

Goose Creek Consolidated Independent School District
Point Alternative Center
2021-2022 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 2020-2021 school year approximately 213 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. The retention rate at POINT is average. 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	0.0%	6.1%	7.4%
1-5 Years Experience	27.3%	28.1%	27.9%
6-10 Years Experience	9.1%	21.8%	19.4%
11-20 Years Experience	36.4%	30.5%	29.4%
Over 20 Years of Experience	27.3%	13.4%	15.9%

Student Population Data

Campus average enrollment is 57

Attendance Rate

2015-2016= 71.9%

Student Population 100% at Risk	2016-2017= 81.2%
Economically Disadvantage 78.4%	2017-2018= 81.1%
Students Served Under Section 504 24.3%	2018-2019= 77.5%
English Language Learners 16.2%	
Dyslexia 6.8%	
Students with a previous year placement 13.9%	

Demographics Strengths

Student personal needs are being met; Students are provided with food, clothing, and counseling.

Campus Staff is diverse and work together.

Staff to student ratio is good. Many opportunities for one on one support.

Training for staff: Nonviolent Crisis Intervention, Emotional Poverty Training Part 1, Safe Schools, and general information meetings.

Resources and Interventions offered for all students.

Project Towards No Drug Abuse Program available for all students

Texas Recovery Program

DePelchin Counseling Services

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Student attendance rate is below the district and state average. **Root Cause:** Social and emotional problems plague the student population often resulting in poor school attendance.

Student Learning

Student Learning 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.

Student Learning 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
- Small student/teacher ratio
- Social Skills Curriculum
- CATCH Curriculum

School Processes & Programs

School Processes & Programs Summary

Curriculum and Instruction:

At POINT Alternative Center classroom instruction is based upon the district's 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 continues 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 has 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
- Small group instruction with scaffolding
- Data driven instruction to meet student needs
- Intervention Classes
- Emotional Backpack Curriculum Schoolwide
- Unlimited Vision
- Point Card System

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:

- Technology 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

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 100% 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 portion of the staff reported that they agree that there is some consistency at a rate of 100%. Additionally, 86% of the staff report that administrators are supportive of their efforts to manage student behavior. The survey also indicated that the campus has adequate systems for identifying and helping students who are at risk of falling through the cracks at a rate of 100%. Staff also indicated that the campus administration support professional development request at a rate of 100%.

Staff Survey indicated the following:

- No parents completed the online survey provided by the district.

Parent and Community Engagement:

- POINT Alternative Center offers individual family orientations. Each parent and student are 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. Counseling services are available for students individually or in small groups. Parents are encouraged to communicate with staff as needed. Also, the parent and student are 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 at request
- CATCH Program
- Conflict Resolution for students
- Parents feel welcome at the school
- Teachers are accessible to parents before, during, and after school
- Communities in Schools Program

- Students provided with some opportunities to participate in activities outside of school activities, such as School Board Meetings and Community events
- Partnership with Legacy Health Agency that provide critical information for addressing general health and mental health needs
- Drug counseling and intervention program
- Life After Graduation held at the campus and offer access to the military, colleges, government agencies, and the Work Force Solution

Parent and Community Engagement:

- Parent participation in student orientation meeting
- Campus Sponsor Food Bank Drive and allow students to volunteer for set up during school hours
- Business partnership with Legacy
- Partnership with Williams and Marcellous
- Communities and schools activities-community guest speakers

Priority Problem Statements

Problem Statement 1: Student attendance rate is below the district and state average.

Root Cause 1: Social and emotional problems plague the student population often resulting in poor school attendance.

Problem Statement 1 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- 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
- Equity data
- TTESS data
- T-PESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement 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
- Study of best practices





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 Sources: Progress reports, report cards, CBAs/Benchmarks, STAAR/EOC data





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Provide intensive instruction including accelerated instruction and tutorial sessions for students who are demonstrating that they are at risk with academic and/or behavior.</p> <p>Strategy's Expected Result/Impact: An improvement in student performance on assignments and assessments</p> <p>Staff Responsible for Monitoring: Principal Student Support Administrator Teachers</p> <p>Funding Sources: All staff and program support costs for alternative campus - Coordination of Local and State Funds - SCE DAEP Funds - \$900,000</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Collaborate with peers through monthly PLC to review assessments, monitor student progress, and make data driven decisions that positively impact student achievement across core subject.</p> <p>Strategy's Expected Result/Impact: An improvement in instructional practices so students can benefit more from daily instruction</p> <p>Staff Responsible for Monitoring: Principal Student Support Administrator Teachers</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Teachers will turn in weekly lesson plans that are aligned with the district curriculum expectations and time-lines.</p> <p>Strategy's Expected Result/Impact: There will be consistency with instruction that mirrors the comprehensive campus's instructional model.</p> <p>Staff Responsible for Monitoring: Principal Student Support Administrator</p>	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Teachers will enhance their pedagogy skills and techniques by attending a series of 6 "Straight to the Point" sessions. Teachers will document critical skills and techniques on how to develop language acquisition and cognitive academic language skills to enhance the instructional learning experience of English Language learners on their weekly lesson plans.</p> <p>Strategy's Expected Result/Impact: A strong academic program that supports an effective ESL program where students have a better understanding of assignments.</p> <p>Staff Responsible for Monitoring: Principal Student Support Administrator Teachers</p>	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Special Education Services: The staff will document on weekly contact logs services and accommodations for students requiring special education services as identified by their individual education plan.</p> <p>Strategy's Expected Result/Impact: 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</p> <p>Staff Responsible for Monitoring: Principal Student Support Administrator Special Education Teachers General Education Teachers</p>	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Staff will meet with English language learner students during the first two weeks of enrollment in Point Alternative Center to establish goals and review accommodations.</p> <p>Strategy's Expected Result/Impact: Improve students performance on assignments and assessments.</p> <p>Staff Responsible for Monitoring: Principal Student Support Administrator Teachers</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 2: POINT Alternative Center will provide a well balanced and appropriate curriculum to 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 Sources: Classroom observations, progress reports, report cards, STAAR data, benchmark results, classroom assessments, and course completion

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Review past STAAR scores and disaggregate benchmark and CBA test data to determine the area of need within the core curriculum for DAEP students each six week.</p> <p>Strategy's Expected Result/Impact: Improved instructional outcomes from identifying specific target areas of concern</p> <p>Staff Responsible for Monitoring: Principal Student Support Administrator Teachers</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Post ELPs in all instructional settings.</p> <p>Strategy's Expected Result/Impact: Meet the linguistic needs of English Language Learners</p> <p>Staff Responsible for Monitoring: Principal Student Support Administrator Teachers</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Utilize the rigor, relevance, and depth of knowledge framework in all core subject areas on lesson plans.</p> <p>Strategy's Expected Result/Impact: Lesson plans and observations</p> <p>Staff Responsible for Monitoring: Principal Student Support Administrator Teachers</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

Goal 2: POINT Alternative Center will provide a well balanced and appropriate curriculum to all students.

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

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





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Administrators will conduct weekly walk throughs and provide feedback to teachers and para-educators. Strategy's Expected Result/Impact: Improve the educational environment Increase teacher development Staff Responsible for Monitoring: Principal Student Support Administrator</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: The Student Support Team will meet weekly to discuss at risk students and identify appropriate resources and interventions to address the concerns. Strategy's Expected Result/Impact: Identify at risk students early and provide interventions to correct the problem Staff Responsible for Monitoring: Principal Student Support Administrator Counselor Nurse Communities In School Campus Coordinator Teachers</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  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: Provide monthly information sessions on life after graduation topics that will prepare students for their educational pursuits beyond their traditional GCCISD experience.

Evaluation Data Sources: EOY Data Reports, Sign In Sheets, Agendas, Credit Recovery log and Enrollment

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Increase college awareness by sponsoring college awareness seminars such as inviting recruiters and vocational guest speakers. Strategy's Expected Result/Impact: Help students identify career aspirations and plan for their future Staff Responsible for Monitoring: Principal Student Support Administrator CIS Counselor</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Provide investigatory career course for students in grades 7th and 8th. Strategy's Expected Result/Impact: Students and staff become familiar with career options that are available in the 21st century Staff Responsible for Monitoring: Teachers Student Support Administrator Principal Counselor</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Keep students on track for graduation and motivated by incorporating student credit recovery evaluation sessions for each high school student. Strategy's Expected Result/Impact: Students graduate with their cohort. Staff Responsible for Monitoring: Principal Student Support Administrator Counselor Support Staff</p>	Formative		
	Nov	Feb	June





Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Provide after school tutorial for general education courses and Edgenuity.</p> <p>Strategy's Expected Result/Impact: Students who are struggling receive individualized help and an increase in completion rate for Edgenuity.</p> <p>Staff Responsible for Monitoring: Principal, Student Support Administrator, Teachers, and Counselor</p>	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: Provide on a six weeks basis social and emotional training for staff and students so all feel supported and able to function in the learning and work environment.</p> <p>Strategy's Expected Result/Impact: Increase social and emotional well being for students and staff.</p> <p>Staff Responsible for Monitoring: Principal Counselor Student Support Administrator Teachers CIS</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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 Sources: Attendance contracts and course completions

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Require students with three or more absences to participate in a face to face conference with their parent and sign attendance contract.</p> <p>Strategy's Expected Result/Impact: Improve communication with parents Identify and provide resources to overcome obstacles that impeded students from attending school, thus improving attendance.</p> <p>Staff Responsible for Monitoring: Principal Student Support Administrator Communities in School Representative Attendance Clerk Counselor</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Conduct home visits for students with five or more absences.</p> <p>Strategy's Expected Result/Impact: Improve student daily attendance.</p> <p>Staff Responsible for Monitoring: Principal Student Support Administrator Communities in School Representative. Attendance Clerk Counselor</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Provide "Buy Back" sessions at the end of each semester for students who have poor attendance and/or need to recover course credit.</p> <p>Strategy's Expected Result/Impact: Increase completion rate of courses for students</p> <p>Staff Responsible for Monitoring: Principal Student Support Administrator Communities in School Representative Teacher Attendance Clerk Counselor</p>	Formative		
	Nov	Feb	June





Strategy 4 Details	Formative Reviews		
Strategy 4: Participate in annual drop out walk to help recover students who have dropped out of school. Strategy's Expected Result/Impact: Recover students who have dropped out and help guide them to the path of graduation. Staff Responsible for Monitoring: Principal, Student Support Administrator, Counselor, and Attendance Clerk	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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

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

Evaluation Data Sources: EOY Student Discipline Reports, participation logs, classroom logs, observations, sign in sheet logs, point cards, and duty roasters

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Students will participate in Emotional Backpack, Street Law and other Social-emotional learning instruction that will address mental health and social-emotional well being.</p> <p>Strategy's Expected Result/Impact: Provide education and advocacy services to parents, teachers, and students so that every child feels supported and able to come to school ready to learn.</p> <p>Staff Responsible for Monitoring: Principal Student Support Administrator Teacher CIS Counselor</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Classroom teachers will attend staff development training for Emotional Back Pack and Emotional Poverty training to address the social and emotional needs of students.</p> <p>Strategy's Expected Result/Impact: Give teachers additional skills and strategies to address the social and emotional need of students.</p> <p>Staff Responsible for Monitoring: Principal Student Support Administrator Teacher CIS Counselor</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Students will participate in conflict resolution sessions to help resolve problems.</p> <p>Strategy's Expected Result/Impact: Help students and staff to resolve problems at the lowest level possible, thus giving students an outlet to express their concerns.</p> <p>Staff Responsible for Monitoring: Principal Counselor Student Support Administrator</p>	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Weekly conduct cards will be utilized to encourage positive behavior. Strategy's Expected Result/Impact: Reduce office referrals Increase student awareness about their behavior, thus making them responsible for monitoring their own behavior. Staff Responsible for Monitoring: Principal Student Support Administrator Teacher CIS Counselor</p>	Formative		
	Nov	Feb	June
Strategy 5 Details	Formative Reviews		
<p>Strategy 5: All faculty and staff will actively monitor the hallways and perimeter of the campus during transition periods. Strategy's Expected Result/Impact: Providing a safe and secure campus for students and staff through visual monitoring. Staff Responsible for Monitoring: Principal Student Support Administrator Teacher CIS Counselor</p>	Formative		
	Nov	Feb	June
Strategy 6 Details	Formative Reviews		
<p>Strategy 6: Provide daily LeadWorthy curriculum for junior high students. Strategy's Expected Result/Impact: Improve student social skills and grow future leaders of the community. Staff Responsible for Monitoring: Teacher Principal Student Support Administrator Counselor</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>			

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

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

Evaluation Data Sources: Review 360 Reports, Behavior plans, intervention plans, student support logs, counseling logs, ARD meeting documents, and Section 504 documents

Strategy 1 Details	Formative Reviews		
<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Increase student awareness of dress code requirements and diminishing infractions dealing with dress code</p> <p>Staff Responsible for Monitoring: Principal Student Support Administrator Teacher CIS Counselor Support Staff</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Appropriate behavior plans and intervention plans will be developed for students who are repeatedly struggling with behavior problems.</p> <p>Strategy's Expected Result/Impact: Address the individual needs of each student, thus reducing inappropriate behavior.</p> <p>Staff Responsible for Monitoring: Principal Student Support Administrator Teacher CIS Counselor Support Staff</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Campus Safety: Point will train faculty and staff over safety procedures and conduct monthly drills in compliance with state and federal mandates.</p> <p>Strategy's Expected Result/Impact: Ensure the appropriate response to emergency situations, thus eliminating panic or harm.</p>	Formative		
	Nov	Feb	June

Staff Responsible for Monitoring: Principal
Student Support Administrator
Teacher
CIS
Counselor



No Progress



Accomplished



Continue/Modify







Discontinue

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

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





Evaluation Data Sources: Documentation from campus fire drills, training modules, and student support logs.

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Faculty and staff participate in crisis management training and are familiar with the campus plan. Strategy's Expected Result/Impact: Teachers effectively de-escalating volatile situations and keeping all safe Staff Responsible for Monitoring: Principal Student Support Administrator</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Utilize the student support team to address campus crisis. Strategy's Expected Result/Impact: 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 Staff Responsible for Monitoring: Principal Student Support Administrator Nurse Teacher CIS Counselor</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 4: POINT Alternative Center will provide a coordinated school health/wellness program that fosters a safe and healthy learning and working environment for students, employees, and families.





Evaluation Data Sources: Student academic performance data; Student attendance rate; Student fitness assessment data; Monitor students participation in moderate to vigorous physical activity

Strategy 1 Details	Formative Reviews		
Strategy 1: Incorporate safety lessons (sun safety and water safety) into health/wellness education over the course of the school year. Strategy's Expected Result/Impact: Safety lesson plans completed Staff Responsible for Monitoring: Nurse, PE teacher, CATCH team	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
Strategy 2: The Campus Wellness Team will meet regularly to discuss ongoing strategies and opportunities to advance health and academics in collaboration with the School Health Advisory Council Strategy's Expected Result/Impact: Sign-in Sheets indicating an increase in participation and activities. Staff Responsible for Monitoring: Campus Administrators CATCH Team	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

Performance Objective 5: POINT Alternative Center will utilize a coordinated school health approach to improve students' health and capacity to learn





Evaluation Data Sources: Documentation (sign-in sheets, agendas, newsletters, flyers) of various offerings to students and staff of health related programs and activities, School Health Index, and Campus CATCH plan development and implementation

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: The campus will provide a coordinated school health approach to educate students, families, and the community on healthy life activities. This will be done through CATCH lessons, Fun and Fit Calendars, Sun Safety and Wellness mini sessions.</p> <p>Strategy's Expected Result/Impact: Healthy well-being</p> <p>Staff Responsible for Monitoring: Nurse, Administrators, and CATCH Teams</p>	Formative		
	Nov	Feb	June
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>			

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 Sources: Teacher Certification documents on SBEC, New Hire Report, Recognition at Meetings

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Attend job fairs and recruit early highly effective teachers in all academic areas. Strategy's Expected Result/Impact: Highly effective staff in place to provide instruction to students Staff Responsible for Monitoring: Principal Student Support Administrator</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Recognize outstanding faculty contributions/successes at faculty meetings. Strategy's Expected Result/Impact: Increased moral among staff and students. The End of the Year survey will be used to measure the progress. Staff Responsible for Monitoring: Principal Student Support Administrator</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Support and promote district programs designed to increase teacher retention and effectiveness, ensuring teacher participation in ESL, GT, and Special education 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. Strategy's Expected Result/Impact: Increase in areas of certification for teachers and staff Staff Responsible for Monitoring: Principal Student Support Administrator</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  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 Sources: Certificates of completion and T-TESS documentation





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Create a staff development system for staff to foster practices and support for implementing new instructional strategies at least two times a year.</p> <p>Strategy's Expected Result/Impact: Increased collaboration among team members and collegial walk through document.</p> <p>Staff Responsible for Monitoring: Principal Student Support Administrator Teachers Support Staff</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 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.</p> <p>Strategy's Expected Result/Impact: Increased collaboration and support for all thus increasing team work</p> <p>Staff Responsible for Monitoring: Principal Student Support Administrator</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: 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.</p> <p>Strategy's Expected Result/Impact: Decrease new teacher stress levels and provide a climate that is nurturing thus helping to retain qualified teachers</p> <p>Staff Responsible for Monitoring: Mentor Teacher Principal Student Support Administrator</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  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 Sources: EOY Parent Cumulative Data Reports, Transition appointment logs and transition exit interview document, Telephone contact log, Intake appointment log





Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Conduct face to face parent and administrator meeting for students transitioning back to their home campus. Strategy's Expected Result/Impact: Increase parent contact and develop a personal relationship that support students Staff Responsible for Monitoring: Principal Student Support Administrator Counselor</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Teachers and Administrators will conference with parents weekly either in person or over the telephone with concerns of academic performance , substandard behaviors and positive feedback. Strategy's Expected Result/Impact: Establish a line of communication with parents and enhance the relationship between the school and parent Staff Responsible for Monitoring: Principal Student Support Administrator Counselor Teachers Support Staff</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Parents will participate in an orientation meeting upon enrolling their student at PAC. Strategy's Expected Result/Impact: Increase awareness of school expectations and develop a working relationship with the parent to support the student Staff Responsible for Monitoring: Principal Student Support Administrator Counselor</p>	Formative		
	Nov	Feb	June

Strategy 4 Details	Formative Reviews		
<p>Strategy 4: Campus administration will establish positive communication with parents by contacting parents to report perfect point cards or sending a post card.</p> <p>Strategy's Expected Result/Impact: Identifying students who excel thus increasing the students self esteem Establish a line of communication with the parent to identify positive outcomes</p> <p>Staff Responsible for Monitoring: Principal Student Support Administrator Counselor</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

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

Performance Objective 2: POINT Alternative Center will continue to promote and develop opportunities for coordinated school health that increase parental involvement and foster a strong home-school partnership resulting in increased student achievement and health by 5%.





Evaluation Data Sources: Student performance data, parent survey, parental involvement documentation-agenda, flyers (Eng/Sp), School Messenger (Eng/Sp), Sign-in sheets

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Host parental involvement activities that promote coordinated school health efforts such as: Open house, parent conferences, orientation, Life After Graduation, and extracurricular events (CATCH, TX Workforce Informational sessions, and food bank)</p> <p>Strategy's Expected Result/Impact: Agenda, Flyer, and Sign-in sheets Increased participation by 5%.</p> <p>Staff Responsible for Monitoring: Administration, Counselor, CATCH team, Teachers, Support Staff</p>	Formative		
	Nov	Feb	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>			

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 Sources: Classroom observation, check out logs, Completion of course or assignments

Strategy 1 Details	Formative Reviews		
<p>Strategy 1: Teachers will integrate technology into their lessons. Strategy's Expected Result/Impact: Increase student engagement and provide additional ways for assessing student learning. Staff Responsible for Monitoring: Principal Student Support Administrator Counselor Teachers</p>	Formative		
	Nov	Feb	June
Strategy 2 Details	Formative Reviews		
<p>Strategy 2: Students will use technology to access credit recovery programs such as Edgenuity and to complete power point based instructional courses from home campuses. Strategy's Expected Result/Impact: Students will keep up with their home campus requirements and stay abreast of current events at their home campus. Staff Responsible for Monitoring: Principal Student Support Administrator Counselor Teachers Support Staff</p>	Formative		
	Nov	Feb	June
Strategy 3 Details	Formative Reviews		
<p>Strategy 3: Teachers will enroll in and complete at least one course technology course in the district. Strategy's Expected Result/Impact: Teachers will maintain Google classroom online where students will have the opportunity to engage in real life online instruction. Staff Responsible for Monitoring: Principal Student Support Administrator Counselor Teachers</p>	Formative		
	Nov	Feb	June
 No Progress  Accomplished  Continue/Modify  Discontinue			

Campus Funding Summary

Coordination of Local and State Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	All staff and program support costs for alternative campus	SCE DAEP Funds	\$900,000.00
Sub-Total					\$900,000.00
Grand Total					\$900,000.00