

**CENTER POINT INDEPENDENT SCHOOL DISTRICT
DISTRICT IMPROVEMENT PLAN
2009-2010**

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.”

Center Point ISD does not discriminate on the basis of race, color, religion, gender, or national origin.
El Distrito de la Escuela Independiente de Center Point no discrimina en raza, color, religion, genero o origen nacional.

Approved: December 17, 2009
Center Point Board of Trustees

DISTRICT DECISION-MAKING COMMITTEE

Cody Newcomb - Superintendent
Scott Turner, Executive Director of Student Services
Janda Castillo, Secondary School Principal
Casey Johnson, Elementary Principal
Shirley Wright, Library Services Director
Jennifer Robertson, Counselor
Cathy Whitten, K – 8 Counselor
Dolly Coldwell, Elementary Teacher
Alene Kirklen, Elementary ESL Teacher
Joni Wiseman, Elementary Teacher
Paul Bloom, Middle School Teacher
Kim Bolin, Middle School Teacher
Don Diltz, Special Education Teacher
Linnette Espinoza, Middle School Teacher
Cindy Dyes, High School Teacher
Nancy Erickson, High School Teacher
Albert Garcia, Parent
Marie Rhodes, Parent
Bill Treude, Business
Nancy Daily, Community

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Center Point ISD
Needs Assessment

Center Point ISD conducts an annual needs assessment involving each campus 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, demographics, curriculum, instruction and assessment, technology, 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 2008 are as follows:

District and 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 	<ul style="list-style-type: none"> • Tutoring • CScope
Recommendations of Campus Improvement Committee	
<ul style="list-style-type: none"> • Vertical Team meetings • CScope training • Support for new staff 	<ul style="list-style-type: none"> • Content specific professional development • Training on available technology • Additional training on RTI

AEIS GOALS

2009 - 2010

1. 90% of all students taking the Texas Assessment of Knowledge and Skills (TAKS) reading, writing, English language arts (ELA, and social studies tests will continue to meet the passing standard. Increase the number of students meeting the passing standard in math and science by 10%. Each campus will continue to strive to achieve a campus rating of exemplary and the district rating will reach exemplary by 2010.
2. Student attendance will meet or exceed the state average by 1%.
3. The district completion rate will exceed the state standard.
4. The district will strive to meet or exceed the state standard for ACT/SAT testing.
5. The district will continue to provide a safe and orderly school climate which is conducive to learning.
6. The district will continue to increase parent/community involvement at all campuses.
7. Special education students will be successful in mainstream classes as measured by academic performance.
8. All teachers will be Highly Qualified.

Center Point ISD Parent Involvement Policy

At Center Point ISD, we want each student to have a quality education. We believe that for this to happen, it is important for the school and families to work together. Center Point ISD intends to include parents in all aspects of its Title I Program. The goal is a school-home partnership that will enable every student to be successful academically.

Learning objectives and goals will be distributed to all parents at the beginning of the school year. *All* students are expected to work toward mastering these objectives. The school recognizes that some students may need extra assistance available through the Title I Program, as well as other programs to reach these goals. The Parent-School Compact will outline how responsibilities will be shared for promoting student achievement in reaching these goals. Parents and students will be asked to discuss and sign the compact but will not be required to do so.

The Center Point District Improvement Committee is comprised of parents, community members, and school staff. This committee will discuss the design and implementation of the Parent Involvement Policy. The committee will revise and update the Parent Involvement Policy based on an annual evaluation by parents. The Parent Involvement Policy and the Parent-School Compact will be posted in the school office, the school website, and distributed to all parents.

Parents will be welcomed throughout the school year. Conferences, phone calls, personal contacts, written notices, electronic mail, and the local media will be utilized to establish effective communication and inform parents of involvement activities at Center Point Schools.

An annual meeting will be held in the fall and spring at convenient times. At the fall meeting parents will be given information about new Title I guidelines and how they differ from the previous year. Teachers will describe grade level curriculum, assessments, and how progress will be measured. Parents will be encouraged to communicate with teachers to discuss individual student progress.

In the spring parent, student, and community needs will be assessed through questionnaires and other measures. The results will be used to ensure programs and activities at Center Point meet the identified needs. Parents will be questioned about the effectiveness of the Title I program including successes and recommendations for improvement. The evaluation process will also include assessment of the Parent Involvement Policy and parents will be offered the opportunity to make suggestions for revisions.

Academic Excellence Indicator System Goals and Objectives

Goal #1

90% of all students taking the Texas Assessment of Knowledge and Skills (TAKS) reading, writing, English language arts (ELA), and social studies tests will continue to meet the passing standard. Increase the number of students meeting the passing standard in math and science by 10%. Each campus will continue to strive to achieve a campus rating of exemplary and the district rating will reach exemplary by 2010.

Objectives

Reading

90% of all students, in all subgroups, 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 subgroups.

Writing

90% of all students, in all subgroups, 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 subgroups.

Social Studies

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

STRATEGIES	PERSONS RESPONSIBLE	MATERIALS/ RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
Administer benchmark tests to assess TAKS readiness	Principals Student Services Director	TAKS information booklets Teacher developed questions Software programs (A+ and TMSDS) CScope, Webccat NCLB monies State Comp	Assessment results	Approximately 60 days prior to the first TAKS test dates Each six weeks for grades 6-11	TAKS scores
Administer six weeks assessments for all core area subjects currently using CScope	Principals Student Services Director	CScope, Webccat, AEIS-IT, NCLB funds	Assessment results	Each Wednesday prior to the end of the six weeks	Improvement on final assessment
After school tutorials for students who don't meet benchmark expectations	Principals	Extra duty pay TMSDS and A+ programs NCLB monies State Comp	Benchmark assessments	November through October	TAKS scores
After school tutoring program for elementary students who are below grade level with a focus on ESL, 504, special education and economically disadvantaged students	Elementary Principal	Hourly rate for instructors State comp NCLB monies	Weekly evaluations	November through October	TPRI results TELPAS results TAKS scores
Parent informational meetings	Counselors	Flyers for meeting dates TAKS information Student Success Initiative information brochures	Number in attendance	Prior to test dates	TAKS scores
Staff development for TAKS preparation	Student Services Dir. Principals	Region 20 NCLB monies	Staff participation	November through October	TAKS scores
Vertical and horizontal curriculum adjustments with increase on math and science classes at secondary level	Student Services Dir.	Region 20 CScope TEKS TAKS objectives	Regular staff/department meetings	November through October	TAKS scores
Improve G/T identification process and program through staff development to better meet the needs of G/T students.	Student Services Dir G/T coordinator Counselors	G/T Monies Region 20 TAGT Conference	Increase in G/T certifications G/T Assessments for identification	November through October	TAKS scores Increase in identified G/T students
G/T students receive differentiated instruction in the classroom on a daily basis	Principals G/T coordinator	Region 20 training	Classroom observations Lesson plans	November through October	TAKS Scores of identified G/T students. Work samples
All classroom teachers in the core curriculum areas will be G/T certified by the first day of the 2010-2011 school year	Student Services Dir. Principals G/T coordinator	Region 20 training Local funds for testing	Review of current G/T certifications	March through August	Documentation of G/T training completion

Staff Development of ESL strategies to increase TAKS success	ESL coordinator ESL teachers and staff	State Bilingual Monies NCLB monies	Teachers using strategies in classroom	November through October	Increase in ESL students meeting passing standards on TAKS
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Review of prior year data for each student	Student Services Dir. Principals	Previous year TAKS reports	Assessment results Teachers receiving disaggregated TAKS data	November through October	TAKS scores
Use of benchmark testing for special education students at various instructional levels	Special Ed Director Special Ed Teachers and staff	Materials available now and/or can be procured with local/NCLB special education monies. CLASS program.	Assessment results	November through October	Percent of students meeting ARD expectations
Utilize software programs to identify student areas of need for each objective.	Teachers Student Services Dir. Principals	A+ Software Program TMSDS program Computer labs Program AEIS-IT, Webccat High School Allotment	Assessment results	November through October	Percent of students passing TAKS test
Increased focus on TAKS terminology K-12 and consistency of test taking strategies	Student Services Dir. Principals	Curriculum planning CScope Grade level/subject level meetings. List of strategies and vocabulary	Assessment results	November through October	Percent of students passing TAKS test
Use of A+ Program for Special Ed. accommodations and modifications as determined by the ARD committee.	Student Services Dir. Special Ed Director Principals Special Ed Teachers and staff	Classroom computers and Lab computers	Lesson grades on A+ program	November through October	Six week and semester grades

Goal #2

Student attendance will meet or exceed the state average for attendance by 1%.

Objective

The student attendance rate will be maintained at 97% (State Gold Performance Award for attendance) or better.

STRATEGIES	PERSONS RESPONSIBLE	MATERIALS/ RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
Campuses will recognize and award students who have perfect attendance	Principals District Attendance Officer	Incentives at both six weeks benchmarks and end of year Principal's Activity Fund	Daily Attendance report Six week reports	September thru May	End of year percentage is 97% or better
PEIMS clerk will keep database of attendance rate to provide documentation for monitoring attendance	PEIMS clerk	Computer generated reports	Six week reports	September thru May	End of year percentage is 97% or better
Excessive absences and truanancies will be turned in to the J.P. as deterrent for absences	Principals District Attendance Officer PEIMS clerk Campus secretaries	Appropriate paperwork Computer generated reports	Three week reports to provide lists of needed referrals; also monitor decreases in number of referrals required	September thru May	End of year percentage is 97% or better
Parent will be notified through mail-outs on number of absences to increase awareness of number of absences	Principals District Attendance Officer PEIMS clerk Campus secretaries	Letters Stamps Computer generated reports State Comp supplies the money	Three week progress reports	September thru May	End of year percentage is 97% or better
Campus secretaries will contact parents of absent students each day when a phone call is not received notifying the office about the absence	Campus secretaries	Daily attendance reports	Reduction in absences as year progresses	September thru May	End of year percentage is 97% or better
Semester and final examination exemptions for seniors with limited absences	Secondary Principal	Attendance Reports Grade Reports	Number exempt at end of each semester	September thru May	End of year percentage is 97% or better
Parents will be informed about Texas Gradebook Alerts that can give email notification when a defined number of absences is accrued	Principals	Texas Gradebook Web Page	Number of parents utilizing Texas Gradebook	September thru May	End of year percentage is 97% or better

Goal #3

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

Objective

The district dropout rate will be less than 1%.

STRATEGIES	PERSONS RESPONSIBLE	MATERIALS/ RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
Career counseling for all students	Counselors	Kuder Interest Inventory ASVAB Locally developed senior audits <i>American Careers for Kids</i>	Regular contact with students	November through May	Zero dropouts
College Nights for parents and students	High school counselor	Flyers with information Email addresses of parents Transportation as needed	Number present as determined by sign-in sheet	November through May	Zero dropouts
Investigate and secure funding for College/Vocational School visits	Secondary Principal Counselor	Transportation Surveys determining interest of students and cost analysis.	Number of participants	upon completion of securing funding	Zero dropouts
A+ Learning Lab	Student Services Dir. Principals Teachers	A+ Curriculum Labs for High school and Broad Horizons.	Number of credits recovered and/or graduates as a result	November thru May	Zero dropouts
Graduation Plans for all secondary students	Secondary Principal Counselor	Kuder Interest Inventory Individual Student Meetings Choice Slips PGP information	Regular evaluations of plans with students to insure tracking is on target	Developed in January for 8 th grade; reviewed in May for all high school students	Zero dropouts
Coherent Sequencing Plans for High School Developed	Secondary Principal Counselor	Graduation Requirements	All students enrolled in courses by grade level to insure on time graduation	Developed by January 2008 2010 for implementation during pre registration for high school	Zero dropouts
FAFSA Night for Parents	Counselor Director of Library Services	UTSA Financial Aid Office Online FAFSA website Community ed	Number of participants	February Ongoing through Community Ed.	Financial Aid forms completed Zero dropouts
College Application Night for Juniors/Seniors	Counselor	Computer Lab Online CollegeBoard ApplyTexas.org	Number of students attending to complete applications	April 2010 September-2010	Applications accepted and students enrolled for post high school work
Pre Enrollment to determine areas of	Secondary Principal Counselor	Registration Forms Course Selection Lists	Enrollment completed by February to determine	February 2010	Students will be enrolled in areas of interest to

interest in elective courses		Graduation Plans	needed staff and budget for 2010-2011		promote staying in school
Alternative options for graduation	Counselor	Credit by Exam Correspondence courses through and TTU and StateU	Fewer students lacking credits	September thru May	Zero dropouts
Continue using "Worth the Wait" curriculum in health classes.	School nurse Health Teachers	Curriculum from UTSA Training for teachers Meetings for Parents Classes for students	Eliminate teen pregnancy that promotes drop outs	on-going	Zero dropouts
Research College Days at Elementary School	Principals Counselors	Computers to Research Colleges Poster Board for Presentation	All students involved in researching colleges to promote expectation of college attendance	Spring 2008	Zero Drop Outs
Expand continue to provide tutoring opportunities so all students may benefit	Principals Counselors Teachers	Staff to Tutor	Tutoring is available for all students to increase passing rate and school success	September thru May	Zero Drop Outs
Home Visits	Principals	Time	Number of parent contacts made	January to May	Zero dropouts
Student Surveys	Secondary Principal	Paper	Increase student involvement in school activities.	November to May	Zero dropouts
Secondary students mentoring elementary students	Principals	Time, students PALS	Increase in students encouraged to remain in school.	November to May	Zero dropouts

Goal #4

The district will strive to meet or exceed the state criterion for SAT /ACT testing.

Objectives

The district will increase the percent of students taking the SAT/ACT to above 65%.

The district will increase the percent of students scoring above the criterion on the SAT/ACT to 30%.

STRATEGIES	PERSONS RESPONSIBLE	MATERIALS/ RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
ACT/SAT on-line registration guidance	Counselor Director of Library Ser.	SAT/ACT materials Computer lab Library	Number of participants	November through October	SAT/ACT scores
Communicate need to take test as juniors, and need to take PSAT as 7 th and 8 th graders, and freshmen and sophomores.	Counselor	Registration forms Classroom visits	Number taking tests	November through October	SAT/ACT/PSAT scores
Communicate fee waivers to all students with a focus on economically disadvantaged and Hispanic students.	Student Services Dir. Secondary Principal Counselor	High School Allotment College Board Fee Waivers Classroom visits Announcements	Number of participants Number of fee waivers issued	November through October	SAT/ACT scores
Meet with students prior to taking SAT/ACT to insure student preparation and transportation needs are addressed.	Counselor Principal	Time Photo paper for digital pictures	Number of students participating in meeting	Prior to ACT/SAT testing	SAT/ACT scores

Goal #5

The district will continue to provide a safe and orderly school climate which is conducive to learning.

Objectives

District-wide discipline referrals will continue to decrease.

District will focus on facilities repair and maintenance.

The special education discretionary ISS placement rate will be no higher than the percentage of overall ISS placements.

The special education DAEP placement rate will be no higher than the percent of overall discretionary DAEP placements.

District will provide a plan for addressing child sexual abuse

STRATEGIES	PERSONS RESPONSIBLE	MATERIALS/ RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
Continue working relationship with Kerr County Sheriff's Dept for D.A.R.E program	Principals DARE officer		Student participation in D.A.R.E.	November through October	Decrease in discipline referrals
Present programs to students that focus on being drug/alcohol free and bully free.	Principals Counselors	Safe and Drug Free monies, local funds	Student attendance at assemblies	Throughout year	Decrease in discipline referrals
Interquest Canine Detection Service	Student Services Dir. Principals	Safe and Drug Free monies	Regular unannounced visits	November through October	Decrease in discipline referrals
Continue contractual services with Ingram ISD for DAEP services	Superintendent	Comp Ed Funds	Quality education for AEP students	November through October	Decrease in discipline referrals
Develop corrective action to address school safety audit findings	Support Services Dir.	Maintenance Department	Analysis at the end of each six weeks	August 2008 through July 2011	To improve safety of campus by August2010
Non-Violent Crisis Intervention classes	Principals Special Ed Director	Local resources currently available	Analysis at end of each six-week grading period	November through October	Decrease in discipline referrals
Provide safe transportation for Special Needs students.	Superintendent Special Ed Director Support Services Director	Special Needs bus, Special Ed stimulus funds	Transporting students safely to school	Ongoing	Review of transportation needs at annual ARD meetings
Provide training to staff to increase awareness of sexual abuse of children.	Superintendent Student Services Director	Staff Development funds, Staff training	Training of staff at beginning of the year	Ongoing	Awareness of issues and how to report, based on follow up training.

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	SUMMATIVE EVALUATIONS
Use marquee to highlight district events	Support Services Director	Local Monies	Increased information distributed	November through October	Increased participation
Research buying marquee for elementary	Superintendent Principal	Local monies	Budget for marquee	November through August	Purchase marquee
Research Developing an email list of parents and community members so this format may be utilized to quickly and cost effectively distribute information and announcements.	Superintendent	Local Monies	Increase in information distribution	November through October	Increased participation
Increase positive postcard/notes to parents	Principals	Postage	Increase in information distribution	November through October	Increased participation
Student newspaper Local newspaper Student articles	Journalism teacher	Paper	Increased information distributed	November through October	Increased participation
Quarterly newsletter mailed to all parents and distributed in businesses and via email	Superintendent	Paper Stamps	Increased information distributed	October, January, April, July	Increased participation
Continue web page with current information	Student Services Dir. Director of Lib. Svcs Principals Web Master Teachers	Parent permission spreadsheet	Number of hits	November through October	Increased participation
Continue with PAT meetings, Open House, Report Card Night, Curriculum Night, Book Fair Night, and Booster Clubs	Principals	Newsletters with info Sign-in sheets	Information distributed	November through October	Increased participation
Research Implementing GED classes.	Superintendent Student Services Dir. Staff	Region 20 Funding	Participation numbers	January through May	Increased parental involvement
Involve Community Service Groups to Assist with School Activities	Superintendent Student Services Dir. Principals	Contact Times	Increased number of groups supporting activities	November through October	No of groups assisting with projects
Make school facilities available for community use to increase awareness of schools	Superintendent	Contact Information Regulations for Use	Increased utilization of school facilities	November through October	No. of groups utilizing school facilities
Provide meeting information in Spanish to encourage involvement of LEP parents	Principals CPSID Staff	Translator/software	Notices available in Spanish with increase involvement of LEP parents	November through October	Increased participation by LEP Parents

Goal #7

Special education students will be successful in mainstream classes as measured by academic performance. (grades and TAKS)

Objective

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

The special education identification rate will be at or below the PBMAS standard.

The percentage of special education students meeting the standard on grade level state assessments in reading and math will increase by 5% of previous years passing percentage.

STRATEGIES	PERSONS RESPONSIBLE	MATERIALS/ RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	SUMMATIVE EVALUATIONS
Staff development for special education and regular education teachers	Principals Special Ed Director Special Ed Teachers and staff	Federal and State Special Education monies	Students performing successfully at a higher standard	November through October	Increase number of students taking TAKS and exiting program
Mentoring Program	Principals Special Ed Director Special Ed Teachers and staff	IEP's Texas Grade Book	Students performing successfully at a higher standard	November through October	Increase number of students taking TAKS and exiting program
Utilizing ARD DMP Resource Book to make appropriate ARD decisions	Principals Special Ed Director Special Ed Teachers and staff	Revised ARD Decision Making Resource book	Students performing successfully at a higher standard	November through October	Increase number of students taking TAKS and exiting program
Use of RTI (Response to Intervention) PASS by regular education teachers.	Principals Special Ed Director	RTI Forms	Students performing successfully at a higher standard.	November through October	Decrease number of students in special education.
Review of current special education population with view toward dismissal when appropriate.	Principals Special Ed Director Special Ed Teachers and staff	Special Education Manager	Students performing successfully at a higher standard.	November through October	Decrease number of students in special education.

Review of prior year data for each student.	Principals Special Ed Director Special Ed Teachers and staff	AEIS-IT	Students performing successfully at a higher standard.	November through October	Increase number of students succeeding on grade level assessment.
Use of benchmark testing for special education students at grade level	Principals Special Ed Director Special Ed Teachers and staff	Released TAKS tests TAKS Practice & Mastery CLASS	Students performing successfully at a higher standard.	November through October	Increase number of students succeeding on 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	SUMMATIVE EVALUATIONS
Retain current highly qualified staff	Superintendent Principals	Current strategic planning strategies on recruitment and retention	Determination of highly qualified status in August	November through October	All teachers highly qualified at report date in October
Provide substitute training	Superintendent Student Services Director Principals	Handbooks, training supplies	Walk-throughs by principal and feedback from teacher	November through October	Written evaluation by classroom teachers