCUC campuses, students at ALSELC self-reported

- 28%age points higher on feeling safe at school
- 14%age points higher on feeling a sense of belongingness

Students reported their greatest strengths in:

- social awareness (+4 with district)
- Grit (+2 with distrit)

Students reported their greatest challenges as:

- Service Oriented (-9 with district)
- Self-management (-3 with district)
- Growth Mindset (-2 with district)

School Culture and Climate Strengths

See above

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Overall, students do not identify their abilities to self-manage or worth in giving back to the community. **Root Cause:** Students attending ALSELC have typically not been able to successfully meet goals by identifying and meeting the steps necessary to reach those goals nor be involved in activities that allow them to give back to the community.

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
- Quantifiable goals for measures of CCMR(HB 3)
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Alternative Education Accountability (AEA) data
- 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
- 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
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- 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 and participation data
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, 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

- Staff surveys and/or other feedback
- 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: Increase the rates of high school completion between educationally disadvantaged students and all other students and at-risk students and all other students.

Performance Objective 1: Students attending school on campus will meet or exceed monthly progress goals needed to graduate on-time

Evaluation Data Sources: Student data dashboard

Summative Evaluation: None

Strategy 1: Monthly goal setting meetings with students Strategy's Expected Result/Impact: Students will increase their understanding of how well they are meeting their progress goals. Staff Responsible for Monitoring: Newman, Theis, Gordon ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Conduct virtual campus meetings to decrease dis-engagement of virtual students. Strategy's Expected Result/Impact: Students feel more connected to campus and their goals Staff Responsible for Monitoring: None	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Identify and intervene (Google Voice and Porch Visits) with students who have disengaged. Weekly process Strategy's Expected Result/Impact: Prevent disengagement of virtual students. Staff Responsible for Monitoring: None	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Increase the percentage of graduating seniors demonstrating college, career, and/or military readiness from 20% (18-19 accountability) to 40% for the 2020-21 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

Summative Evaluation: None

Goal 2: Increase the percentage of graduating seniors demonstrating college, career, and/or military readiness from 20% (18-19 accountability) to 40% for the 2020-21 school year.

Performance Objective 2: 60% of students indicating an interest in perusing a career after high school will graduate with an endorsement and certification (local certification).

Evaluation Data Sources: Transcripts and cohort roster

Summative Evaluation: None

Goal 2: Increase the percentage of graduating seniors demonstrating college, career, and/or military readiness from 20% (18-19 accountability) to 40% for the 2020-21 school year.

Performance Objective 3: 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

Summative Evaluation: None

Goal 3: Improve or maintain teacher satisfaction and engagement.

Performance Objective 1: 100% of scores related to my manager on the teacher satisfaction and engagement survey will improve or maintain.

Evaluation Data Sources: Energage Survey Results

Summative Evaluation: None

Goal 4: Improve students socio-emotional skills in students attending ALSELC.

Goal 5: 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

Personnel for Allison L. Steele Enhanced Learning Ctr

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Adrienne Kindt	Teacher	ALSELC	1
Aliyah Ramirez	Teacher	ALSELC	1
Bridget Gorhum	Teacher	ALSELC	1
Christine Hoffmann	Teacher	ALSELC	1
Claudia Romano	Teacher	ALSELC	1
Dusti Burcham	Teacher	ALSELC	1
Jackie Day	Registrar	ALSELC	1
Jeffrey Hunt	Teacher	ALSELCL	1
Kari Wallace	Teacher	ALSELC	1
Kenneth Coleman	Teacher	ALSELC	1
Lisa Newman	Principal	ALSELC	1
Maria Ferguson	Bookkeeper and secretary	ALSELC	1
Sammie Bonner	Teacher	ALSELC	1
Susan Theis	Counselor	ALSELC	1
Tamez Cade	Teacher	ALSELC	.5

Addendums