Goose Creek Consolidated Independent School District

Point Alternative Center

2016-2017 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.

Table of Contents

Comprehensive Needs Assessment

Needs Assessment Overview

POINT Alternative Campus is one of 28 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 Campus varies from day to day.

The student population is 25.9% African American, 57.4% Hispanic, 14.8% Anglo, 0% American Indian, 0% Asian, and 1.9% Pacific Islander. Approximately 64.8% of the students are economically disadvantage and 100% of the students are at-risk. Additionally a total of 3.7% of the student population is classified as English Language Learners. The staff population is 54.5% African American, 9.1% Hispanic, and 36.4% White. 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 77.4%. There was a total of 948 discipline referrals during the 2015-16 school year.

The site-based decision-making team looked at data from the 2014-2015 Texas Academic Performance Report, 2015-2016 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

The campus demographics varies from day to day depending on the daily enrollment.

Demographics Strengths

- Student/teacher ratio is 1/15
- Highly Qualified Teachers
- Individualized plans for each student
- Student support team
- Flexible schedule that encompass social and behavioral frameworks

Demographics Needs

- Additional training to address the emotional and academic needs of students who are socially inappropriate or maladjusted
- Attendance issues
- Full time social worker
- More parental involvement

Student Achievement

Student Achievement Summary

We monitor student achievements by reviewing CBA's, Benchmarks, STAAR tests, and eduphoria. We use District curriculum and teach direct TEKS when applicable.

Student Achievement Strengths

- Students are showing some improvement on STAAR/EOC Testing
- Students are completing courses

Student Achievement Needs

- More training on reading data statistics (Eduphoria)
- Training on how to create appropriate common and formative assessments to enhance student outcomes
- Additional training on Professional Learning Communities

School Culture and Climate

School Culture and Climate Summary

We encourage our staff to complete an annual survey that measures the school culture and climate to determine how well POINT is aligned with our vision and mission.

School Culture and Climate Strengths

- There is a low teacher turnover rate and all of the teachers are highly qualified.
- Students are actively engaged in communities in school which is the only extracurricular activity offered on campus.
- The morning announcements are often led by a student.

School Culture and Climate Needs

- A series of trainings to help address and understand the needs of students who live in poverty.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

POINT is a dedicated campus whose entire staff is geared toward working with 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 high, 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, thus allowing for optimal use of available resources.

Staff Quality, Recruitment, and Retention Strengths

- All staff members are high qualified in their area of teaching. There is a mentor and buddy program for new teachers hired to the district, thus ensuring a good support system at the campus and within the district. Additionally, resources and staff development opportunities are readily available for all staff.

Staff Quality, Recruitment, and Retention Needs

- Staff development training on behavioral interventions and drug awareness.
- Additional certifications for GT, ESL, and other core areas.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The data reflects that when curriculum, instruction, and assessments are aligned; student performance improves. However, because we are a transient campus with students entering and leaving at constant intervals, we rely mostly on informal assessments rather than solely on formal assessments. Teachers determine student proficiency levels by creating situations for students to demonstrate their understanding of concepts taught in the classroom. All students are supported and challenged to learn as we utilize a point system that make the individual accountable for his/her own success in the classroom.

Curriculum, Instruction, and Assessment Strengths

POINT offers a 1 to 15 teacher to student ratio, allowing students to have more one-on-one time to learn critical concepts. POINT creates a quiet test-taking environment conducive to student success. Because we have students entering and/or leaving in 30+ day intervals, POINT teachers have become adept at utilizing informal assessment methods rather than relying solely on formalized assessments.

Curriculum, Instruction, and Assessment Needs

Teachers should be more diligent in adhering to the pacing guide of the Scope and Sequence. Even when the school is in 4-5 hour testing mode, every effort still should be made to allow test proctors their conference periods. Home campuses should exercise due diligence to ascertain that students transferring from their campuses do so with an actual numeric grade. Students see schools like Peter Hyland and POINT as a way of getting caught up when they are drastically behind in their studies. A survey should be conducted to determine why students are not readily utilizing Odyssey and APEX on their home campuses rather than feeling that being sent to an alternative campus is their only means to finish needed courses.

Family and Community Involvement

Family and Community Involvement Summary

POINT offers one-on-one orientations to familiarize parents and students with DAEP programs and services. Services such as Legacy, Social Workers, CIS and guest speakers are available to support families and students.

Family and Community Involvement Strengths

- Targeted drug/alcohol needs of students.
- College preparedness
- SCC - class schedules and CTE classes

Family and Community Involvement Needs

- After school activities
- Tutorials are needed
- Transcripts
- More parental involvement

School Context and Organization

School Context and Organization Summary

POINT offers in-services that are applicable to at-risk student needs. We follow the district High School schedule.

School Context and Organization Strengths

- Smaller classes 15 to 1 ratio
- Faculty Meetings
- Remediation for struggling learners
- PLC meetings

School Context and Organization Needs

- Better communication between home campus & DAEP
- All campuses need to follow the district curriculum
- More interventions options for behavior problems

Technology

Technology Summary

POINT uses Promethean Boards, IPads & laptops, textbook software and desktop computers. Students are able to graphically see the lessons being taught. They have the benefit of learning more at their own pace. They are able to preform their own research.

Technology Strengths

- Students can work at their own pace.
- The information is graphical, which is great for visual learners.
- POINT does not have a student library so the iPads and laptops are perfect for research.

Technology Needs

- More professional development needed for the Promethean Board.
- Professional Development for the use of iPads - mainly for creating student documents or textbook integration.

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
- 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
- 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
- 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

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
- 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

Employee Data

- Professional Learning Communities (PLC) data
- 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

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
- 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.

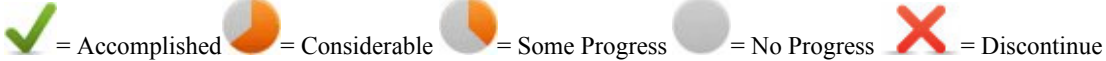**Summative Evaluation:** Student assessment reports

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	June
1) Provide additional instructional support to students in small group settings to close the achievement gap.	Principal, Assistant Principal and Teachers	Progress Reports, Report Cards, CBS/Benchmarks, STAAR/EOC, Monitor Groups *Coordination of Local, State, and Federal Funds			
2) Hold PLC meetings to review assessments, monitor student progress, and make data driven decisions that positively impact student achievement.	Principal, Assistant Principal, and Teachers	Meeting Agenda, Department notes, Sign in sheets, and student data sheets			
3) Teachers will align their lesson plans to the district curriculum expectations and timelines.	Principal and Assistant Principal	Teacher lesson plans as well as curriculum assessment scores.			
4) Monitor the progress of ELL's and ensure linguistic accommodations are being provided.	Principal, Assistant Principal, and Teachers	STAAR/EOC, TELPAS scores, walk-throughs, observations			
5) Monitor the progress of special education students in all core subject areas. Ensure all accommodations and modifications are being implemented.	Principal, Assistant Principal, Special Education Teachers, and General Education Teachers	State assessments results, benchmark results, student IEP's, and report card grades			
✔ = 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.

Summative Evaluation: Classroom observations, progress reports, report cards, and course completion

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	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	STAAR report, benchmark results, and other classroom assessments			
2) Utilize ELP's in all instructional settings.	Principal, Assistant Principal, and Teachers	Lesson Plans and observations			
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					

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.

Summative Evaluation: Classroom observations, progress reports, report cards, course completions, and teacher participation reports from district lead PLC's and meetings

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	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	Meeting Agendas and sign in logs			
2) Administrators will conduct weekly walk throughs.	Principal and Assistant Principal	Walk through reports in Eduphoria and feedback sessions			
3) Administrators, counselor, and teachers will meet bi-weekly to discuss at risk students.	Principal and Assistant Principal	Meeting notes			
✔ = 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.

Summative Evaluation: EOY Data Reports

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	June
1) Increase college awareness by inviting recruiters and vocational guest speakers.	Principal, Assistant Principal, CIS, and Counselor	Sign in sheets, guest speaker program or agenda			
2) Create opportunities to explore occupations through instructional units.	Teachers, Assistant Principal, and Principal	Lesson Plans and observations			
3) Keep students on track for graduation and motivated by incorporating student credit recovery opportunities.	Principal, Assistant Principal, and Counselor	Credit recovery log and enrollment			
✔ = 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.

Summative Evaluation: Attendance contracts and course completions

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	June
1) Require students with four or more absences to participate in a face to face conference with their parent.	Principal, Assistant Principal, Social Worker, Attendance Clerk and Counselor	Attendance contract			
2) Conduct home visits of students who have excessive absences.	Principal, Assistant Principal, Social Worker, Attendance Clerk and Counselor	Contact logs and attendance contracts			
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	Course completion sheet, improved attendance rate, and attendance logs *Coordination of Local, State, and Federal Funds			
✔ = 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.

Summative Evaluation: EOY Student Discipline Reports

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	June
1) Students will participate in social skills classes.	Principal, Assistant Principal, Social Worker, Teacher, CIS, and Counselor	Participation logs and classroom logs			
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, Assistant Principal, Social Worker, Teacher, CIS, and Counselor	Observation and participation logs			
3) Students will participate in restorative circles.	Principal and Counselor	Sign in sheets			
4) Conduct cards will be utilized to encourage positive behavior.	Principal, Assistant Principal, Social Worker, Teacher, CIS, and Counselor	Scored conduct cards			
5) All faculty and staff will monitor the campus during the school day.	Principal, Assistant Principal, Teacher, CIS, and Counselor	Duty roster and observation			
✔ = 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.

Summative Evaluation: Review 360 Reports

Strategy Description	**Staff Responsible for Monitoring**	**Evidence that Demonstrates Success**	**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, Assistant Principal, Teacher, CIS, and Counselor	Dress code log and review 360 discipline report			
2) Appropriate behavior plans and intervention plans will be developed for students who are repeatedly struggling with behavior problems.	Principal, Assistant Principal, Social Worker, Teacher, CIS, and Counselor	Behavior plans, intervention plans, student support logs, counseling logs, ARD meeting documents, and Section 504 documents			
✔ = 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.

Summative Evaluation: Documentation from campus fire drills, training modules, student support logs

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	June
1) Faculty and staff participate in crisis management training and are familiar with the campus plan.	Principal, and Assistant Principal	Training sign in sheets and documentation for completed drills			
2) Utilize the student support team to address campus crisis.	Principal, Assistant Principal, Social Worker, Teacher, CIS, and Counselor	Sign in sheet and documentation from the meeting			
✔ = Accomplished = Considerable = Some Progress = No Progress ✖ = Discontinue					

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

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

Summative Evaluation: Teacher Certification documents on SBEC
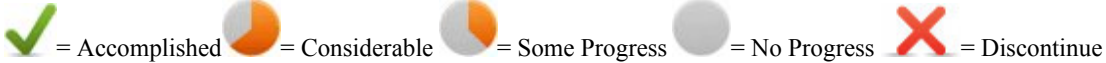
Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	June
1) Attend job fairs and recruit early highly qualified teachers in all academic areas.	Principal and Assistant Principal	New Hire Report			
✔ = Accomplished 🟠 = Considerable 🟠 = Some Progress ⚪ = No Progress ❌ = Discontinue					

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

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

Summative Evaluation: Certificates of completion and T-TESS documentation

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	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 Assistant Principal	Collegial learning documentation and observations			
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 Assistant Principal	Sign in logs			
3) Provide on gong staff development opportunities at the district, campus, and the region service center.	Principal and Assistant Principal	Certificate of completion and Eduphoria logs of staff development *Coordination of Local, State, and Federal Funds			
✔ = 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.

Summative Evaluation: EOY Parent Cumulative Data Reports

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	June
1) Conduct face to face parent and administrator meeting for students transitioning back to their home campus.	Principal, Assistant Principal, and Counselor	Transition appointment logs and transition exit interview document			
2) Teachers will conference with parents in person or over the telephone each time the student is exhibiting substandard behaviors or academic problems.	Principal, Assistant Principal, and Counselor	Telephone contact log			
3) Parents will participate in an orientation meeting upon enrolling their student at PAC.	Principal, Assistant Principal, and Counselor	Intake appointment logs and intake package documents			
4) Campus administration will establish positive communication with parents by contacting parents to report perfect point cards.	Principal, Assistant Principal, and Counselor	Telephone contact log			
✔ = 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.

Summative Evaluation: Classroom observation, check out logs

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Feb	June
1) Teachers will integrate technology into their lessons.	Principal and Assistant Principal	Lesson plans, observations			
2) Students will use technology to access credit recovery programs such as Egenuity and to complete power point based instructional courses from home campuses.	Principal, Assistant Principal, and Teachers	Completion of course or assignments			
✔ = Accomplished = Considerable = Some Progress = No Progress ✘ = Discontinue					

2016-2017 Campus Instructional Leadership Team

Committee Role	Name	Position
Administrator	Tricia Times	Principal
Classroom Teacher	Brandon Lau	Science 9-12
Classroom Teacher	Brenda McCoy	Elective Teacher
Classroom Teacher	Rachel Prettyman	Special Education Representative
Classroom Teacher	Vicki Venable	English Language Arts 6-8