

ALTER SCH
Campus Improvement Plan
2024/2025



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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 vary 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 is high compared to our general education population. In addition, there are a high number of discretionary placements on the ACE campus due to local mandatory policies. Furthermore, the number of students we serve in our secondary classrooms, more specifically our high school classrooms, often meet or exceed the 15 to 1 ratio set by the state. As our numbers increase, our ability to be proactive decreases as we deal more with negative student behaviors.

Demographics Needs

We need improved collaboration among campuses concerning student issues. We need to look at our local policy. Additionally, district wide, we need targeted staff development to deal with current behavior trends.

Demographics Summary

DAEP demographics change daily with enrollment and dismissal of students in the program. Student demographics are reflective of district and campus demographics. The majority of student referrals are for a minimum of 30 days, however, this may be increased or decreased based on the points system and the discretion of LISD administrators.

District demographics are as follows:

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

29% are enrolled in Career and Technology Education

Comprehensive Needs Assessment

Demographics Summary (Continued)

26.1% are enrolled in Bilingual/ESL Education
12.3% are enrolled in Gifted and Talented Education
12% received Special Education services
83.9% are Economically Disadvantaged
60.3% are 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 being assigned to DAEP, 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 the needs of students. Reducing the number of students sent to ACE will positively impact student achievement. Looking at policy and length of placement would also be beneficial to student achievement.

School Culture and Climate

Comprehensive Needs Assessment

School Culture and Climate Strengths

We implemented a campus wide points system to allow students an opportunity to earn early release from the ACE campus. The plan received a lot of positive feedback from students, staff, and parents. The points system benefited most students on their first placement. This had a positive impact on the culture and climate of the ACE campus.

School Culture and Climate Weaknesses

Being placed on the points system is at the discretion of the sending administrator. In addition, only first time placements at ACE were eligible. Once students returned to ACE for a second placement, the student was not eligible for the points system. We saw a decrease in student performance and an increase in negative behaviors for those students placed at ACE a second or third time as those students were not eligible to earn early release.

School Culture and Climate Needs

We need a more comprehensive plan in place, with collaboration of the other district campuses, that is inclusive of all LISD students, regardless of 1st or 2nd placement.

School Culture and Climate Summary

The ACE campus has outside groups that come in to help target behaviors and interventions with students. 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 monthly to discuss issues and needs. Teachers are given opportunities to provide input to the needs of the campus and staff development on the ACE campus is planned based on this feedback from teachers as well as student discipline data. We also celebrate our staff throughout the year.

Staff Quality, Recruitment and Retention Weaknesses

Comprehensive Needs Assessment

Recruiting for ACE is difficult as we have very few applicants. Additionally, negative perceptions limit the applicant pool.

Staff Quality, Recruitment and Retention Needs

We need to continue to focus professional development on de-escalation techniques as well as how to help students with extremely disruptive behaviors. We need to continue to strive to be proactive rather than reactive. Maintaining a low staff to student ratio would help improve student performance, minimize distractions, and help staff to be more proactive.

Staff Quality, Recruitment and Retention Summary

Steps are being taken to better prepare teachers by focusing on targeted areas of need (based on student data and teacher input). Giving our teachers a voice has helped this campus to make substantial improvement.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

Teachers have a better understanding of E2020. Teachers have incorporated weekly SEL lessons into their curriculum.

Curriculum, Instruction and Assessment Weaknesses

There is a lack of consistency in expectations from students assigned to ACE versus those on their home campus. Students at ACE often miss data points as they may not take practice exams or finals if they are on the ACE campus at the time those tests are administered.

Curriculum, Instruction and Assessment Needs

We need to streamline expectations for our students here at ACE and find more common ground with the sending campus. Students at ACE do not take the same assessments as other students, therefore, we do not always have an accurate measure of how students at ACE are performing and how well E2020 is aligned with the campus curriculum.

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Summary

Better alignment and collaboration between the ACE campus and the sending campus is a priority as we seek to improve the quality of education here at the ACE campus.

Family and Community Involvement

Family and Community Involvement Strengths

Intake meetings are provided for every student that is assigned to ACE. This meeting includes the student's parent(s)/guardian(s). Partnerships with community partners is beneficial to our campus and students and we are consistently looking to improve those relationships and form new ones.

Family and Community Involvement Weaknesses

Many parents struggle to make it to our intake meetings. The information delivered can often vary from person to person. The paperwork can often times be arduous.

Family and Community Involvement Needs

We need streamlined intake information so each student and family receives consistent information. In addition, we need to make it a requirement that parents and students complete intake prior to a student starting at the ACE campus.

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. A set time for intakes would help us to streamline the information given out.

School Context and Organization

School Context and Organization Strengths

Comprehensive Needs Assessment

Monthly faculty meetings are conducted and staff members are given a voice at those meetings. In addition, surveys are periodically sent to staff to garner feedback.

School Context and Organization Weaknesses

There is a perception that the ACE campus is a desirable placement. Many students do not find it to be punitive in nature. Additionally, some prefer ACE (a smaller setting) to the larger setting at their home campus.

School Context and Organization Needs

We need to be more proactive. To do this, we need our numbers to remain low or more staffing. We need to be targeted in helping our students break old habits and form new ones to better deal with stress and adversity.

School Context and Organization Summary

This will continue to be our focus as we move into the 2024-2025 school year as we strive to better meet the needs of the students and community.

Technology

Technology Strengths

Improved internet filtering has helped our students stay more focused on their coursework through E2020.

Technology Weaknesses

Students are finding ways to get around our filtering. In addition, we lack the technology resources to house students if we exceed our student to teacher ratio of 15 to 1. Additionally, there are software games on the computers and students often take advantage of those instead of focusing fully on their coursework.

Comprehensive Needs Assessment

Technology Needs

We need to cap the number of students that can be served in each classroom so that the ACE campus has enough technology resources for our students. In addition, we need to continue to improve our internet filtering and remove games from the computer systems.

Technology Summary

We made a lot of improvement on this during the 2023-2024 school year. We will continue to work with the technology department to improve programming here at ACE.

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 |
|---|---|-------------------------|-----------|---|
| 1. We will continue to partner with 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) | Assistant Principal(s), Principal | 8/7/2024 - 5/21/2024 | (O)N/A | Criteria: Ongoing evaluation of this will be conducted through walk-throughs and evaluations. |
| 2. We will continue to partner 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) | Assistant Principal(s), Counselor(s), Principal, Teacher(s) | 08/07/2024 - 05/21/2025 | (O)N/A | Criteria: Student work completed through Google Classroom; feedback from home campus |
| 3. We expanded the points system to allow students placed for a second time to remain on the points system. (Target Group: All) (ESF: 3.1,3.2,5.1) | Assistant Principal(s), Principal, Special Ed Teachers, Teacher(s) | 8/7/2024- 5/21/2025 | (O)N/A | Criteria: We will look at the percentage of students that the points system benefits. |
| 4. We have expanded available courses through E2020 to better align with the high school to give students more of an opportunity to earn credits. (Target Group: All) (Strategic Priorities: 3) | Assistant Principal(s), Counselor(s), Instructional Coach, Principal, Special Ed Teachers, Teacher(s) | 08/07/2024 - 05/21/2025 | (O)N/A | Criteria: We have a list of available new courses through E2020. We will evaluate the alignment and effectiveness throughout the school year. |

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. We have expanded it this year to include second placements. 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. Our goal is a 95% attendance rate. (Target Group: All) (Strategic Priorities: 4) (ESF: 3.2,5.1)</p> | <p>Assistant Principal(s), Principal, Special Ed Teachers, Teacher(s)</p> | <p>8/7/2024 - 5/21/2025</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>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. This also supports the district goal of achieving a 95% attendance rate. (Target Group: All) (ESF: 3.1,3.2,3.3,3.4,5.1)</p> | <p>Assistant Principal(s), Principal</p> | <p>8/7/2024 - 5/21/2025</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>3. Our campus administrative assistant/receptionist will make daily phone calls on absent students and will then provide a daily list to campus administration. This will help to improve our attendance rate and supports the district goal of achieving a 95% attendance rate. (Target Group: All)</p> | <p>Assistant Principal(s), Counselor(s), Principal, Special Ed Teachers, Teacher(s)</p> | <p>8/7/2024 - 5/21/2025</p> | <p>(O)N/A</p> | <p>Criteria: We should see an improvement in our over all attendance rates.</p> |

ALTER SCH

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 | 08/07/2024 - 05/21/2025 | (O)N/A | 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. |
| 2. We have expanded course offering through E2020 to help our students earn their needed credits. (Target Group: All) | Assistant Principal(s), Counselor(s), Instructional Coach, Principal, Special Ed Teachers, Teacher(s) | 08/07/2024 - 05/21/2025 | (O)N/A | Criteria: More students will be able to earn their credits while assigned to the ACE campus. |

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 and we communicate EOP to our staff. (Target Group: All) | Assistant Principal(s), Counselor(s), Principal, Special Ed Teachers, Teacher(s) | 08/07/2024 - 05/21/2025 | (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. |
| 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) | 08/07/2024 - 05/21/2025 | (O)N/A | Criteria: Successful completion of all required drills |
| 3. Stop, defend, deny & stop the bleed staff training (Target Group: All) | Assistant Principal(s), Principal, SRO Officer | 9/16/2024 | (O)N/A | Criteria: Successful completion of the training |

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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) | 08/07/2024 - 05/21/2025 | (O)N/A | Criteria: Analysis of the percentage of students who return early to their home campus. |
| 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) | 08/07/2024 - 05/21/2025 | (O)N/A | Criteria: This will be our baseline year. In subsequent years, we can compare the percentage of students that receive positive referrals. |

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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) | 08/12/2024 - 05/21/2025 | (O)N/A | Criteria: Weekly SEL lessons with follow-up activities such as think sheets. |
| 2. Mental Health First Aid Training of staff (Target Group: All) | Assistant Principal(s), Counselor(s), Principal | 10/14/2024 | (O)N/A | Criteria: Successful completion of the training |

ALTER SCH

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) | 08/12/2024 - 05/21/2025 | (O)N/A | Criteria: Weekly implementation of the SEL lessons with the completed student activities |

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) | 08/07/2024 - 05/21/2025 | (O)N/A | Criteria: This information is tracked through Google Sheets |

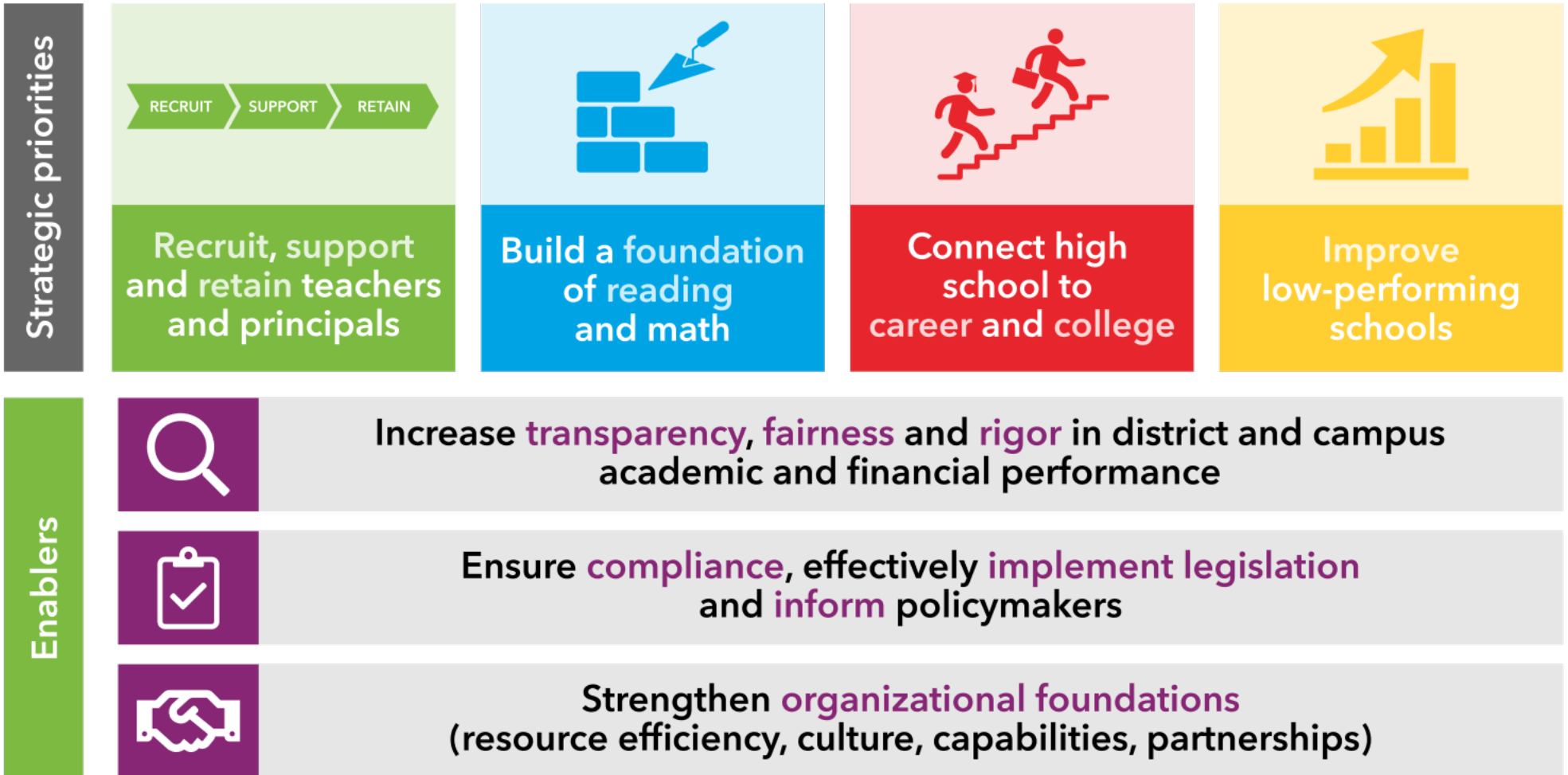
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Goal 3. (Culture and Climate) Foster a positive environment for all stakeholders that encourages professional growth, teamwork, and high morale

Objective 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) | 08/07/2024 - 05/21/2025 | (O)N/A | Criteria: Utilizing staff feedback to plan future staff development |
| 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) | 08/07/2024 - 05/21/2025 | (O)N/A | Criteria: Walk-throughs and T-TESS evaluations |

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.