

Goose Creek Independent School District
Point Alternative Center
2015-2016 Campus Improvement Plan

Mission Statement

MISSION

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

Vision

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 is one of twenty-seven campuses in Goose Creek Independent School District. POINT Alternative Center opened its doors in 2008 and serves all socio-economic family classifications. POINT serves approximately 400 students in grades six through twelve. Five years ago, 374 students were served by the campus, which is an increase of 9.35%. The campus organization is both departmentalized and includes team teaching.

The student population is 28% African-American, 21% Anglo, 0% Asian, 50.7% Hispanic, 73% male and 26.1% female. The staff population is 50% African-American, 27.2 % Anglo, 0% Asian, 22.7% Hispanic, 31.8% male and 68.2% female with an average of 19 years of experience. 50% of Highly Qualified teachers and 27.3% of Highly Qualified paraprofessionals.

The overall mobility rate for the campus is approximately 100%, with a drop-out rate of 0%. The average daily attendance rate for students is 72.4%. The average daily attendance rate for staff is 89.6%. There is a total of 856 discipline referrals this year, which is an increase of 35.3% from last year.

POINT may serve 5-15 English Language Learner students, 5-8 students in the Gifted and Talented program, 10-20 students identified for 504/Dyslexia services, 100% RtI Tier I students, 73% are Tier II students, 107 (25.8%) of the students are Tier III students, 107 students served through special education services (25.8%).

The site-based decision-making team looked at 2014-2015 year's program evaluations, survey results, and the following data: Curriculum Based Assessments (CBA)/Benchmarks (BM), State EOC/STAAR results; Attendance (student and staff) and student behavior referrals.

The campus, as a committee was formed to look for areas of weaknesses and strengths. The data showed:

Curriculum, Instruction, and Assessment:

Strengths: All teaching curricula are aligned with both TEKS and district guidelines; "teachers training teachers" is incorporated with both curriculum instruction and student behavioral modeling

Needs: Professional growth in specialized demographic student groups

Demographics:

Strengths: Ability to recognize the needs of At-Risk students from all demographics and use the teaching strategies, campus initiatives, CIS/PIE services to

meet student needs

Needs: Training for AP/PAP/ESL student characteristics and teaching strategies

Family and Community Involvement:

Strengths: PAC has an “open door” policy; collaborate with CIS; staff translator

Needs: Parent involvement through scheduled workshops in collaboration with CIS, PIE, and Education Foundation grant; create parent questionnaire to add additional support to the school and community

School Context and Organization:

Strengths: Campus is flexible in serving the needs of all district students (including special populations) in grades 6-12

Needs: Better communication within district departments/specialists; reinstatement of the after school tutorial program

School Culture and Climate:

Strengths: Open door policy for parents, community service organizations (CIS/PIE) that offer specific focus groups; parent/student school culture/climate workshops (Education Foundation Grant)

Needs: Create teacher web sites for individual teacher classrooms/curriculum/expectations; increase social worker involvement

Staff Quality, Recruitment and Retention:

Strengths: HQ certified collaborative staff for grades 6-12

Needs: Staff development for DAEP student behavioral characteristics; drug awareness training; specialty certifications for GT/ESL

Student Achievement:

Strengths: Students are showing improvements with state required STAAR /EOC testing; monitor groups formed for district CBA/Benchmarks; attendance and behavioral rewards

Needs: Additional district support; AP test participation; Foreign Language/Native Speaking testing performed when applicable for DAEP students

Technology:

Strengths: Teachers utilizing digital tools and resources with all student populations to advance teaching and learning

Needs: Technology updates; computer program availability for CTE classes; campus technology procedure/form added to PAC enrollment packets; computer/iPad lab for High School Core teachers

Point Alternative Center prioritized identified needs to correlate with the 2015-2016 CIP as follows:

Provide onsite teacher training for ESL certification along with professional development for PAP/AP curriculum

Provide parent education workshops and parent questionnaire to promote better communication with school and community

Provide after school tutorials to enhance student academic growth for both state testing and district curricula

Provide technological pathways to incorporate teacher web sites for parents/students and utilize iPad computer lab for core courses

Comprehensive Needs Assessment Data Documentation


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

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: POINT Alternative Center (PAC) will improve student academic success


Summative Evaluation: To be determined.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Monitor academic course curriculum to ensure district/state TEKS objectives are congruent with STAAR/EOC objectives	Teachers, Principal, Counselor	Progress Reports, Report Cards, CBA/Benchmarks, STAAR/EOC, Monitor Groups				
						

Goal 2: PAC will provide a well-balanced and appropriate curriculum for all demographic student groups.

Performance Objective 1: All students will be taught by a teacher who has met the requirement as Highly Qualified (HQ) or state certified if NCLB rules do not apply

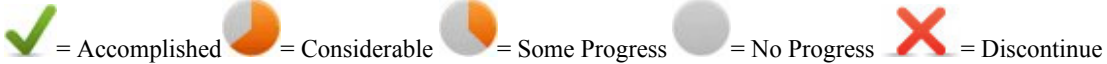
Summative Evaluation: To be determined.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Attend job fairs and recruit early from pool of HQ teachers in core academic subject areas.	Principal, Counselor	Walkthroughs, Teacher Observations, Staff Development				
						

Goal 3: PAC students, through enhanced dropout prevention efforts, will remain in school until they obtain a high school diploma.

Performance Objective 1: Promote college going culture and increase college readiness.


Summative Evaluation: To be determined.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Spring/Fall tour of selected colleges with guest speakers	Principal, Counselor, Teachers	Transcripts, Course Completions				
						

Goal 3: PAC students, through enhanced dropout prevention efforts, will remain in school until they obtain a high school diploma.

Performance Objective 2: Develop systems that ensure sustainable high school improvement

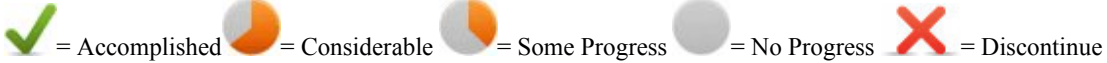
Summative Evaluation: To be determined.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Schedule PM tutorials that use computer programs that enhance basic core subject curriculum	Principal, Counselor, Teachers	Student attendance				
						

Goal 4: PAC will provide and maintain a safe and positive learning environment.

Performance Objective 1: Change negative student behavioral patterns and choices by providing a conducive school culture and climate


Summative Evaluation: To be determined.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) All students will be issued a behavioral point card and attend counseling sessions and behavioral education classes	Principal, Counselor, Teachers, CIS Counselor	PEIMS discipline, ISS assignments, point cards, and counseling/behavioral sessions				
						

Goal 5: PAC will recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 1: Recruit and retain Highly Qualified (HQ) Personnel


Summative Evaluation: To be determined.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Check job postings, prepare list of HQ teachers, set interview schedule	Principal, Counselor,	Job Fair Report, Master Schedule, Teacher Service Record				
						

Goal 5: PAC will recruit, develop, and retain highly qualified and effective personnel.

Performance Objective 2: Ensure that 100% of the teachers receive high-quality professional development each year


Summative Evaluation: To be determined.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Provide teachers with staff development growth plans that would align with core curriculum and at-risk student academic needs	Principal	Staff development report				
						

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

Performance Objective 1: Administrative staff will conference with parents and students to offer outside counseling resources to increase positive behavioral choices through our Partners in Education (PIE).

Summative Evaluation: To be determined.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Make student/parent referrals to Legacy Behavioral Health Services (PIE) and offer parent/student drug/alcohol awareness education	Principal, Counselor, Teachers	List of parents and students attending counseling services				
						

Goal 7: PAC will provide the technology infrastructure and tools to maximize student achievement.

Performance Objective 1: PAC will utilize all campus and district technology personnel and subject specific computer programs to implement TEKS in all content areas.

Summative Evaluation: To be determined.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
			Nov	Jan	Mar	June
1) Implement subject specific computer programs to increase student academic and state testing performances.	Principal, Counselor, Teachers, Director of Technology Services, Director of Educational Technology	Lesson Plans, Odyssey/APEX Completion Sheets, Active Inspire, Promethean Boards, computer lab schedules				
