Goose Creek Consolidated Independent School District

Point Alternative Center

2018-2019 Campus Improvement Plan

Mission Statement

The mission of the POINT Alternative Center is to provide a holistic academic environment, behavioral, and social growth for At-Risk students.

Vision

The Vision for POINT Alternative Center is to enhance the academic and behavioral capabilities each student possesses through the application of progressive behavioral education strategies.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics:

POINT Alternative Center is a disciplinary alternative education program (DAEP) established in conformance with the Texas Education Code (TEC), §37.008. The DAEP is defined as an educational and self-discipline alternative instructional program, adopted by local policy, for students in grades 6th to 12th who are removed from their regular classes for mandatory or discretionary disciplinary reasons and placed in a DAEP. The mission of POINT Alternative Center is to provide a holistic academic environment, behavioral, and social growth for at-risk students. For the 2017-2018 school year approximately 392 students were placed at the DAEP.

Staff Quality, Recruitment, and Retention:

POINT Alternative Center is a dedicated campus whose entire staff is geared toward working and accommodating at-risk and high need students. POINT administrators select staff from a pool of GCCISD highly qualified applicants. Retention rate at POINT is average, with a history of long standing employment of teaching staff. Workshops, technology, and professional development provided by the district keep staff abreast of current opportunities for optimal use of available resources.

Teachers by Years of Experience

	Campus	District	State
Beginning Teachers	8.5%	7.4%	7.8%
1-5 Years Experience	15.4%	28.7%	28.0%
6-10 Years Experience	0.0%	24.1%	20.9%
11-20 Years Experience	33.8%	26.2%	27.8%
Over 20 Years of Experience	42.3%	13.6%	15.5%

Demographics Strengths

Demographics:
- Small class sizes in all grade levels (teacher/student ratio 1/15)
- Social skills curriculum to address student needs in grades 6-8
- Restorative Circles for students in grades 6 to 12
- Flexible schedule that addresses the individual needs of each student based on their individual background
- Highly qualified teachers
- Student Support Team

Staff Quality, Recruitment, and Retention:

- Highly qualified staff in their area of teaching
- Mentor and Buddy Program
- A wide variety of staff development opportunities
- Professional Learning Communities

Student Academic Achievement

Student Academic Achievement Summary

State accountability ratings are based on four performance indexes:

1. Student Achievement
2. Student Progress
3. Closing Performance Gaps
4. Post-secondary Readiness

POINT Alternative Center is a disciplinary alternative center that doesn't receive a rating from the Texas Education Agency. Although students are provided with the opportunity to participate in state testing during the administration period, all test results and indications of the results are reported and attributed to the students home campus. Although there is not a rating for the center, every effort is made to provide a structured and supportive teaching environment for the academic advancement of all students at the DAEP.

Demographic Summary of Students Placed during the 2016-2017 School Year

- Economically Disadvantage 66.7%
- English Language Learners (ELL) 3.7%
- At Risk 100% Note: Placement at the POINT Alternative Center is an automatic at-risk designation
- Attendance Rate 71.9% (2015-2016)
- Students with disciplinary placements (2015-2016) 22.4%

Student Academic Achievement Strengths

- Completion rate for Edgenuity courses are high
- Grade Repair course participation and completion rates are increasing
- Credit recovery tutorial attendance is increasing
- Professional Development based on the needs of students
- After school tutoring available in the computer lab
- Core subject intervention courses for 6-8
- Intervention courses for EOC areas for 9-12

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: POINT Alternative Center students tend to perform lower than their peers on state assessment and daily assignments. **Root Cause**: Poor student attendance, social, and emotional problems contribute to the problem.

School Processes & Programs

School Processes & Programs Summary

Curriculum and Instruction:

At POINT Alternative Center classroom instruction is based upon the districts curriculum that is aligned with the TEKS. It is the expectation that teachers work closely to align their instruction with that of the comprehensive campus in order to ensure a seamless transfer of knowledge for students when they transfer back to their home campus.

Therefore, teachers follow the state/district scope and sequence in their lesson plans to ensure student learning needs are aligned and met. Teachers follow the direct instruction model that encompass seven steps. Those seven steps are as follows: learning criteria, success criteria, build commitment and engagement, lesson presentation, guided practice, closure part, and independent practice.

School Context and Organization:

Students are placed at POINT Alternative Center from comprehensive campuses with in accordance with GCCISD Student Code of Conduct. While in attendance, students receive instruction from certified teachers, as well as counseling and guidance in different strategies to support the total child.

Technology:

As technology continue to evolve and change, our approach to integrating it into the classroom is essential. Currently, each classroom at Point Alternative Center is equipped with a Promethean board, Elmo, and at least two desk top computers. The campus also have a Snap-stream system on campus. Additionally the campus has access to several I-Pad carts and laptop carts.

School Processes & Programs Strengths

Curriculum and Instruction:

- Professional Learning Communities
- Core Subject Academies and follow up during the school year
- Collaboration with other campuses within the feeder pattern
- Small group instruction with scaffolding
- Data driven instruction to meet student needs
- Intervention Classes

School Context and Organization:

- Campus counselor provide small group and individual counseling sessions
- Collaboration between the DAEP and other campuses concerning students transitioning back to their home campus
- Collaboration between Juvenile Probation, Local Law Enforcement, and etc.
- Mentor and Buddy Program for teachers

Technology:

- Technological equipment is readily available for staff and students
- The district offers an array of training opportunities
- Access to online books
- Mobile carts with laptops for students
- Campus technical support
- Internet connectivity

Perceptions

Perceptions Summary

School Culture and Climate:

POINT Alternative Center provides a professional, highly structured, disciplined environment that fosters academic success through leadership, qualified educators, discipline with dignity, self-control, and respect. We provide a safe and caring school climate that produces a positive impact on student achievement, staff commitment, and community engagement. Each year students and staff members complete surveys to measure campus climate, program effectiveness, and to give input on campus initiatives.

Staff Survey indicated the following:

Based on the survey 83.33% of the staff reported that there are programs and activities implemented to maintain a positive, safe, and orderly school climate. However, the staff has concerns with consistency with approaches to address behavior management and discipline. A small portion of the staff reported that they agree that there is some consistency at a rate of 33%. Some 66% believe that there is a need for more consistency in the disciplinary management program at the campus.

Parent and Community Engagement:

POINT Alternative Center offers individual family orientations. Each parent and student is given the opportunity to ask questions and receive critical information concerning the campus and the students academic standings. Also through the orientation process we share resource information with the parent and students. Parents are encouraged to communicate with staff as needed. Also the parent and student is able to meet with the communities in school person to discuss optional programs for community service projects and etc

Perceptions Strengths

School Culture and Climate:

- Social Worker Available to students
- Conflict Resolution for students
- Parents feel welcome at the school
- Teachers are accessible to parents before, during, and after school
- Communities and Schools Program
- Students provided with some opportunities to participate in activities outside of school such as Life After Graduation and School Board Meetings
- Partnership with Legacy Health Agency that provide critical information for addressing general health and mental health needs

Parent and Community Engagement:

- Parent participation in student orientation meeting
- Life After Graduation Field Trip
- Business partnership with Legacy
- Grade level parent meetings (6-8)
- Lee College Campus Visits
- Communities and schools activities-community guess speakers

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- Local diagnostic math assessment data

- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS

Parent/Community Data

- Parent Involvement Rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Goal 1: POINT Alternative Center will increase student achievement by providing rigorous learning opportunities and curricula that meet student needs for achieving exemplary academic and post-secondary success.

Performance Objective 1: All students will meet or exceed expectations on grade level benchmarks, curriculum based assessment, end of course exams, and STAAR assessments.

Evaluation Data Source(s) 1: Progress reports, report cards, CBAs/Benchmarks, STAAR/EOC data

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Provide additional instructional support to students in small group settings to close the achievement gap.	Principal Student Support Administrator Teachers	An improvement in student performance on assignments and assessments			
2) Collaborate with peers through PLC to review assessments, monitor student progress, and make data driven decisions that positively impact student achievement.	Principal Student Support Administrator Teachers	An improvement in instructional practices so students can benefit more from daily instruction			
3) Teachers will align their lesson plans to the district curriculum expectations and time-lines.	Principal Student Support Administrator	There will be consistency with instruction that mirror the comprehensive campuses instructional model			
4) Monitor the progress of ELL's and ensure linguistic accommodations are being provided.	Principal Student Support Administrator Teachers	A strong academic program that supports an effective ESL program where students have a better understanding of assignments			
5) Monitor the progress of special education students in all core subject areas. Ensure all accommodations and modifications are being implemented.	Principal Student Support Administrator Special Education Teachers General Education Teachers	The campus is in full compliance with special education requirements and students are provided with the appropriate accommodations and modifications thus ensuring that they receive a free and appropriate public education			
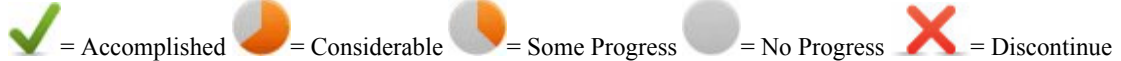
Comprehensive Support Strategy 6) Provide professional development opportunities for all teachers to improve the instruction and assessment of ELL students and enhance the ability of teachers to understand and use curriculum, assessment measures, and instructional strategies for ELL students.	Principal Student Support Administrator Teachers	Increase faculty understanding of ESL thus improve instructional delivery			
7) Implement grammar checks for warm ups in core subject areas and elective courses.	Principal Student Support Administrator Teachers.	Improved grammar usage in daily assignments and on tests			
✔ = Accomplished ◕ = Considerable ◔ = Some Progress ● = No Progress ✖ = Discontinue					

Goal 2: POINT Alternative Center will provide a well-balance and appropriate curriculum for all students.

Performance Objective 1: POINT Alternative Center will utilize the scope and sequence which is vertically aligned with the state TEKS to plan and implement an instructional program that facilitates academic success for all students.

Evaluation Data Source(s) 1: Classroom observations, progress reports, report cards, STAAR data, benchmark results, classroom assessments, and course completion

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Review past STAAR scores and disaggregate the data to determine the area of need within the core curriculum for DAEP students each six week.	Principal Assistant Principal Teachers	Improved instructional outcomes from identifying specific target areas of concern			
2) Utilize ELP's in all instructional settings.	Principal Assistant Principal Teachers	Meet the linguistic needs of English Language Learners			
3) Utilize the rigor, relevance, and depth of knowledge framework in all core subject areas.	Principal Assistant Principal Teachers	Lesson plans and observations			
✔ = Accomplished = Considerable = Some Progress = No Progress ✘ = Discontinue					

Goal 2: POINT Alternative Center will provide a well-balance and appropriate curriculum for all students.

Performance Objective 2: POINT Alternative Center will implement procedures to monitor and enhance classroom instruction and student progress.

Evaluation Data Source(s) 2: Classroom observations, progress reports, report cards, course completions, and teacher participation reports from district lead PLC's and meetings

Summative Evaluation 2:
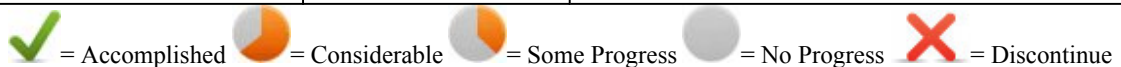
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Teachers will participate in content area and vertical alignment meetings once a month with other campuses within the Goose Creek Memorial feeder pattern.	Principal Assistant Principal Teachers	Teachers are able to collaborate with peers to identify factors that impede learning, in return improving instructional delivery and outcomes			
2) Administrators will conduct weekly walk throughs.	Principal Assistant Principal	Improve the educational environment Increase teacher development			
3) Administrators, counselor, and teachers will meet bi-weekly to discuss at risk students.	Principal Assistant Principal	Identify at risk students early and provide interventions to correct the problem			
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Goal 3: POINT Alternative Center, through enhance dropout prevention efforts, will work to ensure that students will remain in school until they obtain a high school diploma.

Performance Objective 1: Develop program initiatives and activities that reflect a commitment to preparing students for their educational pursuits beyond their traditional GCCISD experience.

      Evaluation Data Source(s) 1: EOY Data Reports, Sign In Sheets, Agendas, Credit Recovery log and Enrollment

      Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Increase college awareness by inviting recruiters and vocational guest speakers.	Principal Assistant Principal CIS Counselor	Help students identify career aspirations and plan for their future			
2) Create opportunities to explore occupations through instructional units.	Teachers Assistant Principal Principal	Students and staff become familiar with career options that are available in the 21st century			
3) Keep students on track for graduation and motivated by incorporating student credit recovery opportunities.	Principal Assistant Principal Counselor	Students graduate on time Students who are struggling to gain credits are identified early and provided with the necessary credit recovery courses			
4) Provide after school tutorial for general education courses and Edgenuity.	Principal, Student Support Administrator, Teachers, and Counselor	Students who are struggling receive individualized help and an increase in completion rate for Edgenuity.			
✔ = Accomplished = Considerable = Some Progress = No Progress ✖ = Discontinue					

Goal 3: POINT Alternative Center, through enhance dropout prevention efforts, will work to ensure that students will remain in school until they obtain a high school diploma.

Performance Objective 2: Provide opportunities for student who have excessive absences to recover credits and complete coursework.

    Evaluation Data Source(s) 2: Attendance contracts and course completions

    Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Require students with five or more absences to participate in a face to face conference with their parent.	Principal Assistant Principal Social Worker Attendance Clerk Counselor	Improve communication with parents Identify and provide resources to over come obstacles that impeded students from attending school			
2) Conduct home visits of students who have excessive absences.	Principal Assistant Principal Social Worker Attendance Clerk Counselor	Improve school and parent relationship			
3) Offer extended hours for make up of absences and lost instructional time on recovery courses.	Principal Assistant Principal Social Worker Teacher Attendance Clerk Counselor	Increase completion rate of courses for students			
4) Participate in annual drop out walk to help recover students who have dropped out of school.	Principal, Student Support Administrator, Counselor, and Attendance Clerk	Recover students who have dropped out and help guide them to the path of graduation.			
✔ = Accomplished ◔ = Considerable ◕ = Some Progress ● = No Progress ✖ = Discontinue					

Goal 4: POINT Alternative Center will provide and maintain a safe and positive learning environment.

Performance Objective 1: POINT Alternative Center will utilize a positive behavior support framework.

Evaluation Data Source(s) 1: EOY Student Discipline Reports, participation logs, classroom logs, observations, sign in sheet logs, point cards, and duty roasters

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Students will participate in social skills classes.	Principal Student Support Administrator Social Worker Teacher CIS Counselor	Increase appropriate social skills in all environments			
2) Classroom teachers will attend staff development concerning positive behavior strategies. The teachers will incorporate these strategies into their daily routine to reduce behavior problems.	Principal Student Support Administrator Social Worker Teacher CIS Counselor	Give teachers additional strategies to address inappropriate behavior in the classroom setting thus reducing office referrals			
3) Students will participate in conflict resolution sessions to help resolve problems.	Principal Counselor Student Support Administrator	Help students and staff to resolve problems at the lowest level possible Give students and outlet to express their concerns			
4) Conduct cards will be utilized to encourage positive behavior.	Principal Student Support Administrator Social Worker Teacher CIS Counselor	Reduce office referrals Increase student awareness about their behavior, thus making them responsible for monitoring their own behavior.			

5) All faculty and staff will monitor the campus during the school day.	Principal Student Support Administrator Social Worker Teacher CIS Counselor	Providing a safe and secure campus for students and staff, because teachers are visible			
6) Provide LeadWorthy curriculum for junior high students.	Teacher Principal Student Support Administrator Counselor	Improve student social skills and and grow future leaders of the community.			

✔ = Accomplished ◔ = Considerable ◔ = Some Progress ⬤ = No Progress ✗ = Discontinue

Goal 4: POINT Alternative Center will provide and maintain a safe and positive learning environment.

Performance Objective 2: A discipline committee will analyze discipline data from Review 360 to proactively target discipline problems.

Evaluation Data Source(s) 2: Review 360 Reports, Behavior plans, intervention plans, student support logs, counseling logs, ARD meeting documents, and Section 504 documents

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Faculty will address dress code issues by documenting infractions on a log and elevating the offense only when the student has repeatedly violated the dress code in the same area.	Principal Student Support Administrator Social Worker Teacher CIS Counselor	Increase student awareness of dress code requirements and diminishing infractions dealing with dress code			
2) Appropriate behavior plans and intervention plans will be developed for students who are repeatedly struggling with behavior problems.	Principal Student Support Administrator Social Worker Teacher CIS Counselor	Address the individual needs of each student, thus reducing inappropriate behavior			
3) Campus wide training over the emergency plan and how to handle emergency situations.	Principal Student Support Administrator Social Worker Teacher CIS Counselor	Ensure the appropriate response to emergency situations, thus eliminating panic.			
✔ = Accomplished = Considerable = Some Progress = No Progress ✘ = Discontinue					

Goal 4: POINT Alternative Center will provide and maintain a safe and positive learning environment.

Performance Objective 3: POINT Alternative Center will implement the district crisis management plan.

Evaluation Data Source(s) 3: Documentation from campus fire drills, training modules, student support logs

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Faculty and staff participate in crisis management training and are familiar with the campus plan.	Principal Student Support Administrator	Teachers effectively de-escalating volatile situations and keeping all safe			
2) Utilize the student support team to address campus crisis.	Principal Student Support Administrator Social Worker Teacher CIS Counselor	Identify students early who are in need of support, before the situation becomes to much Provide interventions as needed to address crisis in a timely manner			
✓ = Accomplished　　⬤ = Considerable　　⬤ = Some Progress　　⬤ = No Progress　　✗ = Discontinue					

Goal 5: POINT Alternative Center will recruit, develop, and retain highly effective personnel.

Performance Objective 1: Recruit and retain highly effective teachers that meet state certification standards.

Evaluation Data Source(s) 1: Teacher Certification documents on SBEC, New Hire Report, Recognition at Meetings

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Attend job fairs and recruit early highly effective teachers in all academic areas.	Principal Student Support Administrator	Highly effective staff in place to provide instruction to students			
2) Recognize outstanding faculty contributions/successes at faculty meetings.	Principal Student Support Administrator	Increased moral among staff and students			
3) Support and promote district programs designed to increase teacher retention and effectiveness, ensuring teacher participation in ESL, GT, and Sped staff development. Encourage teachers to seek additional certification and training in the areas of special education, English as a second language, and gifted and talented.	Principal Student Support Administrator	Increase in areas of certification for teachers and staff			
✔ = Accomplished = Considerable = Some Progress = No Progress ✘ = Discontinue					

Goal 5: POINT Alternative Center will recruit, develop, and retain highly effective personnel.

Performance Objective 2: Ensure that all teachers participate in professional development that will enhance their teaching skills.

Evaluation Data Source(s) 2: Certificates of completion and T-TESS documentation

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Create a staff development system for collegial learning walks with staff to foster practices and support for implementing new instructional strategies at lease two times a year.	Principal Student Support Administrator	Increased collaboration among team members and collegial walk through document.			
2) Provide monthly small focus group meetings for junior high staff and high school staff to foster enhanced communication and familiarity between staff and administration.	Principal Student Support Administrator	Increased collaboration and support for all thus increasing team work			
3) Provide on gong staff development opportunities at the district, campus, and the region service center.	Principal Student Support Administrator	Increase teacher knowledge in area of needs			
4) Provide ongoing mentor support for beginning/novice teachers, allowing opportunities to attend relevant workshops and time for weekly collaboration with other teachers to ensure understanding of content/curricula/expectations.	Mentor Teacher Principal Student Support Administrator	Decrease new teacher stress levels and provide a climate that is nurturing thus helping to retain qualified teachers			
✔ = Accomplished = Considerable = Some Progress = No Progress ✘ = Discontinue					

Goal 6: POINT Alternative Center will establish and maintain parental and community partnerships in education to enhance student achievement.

Performance Objective 1: Point Alternative Center will welcome, inform, and engage students, parents, and the community regarding the educational priorities, processes, initiatives, and challenges of the campus and district.

Evaluation Data Source(s) 1: EOY Parent Cumulative Data Reports, Transition appointment logs and transition exit interview document, Telephone contact log, Intake appointment log

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Conduct face to face parent and administrator meeting for students transitioning back to their home campus.	Principal Student Support Administrator Counselor	Increase parent contact and develop a personal relationship that support students			
2) Teachers will conference with parents in person or over the telephone each time the student is exhibiting substandard behaviors or academic problems.	Principal Student Support Administrator Counselor	Establish a line of communication with parents and enhance the relationship between the school and parent			
3) Parents will participate in an orientation meeting upon enrolling their student at PAC.	Principal Student Support Administrator Counselor	Increase awareness of school expectations and develop a working relationship with the parent to support the student			
4) Campus administration will establish positive communication with parents by contacting parents to report perfect point cards or sending a post card.	Principal Student Support Administrator Counselor	Identifying students who excel thus increasing the students self esteem Establish a line of communication with the parent to identify positive outcomes			
✔ = Accomplished ◓ = Considerable ◓ = Some Progress ○ = No Progress ✕ = Discontinue					

Goal 7: POINT Alternative Center will provide the technology infrastructure and tools to maximize student achievement.

Performance Objective 1: Technology will be utilized within the classroom setting to increase student interest, motivate, and enhance academic achievement.

Evaluation Data Source(s) 1: Classroom observation, check out logs, Completion of course or assignments

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Teachers will integrate technology into their lessons.	Principal Student Support Administrator Counselor	Increase student engagement and provide additional ways for assessing student learning			
2) Students will use technology to access credit recovery programs such as Edgenuity and to complete power point based instructional courses from home campuses.	Principal Student Support Administrator Counselor	Students will keep up with their home campus requirements and stay abreast of current events at their home campus			
3) Teachers will enroll in and complete at least two courses in the Microsoft learning modules or attend two technology related training's in the district.	Principal Student Support Administrator Counselor	Teachers will use technology with their students more to increase their awareness of how technology is integrated in all aspects of life			
✔ = Accomplished ◕ = Considerable ◔ = Some Progress ⬤ = No Progress ✘ = Discontinue					

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	6	Provide professional development opportunities for all teachers to improve the instruction and assessment of ELL students and enhance the ability of teachers to understand and use curriculum, assessment measures, and instructional strategies for ELL students.

2018-2019 Needs Assessment Team

Committee Role	Name	Position
Administrator	Brian Cooper	
Administrator	Tricia Times	Principal
Classroom Teacher	Gala Robinson	Teacher
Classroom Teacher	Teresa Jones	Teacher
Classroom Teacher	Terri Adams	Teacher
Classroom Teacher	Andre DeFreitas	Teacher