

**Center Point High School
Campus Improvement Plan
2010 - 2011**

CPISD Mission Statement

“The mission of the Center Point Independent School District is to provide excellence in education for every student. With a dedicated, caring staff, we seek to foster a safe, positive and creative atmosphere. In this environment, students will be empowered with the critical-thinking, problem-solving, and decision-making skills necessary to succeed in a complex, global, multi-cultural society.”

Site Based Committee

Janda Castillo – Principal
Michael Wagner – Asst. Principal
Jennifer Robertson – Counselor
Lanette Kaiser – Campus Secretary/Registrar
Zenia Garcia – Teacher
Karen Blackledge - Teacher
Sara Ranzau – Teacher
Stephen Heidenreich - Teacher
Shirley Wright – Librarian/Community Ed Coordinator
Jennie Mills – Parent

Revised 1/19/11

**Center Point Independent School District
Board Priorities
2010 - 2011**

- Provide diverse academic opportunities for all students
 - Vocational
 - College/workforce preparation (dual credit where possible)
 - Accelerated learning
- Provide extracurricular opportunities for all students
- Facilities and Infrastructure
- Technology
 - Accessibility
 - Usage
 - Training
 - Equipment
- Community support to increase school pride

Title One Program

Center Point Secondary Schools are Title 1 school wide campuses. The purpose of the Title 1 program is to help disadvantaged children meet high standards. Our Curriculum is aligned through CScope. The following programs are taught by Highly Qualified Teachers to help the students reach their full potential:

State Required foundation curriculum aligned through CScope

Computer Assisted Instruction

Special Education

Accelerated Reading Program

Content Mastery

SRA Science

Section 504

Tutorials

TAKS Remediation Classes

Gifted and Talented Education

English as a Second Language

Title I School wide Components

1. CNA
Comprehensive Needs
Assessment
2. RS
School Reform Strategies
3. HQ
Highly Qualified Staff
4. PD
Professional Development
5. ER
Employee Recruitment
6. PI
Parent Involvement
7. T
Transition
8. TIA
Teacher Input in Assessments
9. AM
Assistance for Mastery
10. CIS
Coordination/Integration of Services

Program Budget Codes

Local
Local
T IV
Title IV (Safe & Drug Free)
T IA
Title I, Part A
T V
Title V (Innovative Schools)
T IC
Title I, Part C (Migrant)
SCE
State Compensatory Ed.
T IIA
Title II, Part A (TPTR)
OEYP
Optional Extended Year
T IID
Title II, Part D (Technology)
AMI/ARI Accelerated Math/Reading
T III
Title III (Bilingual/ESL)
Other

TITLE I COMPONENTS

1. A **comprehensive needs assessment** of the entire school (including taking into account the needs of migratory children) that is based on information on the performance of children in relation to the state content and student performance standards.
2. **Schoolwide reform strategies** that-
 - Provide opportunities for all children to meet the state's proficient and advanced levels of Student performance;
 - Use effective methods and instructional strategies that are based on scientifically based research that –
 - strengthen the core academic program in the schools;
 - increase the amount and quality of learning time, such as providing an extended school year, before – and after-school and summer programs, and help provide an enriched and accelerated curriculum; and
 - include strategies for meeting the educational needs of historically underserved populations.
 - Include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the state student academic achievement standards who are members of the target population of any program that is included in the schoolwide program, which may include-
 - counseling pupil services, and mentoring services;
 - college and career awareness and preparation, such as college and career guidance, personal finance education, and innovative teaching methods, which may include applied learning and team-teaching strategies and the integration of vocational and technical education programs; and address how the campus will determine if such needs have been met; and are consistent with, and are designed to implement, the state and local improvement plans, if any.
3. Instruction by **highly qualified teachers**.
4. High-quality, ongoing **professional development** for teachers, principals, and paraprofessionals and, if appropriate, pupil services, personnel, parents, and other staff to enable all children in the school to meet the state's student academic achievement standards.
5. Strategies to attract **high-quality highly qualified teachers** to high-need schools.
6. Strategies to increase **parental involvement** in accordance with Section 1118, such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head start, Even start, Early Reading First, or a state run preschool program, to local elementary school programs.

8. Measures to **include teachers in the decisions** regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the performance of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards shall be provided with **effective, timely additional assistance**, which shall include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration occurs between federal, state, and local services and programs, including programs under NCLB, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Comprehensive Needs Assessments

Center Point Secondary Schools conduct an annual needs assessment to identify students who have not made, or are not making satisfactory academic progress and students with non-academic problems that may inhibit academic success. This information is used to set priorities and goals, to allocate available financial and support resources, and to determine whether the redirection of the SCE programs and services is needed. This needs assessment includes but is not limited to, AEIS Report data, TAKS Summary Reports, student report cards, teacher observations, student achievement and benchmark test scores, daily work assignments and tests, and other data as appropriate. Center Point also conducts teacher/staff surveys to determine needs in areas of professional development, hiring/recruiting and employee retention as well as parent surveys to ascertain needs in the areas of parental and community involvement. Results of the annual survey, as compiled prior to the revision of the current Campus Improvement Plans in December 2010 are as follows:

Campus Needs	
<ul style="list-style-type: none"> • TAKS Performance • Student Attendance • Credit Recovery • Aligned Curriculum 	<ul style="list-style-type: none"> • Increased Communication with parents and staff • High Expectations for all students • Implementation of CSCOPE • Provide stimulating academic environment
Professional Development Needs	
<ul style="list-style-type: none"> • CSCOPE Training • Content specific professional development • Modification and Accommodations • CPR Training 	<ul style="list-style-type: none"> • Technology integration into curriculum • Use of available technology
Programs/Initiative	
<ul style="list-style-type: none"> • Safe and Drug Free Schools • Canine Detection • Saturday Academy • Bullying Prevention 	<ul style="list-style-type: none"> • Tutoring • CSCOPE • Character Education • Student Incentive Program
Recommendations of Campus Improvement Committee	
<ul style="list-style-type: none"> • Vertical Team meetings • CSCOPE training • Support for new staff • Monthly Faculty Meetings 	<ul style="list-style-type: none"> • Content specific professional development • Training on available technology • Additional training on RTI

Academic Excellence Indicator System Objectives

Goal #1

90% of all students taking the Texas Assessment of Knowledge and Skills (TAKS) reading, writing, math, science, and social studies tests will meet the passing standard. Center Point High School will strive to achieve a campus rating of exemplary.

Objectives

Reading

90 % of all students will meet or exceed the minimum passing rate.

90% of all Economically Disadvantaged students, Hispanic students, and Anglo students will meet or exceed the minimum passing rate.

Math

The number of students meeting the passing standard will increase by 10% for all students in all sub groups.

Writing

90 % of all students will meet or exceed the minimum passing rate.

90% of all Economically Disadvantaged students, Hispanic students, and Anglo students will meet or exceed the minimum passing rate.

Science

The number of students meeting the passing standard will increase by 10% for all students in all sub groups.

Social Studies

90 % of all students will meet or exceed the minimum passing rate.

90% of all Economically Disadvantaged students, Hispanic students, and Anglo students will meet or exceed the minimum passing rate.

STRATEGIES	PERSONS RESPONSIBLE	MATERIALS/ RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SCHOOLWIDE COMPONENT	SUMMATIVE EVALUATIONS
Administer benchmark tests to track student progress	Principal Director of Student Services Teachers	TAKS information booklets Released Tests State Comp	Assessment results	Approximately 60 days prior to test date Each six weeks in each of the TAKS tested areas	1,8,9,10	TAKS scores
TAKS/ MATH Preparation/Failure classes at high school with a focus on ESL, at-risk, economically disadvantaged, 504 and special education students	Principal	TAKS study materials Grants State Comp	Periodic evaluations	January through December	2,3,9,10	TAKS scores
Vertical and horizontal curriculum alignment with increase on math and science classes at the high school	Director of Student Services Teachers	ESC 20 TEKS TAKS	Regular staff/department meetings	January through December	1,2,3,8,10	TAKS scores
Improve G/T identification process and program to better meet the needs of G/T students.	Principal GT Coordinator	G/T monies Region 20 TAGT conference	Increase members in G/T students	January through December	1,2,3,4,10	TAKS scores
Students taking TAKS M, TAKS Acc, or TAKS Alt will meet ARD recommended expectations	Principal Special Ed. Director Special Ed. Teachers	Staff training during faculty meetings	Staff participation	January through December	1,23,9	Percent of students meeting ARD expectations
Use of assessment information booklets at all ARD meetings discussing assessment.	Principal Special Ed. Director	Manuals currently on hand	Assessment results	January through December	1,2,6	Percent of students meeting ARD expectations
A+ Software Program	Principal Counselor Special Ed.	Computer labs Program High School Allotment	Assessment results	January through December	2,9,10	Percent of students passing TAKS test
Increased focus on TAKS terminology K-12 and consistency of test taking strategies	Principal	Curriculum planning	Assessment results	January through December	2,3,8,9	Percent of students passing TAKS test
Coordination among	Principal	Compilation of strategies	Assessment results	Jan. to Dec.		Percent of students

teachers, parents and administration to share intervention strategies to reduce the number of student failures	Asst. Principal Counselor Teachers Parents	Saturday Academy Parent Meetings Parent Brochures			1,2,3,8,10	passing TAKS test
--	---	---	--	--	------------	-------------------

Goal #2- Student attendance will meet or exceed the state standard.

Objective- Center Point High School will exceed the state standard by maintaining an attendance rate of 98% or better.

STRATEGIES	PERSONS RESPONSIBLE	MATERIALS/ RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SCHOOLWIDE COMPONENT	SUMMATIVE EVALUATIONS
Campuses will recognize and award students who have perfect attendance	Principal	Incentives Budgeted funds Activity funds State Comp. Funds Donations	Six weeks reports	January through December	2,6,8,9,10	End of year percentage
Secretary and PEIMS clerk will keep database of attendance rate	PEIMS Clerk	Computer generated reports	Six week reports	January through December	10	End of year percentage
Excessive absences and trancies will be turned in to (JP court)	Attendance Officer	Appropriate paperwork Computer generated reports	Six week reports	January through December	6,10	End of year percentage
Parents will be notified through mail-outs/report cards/progress reports on number of absences	Attendance Officer	Letters Stamps Computer generated reports State Comp supply monies	Reduction in absences as year progresses	January through December	2,6	End of year percentage
Campus secretaries will contact parents of absent students each day and will require note to be brought in when student returns for files.	Secretaries Attendance Clerk	Daily attendance reports Filing Parent contact	Reduction in absences as year progresses	January through December	6,8	End of year percentage

Goal #3- The district dropout rate will be at or below the state standard of 1% or less.

Objective- Center Point High School will maintain a dropout rate of 1% or less.

STRATEGIES	PERSONS RESPONSIBLE	MATERIALS/ RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SCHOOLWIDE COMPONENT	SUMMATIVE EVALUATIONS
Career counseling for all students	Counselor	Kuder Interest Inventory ASVAB Collegeboard.com Guest Speakers	Regular contact with students	January through December	2,9	Zero dropouts
Individual or Group College/Vocational School visits Job Shadowing	Counselor Teachers	Transportation	Number of participants	January through December	2,6,9	Zero dropouts
Alternative options for graduation	Superintendent Director of Student	A + Lab Credit Recovery GED program	Number of participants	January through December	2,6,9	Zero dropouts
4 year plans	Principal Counselor	4 year planning forms Counselor's time	Regular evaluations of plans with student	January through December	2,6	Zero dropouts
FAFSA Night for Parents College Admission	Counselor Library Director	FAFSA Library/Computers	Number of Participants	February	2,6,10	Financial Aid forms completed, Zero dropouts
Credit Recovery Program	Principal Counselor A+ Lab, Teachers	A+ Learning Lab Summer School	Students regaining credit	January through December	2,3,8,9	Zero dropouts
Advertise Tivy and/or Boerne college nights for parents and students through counselor's email list	Principal Counselor	E-mail / Flyers	Number of participants	October	2,6,10	Increased students in college Zero dropouts
Provide Pregnancy related services	Counselor Homebound Teacher/ A+	Information dissemination	Number of pregnant students staying enrolled	January through December	2,6,9,10	Zero dropouts
Individual counseling for Secondary Students in CPISD, including Broad Horizons and DAEP	Counselor	Counselor's time	Number of students receiving counseling	Year round	2,9	Zero dropouts

Goal #4- The high school will continue to meet or exceed the state standard for SAT/ACT testing.

- Objectives:** The high school will increase the percent of students taking the SAT/ACT to above 50%
 The high school will increase the percent of students scoring above the criterion on the SAT/ACT to 30%.
 The high school will increase the percent of students who graduate on the Recommended or Distinguished Program to 90%.

STRATEGIES	PERSONS RESPONSIBLE	MATERIALS/ RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SCHOOLWIDE COMPONENT	SUMMATIVE EVALUATIONS
Communicate need to take ACT/SAT tests as juniors. Communicate need to take PSAT as freshman, sophomores, 8 th graders, and 7 th graders.	Counselor Teachers	Registration forms Parent/student counselor night meetings Guidance of all students	Number taking tests	Fall semester	1,2,9	SAT/ACT/PSAT scores and number of test takers
Better communication of fee waivers to all students with a focus on economically disadvantaged and Hispanic students	Principal Counselor Teachers	Brochures Notices on bottom of report cards/progress reports/web site	Number of participants	Fall semester	2,6,10	SAT/ACT scores and number of test takers
Mandate PSAT for all 11 th graders	Principal Counselor Teachers	Budgeted funds for cost Use waivers when applicable	Students taking test	January through December	1,6	Increase in number of students taking tests.
Make information on previous year's scores available to establish accurate goals.	Counselor	Dissemination of information	Increased participation from year to year	January through December	1,2,6,8	SAT/ACT scores

Goal # 5- The high school campus will continue to provide a safe and orderly school climate which is conducive to learning.

Objective- High school discipline referrals will decrease.

High school will focus on facilities repair and maintenance.

Special education discretionary ISS placement rate will be no more that 16% higher than the percentage of overall ISS placements.

Special education DAEP placement rate will be no more than 1% higher than the percent of overall discretionary DAEP placements.

STRATEGIES	PERSONS RESPONSIBLE	MATERIALS/ RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SCHOOLWIDE COMPONENT	SUMMATIVE EVALUATIONS
Continue working relationship with Kerr County Sheriff's Department	Principal Asst. Principal	Good communication Administrative meetings	Student participation in D.A.R.E. Administrative meetings	January through December	1,2,6,10	Decrease in discipline
Present programs to students that focus on being drug/alcohol free	Director of Student Services Counselor	Budget Funding	Student attendance at assemblies Red Ribbon Week	Throughout year	1,2,6,8	Decrease in discipline referrals
Interquest Canine Detection Service	Superintendent Principal	Budget Funding	Regular unannounced visits	January through December	6,8,10	Decrease in discipline referrals
Continue contractual services with Ingram ISD for DAEP services	Superintendent	Budgetary items	Quality education for DAEP students	January through December	1,3,6,10	Decrease in discipline referrals
Principal and Teacher visibility	Principal Asst. Principal	PDAS Duty schedule	PDAS Walkthroughs in classrooms Out in halls between classes	January through December	8	All repairs completed All campuses are safe
Evaluate all campuses for safety issues; continue to repair buildings in district based on survey results	Principal Asst. Principal Maintenance Director	Local monies for materials	Gradual, visible improvement	January through December	6,8,10	Safer School Endorsement
Non-Violent Crisis Intervention classes	Principal Asst. Principal Special Ed. Director	Local resources currently available	Analysis at end of each six-week grading period	January through December	1,3,4,8,10	Decrease in number of special education students sent to ISS/DAEP
Multi-Hazard Emergency Plan	Superintendent Maintenance Director	Center for Safe Community Schools Region 20	Consistent review and revision of plan	January through December	1,6,8,10	Posted

Goal # 6- The district will continue to increase parent/community involvement at all campuses.

Objectives- There will be an increase in participation and attendance in school activities.

STRATEGIES	PERSONS RESPONSIBLE	MATERIALS/ RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SCHOOLWIDE COMPONENT	SUMMATIVE EVALUATIONS
Use marquee to highlight events	Maintenance Director	Local monies	Increased information distributed	January through December	1,6	Increased participation
Student newspaper	Principal Journalism Teacher		Increase information distributed	January through December	6,8	Increased participation
Secondary Library open to the community after school hours one night each week	District Librarian Superintendent	Library Computers	Attendance record	School Year	6,8	Increased participation
Continue regular updates of staff web pages	Teacher	Local and federal funds	Principal Monitor	January through December	1,6,8,10	Increased participation
Utilize email to communicate with parents and community members regarding student issues and upcoming events	Principal Counselor	Local	Increase in information distribution	January through December	6	Increased participation
Continue offering ESL classes in the evening for Spanish speaking parents	Superintendent ESL Teacher	Classroom Instructor Materials	Participation numbers	January through May	2,6,10	Increased parental involvement
Host a Secondary Open House	Principal Counselor Teachers	Teacher's Time	Participation numbers	September – May	6	Increased parental involvement documented by sign in sheets
Continue offering Community Education classes	Community Ed Coordinator Superintendent	District Website Mailings	Class Evaluations Community Ed board meetings	School year	1,2,6,8,10	Evaluations

Goal #7- Improve staff morale of Center Point employees through motivating practices.

Objective- Center Point High School will provide motivating activities for all staff.

STRATEGIES	PERSONS RESPONSIBLE	MATERIALS/ RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SCHOOLWIDE COMPONENT	SUMMATIVE EVALUATIONS
Periodic luncheons and get togethers	Staff	Activity Funds	Number in attendance	January through December	5	Climate survey Decrease in turnover
Maintain clean building with all equipment in good working order	Principal Custodians Maintenance	Budgeted funds	Walkthroughs Teacher feedback	January through December	5	Climate survey Decrease in turnover
Encouragement to teachers from campus and district administration	Superintendent Principal	Notes, words of encouragement Budgeted and Activity funds.	Teacher feedback Walkthroughs	January through December	5	Climate survey Decrease in turnover
Recognize Monthly Birthdays	Morale Coordinator	Activity Funds	Teacher feedback	School Year	5	Climate survey Decrease in turnover
Door prizes at faculty meetings	Principal Morale Coordinator	Prizes Activity Funds	Principal Teachers	School Year	5	Climate survey Decrease in turnover
Teacher of the month recommendations	Teachers Principal	Application	Teacher feedback	School Year	5	Climate survey Decrease in turnover

Goal #8 :

Objectives: Special education students will acquire the skills needed to be able to function in all mainstream classes or be exited from the program.

The special education identification rate will be at or below the PBMAS standard of 8.5%

The percentage of special education students taking a grade level state assessment in reading and math will increase by 5% to show continuing advancement toward all students being assessed on grade level.

STRATEGIES	PERSONS RESPONSIBLE	MATERIALS/ RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SCHOOLWIDE COMPONENT	SUMMATIVE EVALUATIONS
Staff development for special education and regular education teachers.	Director of Student Services Special Ed. Director	Federal and State Special Education monies	More students in the mainstream	January through December	2,3,4,8,9	More students taking TAKS and exiting the program
Additional technology and assisted instruction in the regular classroom	Director of Student Services	Federal and State Special Education monies	More students in the mainstream	January through December	2,3,4,8,9,10	More students taking TAKS and exiting the program
Utilizing resource book to make appropriate ARD decisions	Director of Student Services Special Ed. Director	ARD Decision Making Resource book	Students performing successfully at a higher standard	January through December	1,2,6,8	More students taking TAKS and exiting program
Use of Response to Intervention (PASS) by regular education teachers	Director of Student Services	Pre-Referral Intervention Manual	Students performing successfully at a higher standard	January through December	1,2,6,8,9,10	Fewer students in special education
Consideration of 504 placement when appropriate	Director of Student Services Counselors	504 Statute	Students performing successfully at a higher standard	January through December	1,2,6,8,9,10	Fewer students in special education
Review of prior year data for each student	Director of Student Services Teachers	AEIS – IT	Students performing successfully at a higher rate	January through December	1	Fewer students in special education
A + Software Program		Computers/lab Software High School Allotment	Students performing successfully at a higher standard.	January through December	2,9,10	More students taking grade level assessment

Goal # 9

Promote health and wellness among staff and students

STRATEGIES	PERSONS RESPONSIBLE	MATERIALS/ RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SCHOOLWIDE COMPONENT	SUMMATIVE EVALUATIONS
Add health component to 8 th grade elective	Ex Director of Student Ser. Principal Teacher	Health curriculum Local funds Staff training	Pre registration and master schedule	January through December	2,3,4,6,8,10	Course completion
Provide abstinence based sex education through the health component	Ex. Director of Student Services Principal School nurse Teacher	Worth the Wait curriculum from UT Health Services. Local funds	Worth the Wait Pretest	January through December	2,3,4,6,8,10	Worth the Wait Post-test
Campus participation in the district School Health Advisory Council (SHAC)	Ex. Director of Student Services Principal School nurse	Attend quarterly SHAC meetings	Student representative on SHAC	January through December	1,8	SHAC minutes, sign-ins and agendas
Promote healthy nutrition through the P.E. curriculum	Ex. Director of Student Services Principal Athletic Director P.E. Teacher	Staff training Curriculum Local funds Grant funds	Principal walk through to monitor instruction	January through December	1,2,3,4,6,8,10	FitnessGram results
Focus on fitness in P.E. program	Ex. Director of Student Services Principal Athletic Director P.E. Teacher	Staff training Curriculum Local funds Grant funds	Principal walk through to monitor instruction	January through December	1,2,3,4,6,8,10	FitnessGram results
After school focus group	Counselor	Counselor time	Counselor report to principal	January through December	1,2,8	Student survey and counselor evaluation
Encourage participation of staff in Wellness is the Weigh program	Principal	Emails Faculty Meetings		January through December		Number of participants