

**New Caney Independent School District**  
**The Learning Center**  
**2023-2024 Campus Improvement Plan**



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# Comprehensive Needs Assessment

Revised/Approved: June 15, 2023

## Needs Assessment Overview

### Needs Assessment Overview Summary

The Learning Center is a disciplined and structured campus designed to support our students academically, socially, and emotionally. Our goal is to continue to provide a solid education as well as help students reflect on behavior and focus on positive future decisions.

# Demographics

## Demographics Summary

The Learning Center staff consists of 1 Principal, 1 AP/Counselor, 1 At-Risk Counselor, 2 Office Personnel, 1 Instructional Para, and 16 certified teachers with two Sped Teachers included in that number. Our campus serves all grade levels for NCISD and which makes our student population diverse. We also follow the TEA policy 1:15 teacher/student ratio. Due to the nature of our program, our enrollment numbers vary. We had approximately 670 placements for the 22-23 school year.

## Demographics Strengths

The Learning Center serves a diverse student population with a variety of cultural, ethnic, and socioeconomic backgrounds, which adds to a multicultural campus culture. Through shared educational experiences, students grow both intellectually and socially through their exposure to these cultures and lived experiences.

## Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Need for continued strategies to serve the at risk students who struggle academically, socially, and emotionally. **Root Cause:** Rapid increase of students/families and new teachers to the district.

# Student Learning

## Student Learning Summary

The Learning Center will utilize a variety of strategies and resources to improve students academically, socially, and emotionally. These strategies include, but are not limited to: professional development, Edgenuity, 7 Mindsets and outside community resources. TLC staff will work with home campuses to ensure all students are placed in the appropriate core and elective courses that correspond with their home campuses in order to keep them on their projected pathways.

## Student Learning Strengths

Due to the lower teacher/student ratio, no cell phone, restricted dress code, and silent campus expectations, students have stated they are able to learn better, feel better supported, and safe. As a result, attendance and GPAs improved, more credits were able to be recovered, and students were able to graduate from high school.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** The Learning Center does not have access to all district wide academic resources. **Root Cause:** Due to the smaller population of our campus, The Learning Center may not have access due to licensing issues.

# School Processes & Programs

## School Processes & Programs Summary

The Learning Center is implementing Multi-tiered Systems of Supports (MTSS) in order to ensure school wide systems that support the whole child.

New Caney ISD protocol is followed when it comes to recruiting and hiring personnel. The district attends multiple job fairs and is always seeking the best to employ.

Administrative program at TLC consists of the building principal and a school counselor/assistant principal.

## School Processes & Programs Strengths

Serving as the districts only DAEP campus we have a very clear and concise process for students as well as teachers on expectations pertaining to all areas of the campus from the time they enroll.

Every new student must go through orientation with their parents as well as receive and acknowledge receipt of the campus handbook so they understand the process and expectations of the students.

The orientation and expectations allow our campus the ability to instruct students without any major discipline problems.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Potential job candidates are often reluctant to apply for openings at our DAEP Campus **Root Cause:** Often times DAEPs are given the stigma of being a dangerous campus where teachers may not feel safe and aren't allowed to teach.

# Perceptions

## Perceptions Summary

Building a strong rapport between teachers, students, and staff is vital to the program. We strive to tap into existing relationships and foster new connections as well. These relationships extrinsically and intrinsically motivate students and staff. We believe that all students are capable of being successful academically, emotionally, and socially. As a team, we are determined to help our students obtain their goals.

## Perceptions Strengths

Staff/teachers are supported by administration. Student success is everyone's number one priority. We believe in promoting positive, supportive, and productive relationships that foster student success.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1 (Prioritized):** Outside entities view TLC as just the campus students go when they get in trouble. **Root Cause:** The campus culture and teaching at TLC is not easily observable or measurable.

# Priority Problem Statements

**Problem Statement 1:** Need for continued strategies to serve the at risk students who struggle academically, socially, and emotionally.

**Root Cause 1:** Rapid increase of students/families and new teachers to the district.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** The Learning Center does not have access to all district wide academic resources.

**Root Cause 2:** Due to the smaller population of our campus, The Learning Center may not have access due to licensing issues.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** Potential job candidates are often reluctant to apply for openings at our DAEP Campus

**Root Cause 3:** Often times DAEPs are given the stigma of being a dangerous campus where teachers may not feel safe and aren't allowed to teach.

**Problem Statement 3 Areas:** School Processes & Programs

**Problem Statement 4:** Outside entities view TLC as just the campus students go when they get in trouble.

**Root Cause 4:** The campus culture and teaching at TLC is not easily observable or measurable.

**Problem Statement 4 Areas:** Perceptions



# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## **Improvement Planning Data**

- District goals
- State and federal planning requirements

## **Accountability Data**

- Texas Academic Performance Report (TAPR) data

## **Student Data: Assessments**

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

## **Student Data: Behavior and Other Indicators**

- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data

## **Employee Data**

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

## **Parent/Community Data**

- Parent surveys and/or other feedback

## **Support Systems and Other Data**

- Budgets/entitlements and expenditures data
- Other additional data

# Goals





Revised/Approved: June 15, 2023

**Goal 1:** The Learning Center will increase the achievement of all students and prepare all students for post-secondary education and the workplace through high quality, student-centered programs.

**Performance Objective 1:** TLC will support home campus academic goals.

**Evaluation Data Sources:** TELPAS/EOC/STAAR scores attributed to TLC students will reflect an increase in passing rates in all areas and subgroups.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Campus faculty and staff implement district's mission and vision of the reality rubric from the portrait of a graduate. 1. High Expectations 2. Data disaggregation 3. Develop time line 4. Instructional Focus 5. Assessment 6. Tutorials 7. Enrichment 8. Maintenance 9. Monitoring 10. Celebrate Success</p> <p><b>Strategy's Expected Result/Impact:</b> CBA tests given every grading cycle indicate progress towards TELPAS/EOC/STAAR objectives.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p> <p><b>Funding Sources:</b> Professional development opportunities - State Compensatory Ed - \$8,875</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Faculty and staff support and implement use of curriculum protocol guidelines as well as collaboration from home campus instructors to ensure appropriate lesson planning for all TLC students.</p> <p><b>Strategy's Expected Result/Impact:</b> Review of TLC lesson plans show that plans are based on curriculum protocol guidelines from home campuses.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Faculty</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>Funding Sources:</b> Salaries for teachers - State Compensatory Ed - \$973,140, Subs for teachers - State Compensatory Ed - \$0</p>	Formative			Summative
	Oct	Dec	Mar	June

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Passing grades, attendance and point system are utilized for positive incentives. <b>Strategy's Expected Result/Impact:</b> Progress reports reflect improvement in academic skills. <b>Staff Responsible for Monitoring:</b> Administrators	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Technology is used to enhance core curricula, gather data, and targeting skill deficits for individual students. <b>Strategy's Expected Result/Impact:</b> Lesson plans indicate use of technology and gaps are decreased in student learning. <b>Staff Responsible for Monitoring:</b> Faculty/Administration  <b>TEA Priorities:</b> Build a foundation of reading and math <b>Funding Sources:</b> Technology resources: projectors - State Compensatory Ed - \$0	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Study, learning and test taking techniques are taught within each content area. <b>Strategy's Expected Result/Impact:</b> Eduphoria documents progress in specific skills, e.g. note-taking, graphic organizing, test-taking, etc. <b>Staff Responsible for Monitoring:</b> Faculty  <b>Funding Sources:</b> workbooks, supplies, reading materials - State Compensatory Ed - \$13,475	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> TLC teachers initiate and maintain contact with home campus teachers of TLC students. <b>Strategy's Expected Result/Impact:</b> E-mail and phone logs, Content area district meetings, staff development, Google classroom and campus visits. <b>Staff Responsible for Monitoring:</b> Faculty	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Teachers conduct a review of TELPAS/EOC/STAAR evaluation for enrolled students. <b>Strategy's Expected Result/Impact:</b> Eduphoria, spread sheets, Accelerated Math Fluency, Google Docs and TOMS <b>Staff Responsible for Monitoring:</b> Administration/Faculty  <b>TEA Priorities:</b> Build a foundation of reading and math	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 1:** The Learning Center will increase the achievement of all students and prepare all students for post-secondary education and the workplace through high quality, student-centered programs.

**Performance Objective 2:** At least 90% of TLC students will improve their grade level performance in Reading and Math (or maintain if already at or above grade level).

**Evaluation Data Sources:** Review of report card grades upon enrollment and withdrawal from TLC.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The district's reading and math program supports instruction for elementary student populations.  <b>Strategy's Expected Result/Impact:</b> Assessments used to document growth.  <b>Staff Responsible for Monitoring:</b> Elementary Teacher</p> <p><b>TEA Priorities:</b>            Build a foundation of reading and math</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Staff development opportunities provide teachers with strategies to better address the at-risk population.  <b>Strategy's Expected Result/Impact:</b> Course InSite transcripts. Certificates of Completion from training, Post Conference, NIET Rubric.  <b>Staff Responsible for Monitoring:</b> All Teachers</p> <p><b>TEA Priorities:</b>            Build a foundation of reading and math</p> <p><b>Funding Sources:</b> Professional development workshops, materials, travel - State Compensatory Ed - \$0</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 1:** The Learning Center will increase the achievement of all students and prepare all students for post-secondary education and the workplace through high quality, student-centered programs.

**Performance Objective 3:** All TLC students enrolled in high school electives will mirror their home campus schedule as closely as permissible.

**Evaluation Data Sources:** Review of student records.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> A full time counselor/AP is provided, whose responsibilities include: 1. Facilitate transfer of instructional materials for elective courses from home campus to TLC students 2. Scheduling credit recovery opportunities when appropriate 3. Review PGP's and offer advice to high school students regarding options available for credit recovery 4. Maintain counseling groups based on specific group dynamics i.e. anger management, drug prevention, suicide and bullying. 5. Attend professional development.</p> <p><b>Strategy's Expected Result/Impact:</b> Transcripts reflect elective credit and credit recovery for high school students. Resources available to students as needed. Counselor's log of services provided.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor/Teacher/Administration</p> <p><b>Funding Sources:</b> Counselor travel - State Compensatory Ed - \$450, - Local</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Students needing credit in courses not offered as a class at TLC will be given the opportunity to maintain credit through use of the online Edgenuity program when possible. Teacher support is offered for the online program.</p> <p><b>Strategy's Expected Result/Impact:</b> TLC's high school schedules reflect equal opportunities to obtain elective credits.</p> <p><b>Staff Responsible for Monitoring:</b> Administration/Counselor/Teacher</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> A Spanish teacher will be available every day to teach a Spanish I to IV course, facilitating more students in maintaining foreign language credit and making more spaces available in our Edgenuity lab for students to continue other elective credits.</p> <p><b>Strategy's Expected Result/Impact:</b> All TLC students on the high school level are able to maintain elective credits.</p> <p><b>Staff Responsible for Monitoring:</b> Administration/Counselor</p> <p><b>Funding Sources:</b> - Local</p>	Formative			Summative
	Oct	Dec	Mar	June

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Two full time CTE instructors allow students to continue their CTE credits and earn certifications.</p> <p><b>Strategy's Expected Result/Impact:</b> All TLC students on the high school level are able to maintain CTE credits.</p> <p><b>Staff Responsible for Monitoring:</b> Administrator/Counselor/Teachers</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p>	Formative			Summative
	Oct	Dec	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 1:** The Learning Center will increase the achievement of all students and prepare all students for post-secondary education and the workplace through high quality, student-centered programs.

**Performance Objective 4:** The Learning Center will maintain a student attendance rate of 90% or higher.

**Evaluation Data Sources:** Weekly District Report shows a student attendance rate of 90% or higher.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Appropriate attendance referral procedures and graduated sanctions are used to improve student attendance.  <b>Strategy's Expected Result/Impact:</b> Weekly attendance calculations show student attendance rate of 90% or higher.  <b>Staff Responsible for Monitoring:</b> Administration/Counselor/Teacher</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Parents of absent students are contacted by 9:00 am daily.  <b>Strategy's Expected Result/Impact:</b> Attendance records document contacts made for each absence.  <b>Staff Responsible for Monitoring:</b> Administration/Attendance Clerk</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Consistent communication for attendance contracts with home campus/district attendance liaison increases student/parent responsibility for attendance.  <b>Strategy's Expected Result/Impact:</b> Review of attendance records document that students receive appropriate referrals to law enforcement, counselor etc.  <b>Staff Responsible for Monitoring:</b> Administration/Attendance Clerk</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Fun Friday is a used as a positive incentive program in order to increase attendance. 1. Students must be passing all classes. 2. 80 points or above on daily behavior point sheet. 3. No absences the previous five school days.  <b>Strategy's Expected Result/Impact:</b> 80% or higher Weekly student attendance.  <b>Staff Responsible for Monitoring:</b> Administration/Attendance clerk</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				





**Goal 1:** The Learning Center will increase the achievement of all students and prepare all students for post-secondary education and the workplace through high quality, student-centered programs.

**Performance Objective 5:** TLC teachers will meet the ESSA (Every Student Succeeds Act) standards of highly effective and paraprofessionals will meet the ESSA standards of highly qualified.

**Evaluation Data Sources:** All instructional staff meets ESSA standards.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Staff development plans are implemented for each teacher based on instructional needs. (as evidenced by quickly changing student populations, teacher needs through observations, etc)  <b>Strategy's Expected Result/Impact:</b> Staff development plans.  <b>Staff Responsible for Monitoring:</b> Administration   <b>Funding Sources:</b> Professional development fees, workshop materials, programs - State Compensatory Ed - \$0</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Positive recognition for accomplishments are part of staff meetings.  <b>Strategy's Expected Result/Impact:</b> Minutes of meetings.  <b>Staff Responsible for Monitoring:</b> Principal</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> All instructional staff receive required conference period.  <b>Strategy's Expected Result/Impact:</b> Master schedule  <b>Staff Responsible for Monitoring:</b> Principal/HR/Superintendent</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Mentors are provided for all new teachers.  <b>Strategy's Expected Result/Impact:</b> Payroll records.  <b>Staff Responsible for Monitoring:</b> Principal</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Confirm certification of all instructional staff to ensure that each is highly effective to teach their assigned subject. (State certifications) Paraprofessionals will meet "Highly Qualified" requirements as defined in ESSA.  <b>Strategy's Expected Result/Impact:</b> Teachers in each subject area have proper certifications.  <b>Staff Responsible for Monitoring:</b> HR/Master schedule</p>	Formative			Summative
	Oct	Dec	Mar	June







Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Maintain highly effective secondary staff who are required to teach only one core subject. (Eliminating multiple prep periods and allowing the teacher to focus on their area of strength in the classroom)</p> <p><b>Strategy's Expected Result/Impact:</b> Minimum of eight highly qualified core secondary teachers on staff.</p> <p><b>Staff Responsible for Monitoring:</b> Administration/HR</p>	Formative			Summative
	Oct	Dec	Mar	June
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Retain qualified bilingual instructional para-professional staff through appropriate incentive pay.</p> <p><b>Strategy's Expected Result/Impact:</b> Incentive/stipend pay available to instructional para-professional for providing bilingual/interpreting services.</p> <p><b>Staff Responsible for Monitoring:</b> Administration/HR</p>	Formative			Summative
	Oct	Dec	Mar	June
<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 1:** The Learning Center will increase the achievement of all students and prepare all students for post-secondary education and the workplace through high quality, student-centered programs.

**Performance Objective 6:** TLC will support each students home campus academic goals.

**Evaluation Data Sources:** STAAR/TELPAS/EOC results will show a 5% increase.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> District technology needs are used to assist in remediation of reading and math skills among special populations.  <b>Strategy's Expected Result/Impact:</b> Student report cards and program assessments show improvement in reading and math levels.  <b>Staff Responsible for Monitoring:</b> All Teacher's</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> EOC/STAR resource materials with appropriate modifications are used at all grade levels for all special populations.  <b>Strategy's Expected Result/Impact:</b> Lesson plans reflect modifications.  <b>Staff Responsible for Monitoring:</b> All Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Staff development provided for differentiated instruction to meet the needs of each individual student.  <b>Strategy's Expected Result/Impact:</b> Documentation of training. Certificates  <b>Staff Responsible for Monitoring:</b> Administration   <b>Funding Sources:</b> Professional Development for teachers or administrator - Title II - \$4,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> ARD and/or team meetings are held for each incoming special populations student.  <b>Strategy's Expected Result/Impact:</b> ARD Committee reports.  <b>Staff Responsible for Monitoring:</b> Faculty/Staff</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 2:** The Learning Center will provide a safe and orderly environment that promotes student learning for all students.

**Performance Objective 1:** TLC will investigate, establish, and promote programs to lower the number of PEIMS discipline records by 5% campus-wide for the 2023-2024 school year.

**Evaluation Data Sources:** TLC PEIMS discipline data will show a reduction of 5% in the number of campus suspensions and JJAEP placements school-wide for the 2023-2024 school year.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> An appropriate and effective Crisis Management Plan, including an evacuation plan is implemented and shared with teacher/staff. These procedures are drilled monthly.</p> <p><b>Strategy's Expected Result/Impact:</b> Review of Crisis Management Plan in place. Successful evacuation of building in a timely manner during drills.</p> <p><b>Staff Responsible for Monitoring:</b> All Staff</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Audio and video digital recording of classrooms and hallways for teacher and student safety.</p> <p><b>Strategy's Expected Result/Impact:</b> daily check of equipment.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Daily non-obtrusive, safety check of all students entering the building.</p> <p><b>Strategy's Expected Result/Impact:</b> All students walk through metal detector and undergo a non-obtrusive search upon entering the building.</p> <p><b>Staff Responsible for Monitoring:</b> Administration/ Staff</p> <p><b>Funding Sources:</b> Raptor system and supplies - State Compensatory Ed - \$580</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Random searches by detection canine. NCISD police accompany canine.</p> <p><b>Strategy's Expected Result/Impact:</b> Reports turned in by canine officers.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>





Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Texas Behavioral Support Initiative (including Crisis Prevention Intervention) training ensures safe and effective timeout and restraint techniques.</p> <p><b>Strategy's Expected Result/Impact:</b> Review of Eduphoria records shows all staff members certified annually in CPI as well as Eduhero completion.</p> <p><b>Staff Responsible for Monitoring:</b> All eligible staff</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Staff, students and parents are surveyed regarding their perceptions of the safety and security of the campus.</p> <p><b>Strategy's Expected Result/Impact:</b> Survey results available.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> All staff members are provided with phone for immediate contact when support is needed.</p> <p><b>Strategy's Expected Result/Impact:</b> Properly functioning communication systems available.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> All required safety drills are held monthly.</p> <p><b>Strategy's Expected Result/Impact:</b> Drill logs.</p> <p><b>Staff Responsible for Monitoring:</b> All staff</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
<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:** The Learning Center will provide a safe and orderly environment that promotes student learning for all students.

**Performance Objective 2:** TLC will ensure and improve campus safety by reducing the number of criminal and non-criminal incidents that occur on the campus by 5% for the 2023-2024 school year.

**Evaluation Data Sources:** TLC will review PEIMS discipline records and will conduct a climate survey of students, parents and staff to determine if criminal and non-criminal activity has decreased.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> A point system for daily behavior is part of TLC's discipline management plan. The point system is based on policy and procedures students must follow.</p> <p><b>Strategy's Expected Result/Impact:</b> Student records indicate a reduction in the average number of additional placement days.</p> <p><b>Staff Responsible for Monitoring:</b> All Staff Members</p> <p><b>Funding Sources:</b> Local - Local</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Individualized counseling program implements bullying prevention and character education programs campus wide. (Montgomery County Youth Services - MCYS) MCYS are on campus at least twice a month to address these issues.</p> <p><b>Strategy's Expected Result/Impact:</b> Counselor's log documents appropriate interventions. MCYS contract</p> <p><b>Staff Responsible for Monitoring:</b> Counselor</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Counselor plans and implements bullying prevention and character education program campus wide. (Montgomery County Youth Services)</p> <p><b>Strategy's Expected Result/Impact:</b> Decline in weekly discipline referrals.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor</p> <p><b>Funding Sources:</b> Anti-bullying materials, character education programs, videos and materials - State Compensatory Ed - \$540</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Middle school teachers reinforce social skills through character education daily. Time is set aside daily during the class schedule to introduce and work with students on these skills.</p> <p><b>Strategy's Expected Result/Impact:</b> Decline in classroom discipline referrals.</p> <p><b>Staff Responsible for Monitoring:</b> Middle school teachers</p> <p><b>Funding Sources:</b> Character education materials, videos, programs - State Compensatory Ed - \$540</p>	Formative			Summative
	Oct	Dec	Mar	June
<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 3:** The Learning Center engages in proactive planning and visioning to respond to the changing educational needs of the district and to maximize our resources.

**Performance Objective 1:** All TLC teachers will meet ESSA (Every Student Succeeds Act) standards of highly effective and paraprofessionals will meet ESSA standards of highly qualified.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Staff develop plans are implemented for each teacher based on instructional needs (as evidenced by quickly changing student populations, teacher needs through observation, etc.	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Positive recognition for accomplishments are part of staff meetings.	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> All instructional staff receive required conference period.	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Mentors are provided for all new teachers.  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Confirm certification of all instructional staff to ensure that each is highly effective to teach their assigned subject. (State certifications) Paraprofessionals will meet "Highly Qualified" requirements as defined in ESSA.  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>





Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Maintain highly effective secondary staff who are required to teach only one core subject. (Eliminating multiple prep periods and allowing the teacher to focus on their area of strength in the classroom)</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Recruit and retain qualified bilingual instructional paraprofessional staff through appropriate incentive pay.</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				



**Goal 3:** The Learning Center engages in proactive planning and visioning to respond to the changing educational needs of the district and to maximize our resources.

**Performance Objective 2:** 90% of each special subgroup will pass TELPAS/EOC/STAAR.

**Evaluation Data Sources:** TELPAS/EOC/STAAR results show that 90% of each special subgroup met standard





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Technology and other district resources are used to assist in remediation of reading and math skills among special populations.  <b>TEA Priorities:</b> Build a foundation of reading and math	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> EOC/STAAR resource materials with appropriate modifications are used at all grade levels for all special populations.	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Staff development provided for differentiated instruction to meet the needs of each individual student.	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> ARD and/or team meetings are held for each incoming special population student.	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 4:** The Learning Center will provide opportunities for parent/community involvement in all educational processes of our campus.

**Performance Objective 1:** 100% of parents/guardians of TLC students are actively involved during their placement.

**Evaluation Data Sources:** Evaluation of records, goal sheets and surveys.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Parents are required to attend an enrollment orientation before student is admitted to class.  <b>Strategy's Expected Result/Impact:</b> Registration forms and visitor sign in documents attendance at orientation meeting.  <b>Staff Responsible for Monitoring:</b> Administration</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> All campus communications are available in Spanish and used as needed. (or other home language)  <b>Strategy's Expected Result/Impact:</b> All forms, letters, etc. provided in Spanish as needed.  <b>Staff Responsible for Monitoring:</b> All Staff   <b>Funding Sources:</b> Copier, copier contract, copier supplies - State Compensatory Ed - \$3,900</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Daily point sheet is provided for parent/guardian information regarding student behavior, grade progress, assignments and campus communications.  <b>Strategy's Expected Result/Impact:</b> Return of signed point sheets.  <b>Staff Responsible for Monitoring:</b> Teachers   <b>Funding Sources:</b> - State Compensatory Ed - \$1,000</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Average grades are reported to parent/guardian weekly. Parents can log into Home Access through Skyward and review student grade at any time, Teachers also write grades on point sheets for parents that do not have access to the internet.  <b>Strategy's Expected Result/Impact:</b> Review of point sheets, progress reports and report cards.  <b>Staff Responsible for Monitoring:</b> Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>

Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Teachers initiate personal contact with parents/guardians weekly while students are enrolled at TLC. <b>Strategy's Expected Result/Impact:</b> Staff phone/e-mail logs, point sheets and ARD meetings. <b>Staff Responsible for Monitoring:</b> Teachers	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Parents/guardians receive a student handbook which outlines rules, regulations and expectations for students while enrolled at TLC. <b>Strategy's Expected Result/Impact:</b> Parent signature on receipt of handbook form. <b>Staff Responsible for Monitoring:</b> Counselor	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Campus website and Home Access in Skyward are available and updated regularly. <b>Strategy's Expected Result/Impact:</b> Periodic review of both for accuracy and availability. <b>Staff Responsible for Monitoring:</b> Administration	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Parents/guardians are given a choice of preferred method to be contacted, i.e. home phone, work phone, email etc. <b>Strategy's Expected Result/Impact:</b> Review of contact logs. <b>Staff Responsible for Monitoring:</b> All Staff	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Dec</b>	<b>Mar</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

# State Compensatory

## Budget for The Learning Center

**Total SCE Funds:** \$0.00

**Total FTEs Funded by SCE:** 15

**Brief Description of SCE Services and/or Programs**

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## Personnel for The Learning Center

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Aleda Batchelder	ELA	1
Brain Brady	Math	1
Connie Dickey	Behavior Aide	1
Jamie Shelly	Science	1
Jessica Serafini	Technology	1
Kristin Tripp	ELA	1
Luis Cabrera	Spanish	1
Micah Reed	Math	1
Nissa Bond	Elementary	1
Rebecca Arrington	Social Studies	1
Sung Chui Yoon	Science	1
Tibor Bagoosi	SS	1
Tracy McCleskey	Elementary	1
VACANT	Behavior Aide	1
Valiant Buaquen	Instructional Aide	1

# Campus Funding Summary

Title II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	6	3	Professional Development for teachers or administrator		\$4,000.00
<b>Sub-Total</b>					<b>\$4,000.00</b>
State Compensatory Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Professional development opportunities		\$8,875.00
1	1	2	Salaries for teachers		\$973,140.00
1	1	2	Subs for teachers		\$0.00
1	1	4	Technology resources: projectors		\$0.00
1	1	5	workbooks, supplies, reading materials		\$13,475.00
1	2	2	Professional development workshops, materials, travel		\$0.00
1	3	1	Counselor travel		\$450.00
1	5	1	Professional development fees, workshop materials, programs		\$0.00
2	1	3	Raptor system and supplies		\$580.00
2	2	3	Anti-bullying materials, character education programs, videos and materials		\$540.00
2	2	4	Character education materials, videos, programs		\$540.00
4	1	2	Copier, copier contract, copier supplies		\$3,900.00
4	1	3			\$1,000.00
<b>Sub-Total</b>					<b>\$1,002,500.00</b>
Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1			\$0.00
1	3	3			\$0.00
2	2	1	Local		\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>