

Campus Plan

2017-2018

ACE Program

At

The Learning Center

A Cooperative Alternative School

Serving

Godley and Keene

Independent School Districts

Committee Members

Carla Stone, Parent

Arnold Jordan, Aide

Elva Contreras, Secretary

Scott Phillips, Teacher/Sp. Ed

Tom Langford, Teacher

Ray McCormick, Teacher

Wallace Sullivan, Teacher

Ted O'Neil, Principal

Lourdes Wicklund, Teacher

Warren Easley, Community/Business

**The Learning Center
The HS ACE Program
3625 East Highway 67
P.O. Box 656
Keene, TX 76059**

**Telephone 817/774-5370
FAX 817/774-5405**

Administration

**Dr. Rich Dear, Superintendent, Godley ISD
Mr. Ricky Stephens, Superintendent, Keene ISD**

Mr. Ted O'Neil, Principal, The Learning Center

The ACE Program Mission Statement

Mission Statement: The Learning Center exists to provide a safe environment of learning for at-risk high school students who have not been successful in a traditional school setting. Student success requires parent and community involvement, dedicated teachers and students who want to learn. Our goal is to prepare students for the future and/or assist them in a successful transition to an appropriate instructional program.

The ACE Program holds fast to the belief that it is our duty to guide each student to perform to his/her highest academic and social potential. We are committed to providing a student-centered environment that accommodates individual differences and yields students who are capable of becoming effective communicators, logical problem solvers, independent workers and creative thinkers. By modeling and practicing cooperative and mutual respect and appreciation of the students, staff, and administration, we are endeavoring to develop students who are capable of being skilled, knowledgeable and responsible citizens of our society.

Schoolwide Components

1	CNA	Comprehensive Needs Assessment
2	RS	Reform Strategies
3	HQ	Highly Qualified Staff
4	PD	Professional Development
5	R/R	Recruitment and Retention
6	PI	Parent Involvement
7	T	Transition
8	A	Teacher Inv. In Assessments
9	M	Assistance for Mastery
10	Coord.	Program Coordination and Integration

Goal # 1- EOC/STAAR Progress —All eligible students will be tutored and will make an attempt to pass the EOC/STAAR EOC tests: STAAR EOC: English 1, English 2, Algebra 1, Biology and US History

Strategies	Person (s) Responsible	Effective Dates Expected Timelines	Resources	Monitoring and/or Evaluation	School wide components
<p>Disaggregating of previously taken EOC tests</p> <p>API curriculum</p> <p>Odyssey Ware program</p> <p>Selected teacher materials</p> <p>Created teacher materials</p> <p>STAAR 1</p> <p>Tutorials</p> <p>Administering a released EOC/STAAR test upon completion of assignments to determine readiness</p> <p>Professional Development in Core Subject Areas</p> <p>Update Technology as it becomes available</p>	<p>Teacher</p> <p>Principal</p>	<p>Active implementation will begin as soon as the student is enrolled. The teacher will assign the necessary materials after a pre test has been given. We will also review the previous tests taken to determine the weak areas.</p> <p>Enrollment date</p>	<p>API Curriculum</p> <p>Odyssey Ware Program</p> <p>STAAR 1 Program</p> <p>Released EOC & STAAR tests</p> <p>HQ Teachers</p> <p>Professional Development Workshops</p> <p>Smart Boards</p> <p>Selected teacher materials</p> <p>Created teacher materials</p>	<p>Pre-assessment</p> <p>Computer assignments</p> <p>Teacher instruction</p> <p>Post-assessment</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>8</p>

Goal # 2 Completion Rate—Each student will strive to graduate within 4 years from the entry date in high school.

Strategies	Person(s) Responsible	Effective Dates Expected Timelines	Resources	Monitoring and/or Evaluation	Schoolwide components
Evaluate the student's transcript	Principal	End of each semester	Student contact	Credit completion at the end of each semester.	1
Outline the course completion schedule	Counselor	Progress check in summer of each school year	Parent contact		2
Monitor the progress each 6 weeks	Teacher		Counselor	End of school year check on class completion progress made	3
Adjust the student schedule wherever necessary			Principal		4
Offer academic counseling			Curriculum completion		9
Provide tutoring			ESC 11		10
Offer Professional Development to Teachers					

Goal # 3- Base Indicator Dropout Rate—Maintain a dropout rate of less than 10%.

Strategies	Person (s) Responsible	Effective Dates Expected Timelines	Resources	Monitoring and/or Evaluation	Schoolwide components
<p>Stress the importance of staying in school and achieving a diploma at the student/parent orientation.</p> <p>Letters sent to home school and parent when a student is absent.</p> <p>Phone call to parent/guardian on day of absence</p> <p>Home visits when a potential dropout problem occurs.</p> <p>File truancy charges and require a visit to truancy court.</p>	<p>Teacher</p> <p>Principal</p> <p>SRO</p>	<p>Keeping and maintaining a dropout rate of less than ten percent (10%) will begin when the student is enrolled in our program. The student's performance in the attendance area will be monitored daily.</p>	<p>Parent contact</p> <p>Student contact</p> <p>KISD truancy officer</p> <p>Home visits</p> <p>Precinct 4 Truancy Court</p>	<p>It will be the responsibility of the entire staff to monitor all students and especially those that are low achieving and at risk of dropping out of school. This responsibility will be done daily with attendance checks, phone calls to parents and mailed absence/tardy forms sent to the parent and to the sending school.</p>	<p>6</p> <p>9</p> <p>10</p>

Assurances

Instructional Leadership

- 1. The principal and staff have a clear vision of the school mission and effective school practices for the school and its students.**
- 2. The principal and staff will exhibit concern for instructional improvement by having a broad curriculum knowledge base through careful monitoring of instruction**
- 3. The principal will be visible and accessible to staff, students and parents.**
- 4. The principal and staff will conduct appropriate productive staff and site-based decision making committee meetings.**

School Climate

- 1. The school environment will be safe, orderly, fair, clean and conducive to learning.**
- 2. There will be an orderly, purposeful atmosphere which is free from the threat of physical harm; however, the atmosphere is not oppressive and is conducive to teaching and learning.**
- 3. The school will be drug, tobacco, alcohol and weapon free.**
- 4. A discipline management plan will be initiated and followed.**
- 5. A student handbook including the code of conduct will be issued to all students and parents**
- 6. A positive environment will be maintained to ensure student success in the areas of achievement, effort towards academics, attendance and behavior.**
- 7. Students with special needs will be identified and assisted.**
- 8. A smooth transition is made for each student upon entry into and exit from the program.**
- 9. Staff is involved and input is valued in decisions regarding instruction, curriculum, discipline, policy, teacher evaluation and overall operation of the school.**
- 10. Staff will be provided support and supervision.**

- 11. Opportunities for staff development will be provided.**
- 12. Staff is recognized for academic efforts, professional growth and teaching accomplishments.**
- 13. A positive, safe environment including clean, attractive and comfortable physical facilities will be provided.**

High Expectations

- 1. Staff members behave as if they believe all students can learn, enthusiastically accepting the challenge to teach them.**
- 2. High expectations are conveyed to students and parents.**
- 3. Grading scales and mastery standards are set to promote excellence.**
- 4. Higher level thinking skills will be implemented to insure learning.**
- 5. Progress reports will be sent to student's parents and home school campus.**
- 6. Class rules and policies will be consistent and fair.**
- 7. Daily attendance will be emphasized.**

School Staff

- 1. School leaders will make every effort to hire and retain highly qualified Teachers and support personnel.**
- 2. Should staff openings occur, the principal will recruit new teachers by posting vacancies on the ESC website, the TASA job search board, and the regional and local newspapers and will only hire highly qualified staff.**
- 3. School climate, instructional leadership and high expectations from staff and leadership will hopefully help to retain highly qualified teachers and staff.**

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Ricky Stephens, Superintendent, Keene ISD
Tim Wright, Superintendent, Rio Vista ISD
Dr. Kenneth Estes, Superintendent, Alvarado ISD
Ted O'Neil, Principal, The Learning Center ABLE Program**

The ABLE Program Mission Statement

The ABLE Program is an alternative educational setting for high school and junior high students (grades 6-12) who are recommended for placement based on inappropriate behavior in the traditional school setting or for offenses with mandatory placement requirements. The instructional program is designed to provide a positive system for behavior modification, accelerated development of basic skills, and opportunity for successful academic progress in earning grades and credits toward graduation. Its purpose is to promote an opportunity for students to learn behavioral and interpersonal skills so that they may function more effectively as students and as members of society.

Schoolwide Components

1	CNA	Comprehensive Needs Assessment
2	RS	Reform Strategies
3	HQ	Highly Qualified Staff
4	PD	Professional Development
5	R/R	Recruitment and Retention
6	PI	Parent Involvement
7	T	Transition
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Goal #1 Students will be academically successful within their personal capabilities

Strategies	Person (s) Responsible	Effective Dates Expected Timelines	Resources	Monitoring and/or Evaluation	Schoolwide components
<p>Self paced curriculum with teacher assistance when necessary.</p> <p>Daily monitoring by teacher on academic output.</p> <p>Weekly progress report to home campus and parent</p> <p>If adequate progress is not being made because of lack of effort, additional time will be given to serve.</p> <p>Hire HQ staff to provide instruction</p>	<p>Teacher</p> <p>Principal</p>	<p>The classroom teacher will report academic progress to the principal, parent and to the home school campus on a weekly basis. Each home school campus will prepare and issue report cards according to designated grading periods (traditionally either 6 or 9 week intervals).</p> <p>Active implementation of the curriculum begins the day the student checks into school. It continues throughout their entire stay on our campus.</p>	<p>Co-op budget</p> <p>API curriculum</p> <p>Teacher training from state and local funds including state comp ed funds</p> <p>I Station Reading program</p> <p>ALEKS Math Program</p> <p>Odyssey Ware</p> <p>RTI Math</p> <p>Professional Development Workshops at ESC 11</p>	<p>Weekly progress reports</p> <p>Daily assignments and grades</p> <p>Tests</p> <p>Teacher, counselor and principal advisement</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>6</p> <p>7</p> <p>9</p> <p>10</p>

Goal # 2 **Students will demonstrate improved behavior and will be responsible for their actions.**

Strategies	Person (s) Responsible	Effective Dates Expected Timelines	Resources	Monitoring and/or Evaluation	Schoolwide components
<p>Expectations for behavior are discussed during the student/parent orientation.</p> <p>Daily – discipline referrals and classroom observations</p> <p>Weekly – progress reports (attitude, effort and attendance)</p> <p>Weekly – counseling sessions</p> <p>Behavior expectations are re-enforced during initial entry to classroom</p> <p>Title 1 parent conferences in fall and spring semesters</p> <p>Parent/teacher conferences as needed.</p>	<p>Student</p> <p>Teacher</p> <p>Principal</p> <p>Counselor</p>	<p>Daily observations by teacher and Principal</p>	<p>Co-op funds</p> <p>User-friendly, safe classroom environment</p> <p>Professional Development Workshops in Discipline Area</p> <p>Counselor</p>	<p>Weekly reports on behavior</p> <p>Discipline referrals</p> <p>Teacher, Counselor and Principal observations</p> <p>Decrease in number of discipline referrals</p> <p>Improvement in observable behaviors, attitudes and efforts</p>	<p>4</p> <p>6</p>

Goal # 3- Student Assessment Progress---All eligible students will be tutored and will make a full effort to pass the EOC/STAAR tests

Strategies	Person (s) Responsible	Effective Dates Expected Timelines	Resources	Monitoring and/or Evaluation	Schoolwide components
<p>Disaggregating of previously taken TAKS/STAAR and EOC tests</p> <p>API Curriculum</p> <p>Odyssey Ware Program</p> <p>Selected teacher materials</p> <p>Tutorials</p> <p>Administering pre and post released TAKS/STAAR tests upon completion of assignments to determine readiness</p> <p>Professional Development in Core Subject Areas</p> <p>Provide instruction by HQ teachers</p>	<p>Teacher</p> <p>Principal</p>	<p>Active implementation will begin as soon as the student is enrolled. The teacher will assign the necessary materials after a pre test has been given. We will also review the previous tests taken to determine the areas of concern.</p> <p>Enrollment date</p>	<p>HQ Teachers</p> <p>API Curriculum</p> <p>Odyssey Ware Program</p> <p>STAAR 1 Curriculum</p> <p>ALEKS Math</p> <p>Released EOC tests</p> <p>I Station Reading program</p> <p>Quarter Mile Math Program</p> <p>Professional Development Workshops at ESC 11</p> <p>Selected teacher materials</p>	<p>Pre-Assessment</p> <p>Computer Assignments</p> <p>Teacher instruction</p> <p>Post-assessment</p> <p>Test Results</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>8</p> <p>9</p> <p>10</p>

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Employee Distribution

ALC

2017-2018

E. Contreras	.7000	459-23-6129-00-750-528000
	.3000	459-23-6129-00-750-526000
S. Phillips	1.000	459-11-6119-00-750-528000
T. Langford	1.000	459-11-6119-00-750-528000
R. McCormick	1.000	459-11-6119-00-750-528000
W. Sullivan	1.000	459-11-6119-00-750-528000
L. Wicklund	.9000	459-11-6119-00-750-526000
	.1000	459-11-6119-00-750-528000
C. Pitts	1.000	459-51-6129-00-750-599000
A. Jordan	1.000	459-11-6129-00-750-528000
T. O'Neil	.6200	459-23-6119-00-750-528000
	.2100	459-23-6119-00-750-526000
	.1300	199-41-6119-00-720-599000
	.2000	199-23-6119-00-001-599000
	.2000	199-23-6119-00-041-599000