Goose Creek Consolidated Independent School District

Point Alternative Center

2017-2018 Campus Improvement Plan

Accountability Rating: Not Rated

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

Needs Assessment Overview

POINT Alternative Center is one of 29 campuses in Goose Creek Consolidated Independent School District. POINT Alternative Center was established in 2008 as a Disciplinary Alternative Educational Program to serves students in grades six through twelfth who are removed from a comprehensive campus for mandatory or discretionary disciplinary reasons. The student population for Point Alternative Center varies from day to day.

The student population is 35.2% African American, 48.1% Hispanic, 16.7% Anglo, 0% American Indian, 0% Asian, and 0% Pacific Islander. Approximately 55.6% of the students are economically disadvantage and 100% of the students are at-risk. Additionally a total of 1.9% of the student population is classified as English Language Learners. The staff population is 54.5% African American, 18.2% Hispanic, 18.2% White and 9.1% two more races. Females accounted for 63.6% of the staff while men comprised of 36.4%.

The overall mobility rate for the campus is approximately 100%. The average attendance rate for students is 76.4%. There was a total of 591 discipline referrals during the 2016-17 school year.

The site-based decision-making team looked at data from the 2015-2016 Texas Academic Performance Report, 2016-2017 program evaluations, survey results, and the following data: Curriculum Based Assessments, Benchmarks, State EOC/STAAR results, attendance records, and Review 360 data.

Demographics

Demographics Summary

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 2016-2017 school year approximately 402 students were placed at the DAEP.

Demographics Strengths

- 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

Student Achievement

Student 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 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 2015-2016 School Year

- Economically Disadvantage 55.6%
- English Language Learners (ELL) 1.9%
- At Risk 100%   Note: Placement at the POINT Alternative Center is an automatic at-risk designation
- Attendance Rate 76.4%
- Students with disciplinary placements (2014-2015) 16.6%

Student Achievement Strengths

- Completion rate for Edgenuity courses are high
- Credit recovery tutorial attendance is up and students are making progress towards completion of courses
- Professional Development based on the needs of students
- Junior High and High School teams are planning
- Professional Learning Community driving academics
- 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 Achievement Needs

Problem Statement 1: Special program students across all grade levels are struggling academically to meet state and general curriculum standards. **Root Cause**: There is a large population of students who are serviced under special programs who are being placed at POINT Alternative Center that require intense instructional support because of missed instructional time and behavioral problems.

School Culture and Climate

School Culture and Climate Summary

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.

School Culture and Climate Strengths

- Restorative Circles
- Social Worker Available to 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

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

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	9.1%	6.9%	8.1%
1-5 Years Experience	18.2%	29.4%	27.3%
6-10 Years Experience	9.1%	25.9%	21.7%
11-20 Years Experience	18.2%	23.9%	27.3%
Over 20 Years of Experience	45.5%	13.9%	15.7%

Staff Quality, Recruitment, and Retention Strengths

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

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

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 follow: learning criteria, success criteria, build commitment and engagement, lesson presentation, guided practice, closure part, and independent practice.

Curriculum, Instruction, and Assessment Strengths

- 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

Family and Community Involvement

Family and Community Involvement Summary

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.

Family and Community Involvement Strengths

- Parent participation in student orientation meeting
- Business partnership with Legacy
- Grade level parent meetings (6-8)
- Lee College-Go Mobile Center
- Communities and schools activities-community guess speakers

School Context and Organization

School Context and Organization Summary

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.

School Context and Organization Strengths

- Campus counselor provide small group and individual counseling sessions
- Non profit Depelchin provided individual counseling
- 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

Technology Summary

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. Each teacher is provided with a district I-Pad. The availability of technology is endless on the campus.

Technology Strengths

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

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
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data
- Annual Measurable Achievement Objectives (AMAO) 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
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Success Initiative (TSI) data for postsecondary/college-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

- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented 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
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified 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
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback

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
- Other additional data

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 and 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, and 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 and 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, and 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, and 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.			
System Safeguard 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, and Teachers.	Increase faculty understanding of ESL thus improve instructional delivery.			
✔ = 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 and Teachers	Improved instructional outcomes from identifying specific target areas of concern.			
	Problem Statements: Student Achievement 1				
2) Utilize ELP's in all instructional settings.	Principal, Assistant Principal, and 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, and Teachers	Lesson plans and observations			
✔ = Accomplished = Considerable = Some Progress = No Progress ✖ = Discontinue					

Performance Objective 1 Problem Statements:

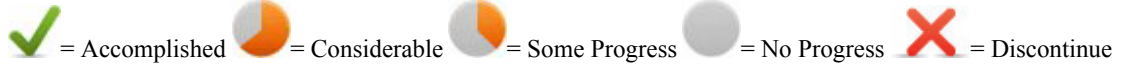| Student Achievement |
|---|
| **Problem Statement 1**: Special program students across all grade levels are struggling academically to meet state and general curriculum standards. **Root Cause 1**: There is a large population of students who are serviced under special programs who are being placed at POINT Alternative Center that require intense instructional support because of missed instructional time and behavioral problems. |

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, and 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 and Assistant Principal	Improve the educational environment and increase teacher development.			
3) Administrators, counselor, and teachers will meet bi-weekly to discuss at risk students.	Principal and Assistant Principal	Identify at risk students early and provide interventions to correct the problem.			
✔ = 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 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, and Counselor	Help students identify career aspirations and plan for their future.			
2) Create opportunities to explore occupations through instructional units.	Teachers, Assistant Principal, and 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, and Counselor	Students graduate on time and students who are struggling to gain credits are identified early and provided with the necessary credit recovery courses.			
✔ = 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 three or more absences to participate in a face to face conference with their parent.	Principal, Assistant Principal, Social Worker, Attendance Clerk and Counselor	Improve communication with parents and 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 and 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 and Counselor	Increase completion rate of courses for students.			
✔ = 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, and 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, and Counselor	Give teachers additional strategies to address inappropriate behavior in the classroom setting thus reducing office referrals.			
3) Students will participate in restorative circles.	Principal and Counselor	Help students and staff to resolve problems at the lowest level possible, as well as 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, and Counselor	Reduce office referrals and 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, and Counselor	Providing a safe and secure campus for students and staff, because teachers are visible.			
✔ = 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, and 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, and Counselor	Address the individual needs of each student, thus reducing inappropriate behavior.			
✔ = 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 and 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, and 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 and Student Support Administrator	Highly effective staff in place to provide instruction to students.			
2) Recognize outstanding faculty contributions/successes at faculty meetings.	Principal and 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 staff development. Encourage teachers to seek certification int he area of ESL.	Principal and 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.	Principal and Student Support Administrator	Increased collaboration among team members.			
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 and 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 and 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, and 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 appoint log

Summative Evaluation 1:
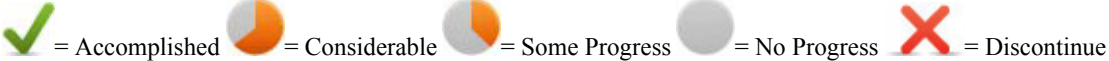
Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	June
1) Conduct face to face parent and administrator meeting for students transitioning back to their home campus.	Principal, Student Support Administrator, and Counselor	Increase parent contact and develop 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, and 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, and 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.	Principal, Student Support Administrator, and Counselor	Identifying students who excel thus increasing the students self esteem. Also 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, and 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, and Counselor	Students will keep up with their home campus requirements and stay abreast of current events at their home campus.			
3) Teachers will obtain at least 6 hours of staff development training in a technology related field.	Principal, Student Support Administrator, and 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					

System Safeguard 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.

Campus Instructional Leadership Team

Committee Role	Name	Position
Administrator	Tricia Times	Principal
Classroom Teacher	Brenda McCoy	Elective Teacher
Classroom Teacher	Rachel Prettyman	Teacher
Classroom Teacher	Andre DeFreitas	Teacher
Classroom Teacher	Maeghan Rasmussen	Teacher

Addendums

POINT ALTERNATIVE CENTER
2016-2017

Date **Tuesday, May 23, 2017**   Mtg: **Staff Mtg**

Name	Position	Signature
Bundage, Erma	ISS	
Adams, Terri	Science 6-8	*Adams*
Chapa, Mary	Secretary	
Coleman, Kimberly	English 9 - 12	*Kimberly P. Coleman*
Durden, Mark	CIS	
Haley, Faye	Counselor	*Faye Haley*
Hall, Neil	Assistant Principal	
Hernandez, Miguel	Police Officer	
Joseph, Denise	Spec. Ed Aide	
Lau, Brandon	Science 9-12	*signature*
Lerma, Imelda	Instructional Aide	
McCoy, Brenda	Elect/Odyssey	*B McCoy*
Miller, Dominic	Sub	
Prettyman, Rachel	Spec. Ed Teacher	*Rachel Pret*
Rayner, Melanie	Soc. Studies 9-12	*signature*
Robinson, Gala	Mathematics 6-8	*Gala P. Robinson*
Ruiz, Pedro	Mathematics 9-12	*signature*
Scates, Jan	Attendance/Receptionist	
Singleton, Tiffany	Soc. Studies 6-8	*Tiffany*
Times, Tricia	Principal	
Venable, Vicki	Lang. Arts 6-8	*Vicki Venable*
Whitley, Joella	Nurse	
Williamsgrogan, Janette	Elect/Odyssey	*Janette William-Grogan*

Campus: Point
Duran / Haley / Singleton   School Year: _____   Date Completed: _____

Program Evaluation
for
Parent Involvement Opportunities

Program Funding Amount for Current School Year:	
Specific Program Expenditures for the current school year (staff, materials, etc.)	refreshments
Comprehensive Needs Assessment Reflection: Specific Program "Strengths" for the School Year	Parent Teacher Conf Jr. High Staff Extended Hours for Orientations & conferences
Comprehensive Needs Assessment Reflection: Specific Program "Needs (Priorities)" for the Upcoming Year	Improve High School contact w/parents more face to face meetings Invite parents on field trips and to campus events (book mobile - "giveaway")

Program Evaluation
for Attendance

Other: _____

Program Funding Amount for Current School Year:	Partners in Educator - Provided
Specific Program Expenditures for the current school year (staff, materials, etc.)	
Comprehensive Needs Assessment Reflection: Specific Program "Strengths" for the School Year	Increased daily attendance. Received awards for meeting the district standard. Recognized students w/ perfect attendance. Conducted home visits. Parent contact. Staff member doing one-on-one visits to providing resources
Comprehensive Needs Assessment Reflection: Specific Program "Needs (Priorities)" for the Upcoming Year	Continued Partnership in Education Support. Parent Teacher Open House

Campus: __Point Prettyman / Joseph / Rymer__   School Year: _____   Date Completed: _____

Program Evaluation for Special Education-Program Intent "23"	
Program Funding Amount for Current School Year:	
Specific Program Expenditures for the current school year (staff, materials, etc.)	
Comprehensive Needs Assessment Reflection: Specific Program "Strengths" for the School Year	Services Provided to all students, Appropriate tracking of IEPs, testing, accommodations, Current w/ards & IEPs. Staff involved w/ MDR's
Comprehensive Needs Assessment Reflection: Specific Program "Needs (Priorities)" for the Upcoming Year	More training for the para-professional academic Behavior training for all

Campus: _Pruitt Coleman / Robinson_ **School Year:** _____ **Date Completed:** _____

Program Evaluation
for
Gifted and Talented-Program Intent "21"

Program Funding Amount for Current School Year:	
Specific Program Expenditures for the current school year (staff, materials, etc.)	
Comprehensive Needs Assessment Reflection: Specific Program "Strengths" for the School Year	Get material from home campus) - make contact w/ GT teacher on home campus Identifying incoming GT student
Comprehensive Needs Assessment Reflection: Specific Program "Needs (Priorities)" for the Upcoming Year	Get more teachers GT trained

	Program Evaluation for Career and Technology-Program Intent "22"
Program Funding Amount for Current School Year:	
Specific Program Expenditures for the current school year (staff, materials, etc.)	
Comprehensive Needs Assessment Reflection: Specific Program "Strengths" for the School Year	Collaboration between home campuses and Point. Use of share drive resources from campuses and district
Comprehensive Needs Assessment Reflection: Specific Program "Needs (Priorities)" for the Upcoming Year	Textbook needs. Welding curriculum access to ensure agri skills are on target w the scope and sequence

Campus: Point
Ruiz / Venable

School Year: _____

Date Completed: _____

Program Evaluation for
NCLB-Title II, Part A Teacher/Principal Professional Development

Program Funding Amount for Current School Year: 2017/18	
Specific Program Expenditures for the current school year (staff, materials, etc.) Chapa	*
Comprehensive Needs Assessment Reflection: Specific Program "Strengths" for the School Year	All staff was CPI trained Staff offered multiple opportunities for training Professional learning Communities
Comprehensive Needs Assessment Reflection: Specific Program "Needs (Priorities)" for the Upcoming Year	* Restorative training or restorative circle Poverty training Mindset training ELL training for classroom aide

Campus: Point
Prettyman / Serna / Adams   School Year: _____   Date Completed: _____

Program Evaluation
for
NCLB-Title III, Part A-Limited English Proficient

Program Funding Amount for Current School Year:	
Specific Program Expenditures for the current school year (staff, materials, etc.)	
Comprehensive Needs Assessment Reflection: Specific Program "Strengths" for the School Year	TELPAS completed & submitted in a timely manner. ELPS displayed in classrooms & updated as necessary. Curriculum / TEKS Alignment
Comprehensive Needs Assessment Reflection: Specific Program "Needs (Priorities)" for the Upcoming Year	Daily monitoring of ESL students 6-8 9-12) Appropriate documentation to show contact hours

Training for all staff (online) Implementing the ELPS for subject areas — Texas Gateway

Campus: _Point_   School Year: _____   Date Completed: _____

Program Evaluation
for
NCLB-Title I, Part C-Migrant Education Program

Program Funding Amount for Current School Year:	
Specific Program Expenditures for the current school year (staff, materials, etc.)	
Comprehensive Needs Assessment Reflection: Specific Program "Strengths" for the School Year	Identify Migrant Students
Comprehensive Needs Assessment Reflection: Specific Program "Needs (Priorities)" for the Upcoming Year	Familiarize staff w the qualification for migrant status.

STAFF QUALITY, RECRUITMENT AND RETENTION

(Suggested Data Elements and Focus Questions to consider are attached.)

Step One: Reflection Summary

Using campus reports and information regarding staff quality, recruitment, and retention, complete a review, and summarize the findings for the campus below:

All staff is appropriately qualified

Step Two: Determine the "Strengths"

From the summary findings, indicate the specific campus strengths that have been identified for 2016-2017 below:

All N/a
Low turn over rate

Step Three: Determine the "Needs (Priorities)"

From the summary findings, indicate the specific "needs" that have been identified for 2017-2018 below:

Recruit Early to fill vacancies

CURRICULUM, INSTRUCTION AND ASSESSMENT

(Suggested Data Elements and Focus Questions to consider are attached.)

Step One: Reflection Summary

Using campus reports and information regarding curriculum, instruction, and assessment, complete a review, and summarize the findings for the campus below:

2 PLC Meetings at Highlands Jr.
Attended district Meetings & subject
specific

Step Two: Determine the "Strengths"

From the summary findings, indicate the specific campus strengths that have been identified for 2016-2017 below:

All CBA's & benchmarks administered
Improved attendance which improve student
success.
Streamlined out of class placements
Reduced loss of instructional time

Step Three: Determine the "Needs (Priorities)"

From the summary findings, indicate the specific "needs" that have been identified for 2017-2018 below:

More focused PLC's to discuss specific
TEKS.
More collaborate w/ feeder schools
Attend more trainings / workshops
offered by the district.

TECHNOLOGY

(Suggested Data Elements and Focus Questions to consider are attached.)

Step One: Reflection Summary

Using campus reports and information regarding technology, complete a review, and summarize the findings for the campus below:

Learning Carts
iPADS
Laptops

Step Two: Determine the "Strengths"

From the summary findings, indicate the specific campus strengths that have been identified for 2016-2017 below:

Easy access to technology for all
Training Opportunities

Step Three: Determine the "Needs (Priorities)"

From the summary findings, indicate the specific "needs" that have been identified for 2017-2018 below:

More classroom activities involving
Clickers & one to one devices

FAMILY AND COMMUNITY ENGAGEMENT

(Suggested Data Elements and Focus Questions to consider are attached.)

Step One: Reflection Summary

Using campus reports and information regarding family and community engagement, complete a review, and summarize the findings for the campus below:

20 Programs / Presentations from Outside Agencies

Fasa Registration for Seniors

Step Two: Determine the "Strengths"

From the summary findings, indicate the specific campus strengths that have been identified for 2016-2017 below:

Open door Policy   Community in schools
Extended Hours   Lee College
One on One Orientations
Assistance for students who indigents
Refer students to outside agencies

Step Three: Determine the "Needs (Priorities)"

From the summary findings, indicate the specific "needs" that have been identified for 2017-2018 below:

Add additional field trips to local colleges / universities

Involve parents in field trip

Get academic resources for parents

More face to face meetings

DEMOGRAPHICS
(Suggested Data Elements and Focus Questions to consider are attached.)

Step One: Reflection Summary
Using campus reports and information regarding demographics, complete a review, and summarize the findings for the campus below:

Step Two: Determine the "Strengths"
From the summary findings, indicate the specific campus strengths that have been identified for 2016-2017 below:

Reduction in disproportionate representation
of African American Students

Step Three: Determine the "Needs (Priorities)"
From the summary findings, indicate the specific "needs" that have been identified for 2017-2018 below:

Reduce repeated offenders,
Reduce Spec Ed population & 504
Students.

STUDENT ACHIEVEMENT
(Suggested Data Elements and Focus Questions to consider are attached.)

Step One: Reflection Summary
Using campus reports and information regarding student achievement, complete a review, and summarize the findings for the campus below:

Step Two: Determine the "Strengths"
From the summary findings, indicate the specific campus strengths that have been identified for 2016-2017 below:

Increase in course completion in Edgenuity / Credit recovery & Original credits Electives / Core Subjects

Step Three: Determine the "Needs (Priorities)"
From the summary findings, indicate the specific "needs" that have been identified for 2017-2018 below:

More transpancey in transcripts and communication w/ home campus counselors/academic deans

SCHOOL CULTURE AND CLIMATE
(Suggested Data Elements and Focus Questions to consider are attached.)

Step One: Reflection Summary
Using campus reports and information regarding school culture and climate, complete a review, and summarize the findings for the campus below:

Step Two: Determine the "Strengths"
From the summary findings, indicate the specific campus strengths that have been identified for 2016-2017 below:

Adequate systems to identify and all students
help students   integrated
                                                             into the
Administrator knowledge & expertise   school
regarding educational research.   culture
Attitude/actions consistent w/the district

Step Three: Determine the "Needs (Priorities)"
From the summary findings, indicate the specific "needs" that have been identified for 2017-2018 below:

Safe / Secure campus environment (secure enclosure)
Improve school climate