

# 2020-21 School Improvement Plan

**Ace Alternative School  
1121 Winston 8 Ranch Rd.  
Lufkin, TX 75904**

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Scott Walters, Principal

## **School Improvement Leadership Team**

Scott Walters	Principal
Andra Eoff-Travis	Teacher
Molly White	Teacher
Gary Davis	Teacher
Amelia Cole	Counselor
John Hurt	Teacher

*A copy of each campus and the district improvement plans are available for review upon request. A copy of each campus plan is kept on each campus. A copy of each campus plan and the district plan is available for review at the LISD Administration Building. The plan will be translated into Spanish upon request.*

## Title I, Part A Schoolwide Program Program Implementation Statutory Requirements

### ESSA TRANSITION: NCLB SWP-10 Components to 3 Elements

- Element 1 SWP Comprehensive Needs Assessment
- Element 2 SWP Campus Improvement Plan Requirements
- Element 3 Parent and Family Engagement Requirements

### ELEMENT 1: Comprehensive Needs Assessment (CNA)

1.1 Campuses operating a schoolwide program must conduct a comprehensive needs assessment of the entire school that includes:

- The academic achievement of students
- The needs of students who are failing, or are at-risk of failing, to meet State standards
- Barriers for educators, students and parents

1.2 Needs to include date(s) that the CNA is developed/reviewed and/or revised

### ELEMENT 2: Campus Improvement Plan (CIP)

An eligible school operating a schoolwide program may use Title I funds for any activity that supports the needs of students in the school as identified through the comprehensive needs assessment and articulated in the schoolwide plan.

Campus Improvement Plan Requirements include:

2.1 involvement of: parents, community members, teachers, principal, other school leaders (as well as paraprofessionals, technology staff and special population representation) and includes a list of those individuals and their roles

2.2 Regular monitoring and revision (evaluation) as necessary based on student needs – provide dates and the list of those individuals and their roles

2.3 Available to the LEA, parents, and the public and the campus must include locations where the LEA will make the CIP available (central administration, post office, student handbook, parent meetings, and in an understandable and uniform format and, to the extent practicable, provided in a language that the CIP identifies that the parents can understand and indicate languages in which the CIP is distributed.

The school shall develop a Campus Improvement Plan that includes reform strategies to address school needs, including a description of how such strategies WILL:

- Provide opportunities for all children, including each of the subgroups of students to meet the challenging State academic standards;
- 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 activates, and course necessary to provide a well-rounded education
- Address the needs of ALL students in the school, but particularly the needs of those at risk or not meeting the challenging State academic standards.

### ELEMENT 3: SWP School Parent and Family Engagement Requirements

3.1 School Parent and Family Engagement Policy:

Campuses served under this part shall jointly develop with parents and family members of participating children a written parent and family engagement policy agreed on by such parents, that shall describe the means for carrying out the following requirements:

- Provide a list of the individuals and their roles who assisted with the development of Parent and Family Engagement Policy; If requested by parents, opportunities for regular meetings; and if the schoolwide program plan is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the LEA
- The policy shall be made available to the local community on campuses, at central administration, and on the district website, and updated periodically to meet the changing needs of parents and the school.

- Offer a flexible number of meeting such as meetings in the morning or evening; may provide, with funds provided by Title I, Part A, transportation, child care, or home visits, as such services relate to parental involvement (with an indications of dates, times, and locations of the PFE meetings, and involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part;

### 3.2 Shared Responsibilities for High Student Academic Achievement

Each campus served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and how the school and parents will build and develop a partnership to help children achieve the State's high standards. Such compact shall

- Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum—
  - o Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement;
  - o Frequent reports to parents on their children's progress;
  - o Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and
  - o Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

### 3.3 Building Capacity for Involvement

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each campus and LEA assisted under this part shall:

- provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as, State academic standards, State and local academic assessments, and how to monitor a child's progress and work with educators to improve the achievement of their children;
- provide materials and training to help parents work with their children to improve their children's achievement, such as literacy training, using technology, and how to foster parental involvement
- educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents the value and utility of contributions of parents and how to reach out to, communicate with, and work with parents as equal partners
- how to implement and coordinate parent programs, and
- how to build ties between parents and the school and
- to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public pre-school programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; and
- ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand; and
- provide such other reasonable support for parental involvement activities under this section as parents may request
- to the extent practicable, provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and required school reports in a format and, to the extent practicable, in a language such parents understand.

## I. School Characteristics

Lufkin ACE is the LISD DAEP. ACE serves the needs of students that have been referred for disciplinary or behavioral problems. Scheduling allows for students to remain on track for scheduled graduation. Positive behavioral supports are provided daily to all students. Community support provided by services from DETCOG, the Burke Center, ADAC, Top Ladies of Distinction and other organizations and/or agencies.

## II. Community Characteristics

Lufkin is a peaceful, progressive, community-minded town located in the heart of the Texas Forest Country with a population approaching 37,000 and lies within Angelina County with a population of 87,000 residents and has an estimated daytime population of 100,000. The area offers opportunities for residents and visitors to enjoy museums, a national award winning zoo, parks, lakes, unique shops, rodeos, festivals, sports activities and year-round events. Major area employers span the fields of industry, education, healthcare, retail, forestry and government. Currently, new development in Lufkin is primarily commercial with minimal new residential growth. The average family size is 2.6. The average household income is approximately \$54,700 with a median income of \$37,775. The cost of living in Lufkin is 3% lower than the Texas average and 12% lower than the national average. The ethnic composition of the city is 46% Anglo, 27% African American, 24% Hispanic, and 3% other ethnic groups. Within the Lufkin Independent School District, 75.1% of our students are Economically Disadvantaged. Area students have access to two outstanding avenues of higher education, a community college in Lufkin, Angelina College, and a four year university, Stephen F. Austin State University, a short commute from our town. A bright future exists for the students and residents of Lufkin, Texas.

## III. Student Demographics

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:

- 43.71% Hispanic
- 23.10% White
- 28.51% African American
- 1.02% Asian
- 3.51% Two or more races

Student Enrollment by Program:

- 21.92% are enrolled in Bilingual/ESL Education
- 26.25% are enrolled in Career and Technology Education
- 11.55% are enrolled in Gifted and Talented Education
- 11.55% receive Special Education services
- 84.18% Economically Disadvantaged
- 62.30% At Risk

## IV. Beliefs and Mission

### Mission

The mission of Lufkin ISD and Lufkin Alternative Education Center is to educate and equip all students for success through exceptional learning experiences.

### Beliefs

We believe all students can learn.

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

We believe Lufkin ISD staff is our greatest asset.

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

We believe Lufkin ISD is the school of choice.

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

## **V. Needs Assessment**

### **Student Achievement**

Students will stay on track for graduation.

Student data will be used to plan instruction and interventions.

### **School Culture and Climate**

One Word.

Why try

ACE discipline plan for positive behavioral intervention.

Monthly luncheons

Restorative Discipline/Justice practices

### **Staff Quality and Professional Development**

ACE staff attend all district wide staff development.

Need for all staff ESL certified

Continues ELPS and TEKS training campus wide.

Full staff of certified teachers to accommodate every grade level and subject along with an Assistant Principal.

Student Trauma Informed training

Active Shooter and Security training

### **Curriculum, Assessment and Instruction**

Core Teachers meet with campus department heads and follow LISD curriculum.

Full implementation of Edgenuity (E20/20)

Teachers will follow district curriculum initiatives.

Teachers use live instruction with lessons of their own design.

Google Classroom training for all teachers.

### **Family and Community Involvement**

Redland Baptist Church

DETCOG

Lufkin Burke Center

Top Ladies of Distinction

Angelina County Juvenile Probation and Local Law Enforcement

ADAC

Legacy Institute

### **School Context and Organization**

CEIC

Monthly Faculty meetings

### **Technology**

All classrooms have teacher and student internet access.  
Teachers are trained on Edgenuity (E20/20), grade book, Eduphoria, Google Classroom and other programs as needed.

## 1. Teaching and Learning

### STRATEGIC OBJECTIVES AND STRATEGIES:

1. All learners in Lufkin ISD will achieve their full potential.
  - 1.1 Implement and monitor a challenging curriculum focused on student achievement.
    - Develop and implement a challenging, differentiated and engaging curriculum across all grade levels and content areas, with success measured by student achievement.
    - Monitor a challenging, differentiated and engaging curriculum across all grade levels and content areas, with success measured and monitored by student achievement.
  - 1.2 Design an engaging, quality instructional model for students and teachers.
    - Research instructional models that encompass 21<sup>st</sup> Century learning skills and develop a framework for implementation.
    - Develop a system to equip teachers with a 21<sup>st</sup> century mind set and provide appropriate training and skill development.

**District Wide:**

- A (8) Teachers' Use of Academic Assessment
- HQ (3) Quality Instruction
- HQA (5) Strategies to Attract Highly Qualified Teachers
- PD (4) Professional Development
- PI (5) Parent Involvement
- R (2) Reform Strategy
- T (7) Transition
- TA (9) Timely Assistance for Students with Difficulty
- CNA (1) Comprehensive Needs Assessment
- CS (10) Coordination of Services

**Special Populations (Sp. Pop.):**

- AR At Risk
- E Ethnicity
- ESL English as a Second Language
- LSES Economically Disadvantaged
- GT Gifted and Talented
- SE Special Education

**Funding Sources:**

- B Bilingual
- GT Gifted and Talented
- GU Gear Up
- HSI High School Initiative
- L Local
- SCE State Compensatory Education
- CTE – Perkins
- SE Special Education
- TI Title I-A
- TII A Title II-A
- TII D Title II-D
- TIII Title III
- TIV Title IV
- TV Title V

District Wide	Action Step/Strategy/Intervention	Sp. Pop.	Person(s) Responsible	Timeline	Cost & Funding	Evaluation/Rubrics
A	Teachers will use student data from a variety of sources to design instruction and interventions.	All	District and campus staff.	2020-2021	L, SCE, SE, TI	Teacher evaluations, Curriculum documents
HQ	Teachers will use a TEKS/ ELPS driven curriculum that integrates technology as appropriate	All	Principal and Teachers	2020-2021	L	ELPS Training, Early release curriculum writing time.
HQ	Professional development for staff on ELPS, TEKS, teaching children of poverty and differentiation of instruction will be used during the year	All	Principal and district staff	2020-2021	L SCE SE TI	ELPS training and updates during the school year
HQ	Classroom walkthroughs will be used to ensure high quality instructional strategies are used in the classroom	All	Principal	2020-2021	L	Euphoria documentation
HQ	The curriculum is coordinated across the grade levels through ongoing dialogue among teachers to establish quality standards for students. Teams will meet across and between grade levels.	All	Teachers and District staff	2020-2021	L	Meetings with LHS and LMS department heads

## 2. Human Capital

### STRATEGIC OBJECTIVES AND STRATEGIES:

#### 2. Design a system to attract and retain highly qualified diverse staff.

##### 2.1 Develop and implement an exceptional recruiting and hiring process for all staff positions.

- Develop and implement a comprehensive plan to effectively screen, interview and select highly qualified individuals to meet the needs of available positions.
- Continue current recruiting strategies and develop partnerships with post-secondary and other certifying agencies.

##### 2.2 Design and implement a quality induction and career development plan which enhances loyalty and dedication to Lufkin ISD.

- Immerse new employees in the district/campus culture by providing an in-depth training program that enables them to become valuable members of the LISD team.
- Develop and implement a comprehensive retention plan to keep and foster a highly effective staff in all areas and at all levels in the district.

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District Wide	Action Step/Strategy/Intervention	Sp. Pop.	Person(s) Responsible	Timeline	Cost & Funding	Evaluation/Rubrics
HQ	All teachers will be certified by the end of the school year . New and existing staff will be encouraged to attain ESL certification	All	Principal	2020-2021	L	Teacher certifications.
HQ	Increase decision making and involvement of the CEIC in addressing needs and strategic planning (min of 2 meetings per year)	All	Principal/CEIC	2020-2021	L	CEIC meeting documentation and notes
HQ	All new teachers will be assigned a mentor	All	Principal	2020-2021		Mentor teacher assignments
HQ	Continue monthly faculty meetings to facilitate communication	All	Principal	2020-2021		Meeting minutes and notes.

### 3. Funding and Finance

#### STRATEGIC OBJECTIVES AND STRATEGIES:

3. Create a long-range financial plan to ensure student success.

3.1 Pursue additional sources of revenue.

- Develop a comprehensive plan to allow LISD to investigate and identify key sources of additional revenue.

3.2 Analyze and adjust expenditures for maximum efficiency.

- Analyze current utility use for inefficiencies and create a district-wide plan to lower our utility costs.
- Evaluate current payroll expenditures and locate areas where costs can be reduced.

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A HQ	School budget will be reflective of the diverse needs of the ACE Campus	ALL	Principal and CEIC	2020-2021	L, SE, SCE, TI	School Budget
A	Teachers will be encouraged to apply for teaching grants through the educational foundation and other outside agencies.	ALL	Teachers	2020-2021		Grant Applications submitted and or awarded.

## 4. Facilities/Safety and Security

### STRATEGIC OBJECTIVES AND STRATEGIES:

4. Transform the perception of LISD by creating a safe environment and facilities conducive to producing exceptional learning experiences.
  - 4.1 Develop a continuous improvement plan to address safety and security issues.
    - Create standardized safety policies and procedures to be utilized on all campuses in Lufkin ISO.
    - Create a school safety infrastructure for Lufkin ISD.
  - 4.2 Analyze facilities on an ongoing basis to assure they support exceptional learning experiences.
    - Use existing media to facilitate a positive image of safety in Lufkin ISD schools.
    - Create a district-level "Facilities Review Committee" made up of campus, district, parent and community stakeholders.

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District Wide	Action Step/Strategy/Intervention	Sp. Pop.	Person(s) Responsible	Timeline	Cost & Funding	Evaluation/Rubrics
A	Conduct Monthly safety drills.	AR,E,SE ,LSES	Principal	Each 9 Weeks		Annual Drill report
A	ACE will provide all staff, students and parents with the district and school discipline policies and student code of conduct. Teachers will review this information with students during the school day.	ALL	Principal	Daily / Weekly	L	Parent signature on ACE paperwork
A	Security cameras are monitored by school staff during the school day.	ALL	SRO	Daily	L/Title IV	
A	Security gate that restricts unauthorized visitors to campus, monitored by office staff.	ALL	Principal	Daily	L	Documentation through recordings

## 5. Technology

### STRATEGIC OBJECTIVES AND STRATEGIES:

5. Create a state-of-the-art technology infrastructure that maximizes student learning opportunities.
  - 5.1 Evaluate technology needs of the district.
    - Develop a process to evaluate and determine technology plans of the district.
  - 5.2 Develop a plan that allows the district to acquire and maintain a premier technology environment for the future.
    - Develop and execute a detailed plan to equip the district with current technology standards.
    - Develop a plan that allows the district to maintain a premier technology environment.

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HQ	Offer campus level technology training during the school year every 3 weeks	A,AR,LS ES	Principal	2020-2021	L	Curriculum meetings with the school principal. 1/2 day LP time used to evaluate all programs
HQ	Continued implementation of Edgenuity (E20/20) curriculum for all LMS and LHS students	ALL	Teachers / Principal	2020-2021	L	Teachers and Principal monitors student progress online
HQ	All teachers and students will have access to grade level appropriate technology and internet access.	ALL	Teachers / Principal	2020-2021	L	Classroom evaluations
HQ	Teachers will use appropriate technology in the classroom such as smart boards and other devices.	ALL	Teachers / Principal	2020-2021	L/SCE	Principal walk through evaluations

## 6. Communications/Community Partnership

### STRATEGIC OBJECTIVES AND STRATEGIES:

6. All stakeholders will engage in consistent authentic communication that improves the perception of LISD.

6.1 Celebrate and communicate the achievements of all students and staff through all media.

- Develop a comprehensive communications plan to engage the community.

6.2 Welcome community dialogue and participation in order to instill pride in our district.

- Create an openness that allows for two-way dialogue and that ensures all stakeholders have a voice and a venue for participation.
- Develop district-wide communication standards to create a uniform and cohesive approach to community dialogue.

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A	Continue partnerships with community resources.	ALL	Principal, Teacher	2020-2021	L	TLOD meetings with students
HQ	Staff communication through email daily/weekly	ALL	Principal	2020-2021	L	Monthly staff emails
HQ	Encourage participation in the school CEIC	ALL	Teachers	2020-2021		CEIC minutes
PI	Principal meets with each parent during student registration.	ALL	Principal	2020-2021	L	Parent signature on ACE documentation.