

**CENTER POINT MIDDLE SCHOOL  
CAMPUS IMPROVEMENT PLAN  
2010 - 2011**

**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  
Paul Bloom – Teacher  
Kim Bolin – Teacher  
Brittany Hicks - Teacher  
Sharon Wiedenfeld – Teacher  
Sue Wood – Teacher  
Krystal Curry - Paraprofessional  
Jennie Mills – Parent  
Cathy Whitten -- Counselor

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 school wide 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 ASSESSMENT

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

## 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

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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 Teacher developed questions State Comp funds	Assessment results	Approximately 60 days prior to test dates. Each six weeks in each of the TAKS tested areas	1,8,9,10	TAKS scores
TAKS Preparation/Failure classes with a focus on ESL, economically disadvantaged, 504 and special education students.	Principal	TAKS study materials State Comp funds	Weekly evaluations	January through December	2,3,9,10	TAKS scores
Help a Student Succeed	Principal	Grade Speed, Discipline referrals, absentee and tardy reports, parent contact information	Students performing successfully at a higher standard	January through December	1,2,6,8,9	TAKS scores Passing rates Discipline referrals
Parent informational meetings	Counselor  Principal	Flyers for meeting dates mailed to parents when necessary. TAKS information Student Success Initiative information brochures	Number in attendance	Prior to test dates	6,8	TAKS scores
Staff Development for TAKS preparation	Director Student Services District Staff Region 20	Region 20	Staff Participation	January through December	4	TAKS scores
Vertical and Horizontal curriculum alignment with increase on math and science	Superintendent Director of Student Services	Region 20 TEKS TAKS objectives	Regular staff/development meetings	January through December	1,2,3,8,10	TAKS scores
Improve G/T identification process and program through staff development to better meet the needs of G/T students.	Superintendent Principal GT Teacher Counselor	G/T monies Region 20 TAGT conference	Increase in G/T certifications Increase in G/T students	January through December	1,2,3,4,10	TAKS scores
Students taking TAKS M or Alt. will meet ARD recommended	Principal Special Ed. Teacher	Staff training during faculty meetings	Staff participation	January through December	1,2,3,9	Percent of students meeting ARD expectations

expectations						
Use of Special Ed information booklets at all ARD meetings discussing assessment	Principal Special Ed. Director Special Ed. Teacher	Manuals currently on hand	Assessment results	January through December	1,2,6	Percent of students meeting ARD expectations
A + Software Program	Director Library Services Director Student Services Attendance Officer	Computer labs Program High School Allotment	Assessment results	January through December	1,2,9,10	Percent of students passing TAKS test
Increased focus on TAKS terminology K-12 and consistency of test taking strategies	Director of Student Services  Principal	Curriculum planning List of strategies and vocabulary	Assessment results	January through December	2,3,8,9	Percent of students passing TAKS test
Coordination among teachers, parents and administration to share intervention strategies to reduce the number of student failures	Principal Asst. Principal Counselor Teachers Parents	Compilation of strategies Saturday Academy Parent Meetings Parent Brochures	Assessment results	Jan. to Dec.	1,2,3,8,10	Percent of students passing TAKS test

**Goal # 2**

Student attendance will meet or exceed the 96% state standard for attendance.

**Objective**

Center Point Middle 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
Recognize and award students who have perfect attendance on a semester basis	Principal Attendance Officer	Incentives budgeted funds activity funds State comp. funds	Semester reports	January through December	2,6,8,9,10	End of year percentage
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 office of Precinct Judge.	Attendance Officer	Appropriate paperwork Computer generated reports	Six week reports	January through December	6,10	End of year percentage
Campus secretaries will contact parents of absent students each day	Attendance Clerk	Daily attendance reports	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 Middle School will maintain a dropout rate of 0%.

STRATEGIES	PERSONS RESPONSIBLE	MATERIALS/ RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SCHOOLWIDE COMPONENT	SUMMATIVE EVALUATIONS
Career counseling for all students	Counselor	Kuder Interest Inventory ASVAB	Regular contact with students	January through December	2,9,10	Zero dropouts
Vocational opportunities in Agriculture	Principal Agriculture Teacher	Animals Permits Feed Construction Materials	Increased Enrollment	Jan. to Dec.	2,6,10	Zero Dropouts
Coordination among teachers to share intervention strategies to reduce the number of student failures	Principal Asst. Principal Counselor Teachers	Compilation of strategies	Fewer Failures	Jan. to Dec.	1,2,3,8,10	Zero Dropouts
Guidance classes on bullying for all students	Counselor	Videos Surveys Class discussions	Decrease in discipline referrals and increase in perceptions of safety by students	January through December	2,10	Fewer reports of bullying Increase in school climate Zero Dropouts

**Goal #4**

Center Point Middle School will continue to provide a safe and orderly school climate which is conducive to learning.

**Objective**

Discipline referrals will decrease.

Middle School will focus on facilities repair and maintenance.

STRATEGIES	PERSONS RESPONSIBLE	MATERIALS/ RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SCHOOLWIDE COMPONENT	SUMMATIVE EVALUATIONS
Continue working relationship with Kerr County Sheriff's Dept	Principal Asst. Principal	Grant funds State Comp. funds		January through December	1,2,6	Decrease in discipline referrals
Present programs to students that focus on being drug/alcohol free.	Principal Counselor Teachers	Budget Funds	Student attendance at assemblies	Throughout the year	1,2,6,8,10	Decrease in discipline referrals
Interquest Canine Detection Service	Superintendent Principal	Budget Funds	Regular unannounced visits	January through December	6,8,10	Decrease in discipline referrals
Conflict resolution training	Counselor	Materials State Comp. funds		January through December	3,6,8,9	Decrease in discipline referrals
Continue contractual services with Ingram ISD for DAEP services.	Principal	State comp. funds	Quality education for AEP students	January through December	1,3,6,10	Decrease in discipline referrals
Behavior Management Plan for special education and at-risk students	Principal Special Ed. Director Counselor	Contracts Incentives Special education monies State comp. funds	Weekly assessment of plans	January through December	2,3,9	Decrease in discipline referrals
Increased principal and teacher visibility	Principal Asst. Principal Teachers	PDAS Duty Schedule	Joint accountability among principals and staff	January through December	3,8	Decrease in discipline referrals
Frequent principal walk-throughs	Principal	Principal's time	Teacher feedback	January through December	3,4,8	Decrease in discipline referrals
Use of cooling off period for special education students to temporarily remove them from the situation	Principal Special Ed. Director Counselor	Pre-Referral Intervention Manual	Analysis at end of each six-week grading period	January through December	2,9	Decrease in discipline referrals
Non-Violent Crisis Intervention classes	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 discipline referrals
Multi-Hazard		Center for Safe	Consistent review and	January through		Preparedness,

Emergency Plan	Director of Maintenance	Community Schools Region 20	revision of plan	December	1,6,8,10	Response, and Recovery Plan in place
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**Goal #5**

Continue to increase parent/community involvement at the campus.

**Objective**

Center Point Middle School will provide opportunities to increase parent and community involvement.

STRATEGIES	PERSONS RESPONSIBLE	MATERIALS/ RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SCHOOLWIDE COMPONENT	SUMMATIVE EVALUATIONS
Use marquee to highlight campus events	Director of Maintenance	Local monies	Increased information distributed	January through December	1,6	Increased participation
Utilize email to communicate with parents and community members regarding student issues and upcoming events	Principal Attendance Clerk Teachers	Local monies	Increase information distribution	January through December	6,8	Increased participation
Continue Web page with current information	Principal Teachers	Computer Camera Classroom activities	Number of hits	January through December	1,6,8,10	Increased participation
Continue teacher and department websites linked to the district web site	Technology Committee Director of Student Services	Local and federal funds	Technology committee meetings	January through December	1,6,8,10	Increased participation
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
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
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

**Goal # 6**

Improve staff morale of Center Point employees through motivating practices.

**Objective**

Center Point Middle School will provide motivating activities for all staff.

STRATEGIES	PERSONS RESPONSIBLE	MATERIALS/ RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SCHOOLWIDE COMPONENT	SUMMATIVE EVALUATIONS
Luncheons and get together.	Staff	Activity funds	Number in attendance	January through December	5	Climate survey Decrease in turnover
Maintain clean buildings with all equipment in good working order	Principal Custodians Maintenance	Budgeted funds	Walk throughs 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	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 #7 –**

Special Education Students will have increased time in mainstream class.

Special Education students will continue to receive transition planning services.

**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.	Principal Special Ed. Teacher 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 Special Ed. Director	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
Identify students needing special education services	Principal Teachers Counselor Special Ed. Director	Testing materials	Initial assessments	January through December	1,9	Student success
Utilizing Special Ed resource book to make appropriate ARD decisions	Principal Special Ed. Director Special Ed. Teacher	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
Development of process and use of Response to Intervention by regular education teachers	Special Ed. Director	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	Principal Counselor	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	Principal Special Ed. Teacher Teachers	RSCCC Prior years TAKS results	Students performing successfully at a higher rate	January through December	1	Fewer students in special education
A + Software Program	Principal		Students performing successfully at a higher standard.	September through May	2,9,10	More students taking grade level assessment

Goal #8

All teachers will be Highly Qualified

Objective

Maintain 100% highly qualified teacher status at all campuses

Provide training for substitute teachers

STRATEGIES	PERSONS RESPONSIBLE	MATERIALS/ RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SCHOOLWIDE COMPONENT	SUMMATIVE EVALUATIONS
Retain current highly qualified staff	Superintendent Principal	Current strategic planning strategies on recruitment and retention	Determination of highly qualified status in August	November through October	5	All teachers highly qualified at report date in October
Provide substitute training	Superintendent	Handbooks, training supplies	Walk-throughs by principal and feedback from teacher	November through October	4,5	Written evaluation by classroom teachers

Goal # 9

Promote health and wellness among staff and students

STRATEGIES	PERSONS RESPONSIBLE	MATERIALS/ RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SCHOOLWIDE COMPONENT	SUMMATIVE EVALUATIONS
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
Encourage participation of staff in Wellness is the Weigh program	Principal	Emails Faculty Meetings		January through December		Number of participants