

Schertz-Cibolo Universal City Independent School District

Allison L. Steele Enhanced Learning Ctr

2022-2023 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 both of the comprehensive high school campuses in our district (Samuel Clemens and Bryon P. Steele). 100% of our students are at-risk.

Challenges: Identifying Demographic Needs and Increasing Student Enrollment

Demographics Strengths

Demographic Strengths

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

Problem Statements Identifying Demographics Needs

Problem Statement 1: 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: Root Cause: Challenge 2: Developing 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

Accountability Data

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

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- 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

Student Data: Student Groups

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Student surveys and/or other feedback

Employee Data

Allison L. Steele Enhanced Learning Ctr
Generated by Plan4Learning.com

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Goal 1: We will cultivate collaborative and reciprocal partnerships between the district and campuses with community entities.

Performance Objective 1: 1.1 Establish a system which identifies and offers students both on and off campus, community-based learning opportunities.

Evaluation Data Sources: Strategies for this performance objective will be addressed in a future Campus Improvement Plan.

Goal 1: We will cultivate collaborative and reciprocal partnerships between the district and campuses with community entities.

Performance Objective 2: 1.2 Expand District procedures, protocols, and practices to establish campus infrastructures supporting successful community partnerships.

High Priority

Evaluation Data Sources: Performance Objective 1.2 Evaluation Data Sources

* **Action Team for Partnerships (ATP)-Annual Review

* **Scoring Rubric to measure the types of involvement

* **Parent and Community Surveys

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|------------|------------|
| <p>Strategy 1: Volunteering: Recruit and organize parents to support the school and students through a PTC (Parent/Teacher Committee) and Community Liaison Committees.</p> <p>Strategy's Expected Result/Impact: -Involve parents in organized, ongoing, and timely ways to collaboratively plan for events and to have input for improving school programs. -Encourage families and the community to be involved with the school in various ways (lead talks or activities and participating in our campus celebrations/activities).- -Provide a resource director for parents and students on community agencies, services, and programs.</p> <p>Staff Responsible for Monitoring: Campus Leadership Teams</p> | Formative | | |
| | Oct | Jan | May |
| | | | |
| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: Provide a resource director for parents and students on community agencies, services, and programs.</p> <p>Strategy's Expected Result/Impact: Information for student and parent resources will be readily available/accessible for support</p> <p>Staff Responsible for Monitoring: Campus Leadership Teams</p> | Formative | | |
| | Oct | Jan | May |
| | | | |
| Strategy 3 Details | Formative Reviews | | |
| <p>Strategy 3: Business leaders will be involved with our campus and provide students with an insight into what is required from graduates in the workforce. Business leaders will have presentations on campus and give all students and opportunity to participate in a question and answer session.</p> | Formative | | |
| | Oct | Jan | May |
| | | | |

Strategy's Expected Result/Impact: Business leaders from the community get an opportunity to showcase their industry while informing students about the workforce skills needed to secure a job in their respective fields.

Staff Responsible for Monitoring: Campus Leadership Teams

TEA Priorities:

Connect high school to career and college

- ESF Levers:

Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture



No Progress

Accomplished

Continue/Modify

Discontinue

Goal 1: We will cultivate collaborative and reciprocal partnerships between the district and campuses with community entities.

Performance Objective 3: 1.3 Increase community relationships and expand opportunities for district, campus and community entities to serve one another.





Evaluation Data Sources: "Strategies for this Performance Objective will be addressed in a future District/Campus Improvement Plan."

Summative Evaluation: Some progress made toward meeting Objective

Goal 2: We will offer opportunities for student choice and provide a challenging learning environment to prepare students for their individual passions and endeavors.

Performance Objective 1: 2.1 Expand teacher resources to incorporate student choice in a variety of ways.

Evaluation Data Sources: "Strategies for this Performance Objective will be addressed in a future District/Campus Improvement Plan."





| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|-----|-----|
| Strategy 1: "Strategies for this Performance Objective will be addressed in a future District/Campus Improvement Plan." | Formative | | |
| | Oct | Jan | May |
| | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | |

Goal 2: We will offer opportunities for student choice and provide a challenging learning environment to prepare students for their individual passions and endeavors.

Performance Objective 2: 2.2 Provide information and resources so that students can confidently choose the courses they want to take and clubs they want to join.

High Priority

Evaluation Data Sources: Communities in Schools/Student Data in Panorama and Cohort Groups

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|-----|-----|
| <p>Strategy 1: Provide opportunities for students to participate in clubs and to select a career track of their interest.</p> <p>Strategy's Expected Result/Impact: Opportunities during Cohort Groups/Course Descriptions to provide Exposure to career tracks and to recruit students for elective courses/ endorsements.</p> <p>Staff Responsible for Monitoring: *Teacher Leadership Teams</p> | Formative | | |
| | Oct | Jan | May |
| | | | |
| <p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p> | | | |

Goal 2: We will offer opportunities for student choice and provide a challenging learning environment to prepare students for their individual passions and endeavors.

Performance Objective 3: 2.3 Develop opportunities for students to learn through non-traditional learning techniques.

Evaluation Data Sources: "Strategies for this Performance Objective will be addressed in a future District/Campus Improvement Plan."

Goal 3: We will foster positive morale with support systems for students and staff.

Performance Objective 1: 3.1 Offer attractive and competitive employment opportunities.





Evaluation Data Sources: "Strategies for this Performance Objective will be addressed in a future District/Campus Improvement Plan."

Goal 3: We will foster positive morale with support systems for students and staff.

Performance Objective 2: 3.2 Promote social opportunities for student and staff engagement.

High Priority

Evaluation Data Sources: *Student Surveys (Panorama) and Staff Surveys (B.O.Y., M.O.Y., and E.O.Y.)

| Strategy 1 Details | Formative Reviews | | |
|--|-------------------|-----|-----|
| <p>Strategy 1: Build into the school schedule an opportunity for students and staff to celebrate success and achievement at least once a month.</p> <p>Strategy's Expected Result/Impact: Improved student and staff morale and to create a sense of belonging for all the members of the campus community.</p> <p>Staff Responsible for Monitoring: *Campus Leadership Teams</p> | Formative | | |
| | Oct | Jan | May |
| | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div> | | | |

Goal 3: We will foster positive morale with support systems for students and staff.

Performance Objective 3: 3.3 Ensure teachers and students have instructional resources needed for academic and social-emotional learning.

Evaluation Data Sources: "Strategies for this Performance Objective will be addressed in a future District/Campus Improvement Plan."

Goal 4: We will provide timely, consistent, and transparent communication.

Performance Objective 1: 4.1 Align the district's communication methods both internally and externally.

Evaluation Data Sources: "Strategies for this Performance Objective will be addressed in a future District/Campus Improvement Plan."

Goal 5: We will continually build a culture that promotes trusting relationships and mutual respect.

Performance Objective 1: 5.1 Create, communicate, and demonstrate a culture of belonging among all stakeholders.

Evaluation Data Sources: "Strategies for this Performance Objective will be addressed in a future District/Campus Improvement Plan."

Goal 5: We will continually build a culture that promotes trusting relationships and mutual respect.

Performance Objective 2: 5.2 Build upon existing community service programs in schools and incorporate opportunities for teachers, students, and community members to serve.

Goal 5: We will continually build a culture that promotes trusting relationships and mutual respect.

Performance Objective 3: 5.3 Support social and emotional development for students and staff.

Goal 6: We will foster a culture of excellence by enhancing the academic knowledge and skills of our students.

Performance Objective 1: 68% of graduates will meet the state criteria for CCMR by August 2023.

HB3 Goal

Evaluation Data Sources: State CCMR criteria including SAT, ACT, TSIA, College Prep Course, Dual Credit, AP/IB exams, OnRamps, industry based certification, IEP/Workforce readiness, advanced degree plans for special education students, Level I or II certificates and military enlistment.

Goal 6: We will foster a culture of excellence by enhancing the academic knowledge and skills of our students.

Performance Objective 2: 56% of 3rd graders will meet projected growth on the NWEA MAP assessment for reading by May 2023. (additional grade band goals for K-8th grade will be added as an addendum)

HB3 Goal

Evaluation Data Sources: MAP Growth Data

Goal 6: We will foster a culture of excellence by enhancing the academic knowledge and skills of our students.

Performance Objective 3: 59% of 3rd graders will meet projected growth on the NWEA MAP assessment for math by May 2023. (additional grade band goals for K-8th grade will be added as an addendum)

HB3 Goal

Evaluation Data Sources: MAP Growth Data

State Compensatory

Budget for Allison L. Steele Enhanced Learning Ctr

Total SCE Funds: \$794,222.55

Total FTEs Funded by SCE: 14.5

Brief Description of SCE Services and/or Programs

State Comp Ed Expenditures for 2020-2021: ASEL C Expenditures for 2020-2021: Staff \$755,449.09 Staff ESSER \$15,217.50 Contracted Services \$3,826.24 Supplies \$10,759.22 Other \$8,970.50 Total w/o ESSER \$779,005.05 Total with ESSER \$794,222.55 Currently there are 126 students enrolled at Allison L. Steele through 9/2/2022. We have Allison L. Steele time built into the schedule to help the students who will be retesting and taking the EOCs in December. In addition, starting on September 6th, we have a morning and afternoon tutoring schedule that will provide students with an extra opportunity to receive help. The morning scheduled tutoring times are 7:30-8:00 am. and the afternoon times are 4:05-4:40 pm.

Personnel for Allison L. Steele Enhanced Learning Ctr

| <u>Name</u> | <u>Position</u> | <u>FTE</u> |
|--------------------|-----------------------------|------------|
| Adrienne Kindt | Teacher | 1 |
| Carol Davis | Teacher | 1 |
| Christine Hoffmann | Teacher | 1 |
| Claudia Romano | Teacher | 1 |
| Dusti Burcham | Teacher | 1 |
| Jackie Day | Registrar | 1 |
| Joey Trevino | Principal | 1 |
| John Barth | Teacher | 1 |
| Kari Wallace | Teacher | 1 |
| Kenneth Coleman | Teacher | 1 |
| Meghan Sierra | Teacher | 1 |
| Melanie Bentley | Bookkeeper and Receptionist | 1 |
| Sammie Bonner | Teacher | 1 |
| Susan English | Counselor | 1 |
| Tamez Cade | Teacher | 0.5 |