

Port Neches-Groves Independent School District



Alternative Education Center

2026-2027 Campus Improvement Plan

Mission Statement

The mission of the Port Neches-Groves Alternative Education Center is to provide a safe, respectful and structured environment that educates along state and district standards, encourages students to be responsible citizens, and builds skills necessary for success in life.

Vision

The vision of the Alternative Education Center is to have students reflect on their experience here as one that brought about a positive change in their life, measured academic growth, and prepared them for the path to a worthwhile future.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	5
Student Learning	7
School Processes & Programs	9
Perceptions	11
Priority Problem Statements	13
Data Documentation for CNA	15
Improvement Planning Data	16
Accountability Data	16
Student Data: Assessments	16
Student Data: Behavior and Other Indicators	16
Employee Data	16
Support Systems and Other Data	16
Goals	17
Goal 1 : PNGISD will maintain a strong emphasis in literacy and mathematics, to en...	18
Goal 2 : PNGISD will annually increase student engagement and performance in ac...	19
Goal 3 : PNGISD will provide all students a safe, drug free environment that is cond...	20
Goal 4 : PNGISD will continue to recruit, retain, and develop faculty and staff throu...	21
Goal 5 : PNGISD will provide positive opportunities for students, families, and the c...	22
Policies, Procedures, and Requirements	23
Addendums	25



Comprehensive Needs Assessment

Demographics

Summary

The Alternative Education Center serves the Port Neches-Groves ISD's students from 6-12 grade as the DAEP. We also house the Credit Recovery Program for those students who are 3 or less credits short of graduation. A recent equity audit revealed that our demographics are in line with the overall district demographics.

Strengths

- The ethnicity of the students at the Alternative Education Center mirrors the population of the district.
- The completion rate for students finishing their courses in credit recovery was 100%.
- Last year's attendance was at 89.78%.
- With recent changes to the state attendance policy, it will be more difficult to obtain 90%, but that remains the goal of the AEC.

Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
1 ★ Last years attendance rate was a slight improvement from the year before, however our goal of 90% attendance was not met.	With recent changes to the state attendance policy in regards to truancy laws and resolutions, it will be more difficult to obtain 90%, but that remains the goal of the AEC.

★ = Priority

Student Learning

Summary

The Alternative Education Center does not have an accountability rating at this time. The scores that the student receive on their state exams while at the AEC count for their home campus. We administer all state exams from 6-12 grade in a comfortable testing environment with highly trained staff members.

Strengths

- The teachers do an excellent job of keeping the students up to their core curriculum.
- The teachers do a good job of preparing students for state exams.
- We have a very good testing environment during state exams.
- Student grades tend to increase due to more time on task and elimination of outside distractions.
- Our Edgenuity computer program has recently added STAAR testing programs for students.
- Our Edgenuity program continues to grow due to increased use in Elective Courses.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1★	Students overall academic achievement and progression is difficult to evaluate for the academic year due to being a transitional discipline setting campus.	Due to our campus being a transitional discipline setting campus, the student achievement record is usually incomplete.

★ = Priority

School Processes & Programs

Summary

We have an outstanding staff at the Alternative Education Center that works well with at-risk youth. All of our teachers are highly qualified.

We have also dealt with many special needs students and have been successful in returning them back to their home campuses.

The Alternative Education Center uses the state curriculum and district maps when planning instruction for the students. The teachers keep in contact with the home campuses to ensure that the students are not behind when they return. We also utilized the Edgenuity program for online instruction.

Strengths

- Teachers use Edgenuity program for credit recovery and high school electives.
- Curriculum is aligned with state standards.
- Students have more one on one time with teachers here than home campuses.
- We have an outstanding, highly qualified staff.
- The teachers work well with at risk students.
- We have an excellent team environment for staff.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
1 ★ The teachers feel like they could use more communication from home campuses.	Lack of communication from home campuses along with a lack of understanding and knowledge from those home campuses of the mission of AEC.

★ = Priority

Perceptions

Summary

The Alternative Education Center provides an excellent environment for students to succeed. Students benefit from the structure and lack of distractions at the AEC. The Samaritan Counseling program affords the students an opportunity to meet with a licensed counselor that specializes in working with teens.

The schedule at the Alternative Education Center maximizes the students' academic learning time. The students attend all of their cores classes, taught by a highly qualified teacher, on every school day. The teachers work together to extend the students' time in one area, if necessary to benefit the learning.

Strengths

- We have an excellent system for student discipline with a good balance between punishment and rewards.
- We have an excellent atmosphere for students who have been bullied.
- The students feel respected here.
- Samaritan counseling provides an outstanding resource for the students.
- We have a very safe environment where students benefit from the structure.
- The students have a good perception of our staff once we have worked with them.
- The schedule maximizes time on instruction.
- When students need more time in one particular subject, we are flexible.

Problem Statements Identifying Perceptions Needs

Problem Statement	Root Cause
1 ★ Recidivism rate continues to be high with students returning to an AEC placement.	The students seem to be more apathetic in regard to taking pride in themselves and their performance.
2 ★ Drug and alcohol use seems continue to be high among students and families outside of school.	Dysfunctional family history and lack of understanding of effects of drug usage on decision-making skills.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

Last years attendance rate was a slight improvement from the year before, however our goal of 90% attendance was not met.

With recent changes to the state attendance policy in regards to truancy laws and resolutions, it will be more difficult to obtain 90%, but that remains the goal of the AEC.

2
★

Students overall academic achievement and progression is difficult to evaluate for the academic year due to being a transitional discipline setting campus.

Due to our campus being a transitional discipline setting campus, the student achievement record is usually incomplete.

3
★

The teachers feel like they could use more communication from home campuses.

Lack of communication from home campuses along with a lack of understanding and knowledge from those home campuses of the mission of AEC.

4
★

Recidivism rate continues to be high with students returning to an AEC placement.

The students seem to be more apathetic in regard to taking pride in themselves and their performance.

5
★

Drug and alcohol use seems continue to be high among students and families outside of school.

Dysfunctional family history and lack of understanding of effects of drug usage on decision-making skills.

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- ☒ District goals

Accountability Data

- ☒ Texas Academic Performance Report (TAPR) data

Student Data: Assessments

- ☒ STAAR current and longitudinal results, including all versions
- ☒ STAAR End-of-Course current and longitudinal results, including all versions

Student Data: Behavior and Other Indicators

- ☒ Completion rates and/or graduation rates data
- ☒ Annual dropout rate data
- ☒ Attendance data
- ☒ Discipline records

Employee Data

- ☒ Campus department and/or faculty meeting discussions and data

Support Systems and Other Data

- ☒ Budgets/entitlements and expenditures data
- ☒ Action research results



Goals

Goal 1

PNGISD will maintain a strong emphasis in literacy and mathematics, to ensure every students grows each year.

Performance Objective 1

✔

High Priority

✔

HB3 Goal

Increase Campus Reading and Math Post Test to Meets scores and continue to increase annually.
Increase Campus Reading and Math Post Test to Masters scores and to continue to increase annually.

Strategy 1

Administer Pre and Post test upon entrance and exit to AEC in order to measure growth.

Strategy's Expected Result/Impact: Increase scores in Reading and Math

Staff Responsible for Monitoring: Director and Staff

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November

February

May

May

Goal 2

PNGISD will annually increase student engagement and performance in activities that prepare 100% of students for post-secondary educational or career paths.

Performance Objective 1 **High Priority** **HB3 Goal**

Utilize the CCMR indicators that are reported annually to monitor progress and show growth.

Strategy 1

Implement the latest courses and programs that build post secondary and career readiness.

Strategy's Expected Result/Impact: Students leave ready to enroll in post secondary education or career path.

Staff Responsible for Monitoring: Director and staff

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 5: Instructional Leadership and Capacity Building

Formative Reviews

November February May May

Goal 3

PNGISD will provide all students a safe, drug free environment that is conducive to learning and supports their social emotional wellbeing.

Performance Objective 1 High Priority HB3 Goal

Students will receive counseling from Samaritan Counseling on a regular basis. Students will receive periodic training from school personnel and law enforcement.

Evaluation Data Source: None

Strategy 1

Counseling will be offered on a one on one rotational basis 3 days a week along with periodic visits from school counselors and law enforcement

Strategy's Expected Result/Impact: Students will have an outlet for the issues affecting their lives leading to skills that enable them to cope with stressors.

Staff Responsible for Monitoring: Counselors and SRO

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November	February	May	May
----------	----------	-----	-----

Goal 4

PNGISD will continue to recruit, retain, and develop faculty and staff through continuous development and training.

Performance Objective 1

✔

High Priority

✔

HB3 Goal

Professional development opportunities will be made available to all staff through out the year.

Evaluation Data Source: None

Strategy 1

Offer professional development strategies that speak to the individual challenges at AEC.

Strategy's Expected Result/Impact: Teacher swill be better trained to handle adverse situations that arise with at risk students.

Staff Responsible for Monitoring: Director

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Planning and Performance Management through Strong Leadership, Lever 2: Talent Retention and Strategic Staffing

Formative Reviews

November

February

May

May

Goal 5

PNGISD will provide positive opportunities for students, families, and the community to support student learning.

Performance Objective 1

☒ High Priority

☒ HB3 Goal

Students receive rewards for positive behavior and attendance. Communication with parents and community is ongoing.

Evaluation Data Source: None

Strategy 1

Students can receive reduction in days assigned with good attendance and behavior.

Strategy's Expected Result/Impact: Improved student attendance and behavior.

Staff Responsible for Monitoring: Director and Staff

ESF Levers: Lever 3: Integrated Student Support Systems

Formative Reviews

November

February

May

May



Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Julie Gauthier	9/4/2025	Julie Gauthier	6/27/2024
Child Abuse and Neglect	Julie Gauthier	9/4/2025	Julie Gauthier	6/27/2024
Coordinated Health Program	Tanya Davis	9/4/2025	Julie Gauthier	6/27/2024
Decision-Making and Planning Policy Evaluation	Julie Gauthier	9/4/2025	Julie Gauthier	6/27/2024
Disciplinary Alternative Education Program (DAEP)	Brian Waguespack	9/4/2025	Julie Gauthier	6/27/2024
Dropout Prevention	Campus Principal	9/4/2025	Julie Gauthier	6/27/2024
Dyslexia Treatment Program	Julie Gauthier	9/4/2025	Julie Gauthier	6/27/2024
Title I, Part C Migrant	Staci Gary	9/4/2025	Julie Gauthier	8/21/2024
Pregnancy Related Services	Campus Nurse	9/4/2025	Julie Gauthier	6/27/2024
Post-Secondary Preparedness	Campus Counselors	9/4/2025	Julie Gauthier	6/27/2024
Recruiting Teachers and Paraprofessionals	Julie Gauthier	9/4/2025	Julie Gauthier	6/27/2024
Student Welfare: Crisis Intervention Programs and Training	Julie Gauthier	9/4/2025	Julie Gauthier	6/27/2024
Student Welfare: Discipline/Conflict/ Violence Management	Julie Gauthier	9/4/2025	Julie Gauthier	6/27/2024
Texas Behavior Support Initiative (TBSI)	Misty Higgins	9/4/2025	Julie Gauthier	6/27/2024
Technology Integration	Crystal Werkheiser	9/4/2025	Julie Gauthier	6/27/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	Julie Gauthier	9/4/2025	Julie Gauthier	6/27/2024
Title I, Part A LEA Program Plan - 13 Statutory Required Descriptions	Staci Gary	6/27/2024	Julie Gauthier	8/21/2024
Parent and Family Engagement Plan	Staci Gary	9/3/2026	Julie Gauthier	6/27/2024



Addendums

CIC Sign In
August 6, 2019

Molly Bergman

Molly Bergman

Stephanie Jungen

Stephanie Jungen

Eric Laing

Eric Laing

Julie Latiolais

Julie Latiolais

Kenneth Leavins

Kenneth Leavins

Rob Nobles

Robert Nobles

Pam Viator

Pam Viator

Brian Waguespack

Brian Waguespack