

ALTER SCH
Campus Improvement Plan
2023/2024



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Vision

Lufkin...your best choice for education!

Mission

To educate and equip all students for success through exceptional learning experiences

Beliefs

We believe Lufkin ISD staff is our greatest asset.

We believe all students can learn.

We believe Lufkin ISD achieves higher levels of performance through clearly defined goals with high expectations for all students.

We believe Lufkin ISD must continually progress in everything we do.

We believe Lufkin ISD is the district of choice.

We believe our community's involvement and diversity are essential for maximizing student learning.

Lufkin ISD

Goals & Objectives

Goal 1: Demonstrate sustained growth in student academic achievement

- Objective 1: Improve, sustain, and support academic student performance at or beyond grade level
- Objective 2: Improve, sustain, and support student attendance and decrease truancy
- Objective 3: Improve, sustain, and support the graduation rate and prepare college/career-ready students

Goal 2: Provide all students and staff members with a safe, healthy, supportive learning environment

- Objective 1: Provide a safe and secure environment for students and staff
- Objective 2: Provide effective instruction, prevention, and intervention programs for safe, orderly, and productive schools (PBIS)
- Objective 3: Provide a strong, comprehensive, developmental guidance program (PK-12) to all students that includes early identification/screening, early intervention/access to specialized services, and mental health prevention/intervention

Goal 3: Foster a positive environment for all stakeholders that encourages professional growth, teamwork, and high morale

- Provide opportunities to develop well-rounded students who are strong leaders and responsible citizens
- Parents and families will be informed of, encouraged, and provided opportunities to be actively involved in the education of their children
- Train all employees to effectively implement Professional Learning Communities (PLCs,) effectively participate in campus/district planning and decision making processes, analyze data, discuss needs, and take action to improve student performance

ACE CEIC

Name	Position
Craft, Adam	Principal
Mathis, Terrance	Behavior Coordinator
Cole, Amelia	Counselor
Eoff-Travis, Andrea	Special Education Teacher
Hurt, John	High School Teacher
Jolley, Shirley	Middle School Teacher
Modisette, Ralph	Community Member
Williams, Delmekia	Parent

Comprehensive Needs Assessment

Demographics

Demographics Strengths

The ACE campus demographics varies from day to day. The ACE campus serves students in grades 3 - 12. Per the state of Texas, the classroom size should not exceed more than 15 students. With current staffing, we can house 15 elementary students, 75 middle school students, and 75 high school students.

Demographics Weaknesses

Our percentage of special education students being placed at ACE seems high compared to our general education population. In addition, there are a high number of discretionary placements on the ACE campus. Furthermore, the number of students we serve in our secondary classrooms, and more specifically our middle school classrooms, often meet or exceed the 15 to 1 ratio set by the state.

Demographics Needs

We need improved collaboration among campuses about student issues. Additionally, targeted staff development to deal with current behavior trends is needed district wide.

Demographics Summary

DAEP demographics change daily with enrollment and dismissal of students in the program. Student demographics are reflective of district and campus demographics. Majority of student referrals are for a minimum 30 school days; this may be increased or decreased at the discretion of LISD administrators.

District Demographics include:

Lufkin ISD student population consists of:

- 42.7% Hispanic
- 24.4% White
- 28.7% African American
- 1.3% Other
- 2.9% Two or more races

Student Enrollment by Program:

Comprehensive Needs Assessment

Demographics Summary (Continued)

26.1% are enrolled in Bilingual/ESL Education
29% are enrolled in Career and Technology Education
12.3% are enrolled in Gifted and Talented Education
12% receive Special Education services
83.9% Economically Disadvantaged
60.3% At Risk

Student Achievement

Student Achievement Strengths

Student achievement data is not reflected on the ACE campus; rather, it is reflected on the student's home campus.

Student Achievement Weaknesses

Once assigned to ACE, student's lose face to face instruction and are not required to take campus based assessments. Due to current expectations, students often fall farther behind once placed at ACE for extended periods of time.

Student Achievement Needs

We need better curriculum alignment and collaboration between ACE and the other campuses in the district.

Student Achievement Summary

Collaboration between ACE and the other district campuses will help the ACE campus better meet student needs.

School Culture and Climate

Comprehensive Needs Assessment

School Culture and Climate Strengths

In the spring semester, a points system was piloted to allow students an opportunity at early release from the ACE campus. This plan received a lot of positive feedback from students, staff, and parents, and had a positive impact on the culture and climate of the ACE campus.

School Culture and Climate Weaknesses

The points system is not inclusive of all students and definitive plans have not been put in place for the upcoming school year to improve upon the points system.

School Culture and Climate Needs

We need a comprehensive plan in place, with collaboration of the other district campuses, that is inclusive of all LISD students.

School Culture and Climate Summary

The ACE campus has outside groups come in to help target behaviors and interventions with students (i.e. the Burke Center). Professional development is targeted to student and teacher needs and teachers are given a voice through periodic surveys to address needs and celebrate successes.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

ACE staff attend all district wide staff development. We meet at least once monthly to discuss issues and needs. Teachers are given opportunities to provide input to the needs of the campus. Our teachers are celebrated throughout the year.

Staff Quality, Recruitment and Retention Weaknesses

Recruiting for ACE is difficult as we have very few interested applicants. Some struggle to deal with disruptive behaviors as they have not been properly equipped with the right

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Weaknesses (Continued)

professional development opportunities.

Staff Quality, Recruitment and Retention Needs

Further training on de-escalation techniques as well as how to help students with extremely disruptive behaviors is needed to help better prepare teachers to be successful. A stipend is needed for the staff at ACE to help recruit and retain quality staff. Keeping the classroom ratio 15 to 1 is another need at the ACE campus.

Staff Quality, Recruitment and Retention Summary

Steps are being taken to better prepare teachers by focusing on targeted areas of need (behavior) as well as continuing to provide teachers with opportunities to participate in campus decisions.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

Teachers have a better understanding of E2020.

Curriculum, Instruction and Assessment Weaknesses

There is a lack of consistency in expectations from students assigned to ACE versus those on their home campus. Curriculum expectations vary based on student assigned campus. Grading policies differ between classrooms.

Curriculum, Instruction and Assessment Needs

We need streamlined campus based assessment expectations from the home campus and ACE. Students at ACE do not take the same assessments as other students,

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Needs (Continued)

therefore we do not always have an accurate measure of how students at ACE are performing. All classrooms in the district need to place work through Google Classroom so all students have access to the same materials. We also need consistent grading policies between classrooms.

Curriculum, Instruction and Assessment Summary

Improving collaboration between a student's home campus and ACE is a priority and has improved over the last several months as we seek to form a better partnership.

Family and Community Involvement

Family and Community Involvement Strengths

Intake meetings are provided for every student that is assigned to ACE that included their family. Partnerships with community partners is beneficial to our campus and our students (i.e. ADAC, Burke).

Family and Community Involvement Weaknesses

The person delivering the intake information is not consistent. In addition, the intake paperwork is arduous.

Family and Community Involvement Needs

We need streamlined intake information so each student and family receives consistent information.

Family and Community Involvement Summary

Processes are currently in place to streamline information given out at intake to students and families. We continue to strive to add community partnerships as well as improve school to parent communication.

Comprehensive Needs Assessment

School Context and Organization

School Context and Organization Strengths

Monthly faculty meetings are conducted and staff members are given a voice at those meetings in addition to surveys throughout the year garnering feedback.

School Context and Organization Weaknesses

There is a perception that the ACE campus is the desired place to be and is not punitive in nature.

School Context and Organization Needs

A focus on re-education is needed at ACE. Instead of being reactive, a proactive stance needs to be taken aimed at helping students better handle stress and adversity.

School Context and Organization Summary

This is a high priority area moving into the 2023-2024 school year as ACE strives to better meet the needs of the students and community.

ALTER SCH

Goal 1. (Student achievement) Demonstrate sustained growth in student academic achievement

Objective 1. Improve, sustain, and support academic student performance at or beyond grade level

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. We have partnered with the district technology department to improve our internet filters to decrease student access to websites other than E2020. By doing this, we will maximize student time on task, which will lead to improved performance in student coursework. (Target Group: All) (Strategic Priorities: 4) (ESF: 4.1)</p>	<p>Assistant Principal(s), Principal</p>	<p>Prior to 8/8/2023</p>	<p>(O)N/A</p>	<p>Criteria: This was contracted out over the summer and completed prior to the first day of school.</p> <p>Ongoing evaluation of this will be conducted through walk-throughs and evaluations.</p> <p>08/22/23 - Completed (S) 08/18/23 - Significant Progress</p>
<p>2. We are partnering with the high school and middle school campuses to allow students who are in advanced classes to remain relevant in those classes by working through both the e2020 program as well as Google Classroom. (Target Group: GT) (Strategic Priorities: 4) (ESF: 4.1)</p>	<p>Assistant Principal(s), Counselor(s), Principal, Teacher(s)</p>	<p>08/08/2023-05/22/2023</p>	<p>(O)N/A</p>	<p>Criteria: Student work completed through Google Classroom; feedback from home campus</p> <p>08/18/23 - Some Progress</p>
<p>3. Implementation of a points system. (Target Group: All) (ESF: 3.1,3.2,5.1)</p>	<p>Assistant Principal(s), Principal, Special Ed Teachers, Teacher(s)</p>	<p>08/08/2023-05/22/2023</p>	<p>(O)N/A</p>	<p>Criteria: We will look at the percentage of students that the points system benefits.</p> <p>08/18/23 - Completed</p>

ALTER SCH

Goal 1. (Student achievement) Demonstrate sustained growth in student academic achievement

Objective 2. Improve, sustain, and support student attendance and decrease truancy

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. We implemented a point system to allow students to return to their sending campus early. This is built on work ethic as well as student behavior. This incentivizes students to be present each day as they can only earn points if they are present at school. (Target Group: All) (Strategic Priorities: 4) (ESF: 3.2,5.1)</p>	<p>Assistant Principal(s), Principal, Special Ed Teachers, Teacher(s)</p>	<p>08/08/2023-05/22/2023</p>	<p>(O)N/A</p>	<p>Criteria: We are utilizing daily tracking sheets that teachers complete to track points earned in each class. We also utilize a master tracking sheet to tally the running total of points a student needs to return to their home campus early. We are using these tools to have conversations with students and home campuses.</p> <p>08/18/23 - On Track</p>
<p>2. We conduct intake meetings for every student assigned to the ACE campus. During this meeting, we discuss the importance of regular attendance and how regular attendance is related to the points system that gives students the opportunity to return to their home campus early. (Target Group: All) (ESF: 3.1,3.2,3.3,3.4,5.1)</p>	<p>Assistant Principal(s), Principal</p>	<p>08/08/2023-05/22/2023</p>	<p>(O)N/A</p>	<p>Criteria: We track student attendance daily through a Google sheet. When we notice patterns, we will discuss those patterns with students and families. The ultimate evaluation of this strategy will be based on our overall attendance rate for the school year.</p> <p>08/18/23 - Some Progress</p>

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Goal 1. (Student achievement) Demonstrate sustained growth in student academic achievement

Objective 3. Improve, sustain, and support the graduation rate and prepare college/career-ready students

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Improved internet filtering so students are more engaged in their course work. (Target Group: All) (ESF: 4.1)	Assistant Principal(s), Counselor(s), Principal	08/08/2023-05/22/2023	(O)N/A	<p>Criteria: Student achievement should improve as a result of the improved internet filtering here at the ACE campus. Students will be able to complete more work while assigned to the ACE campus.</p> <p>08/18/23 - Completed</p>

ALTER SCH

Goal 2. (Learning environment) Provide all students and staff members with a safe, healthy, supportive learning environment

Objective 1. Provide a safe and secure environment for students and staff

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. We are reviewing our EOP to ensure compliance with all drills and regulations. (Target Group: All)	Assistant Principal(s), Counselor(s), Principal, Special Ed Teachers, Teacher(s)	08/08/2023-05/22/2023	(O)N/A	Criteria: Evaluation criteria will be based on the campus successfully implementing all safety drills in compliance with our campus EOPs. We will conduct an analysis of emergency drill evaluations through our EOP. 08/18/23 - On Track
2. Conduct monthly safety meetings with the safety committee to drill down to ensure we have specific plans in place on this campus in case of an emergency. For example, we will look at specific measures to take for students, while at lunch, if we were to receive a tornado warning. (Target Group: All)	Assistant Principal(s), Counselor(s), Principal, Special Ed Teachers, SRO Officer, Teacher(s)	08/08/2023-10/31/2023	(O)N/A	Criteria: Successful completion of all required drills 08/18/23 - Some Progress
3. Stop, defend, deny & stop the bleed staff training (Target Group: All)	Assistant Principal(s), Principal, SRO Officer	10/02/2023	(O)N/A	Criteria: Successful completion of the training 08/18/23 - On Track

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Goal 2. (Learning environment) Provide all students and staff members with a safe, healthy, supportive learning environment

Objective 2. Provide effective instruction, prevention, and intervention programs for safe, orderly, and productive schools (PBIS)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implementation of a campus points system. (Target Group: All) (ESF: 3.1,3.2,3.3,5.1)	Assistant Principal(s), Counselor(s), Principal, Special Ed Teachers, Teacher(s)	08/08/2023-05/22/2023	(O)N/A	Criteria: Analysis of the percentage of students who return early to their home campus. 08/18/23 - Significant Progress
2. Implementation of a positive referral system. (Target Group: All) (ESF: 3.1,3.2,3.3)	Assistant Principal(s), Counselor(s), Principal, Special Ed Teachers, Teacher(s)	08/08/2023-05/22/2023	(O)N/A	Criteria: This will be our baseline year. In subsequent years, we can compare the percentage of students that receive positive referrals. 08/18/23 - Some Progress

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Goal 2. (Learning environment) Provide all students and staff members with a safe, healthy, supportive learning environment

Objective 3. Provide a strong, comprehensive, developmental guidance program (PK-12) to all students that includes early identification/screening, early intervention/access to specialized services, and mental health prevention/intervention

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. SEL Lessons (Target Group: All)	Assistant Principal(s), Counselor(s), Principal, Special Ed Teachers, Teacher(s)	08/08/2023-05/22/2023	(O)N/A	Criteria: Weekly SEL lessons with follow-up activities such as think sheets. 08/22/23 - Some Progress 08/18/23 - Some Progress
2. Mental Health First Aid Training of staff (Target Group: All)	Assistant Principal(s), Counselor(s), Principal	11/06/2023	(O)N/A	Criteria: Successful completion of the training 08/22/23 - On Track (S) 08/18/23 - On Track

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Goal 3. (Culture and Climate) Foster a positive environment for all stakeholders that encourages professional growth, teamwork, and high morale

Objective 1. Provide opportunities to develop well-rounded students who are strong leaders and responsible citizens

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Weekly SEL lessons that are targeted to the needs of the student population at ACE (Target Group: All)	Assistant Principal(s), Counselor(s), Principal, Special Ed Teachers, Teacher(s)	08/08/2023- 05/22/2023	(O)N/A	Criteria: Weekly implementation of the SEL lessons with the completed student activities 08/18/23 - Some Progress

ALTER SCH

Goal 3. (Culture and Climate) Foster a positive environment for all stakeholders that encourages professional growth, teamwork, and high morale

Objective 2. Parents and families will be informed of, encouraged, and provided opportunities to be actively involved in the education of their children

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Parent contact form provided through Google Sheets (Target Group: All)	Assistant Principal(s), Principal, Special Ed Teachers, Teacher(s)	08/08/2023-05/22/2023	(O)N/A	Criteria: This information is tracked through Google Sheets 08/18/23 - Significant Progress

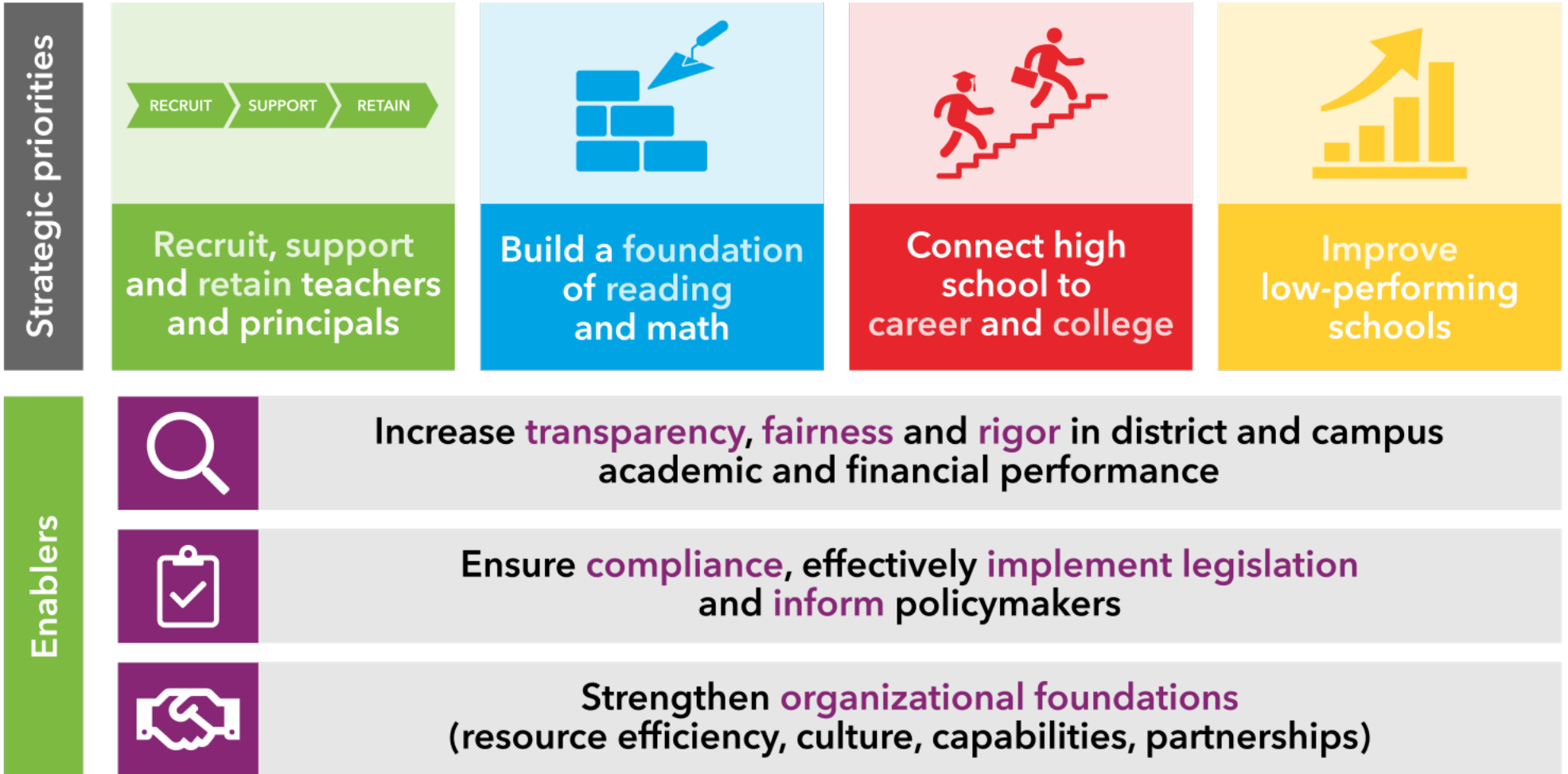
ALTER SCH

Goal 3. (Culture and Climate) Foster a positive environment for all stakeholders that encourages professional growth, teamwork, and high morale

Objective 3. Train all employees to effectively implement Professional Learning Communities (PLCs,) effectively participate in campus/district planning and decision making processes, analyze data, discuss needs, and take action to improve student performance

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Staff surveys (Target Group: All)	Assistant Principal(s), Behavior Paraprofessional, Counselor(s), Paraprofessional(s), Principal, School Nurse, Special Ed Teachers, SRO Officer, Teacher(s)	08/08/2023-05/22/2023	(O)N/A	Criteria: Utilizing staff feedback to plan future staff development 08/18/23 - Significant Progress
2. Teachers will conduct weekly face to face lessons with all classes. (Target Group: All) (ESF: 4.1)	Assistant Principal(s), Principal, Special Ed Teachers, Teacher(s)	08/08/2023-05/22/2023	(O)N/A	Criteria: Walk-throughs and T-TESS evaluations 08/22/23 - Significant Progress 08/18/23 - Some Progress

Every child, prepared for success in college, a career or the military.



**adapted from TEA Strategic Plan - <https://tea.texas.gov>*

Required Components for Title I School-Wide

ESSA Components: A schoolwide program shall develop a comprehensive plan that "is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging State academic standards, particularly the needs of those children who are failing or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the local educational agency" Section 1114 (b)(6)

REQUIRED. A schoolwide program shall develop a comprehensive plan that "is developed with the involvement of parents and other members of the community to be served including teachers, principals, other school leaders, paraprofessionals present in the school, and administrators..." Section 1114 (b)(2)

REQUIRED. A schoolwide program shall develop a comprehensive plan that "is available to the local education agency, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand" Section 1114 (b)(4)

REQUIRED. A schoolwide program shall develop a comprehensive plan that, if appropriate and applicable, "is developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d)" Section 1114 (b)(5)

REQUIRED. A schoolwide program shall develop a comprehensive plan that includes a description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will (i) "provide opportunities for all children, including each of the subgroups of students (as defined in section 1111(c)(2)) to meet the challenging State academic standards; (ii) use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and (iii) address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards" Section 1114 (b)(7)(A)(i-iii)

REQUIRED. A schoolwide program shall develop a comprehensive plan that "remains in effect for the duration of the school's participation, except that the plan and its implementation shall be regularly monitored and revised as necessary based on student needs to ensure that all students are provided opportunities to meet the challenging state academic standards" Section 1114 (b)(3)

There are specific Title I, Part A staffing requirements for paraprofessionals and teachers. [Section 1112 (e)] All paraprofessionals assigned to Title I, Part A schoolwide campuses must continue to meet federal standards; Teachers assigned to Title I, Part A school campuses must meet applicable state certification requirements.