

**Angleton Independent School District**  
**Angleton Alternative Schools**  
**2023-2024 Campus Improvement Plan**



# Mission Statement

**MISSION:** Our mission is to educate and prepare each student academically and socially through supportive relationships to maintain our thriving community.

## Vision

**VISION:** *Achieving Excellence Because We're Wildcats.*

## Core Beliefs

### BELIEFS:

**All students can learn.**

**The learning environment must be positive, genuine, caring and safe for students and staff to reach their potential.**

### WE BELIEVE:

**In clearly defined goals that set high expectations for student success.**

**In the value of parents and families as involved decision-makers.**

**In viable curriculum and future-oriented programs.**

**In developing and retaining staff who positively affect student achievement.**

**In actively engaging the community results in development of our children.**

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

#### DESCRIPTION OF AISD ALTERNATIVE CAMPUSES: PACE, CATS, JJAEP, and BCJD

Three of the AISD alternative campuses are disciplinary settings and one, PACE, is a school of choice.

- The CATS Academy (CATS--Changing Attitudes to Succeed) is the District Alternative Education Placement (DAEP) for Angleton ISD and serves students in grades 1-12 who receive mandatory and discretionary discipline placements that typically range from 15-45 days in length.
- The Juvenile Justice Alternative Education Program (JJAEP) serves students ages 10 and older who have been expelled from Brazoria County schools. Students typically enter the JJAEP program as a result of being expelled from their home campus. Angleton ISD provides educational services within the county's facility. JJAEP students reside with their parents or guardians. All JJAEP students receive services from Angleton ISD; however, JJAEP students remain enrolled in their home districts.
- Brazoria County Juvenile Detention (BCJD) serves Brazoria County students ages 10-17 who are incarcerated and reside in the juvenile detention center or the Residential Treatment Center. Angleton ISD provides educational services within the county's facilities. Students are enrolled for varying lengths of time ranging from less than one full day to several months. The average stay in the juvenile detention center for pre-adjudicated students is approximately ten days; a small number of juvenile detention students are placed by a judge in the Residential Treatment Center for a longer term rehabilitative placement. Students incarcerated in the juvenile detention center and in the Residential Treatment Center reside within Angleton ISD and are enrolled as Angleton ISD students.
- PACE (Personalized Accelerated Choices in Education) is a program for students who benefit from a smaller and more focused setting. PACE students are enrolled in Angleton High School but attend classes, mostly online, for a half day in a small, structured, quiet environment.

### PROGRAM DESCRIPTIONS

The alternative campuses provide a highly structured and supportive educational environment. All campuses implement well-developed Positive Intervention Behavior and Support (PBIS) programs. Individual students' academic needs are met through the Angleton ISD curriculum and through academic interventions such as tutoring, small group instruction, and targeted remediation and/or credit recovery programs. Students participate in social skills training, character education, and college and career preparatory coursework.

#### CATS Academy

CATS Academy (CATS) is the state-mandated disciplinary alternative education program (DAEP) for Angleton ISD. This program serves students who have committed serious offenses or who have serious and/or persistent behavior problems. Students are typically placed in CATS for terms of approximately 30 days. CATS's mission is to help students learn the academic and social skills they need to be successful in future endeavors.

The CATS staff includes five regular education teachers, a special education teacher who is shared with PACE, and three paraprofessionals, one of whom is shared with PACE. The staff also includes an assistant principal, programs coordinator, counselor, and principal who are shared with JJAEP, PACE, and BCJD. The strength of this program is a strong focus on behavioral and academic intervention. Students receive individualized attention and encouragement and almost always improve their grades while they are in CATS. The main challenges involve teaching a wide range of grade levels and subject matters while effectively modifying and managing student behavior. The staff members on this campus address these challenges through flexible scheduling, collaboration with teachers at the home campuses, a strong team concept, consistently applied behavioral expectations, and individualized education and behavioral plans.

## **Juvenile Justice Alternative Education Program**

The Juvenile Justice Alternative Education Program (JJAEP) is a state-mandated program that serves students who have been expelled from one of the public schools in Brazoria County. Brazoria County contracts with Angleton ISD to provide the educational services for this program. The purpose of JJAEP is to help students learn the academic and social skills they need to be successful in future endeavors.

JJAEP is located on the same property as juvenile detention and is a highly structured learning environment in which students are closely supervised at all times. The county provides advisers, who build positive, supportive relationships with students and oversee physical activity.

Angleton ISD provides five regular education teachers, one special education teacher, and a paraprofessional. Angleton ISD also provides an assistant principal, programs coordinator, counselor, and principal who are shared with JJAEP, PACE, and BCJD. JJAEP teachers provide core and elective instruction to students in grades four through 12 using the Angleton ISD curriculum and the Edgenuity online learning program. Students in this program often regain credits and almost always improve their grades. The main challenge is teaching a wide range of grade levels and subject matters while addressing the individual academic needs of students from all over the county.

## **Brazoria County Juvenile Detention**

Brazoria County Juvenile Detention (BCJD) includes two components: a short-term facility for pre-adjudicated students and a small, longer-term facility for post-adjudicated students called Brazoria County Residential Treatment Program. Students in these programs are incarcerated. Because these students live in Angleton while they are incarcerated, they are considered to be Angleton ISD students while they are in the facility. BCJD's mission is to help students make positive changes in behavior while learning the academic and social skills they need to be successful in future endeavors.

Angleton ISD provides five regular education teachers, one special education teacher, and two paraprofessionals. Angleton ISD also provides an assistant principal, programs coordinator, counselor, and principal who are shared with JJAEP, PACE, and BCJD. Teachers provide core and elective instruction to students in grades four through twelve using the Angleton ISD curriculum and the Edgenuity online learning program. The county provides detention officers for security. The main challenges are teaching a wide range of grade levels and subject matters to students from all over the county while effectively managing the behaviors of students who are often experiencing significant personal and behavioral problems. An additional challenge is the frequent turnover of students, many of whom stay for a very short period of time.

## **PACE**

PACE is a program for students who benefit from a smaller and more focused setting. Students who wish to attend complete applications that are periodically reviewed by a selection committee. PACE students are enrolled in Angleton High School but attend classes, mostly online, for a half day in a small, structured, quiet environment. Angleton ISD provides 2 teachers. Angleton ISD also provides a special education teacher and paraprofessional who are shared with CATS. The staff also includes an assistant principal, programs coordinator, counselor, and principal who are shared with JJAEP, PACE, and BCJD.

## **CATS Academy Demographics**

In 2022-2023, CATS Academy served 198 students, 138 (70%) male, and 60 (30%) female. Of those 198, 49 (24.7%) came to our campus two times and eight (4%) came for the third/fourth time. Of these students, 104 had mandatory placements and 142 had discretionary placements. 59% of the students were White, 49% of the students were Hispanic, 27% were African American, 13% were American Indian, and less than 1% were Asian. We had 2 fifth graders, 31 sixth graders, 23 seventh graders, 25 eighth graders, 30 ninth graders, 43 tenth graders, 29 eleventh graders, and 15 twelfth graders.

## **JJAEP Demographics**

In 2022-2023, JJAEP served 333 students. Of these students, 333 were mandatory placements, 0 were discretionary, and 0 were court-ordered. 35% were female and 65% were male. 26% of the students were White, 21% were Black, 48% were Hispanic, and 5% were other. We had 2 5th graders, 11 6th graders, 14 7th graders, 42 8th graders, 95 9th graders, 87 10th graders, 62 11th graders, and 20 12th graders.

## CATS and JJAEP Attendance Rates

For the 2022-2023 school year, our attendance rate was 84.9% at CATS and 92% at JJAEP.

## STAFF QUALITY, RECRUITMENT, AND RETENTION

The district offers training and support for new teachers. In addition, on-campus mentors support and train our new teachers. We discuss professional development needs at faculty meetings. A wide variety of professional development is available including conferences, Region IV training, and training provided at the district or campus level.

### Demographics Strengths

**Attendance:** CATS attendance has steadily increased over the years from 78% in 2009-2010 and has remained close to 90% or higher since 2013-2014. CATS attendance rates are among the top in the state among DAEP campuses.

**Staff Quality, Recruitment, and Retention Strengths:** We have highly qualified staff members at all alternative campuses.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Attendance rates are below the district average. **Root Cause:** All of our students are at-risk and many have chronic absences. Most are below level academically and have behavioral, emotional, socio-economic, family challenges that negatively impact attendance.

**Problem Statement 2 (Prioritized):** We have difficulty finding teachers with secondary math and science certifications. Teachers are hesitant to work on discipline campuses. **Root Cause:** State-wide shortage and teachers' reluctance to come to a juvenile justice or disciplinary campus.

# Student Learning

## Student Learning Summary

### Credit Attainment

In 2022-2023, CATS students earned 55 credits with Edgenuity and 210.5 credits in face-to-face courses for a total of 265.5 credits. JJAEP students earned 130 credits with Edgenuity and 144 credits in face-to-face courses. BCJD students earned 32 credits with Edgenuity and 19 credits in face-to-face courses.

### Graduation

In 2022-2023, there were 7 students who graduated from CATS, 13 from JJAEP, 2 from BCJD, and 66 from PACE.

### Student Learning Strengths

**Student Achievement Strengths:** Most students are failing at least one class when they enroll, but almost all students who spend at least 30 days on an alternative campus significantly improve their grades. The small number of students who are failing upon exit or the end of the year are students who spent a very short time with us before the data is collected and did not have enough time to bring grades up to passing. Also, most of our students stay on track or catch up in regards to graduation plans while they are with us. Also, our students show significant growth based on pre- and post-rest results.

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Students' passing rates on state assessments are below the district average. Most of our students' universal screening scores fall in the below average range. **Root Cause:** Most of our students are below level academically and have behavioral and/or emotional obstacles to learning and performing well on assessments. Most of our students have a history of low scores on state assessments.



# School Processes & Programs

## School Processes & Programs Summary

### CURRICULUM, INSTRUCTION, AND ASSESSMENT

#### Scope and Sequence/Curriculum-Based Assessments

We use the Angleton ISD curriculum and assessments.

Teachers analyze data and adjust instruction accordingly. They also participate in district data analysis meetings and professional development. Principals provide feedback on curriculum and instruction using T-TESS, PLC meetings, and other methods.

#### Behavioral and Academic Intervention

Students at the alternative campuses work on self-discipline, goal-setting, and monitoring of behavioral and academic progress through the Path College Career program and school-wide PBIS programs. They also receive individualized acceleration and remediation from our teachers and paraprofessionals in addition to using Edgenuity, Moby-Max, and other online resources.

#### Transition Support

All students receive support from campus registrars and secretaries to ensure that grades and credits transfer back to home campuses. We contribute to transition meetings during which a Personalized Transition Plan is created for each student. Our Transition Coordinator and intervention teams design individualized learning plans that enable students to transition back to home campuses with additional credits or with an improved ability to earn additional credits upon return to the home campus.

## School Processes & Programs Strengths

**Curriculum, Assessment, and Instruction Strengths:** Teachers on the alternative campuses have a good working relationship with colleagues on the home campus and have the ability level to teach multiple grade levels and subjects effectively. We also work hard to help students address learning gaps through tutoring and interventions during and after the school day. When students return to their home campuses, most are caught up or even ahead in their coursework.

**Technology Strengths:** Teachers have a good understanding of how to use computers for remediation and credit recovery in their specific subjects.

**School Context and Organization Strengths:** We have effective leadership and decision-making structures. Staff members are focused and driven to help students succeed behaviorally and academically.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Upon return to the home campus, some students regress academically and behaviorally in comparison to their levels of performance at the alternative campuses. **Root Cause:** The home campus environment is more challenging for our students due to large numbers of students and fewer academic and behavioral supports and interventions.

# Perceptions

## Perceptions Summary

### FAMILY AND COMMUNITY ENGAGEMENT

#### Intake Meetings

At CATS, JJAEP, and juvenile detention, we meet with students and/or parents of students before or shortly after students enroll on one of these campuses. In addition to reviewing school procedures and expectations, we get to know students, their parents, and personal information about the student that will help us build relationships and set goals. We also set behavioral and academic goals in our intake meetings.

#### Parent Meetings/Phone Calls

Teachers at CATS, BCJD, and JJAEP contact parents regularly to discuss progress.

### SCHOOL CULTURE AND CLIMATE

#### Student Discipline

Student discipline improved dramatically at CATS Academy in 2014-2015 due to the implementation of a Positive Behavior and Intervention Support (PBIS) program and improved Response to Intervention (RtI) practices, which reduced our discipline referral rate from over 1,200 a year to around 200 per year.

For the 2022-2023 school year, there were 346 discipline referrals. The top infractions were disruption (108), dress code (33), bus discipline (32), insubordination (31), and disrespect (29).

Student discipline decisions at CATS are made based on a discipline protocol that is developed by principals and teachers. It includes teacher actions and principal actions that are appropriate based on different student violations and includes restorative practices. Student discipline at JJAEP and the county is handled by county staff members, but the leadership team members from the alternative campuses guide teachers in behavior interventions.

#### Recidivism

In 2022-2023, 49 (25%) of students came back to CATS for a second time and 8 (4%) came back for a third/fourth time. Research shows that DAEP placements are not effective in reducing recidivism and are associated with negative outcomes. Most of the work of helping students maintain long-term behavioral change falls on the home campuses. When students leave CATS and JJAEP, we communicate with the home campus staff members and share any information regarding interventions that helped the students succeed with us. Our goal is to help the student grow academically and behaviorally so that he or she is in a better position to maintain that growth at the home campus.

#### Support Systems for New Students

All students participate in intake meetings and/or orientation so that they know the procedures, rules, resources, and personnel available to them. All students participate in community-building circles to strengthen their sense of community in our schools.

## Perceptions Strengths

**Culture and Climate Strengths:** Our PBIS program and RtI (now called MTSS for Multi-Tiered Systems of Support) programs are effective and well-developed. We use relationship-building strategies, restorative practices, mediation, and school-wide PBIS to prevent discipline problems.

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** Students often regress academically and behaviorally when they return to their home campuses. **Root Cause:** The home campus environment is more challenging for many of our students due to higher numbers of students and fewer academic and behavioral supports.

# Priority Problem Statements

**Problem Statement 1:** We have difficulty finding teachers with secondary math and science certifications. Teachers are hesitant to work on discipline campuses.

**Root Cause 1:** State-wide shortage and teachers' reluctance to come to a juvenile justice or disciplinary campus.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Attendance rates are below the district average.

**Root Cause 2:** All of our students are at-risk and many have chronic absences. Most are below level academically and have behavioral, emotional, socio-economic, family challenges that negatively impact attendance.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** Students' passing rates on state assessments are below the district average. Most of our students' universal screening scores fall in the below average range.

**Root Cause 3:** Most of our students are below level academically and have behavioral and/or emotional obstacles to learning and performing well on assessments. Most of our students have a history of low scores on state assessments.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** Upon return to the home campus, some students regress academically and behaviorally in comparison to their levels of performance at the alternative campuses.

**Root Cause 4:** The home campus environment is more challenging for our students due to large numbers of students and fewer academic and behavioral supports and interventions.

**Problem Statement 4 Areas:** School Processes & Programs

# Goals











**Goal 1:** 70% of all students in grades K -10 will demonstrate at least one year's growth in reading

**Performance Objective 1:** Identify individual behavior and academic needs of our students using a variety of data sources

**Evaluation Data Sources:** MAPS screeners, grades, discipline data

**Summative Evaluation:** Exceeded Objective

**Next Year's Recommendation:** Continue meeting with stakeholders to monitor progress and implement effective strategies and interventions.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Meet with all parents and/or students at intake to develop positive relationships and set positive goals. <b>Strategy's Expected Result/Impact:</b> Increase in grades, graduation rates, test scores, attendance, college readiness measures, and behavior for all student populations including economically disadvantaged, special education, African-American, and dyslexic populations. <b>Staff Responsible for Monitoring:</b> Principals  <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Use student data and MTSS Meetings to collaboratively design, implement, and monitor individualized interventions for students and their families, including special education, 504, ELL, and dyslexic students. <b>Strategy's Expected Result/Impact:</b> Increase in grades, graduation rates, test scores, attendance, college readiness measures, and behavior for all student populations including economically disadvantaged, special education, African-American, and dyslexic populations. <b>Staff Responsible for Monitoring:</b> Principals and teachers	Formative		
	Nov	Feb	May
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			








**Goal 1:** 70% of all students in grades K -10 will demonstrate at least one year's growth in reading

**Performance Objective 2:** Increase student proficiency in high-leverage reading and writing skills.

**Evaluation Data Sources:** Grades, formative and summative assessments

**Summative Evaluation:** Met Objective

**Next Year's Recommendation:** Continue using research-based strategies to increase reading levels.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Use research-based instructional and intervention strategies to increase reading levels. <b>Strategy's Expected Result/Impact:</b> Increase in present and future academic and career success. <b>Staff Responsible for Monitoring:</b> Principal  <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		
	Nov	Feb	May
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			











**Goal 2:** 70% of all students in grades 2- 10 will demonstrate at least one year's growth in math.

**Performance Objective 1:** Identify individual behavior and academic needs of our students using a variety of data sources and develop instruction and intervention using this data.

**Evaluation Data Sources:** MAPS screeners, grades, discipline data

**Summative Evaluation:** Exceeded Objective

**Next Year's Recommendation:** Continue meeting with stakeholders to monitor progress and implement effective strategies and interventions.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Meet with all parents and/or students at intake to develop positive relationships and set positive goals. <b>Strategy's Expected Result/Impact:</b> Increase in grades, graduation rates, test scores, attendance, college readiness measures, and behavior for all student populations including economically disadvantaged, special education, African-American, and dyslexic populations. <b>Staff Responsible for Monitoring:</b> Principals  <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Use data and weekly or bi-weekly MTSS Meetings to collaboratively design, implement, and monitor individualized interventions for students and their families, including special education, 504, ELL, and dyslexic students. <b>Strategy's Expected Result/Impact:</b> Increase in grades, graduation rates, test scores, attendance, college readiness measures, and behavior for all student populations including economically disadvantaged, special education, African-American, and dyslexic populations. <b>Staff Responsible for Monitoring:</b> Principals and teachers	Formative		
	Nov	Feb	May
			
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>			








**Goal 2:** 70% of all students in grades 2- 10 will demonstrate at least one year's growth in math.

**Performance Objective 2:** Increase student proficiency in high-leverage math skills.

**Evaluation Data Sources:** Grades, formative and summative assessments

**Summative Evaluation:** Met Objective

**Next Year's Recommendation:** Continue using research-based strategies to increase math proficiency.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Use research-based strategies and interventions to increase students' skill levels. <b>Strategy's Expected Result/Impact:</b> Improvement in grades and academic skill levels. <b>Staff Responsible for Monitoring:</b> Principals  <b>TEA Priorities:</b> Build a foundation of reading and math	Formative		
	Nov	Feb	May
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			








**Goal 3:** 100% of the Angleton ISD Safety recommendations will be implemented








**Performance Objective 1:** We will implement a wide variety of restorative/relational practices to improve students' communication skills, critical thinking ability, and community mindedness.

**Evaluation Data Sources:** Discipline data, lesson plans, circle schedules

**Summative Evaluation:** Exceeded Objective

**Next Year's Recommendation:** Continue implementing relational programs and practices such as Capturing Kids' Hearts, our Path College Career class, and restorative circles.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> One or two community-building circles per week that include discussion of values and abstract ideas, the intensive, guided practicing of effective listening and communication skills, and opportunity to work together to solve problems facing the school community such as dropout rate, attendance issues, mental health, aggression, sexual harassment, bullying, dating violence, and abuse. <b>Strategy's Expected Result/Impact:</b> Increase in grades, graduation rates, test scores, attendance, college readiness measures, and behavior for all student populations including economically disadvantaged, special education, African-American, and dyslexic populations. <b>Staff Responsible for Monitoring:</b> Principals and designated teachers  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college	Formative		
	Nov	Feb	May
	N/A		
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Restorative circles and discussions that help students and staff members solve interpersonal problems, resolve conflicts, set goal for the future, and make restitution through methods including community service. <b>Strategy's Expected Result/Impact:</b> Increase in grades, graduation rates, test scores, attendance, college readiness measures, and behavior for all student populations including economically disadvantaged, special education, African-American, and dyslexic populations. <b>Staff Responsible for Monitoring:</b> Principals and designated teachers  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college	Formative		
	Nov	Feb	May
			

Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Increase the use of Tier 2 and Tier 3 circles to resolve conflicts and address student behavior issues. <b>Strategy's Expected Result/Impact:</b> Increase in grades, graduation rates, test scores, attendance, college readiness measures, and behavior for all student populations including economically disadvantaged, special education, African-American, and dyslexic populations. <b>Staff Responsible for Monitoring:</b> Principals and designated teachers  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college	Formative		
	Nov	Feb	May
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			








**Goal 3:** 100% of the Angleton ISD Safety recommendations will be implemented

**Performance Objective 2:** We will implement county and district safety guidelines.

**Evaluation Data Sources:** Drill data, crisis intervention team notes, Week at a Glance

**Summative Evaluation:** Met Objective

**Next Year's Recommendation:** Continue implementing and adhering to safety guidelines.







Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Weekly review of safety procedures with students and regular emergency drills. <b>Strategy's Expected Result/Impact:</b> Students and staff will implement safety procedures correctly. <b>Staff Responsible for Monitoring:</b> Principals  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals	Formative		
	Nov	Feb	May
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			








**Goal 4:** By the year 2023, the number of students with 5 or more discipline referrals will be reduced by 20%.

**Performance Objective 1:** We will implement a wide variety of restorative/relational practices to improve students' communication skills, and critical thinking ability, and community mindedness.

**Evaluation Data Sources:** discipline data, circle schedule, lesson plans

**Next Year's Recommendation:** Continue Continue implementing relational programs and practices such as Capturing Kids' Hearts, our Path College Career class, and restorative circles.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> One or two community-building circles per week that include discussion of values and abstract ideas, the intensive, guided practicing of effective listening and communication skills, and opportunity to work together to solve problems facing the school community such as dropout rate, attendance issues, mental health, aggression, sexual harassment, bullying. dating violence, and abuse. <b>Strategy's Expected Result/Impact:</b> Increase in grades, graduation rates, test scores, attendance, college readiness measures, and behavior for all student populations including economically disadvantaged, special education, African-American, and dyslexic populations. <b>Staff Responsible for Monitoring:</b> Principals and designated teachers  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Restorative circles and discussions that help students and staff members solve interpersonal problems, resolve conflicts, set goals for the future, and make restitution through methods including community service. <b>Strategy's Expected Result/Impact:</b> Increase in grades, graduation rates, test scores, attendance, college readiness measures, and behavior for all student populations including economically disadvantaged, special education, African-American, and dyslexic populations. <b>Staff Responsible for Monitoring:</b> Principals and designated teachers  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college	Formative		
	Nov	Feb	May
			

Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Increase the use of Tier 2 and Tier 3 circles to resolve conflicts and address student behavior issues. <b>Strategy's Expected Result/Impact:</b> Increase in grades, graduation rates, test scores, attendance, college readiness measures, and behavior for all student populations including economically disadvantaged, special education, African-American, and dyslexic populations. <b>Staff Responsible for Monitoring:</b> Principals and designated teachers  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college	Formative		
	Nov	Feb	May
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			










**Goal 5:** 65% of all Angleton High School graduating seniors are College, Career, or Military Ready, as defined by TEA accountability standards











**Performance Objective 1:** We will work closely with the home campuses to ensure that students remain on track to make a smooth transition to post-secondary coursework and careers.

**Evaluation Data Sources:** Transition plans and documentation

**Summative Evaluation:** Significant progress made toward meeting Objective

**Next Year's Recommendation:** We will continue to work with district leadership to help us support students when they return to home campuses. We have plans to assist one of our directors with training of assistant principals at the home campuses.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Teachers follow Angleton ISD instructional calendar and receive professional development that is aligned with that of home campus teachers. <b>Strategy's Expected Result/Impact:</b> Increase in grades, graduation rates, test scores, attendance, college readiness measures, and behavior for all student populations including economically disadvantaged, special education, African-American, and dyslexic populations. <b>Staff Responsible for Monitoring:</b> Principal  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Principals, counselors, and teachers will reduce recidivism by planning together for students' successful transition back to the home campus via ongoing communication, transition meetings, and monitoring of students by home campus mentors when the students return to the home campus. <b>Strategy's Expected Result/Impact:</b> Increase in grades, graduation rates, test scores, attendance, college readiness measures, and behavior for all student populations including economically disadvantaged, special education, African-American, and dyslexic populations. <b>Staff Responsible for Monitoring:</b> Principals	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> We will recruit and train high quality and highly qualified teachers to ensure effective delivery of curriculum. <b>Strategy's Expected Result/Impact:</b> Increase in grades, graduation rates, test scores, attendance, college readiness measures, and behavior for all student populations including economically disadvantaged, special education, African-American, and dyslexic populations. <b>Staff Responsible for Monitoring:</b> Principal	Formative		
	Nov	Feb	May
			

Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Our PE/Health teacher and Path College Career teachers will work together to promote wellness by providing daily physical activity, substance abuse prevention programming, and strategies to improve mental health and social connections. <b>Strategy's Expected Result/Impact:</b> increase in grades, graduation rates, test scores, attendance, college readiness measures, and behavior for all student populations including economically disadvantaged, special education, African-American, and dyslexic populations. <b>Staff Responsible for Monitoring:</b> Principals	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Our transition coordinator at juvenile detention will work closely with home campuses throughout the county and with teachers in the facility to ensure that grades, credits, and transition plans are efficiently and effectively transferred. She will ensure that students are placed in correct classes and provide the necessary information to teachers to create intervention plans designed to help students gain credits and become career and college ready. <b>Strategy's Expected Result/Impact:</b> Increase in grades, credits earned, and career and college readiness indicators. <b>Staff Responsible for Monitoring:</b> Principals  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college <b>Funding Sources:</b> Transition Coordinator - \$31,562	Formative		
	Nov	Feb	May
			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			








**Goal 5:** 65% of all Angleton High School graduating seniors are College, Career, or Military Ready, as defined by TEA accountability standards

**Performance Objective 2:** Students will attain credits and improve academic achievement with the goal of graduating on time ready to enter college or career.

**Evaluation Data Sources:** Credit tracking sheets, grades, CCMR indicator charts

**Summative Evaluation:** Exceeded Objective

**Next Year's Recommendation:** Continue our current practices.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Students will use Edgenuity, MobyMax, and other technology resources to maintain progress in selected electives and core subject area courses as well as for credit recovery and remediation.  <b>Strategy's Expected Result/Impact:</b> Increase in grades, graduation rates, test scores, attendance, college readiness measures, and behavior for all student populations including economically disadvantaged, special education, African-American, and dyslexic populations.  <b>Staff Responsible for Monitoring:</b> Principals and designated teachers  <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college	Formative		
	Nov	Feb	May
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			










**Goal 5:** 65% of all Angleton High School graduating seniors are College, Career, or Military Ready, as defined by TEA accountability standards

**Performance Objective 3:** We will create a flexible schedule that allows teachers to meet the individual needs of an ever-changing population.

**Evaluation Data Sources:** Schedule, MTSS agendas/minutes, and intake records

**Summative Evaluation:** Exceeded Objective

**Next Year's Recommendation:** Continue current practices.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Teachers will utilize Edgenuity and other technology resources to offer small group direct instruction while others are engaged in targeted computer-based instruction.  <b>Strategy's Expected Result/Impact:</b> Increase in grades, graduation rates, test scores, attendance, college readiness measures, and behavior for all student populations including economically disadvantaged, special education, African-American, and dyslexic populations.  <b>Staff Responsible for Monitoring:</b> Principals and designated teachers  <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college	Formative		
	Nov	Feb	May
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

# State Compensatory

## Budget for Angleton Alternative Schools

**Total SCE Funds:** \$0.00

**Total FTEs Funded by SCE:** 8.14

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

## Personnel for Angleton Alternative Schools

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Casey Garcia	Teacher	1
Claire Grassman	Teacher	0.14
Debra Ortiz	Paraprofessional	1
Heather Peltier	Teacher	1
Karen Aasletten	Teacher	1
Megahn Cooper	Counselor	1
Pamela Albonetti	Teacher	1
Sally Howell	Paraprofessional	1
Taryne Melofsky	Teacher	1

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Danielle Rodgers	ELA Teacher		.6
Melanie Hawkins	Teacher	Title 1D2	1
Victoria Weirich	Transition Coordinator	Juvenile Detention	1