

**CENTER POINT INDEPENDENT SCHOOL DISTRICT  
DISTRICT 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.”

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 16, 2010  
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  
Jeannie Zirkel, Special Ed Director  
Dolly Coldwell, Elementary Teacher  
Alene Kirkten, Elementary ESL Teacher  
Joni Wiseman, Elementary Teacher  
Paul Bloom, Middle School Teacher  
Brittany Hicks, Middle School Teacher  
Kim Bolin, Special Education Teacher  
Linnette Espinoza, Middle School Teacher  
Cindy Dyes, High School Teacher  
Zenia Garcia, High School Teacher  
Jennie Mills, Parent  
Maria Lopez, Parent  
Business  
Nancy Daily, Community

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**BOARD OF TRUSTEES**

Mike Butler, President  
Sabyn Park, Vice President  
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Sherry Rivers  
Jimmy Nibblett

## **Board Priorities for District (2010-11)\***

- 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

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 needs assessment, as compiled prior to the revision of the current District Improvement Plan in December 2010 are as follows:

District and Campus Needs	
<ul style="list-style-type: none"> <li>• TAKS Performance -- on going</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>• CScope - support</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> </ul>	<ul style="list-style-type: none"> <li>• Tutoring</li> <li>• CScope</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> </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>

## AEIS GOALS

2010 - 2011

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 2011.
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 Exec Dir Student Services	TAKS information booklets Teacher developed questions Software programs (A+ and TMSDS) CScope, Webcat 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 Exec Dir Student Services	CScope, Webcat, 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 Teachers	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 Region 20 NCLB monies	Number in attendance	Prior to test dates	TAKS scores
Staff development for TAKS preparation	Exec Dir Student Services 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	Exec Dir Student Services	Region 20 CScope TEKS TAKS objectives	Regular staff/departments 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.	Exec Dir Student Services G/T coordinator Counselors	G/T Monies Region 20 TAGI 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 Teachers	Region 20 training	Classroom observations Lesson plans	November through October	TAKS Scores of identified G/T students. Work samples

Maintain a staff that is G/T certified in all core curriculum areas.	Exec Dir Student Services 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
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.	Exec Dir Student Services Principals	A+ Software Program TMSDS program Computer labs AEIS-IT, Webcat 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	Exec Dir Student Services Principals	Curriculum planning C Scope 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.	Exec Dir Student Services 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
Host individual parent meetings to review scores and discuss intervention	Principals	Aware program, test data Parent brochures, Saturday academics, Ed2Net	Folder reviews	November through October	Increase in Assessment scores

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 truancies 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 Ground Hog Shadowing Day Career Fair for 7 <sup>th</sup> and 8 <sup>th</sup> graders Ag awareness day for 4 <sup>th</sup> grade	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 Email verification	November through May	Zero dropouts
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	Exec Dir Student Services Principals Teachers	A+ Curriculum Labs for High school and Broad Horizons.	Number of credits recovered and/or graduates as a result	Summer School	Zero dropouts
Graduation Plans for all secondary students	Secondary Principal Counselor	Kuder Interest Inventory Individual Student Meetings Choice Slips PGP information Graduation Requirements	Semester evaluations of plans with students to insure tracking is on target	Developed in January for 8 <sup>th</sup> grade; reviewed in January and May for all high school students	Zero dropouts
Follow coherent Sequencing Plans for High School	Secondary Principal Counselor		All students enrolled in courses by grade level to insure on time graduation	Implement 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 help for Juniors/Seniors	Counselor	Computer Lab	Number of students attending to complete applications	Ongoing	Applications accepted and students enrolled for post high school work
Pre Enrollment to determine areas of interest in elective courses	Secondary Principal Counselor	Online CollegeBoard ApplyTexas.org Common Application	Enrollment completed by February to determine needed staff and budget for 2011-2012	February 2011	Students will be enrolled in areas of interest to promote staying in school
Alternative options for graduation	Counselor	Credit by Exam Correspondence courses through TxVsn, TTU and StateU.com	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
College Days at Elementary School	Principals Counselors	Computers to Research Colleges Poster Board for Presentation Staff to Tutor	All students involved in researching colleges to promote expectation of college attendance	Fall	Zero Drop Outs
Continue to provide tutoring opportunities so all students may benefit	Principals Counselors Teachers		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
Saturday TAKS Academy	Principals Teachers	Teacher time, Ed2Net. Tutorials, Computer Lab	More students passing TAKS	November to May on Saturdays	Zero dropouts
Investigate Alternative High School	Superintendent Executive Dir of St. Svcs Principal Counselor	Available resources through Broad Horizons in the afternoon	At-risk students staying in school	November to May	Zero dropouts
Continue to add vocational opportunities and areas for industry certification.	Exec Dir Student Services Principals	CATE programs Carl Perkins consortium Other federal funds	Increase in students graduating with industry certification	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 Juniors and Seniors taking the SAT/ACT to above 65%.

The district will increase the percent of students scoring above the national average.

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 <sup>th</sup> and 8 <sup>th</sup> 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	Exec Dir Student Services Secondary Principal Counselor	High School Allotment College Board Fee Waivers Classroom visits Announcements Email	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 Create a checklist reminder of what to bring	Number of students participating in meeting	Prior to ACT/SAT testing	SAT/ACT scores
Meet with students individually on a yearly basis to discuss post secondary plans and decisions	Principal Counselor	Interest inventory SAT/ACT information Vocational information Checklist of options	Validation of student interviewed	November through October	SAT/ACT scores and participation increase
Teachers reinforce SAT vocabulary	Teachers	Vocabulary List Web sites			

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 percent 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	Principals Counselors	Safe and Drug Free monies, local funds	Student attendance at assemblies	Throughout year	Decrease in discipline referrals
Interquest Canine Detection Service	Exec Dir Student Services 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	Safety Audit April 2011
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 Exec Dir Student Services	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.

Provide training to students to increase awareness and help to prevent bullying	Principals Teachers	Staff development funds Staff training	Student Survey	Ongoing	Reduction of reported events and referrals
Research CPI training for all staff	Exec Dir- Student Services Special Ed Director	Local and federal funds	Number of staff trained	Ongoing	Decrease in discipline referrals

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
Continue 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 and students	Principals Teachers	Postage Postcards	Increase in information distribution	November through October	Increased participation
Student newspaper	Journalism teacher	Paper	Increased information distributed	November through October	Increased participation
Local newspaper					
Student articles					
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 and check on adding a hit counter	Exec Dir Student Services. 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
Continue offering GED classes.	Superintendent Exec Dir Student Services Staff Coordinator	Region 20 Funding	Participation numbers	January through May	Increased parental involvement
Involve Community Service Groups such as Ladies Auxiliary, Veterans, Lions Club, Alliance for Progress to Assist with School Activities	Superintendent Exec Dir Student Services Principals	Contact Times	Increased number of groups supporting activities	November through October	No of groups assisting with projects

<p>Make school facilities available for community use to increase awareness of schools</p>	<p>Superintendent Community Education Coordinator Director of St. Support Principals CPISD Staff</p>	<p>Contact Information Regulations for Use</p>	<p>Increased utilization of school facilities</p>	<p>November through October</p>	<p>No. of groups utilizing school facilities</p>
<p>Provide meeting information in Spanish to encourage involvement of LEP parents</p>	<p>Principals CPISD Staff</p>	<p>Translator/software</p>	<p>Notices available in Spanish with increase involvement of LEP parents Class Evaluations</p>	<p>November through October</p>	<p>Increased participation by LEP Parents Increase in Community involvement</p>
<p>Continue offering community ed classes</p>	<p>Superintendent Community Ed Dir. Community Ed Board</p>	<p>Mailed Catalogs Postage</p>		<p>August through May</p>	

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
Utilizing ARD DMP Resource Book to make appropriate ARD decisions	Principals Special Ed Director Special Ed Teachers and staff Teachers	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) 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	Aware	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 training for successful completion of certification testing	Executive Dir of St. Services Principals	Region 20 ExCet Study guides Local funding	Highly Qualified report	November through October	All teachers highly qualified at report date.
Provide substitute training	Superintendent Exec Dir Student Services Principals	Handbooks, training supplies	Walk-throughs by principal and feedback from teacher	November through October	Written evaluation by classroom teachers