

DISTRICT GOAL: Improve instruction for all students, including the sub-populations of Anglo, African-American, Hispanic, Asian & economically disadvantaged, special education, and English language learners by creating engaging activities, programs, tasks, assignments and opportunities that result in student learning.

**CENTER SCHOOL
CAMPUS INSTRUCTIONAL IMPROVEMENT PLAN
2004-2005**

SUMMATIVE MEASURE: All students will pass their respective grade level TAKS or demonstrate appropriate progress on an approved alternative assessment instrument.

| Board Goals | | | | | TARGET AREA | LEVEL | | | | CODE # | ACTION STRATEGY | FORMATIVE MEASURE | ASSESSMENT TIMELINE | RESPONSIBLE PERSON(S) | COST/ RESOURCES |
|-------------|---|---|---|---|-------------|-------|---|---|---|--------|--|---|---|---|--|
| 1 | 2 | 3 | 4 | 5 | | E | M | H | D | | | | | | |
| X | | | | | Reading | | | X | | 1A | Align and implement reading strategies that reflect Best Practices: reciprocal teaching, structured note-taking, think alouds, writing to learn, and graphic organizers. | All Center School teachers will use Best Practice strategies as evidenced by achieving a 2 or above on the Innovation Configuration. | December, 2004; May, 2005 | Language Arts Specialist, HS Dean of Instruction for English, all Center School teachers | \$1,000 for staff development |
| X | | | | | Writing | | | X | | 2A | Improve student writing by aligning instruction with District K - 12 scope and sequence for writing. | 100% of students will pass writing TAKS test or show improvement on alternative assessment. | March, 2005 | Language Arts Specialists, HS Dean of Instruction for English, all Center School teachers | \$100 printing costs |
| X | | | | | Writing | | | X | | 2B | Implement common instructional language and structure for the process of writing. | All English and Reading teachers will attend workshops on writing workshop and Six Traits writing. All Center School English and Reading teachers will achieve a 2 or above on the Innovation Configuration for Process Writing. | September, 2004 January, 2005 April, 2005 | Language Arts Specialists, HS Instructional Deans for English, English and Reading teachers | \$100 printing of Innovation Configuration |
| X | | | | | Writing | | | X | | 2C | Develop and implement a benchmark assessment program to guide writing instruction. | All Center School students will be administered periodic benchmark tests to determine progress in writing. | Fall, Winter, and Spring of 2004 - 2005 | Language Arts Specialists, Instructional Dean for English, English teachers | \$500 printing of benchmark tests |

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| X | | | | | Writing | | | X | | 2D | Monitor benchmark assessments | Principal will review benchmark data and discuss results with English staff to adjust curriculum as needed. | Fall, Winter, and Spring of 2004 - 2005 | Language Arts Specialists, High School Instructional Dean for English, English teachers | |
| X | | | | | Writing | | | X | | 2E | Administer the common end-of-semester assessment to guide writing instruction. | All English II students will be administered a common end-of-semester assessment that is prepared prior to course planning. | December, 2004 May, 2005 | High School Instructional Dean for English, English II teachers | \$100 printing costs |
| X | | | | | Writing | | | X | | 2F | Monitor common assessments (Read 180, etc.) | Principal and English teachers will review common assessment data, and adjust curriculum as needed. | January, 2004 June, 2005 | Principal, High School Instructional Dean for English, English teachers. | |
| X | | | | | Mathematics | | | X | | 3A | Utilize the revised North East Scope and Sequence for Grades K through 8 and Algebra I. | All students will score a minimum of 70 on each benchmark assessment. 100% of formative walkthroughs will indicate adherence to district sequence, possibly modified according to student needs. . | October, 2004 February, 2005 Monthly | Principal, High School Instructional Dean for Math, math teachers | \$500 |
| X | | | | | Mathematics | | | X | | 3B | Expand participation in Math Teams responsible for maintaining campus focus on TEKS, District Philosophy and Indicators of Excellence. | All teachers will achieve a 2 or above in teaching mathematics on the Mathematics Innovation Configuration. | September, 2004 January, 2005 April, 2005 | Principal, Secondary Math Specialist, math teachers | \$1,000 |

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| X | | | | | Mathematics | | | X | | 3C | Implement math vertical team responsible for maintaining campus focus on TEKS, instructional best practices, and technology integration. | All teachers will achieve a 2 or above in teaching mathematics on the Mathematics Innovation Configuration. | December, 2004 May, 2005 | Principal, Secondary Math Specialists, math teachers | \$500 |
| X | | | | | Mathematics | | | X | | 3D | Monitor benchmark assessments (via STAR Math) | Principal will discuss results with math staff and review benchmark data and adjust curriculum as needed. | October, 2004 January, 2005 March, 2005 | Principal, Instructional Dean for Math, math teachers | |
| X | | | | | Mathematics | | | X | | 3E | Administer the common semester assessments for Algebra I, II and Geometry for students receiving all appropriate TEKS. | All Algebra I, II and Geometry students will be administered a common end-of-semester assessment for students receiving all appropriate TEKS. | December, 2004 May, 2005 | Principal, Instructional Dean for Math, math teachers | |
| X | | | | | Mathematics | | | X | | 3F | Monitor common assessments (via STAR Math) | Principal will review common assessment data and discuss with math staff to adjust curriculum as needed. | January, 2005 June, 2005 | Principal, Instructional Dean for Math, Math Specialist, math teachers | |
| X | | | | | Mathematics | | | X | | 3G | Integrate the use of the following Best Practices into the math program: * inquiry, * class discourse, and * use of appropriate tools. | 100% of teachers will score a 2 or above in teaching mathematics on the Mathematics Innovation Configuration. 100% of formative walkthroughs will indicate appropriate use of these instructional strategies. | November, 2004 March, 2005 | Principal, Math Specialists, Instructional Dean for Math, Math teachers | \$500 |

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| X | | | | | Science | | | X | | 4A | Teachers will attend training to use the 5E's Lesson Cycle, incorporating effective teaching strategies emphasizing KWL, Science vocabulary in Word Walls, and Concept Mapping. | 100% of the formative walkthroughs will indicate use of effective teaching strategies. | September, 2004 December, 2004 March, 2005 | Principal, Science Instructional Specialists, Instructional Dean for Science, science teachers | \$500 |
| X | | | | | Science | | | X | | 4B | Teachers will attend training to develop and use authentic assessment strategies. | 100% of students will have 3 examples of authentic assessments in their portfolio. | Fall 2004 Training Weekly Monthly | Principal, Science Instructional Specialists, Instructional Dean for Science, science teachers | \$500 |
| X | | | | | Science | | | X | | 4C | Administer common semester assessments that are TAKS formatted for selected courses. | All students in science courses will be administered a common semester assessment that is prepared prior to course planning. | December, 2004 May, 2005 | Principal, Instructional Dean for Science, Science Instructional Specialists, science teachers | \$500 |
| X | | | | | Science | | | X | | 4D | Monitor common assessments. | Principal will review common assessment data and discuss results with science staff to adjust curriculum as needed. | January, 2005 June, 2005 | Principal, Instructional Dean for Science, Science Instructional Specialists, science teachers | \$500 |
| X | | | | | Science | | | X | | 4E | Teachers will attend training to learn questioning techniques that guide the students to make connections to the Unifying Concepts in Science. | 100% of formative walkthroughs will indicate the use of questioning strategies. | September, 2004 January, 2005 April, 2005 | Principal, Instructional Dean for Science, Science Instructional Specialists, science teachers | \$500 |

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| X | | | | | Science | | | X | | 4F | Science will be taught using the 5 E's Lesson Cycle. | Every science student will develop a portfolio with a minimum of six products that reflect the 5E's. | Weekly, Monthly | Principal, Instructional Dean for Science, Science Instructional Specialists, science teachers | |
| X | | | | | Social Studies | | | X | | 5A | Administer common assessments based on TAKS objectives in 10th World History/World Geography, and 11th U.S. History for semester exams. 1/2 of exam will be TAKS formatted. | All students in selected courses will be administered a common semester assessment. | December, 2004 May, 2005 | Principal, Social Studies Dean for Instruction, Social Studies Instructional Specialist, social studies teachers | \$500 |
| X | | | | | Social Studies | | | X | | 5B | Monitor common assessments. | Principal will review common assessment data and discuss results with social studies staff to adjust curriculum as needed. | January, 2005 June, 2005 | Principal, Social Studies Dean for Instruction, Social Studies Instructional Specialist, social studies teachers | |
| X | | | | | Social Studies | | | X | | 5C | Administer revised benchmark assessments in 11th U.S. History courses to reflect new TAKS objectives. | 100% of students will score a minimum of 70% on benchmark assessments. | February, 2005 | Principal, Social Studies Dean for Instruction, social studies teachers | \$500 |
| X | | | | | Social Studies | | | X | | 5D | Administer new benchmark for TAKS assessment in 9th/10th grade based on correlations between World Geog./World History and Early American History. | 100 % of students will score a minimum of 70% on benchmark assessment. | February, 2005 | Principal, Social Studies Dean for Instruction, social studies teachers | \$500 |
| X | | | | | Library Services | | | X | | 7A | Continue to use SIRSI software. | SIRSI use will be indicated in monthly circulation statistics. | July, 2004 through June, 2005 | Principal, Librarian | |

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| X | | | | | Library Services | | | X | | 7B | Continue to use Gale Resources and electronic databases. | Librarian will use Gale Resources and electronic databases. | July, 2004 through June, 2005 | Principal, Librarian | |
| X | | | | | Library Services | | | X | | 7C | Maintain focus on TEKS and curriculum integration. | Librarian will create integrated TEKS unit to be posted online in shared library folder. | Every nine weeks | Principal, Librarian | |
| X | | | | | Professional Development | | | X | | 8A | Administrators will participate in NEISD July Leadership/Management and Monthly Leadership Training Meeting | Administrators will present topics to campus faculty | July, 2004-June 2005 | Campus Administrators | |
| X | | | | | Professional Development | | | X | | 8B | Administrators will present staff development programs to faculty focused on campus implementation of TEKS and TAKS. | Campus Curriculum guides/lesson plans and classroom observations will indicate teachers are implementing TEKS-based curriculum. | August 2004 - June 2005 | Campus Administrators | |
| X | | | | | Professional Development | | | X | | 8D | Classified Campus Staff will participate in NEISD staff development for administrative and instructional staff support, auxiliary staff, and supervisors | Meeting attendance sheets, staff evaluations | Monthly | Campus Administrators | |
| X | | | | | Special Education | | | X | | 9A | Staff will participate in staff development regarding behavior management techniques. | 100% of formative walkthroughs will indicate the use of behavior management techniques. | Every Nine weeks | Principal, Campus Coordinator, Counselor | \$2,000 |
| X | | | X | | Special Education | | | X | | 9B | Provide appropriate transition planning for students with disabilities 16 years of age and older, including information regarding access to community services and agencies (CAP-Transition). | For all students with disabilities 16 years of age and older an individual transition plan will be developed which will identify student expectations, needed network of support , timelines and needed transition services. | Monthly | Principal, Campus Coordinator, Counselor, Advisor | |

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| X | | | | | Special Education | | | X | | 9C | Provide an individualized program for students with disabilities in various curriculum areas in the least restrictive environment, with emphasis on increased participation in the general education curriculum as possible. | Increase the number of students considered for inclusion served in general education settings by 10% from 2003-04 to 2004-05. | Every Nine Weeks | Principal, Campus Coordinator | |
| X | | | | | Special Education | | | X | | 9D | Increase the percentage of students taking TAKS. | All annual reviews will address TAKS appropriateness. | October, 2004, April, 2005 | Principal, Campus Coordinator | |
| X | | | | | Special Education | | | X | | 9E | Monitor compliance with timelines for initial evaluations and annual ARDs (CAP-Timelines, Initial Evaluations). | ARDs and initial evaluations for all students will occur on time. | Quarterly | Principal, Campus Coordinator | |
| | X | | | | Accelerated Education At Risk Drop Out reduction | | | X | | 10A | Delegate counselor and nurse to implement and support programs to prevent the possession and distribution of tobacco, alcohol and other drugs by students. | Discipline records will show a monthly decrease in tobacco, alcohol and drug offenses from 2003-2004 to 2004-2005. | Monthly Monthly June 2005 | Principal, Counselor, Nurse | \$1,000 |
| X | | | | | Accelerated Education At Risk | | | X | | 10B | Provide local credit TAKS classes in Reading and Math for students who have failed to pass TAKS or show appropriate progress on an approved alternative assessment instrument. | 100% of the targeted students will be enrolled in the local credit Reading and math classes. | May, 2005 June, 2005 | Principal | \$1,000 |

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| X | X | | | | Accelerated Education At Risk Discipline Management | | | X | | 10C | Provide Behavior Management Class based on a structured environment and course content through an in school suspension program. | 100% completion of student assignments. 1% decrease in discipline referrals. | June, 2005 | Principal, Assistant Principal, Counselor, ISS Aides | \$1,000 | |
| | X | | | | Accelerated Education At Risk | | | X | | 10D | Provide staff development designed to implement, assess, and evaluate the effectiveness of services provided to students at risk of dropping out of school. | All staff will attend staff development related to teaching the At Risk student and Drop Out Prevention. | August, 2004 through May, 2005 | Principal, Counselor | \$2000 | |
| X | | | X | | Accelerated Education At Risk Teen Parenting | | | X | | 10E | Refer parenting students for academic support, occupational and/or job training, training in child development, parenting and home management. Increase awareness of community resources available to teen parents. | 1% increase in graduation. | June, 2005 | Counselor, Nurse | \$500 | |
| | | X | | | Accelerated Education At Risk Parental Involvement | | | X | | 10F | Implement effective parent involvement activities to improve student academic achievement, school performance and attendance. | 5% increase in student attendance. | Every nine weeks | Principal, Counselor | | |
| X | | | | | Career & Technology | | | X | | 11A | Implement a keyboarding proficiency exam to determine % of students who have mastered proficiency. | 100% of students will obtain proficiency rating on district evaluation of keyboarding proficiency skills. | April, 2005 | Mr. J. Stamper, Business Department, Educational Technology Department, teacher | | |

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| X | | | | | Career & Technology | | | X | | 11B | Provide Staff Development to include technology training for all Career & Technology teachers. | In formative walkthroughs, 100% of Career & Technology teachers will use technology in their classrooms. | August, 2004 through May, 2005 | Career & Technology teachers, CNC | \$1,000 |
| X | X | | | X | Technology Applications | | | X | | 12A | Campus Technology Committee will meet a minimum of once a month with Educational Technology Staff to identify technology staff development needs, technology trainers, and campus infrastructure needs. | Using a technology survey, 100% of teachers will gain proficiency in at least one technology knowledge and skill area. 100% of teachers will participate in at least nine hours of staff development that has a technology component as measured by the Professional Development Planner. Campus Network Coordinator (CNC) will monitor and respond to requested assistance by staff for computer technology issues. The CNC, with the assistance of the Technology Committee, will monitor/maintain and respond to technology issues in regards to computer labs. | August 2004 and May 2005 November 2004, February 2005, and June 2005 Monthly | Principal, Campus Technology Committee Representatives , Instructional Technology Specialists and Coordinators, CNC, Randy Killian-Smith | \$2,000 |

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| | | X | | X | Technology Applications | | | X | | 12B | Educational Technology staff and CNC will support teachers in the utilization of TeacherWeb software to improve communication with staff, students, and parents. | 100% of teachers will post essential classroom information as outlined in the TeacherWeb template. | Minimum of monthly. | Principal, Teachers, Mr. Coleman (CNC) | \$500 (TeacherWeb servers and software) |
| X | | X | | | Technology Applications | | | X | | 12C | CNC and Educational Technology staff will support teachers and students in the utilization of classroom computers, wired computer labs, and wireless computer labs as requested by staff to integrate technology standards into the content areas. | 100% of administrators and classroom teachers will use the Technology Innovation Configuration for walkthroughs, observations, and reflective practice. 100% of classroom teachers will score a two or above on the Technology Innovation Configuration. 100% of classroom teachers will work with students a minimum of seven times during each nine weeks period using the wired and/or wireless computer lab for a minimum of forty-five minutes each time as evidenced by lesson plans correlated to Content Area and Technology Application TEKS, lab schedules, and student products. | Weekly Nine-weeks | Principal, All Teachers, Curriculum and Instructional Technology Specialists, Instructional Technology Coordinators, Mr. Coleman (CNC) | \$3,000 |

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| X | | | | | Technology Applications | | | X | | 12D | All core content teachers will expand the core content area curriculum to include technology standards and common assessments | English II, United States History, Integrated Physics and Chemistry, and Geometry curricula will include units which integrate technology into the content. | Nine-weeks | Instructional Deans, Curriculum and Instructional Technology Specialists, core content teachers, CNC | \$2,000 |
| X | | X | | | Guidance | | | X | | 13A | Counselor will notify students, teachers and students' parents of the Texas Grant, Teach for Texas Grants Program, and the Texas Scholars Program. The need for students to make informed curriculum choices to be prepared for success beyond high school, and sources of information on higher education admissions and financial aid. (SB158, HB713) | Sign-in sheets will register 100% compliance | April, 2005 | Principal, Counselor | \$1,000 |
| X | | | | | Guidance | | | X | | 13B | Student transcripts will indicate whether the student has completed or is on schedule to complete the State Recommended or Advanced High School Curriculum required for Texas Grant eligibility. (HB713) | Graduation plan is posted on each high school student's transcript. | April, 2005 | High school Registrar, Counselor, Principal | |

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| X | | | | | Dropout Reduction | | | X | | 14A | Refer appropriate Center School students for Compensatory Education Home Instruction (CEHI) and Pregnancy Related Services (PRS) for teen mothers when pregnancy prevents the student from attending school during the pre-natal and postpartum duration. During the CEH Instruction these Pregnancy Related Services will be provided. | Reduction in dropout of teen parents, Increased academic performance during CEHI, Drop out recovery of teen parents | August, 2004 through May, 2005 | Counselor, Campus Coordinator, Principal, Twain Tharp, Barbara Bading | |
| X | | | | | Dropout Reduction (Teen parenting component) | | | X | | 14B | Students will monitor, record, and evaluate own progress in daily advisory period. | Advisor will verify student summary sheet against Center School Log daily, review IEP progress and progress on 4 year graduation plan each 6 weeks. | August, 2004 through May, 2005, daily, one time each nine weeks | Campus Coordinator, Individual teacher, Advisors | \$1,000 for forms and duplication from campus budget |
| X | | | | | Dropout Reduction | | | X | | 14C | Further develop and refine process and didactic groups to support students. | Student evaluations each 9 weeks reporting periods will reflect benefits from group participation. | September, 2004 through May, 2005 | Counselor, Psychologist | None |
| X | | | | | Dropout Reduction | | | X | | 14D | Integrate school-wide incentive/reinforcement system, driven by student input and incorporating enhanced school-wide activities. | Student evaluations each six weeks reporting period will reflect positive influence of incentives and reinforcement for attendance/behavior. | August, 2004 through May, 2005 | Principal, Power of Positive Students (POPS) Committee Chairperson | \$5,000 including community donations and campus budget sources |

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| X | | | | | Dropout Reduction | | | X | | 14E | Develop and expand opportunities for ROPES experiences for all students and integrate experiential learning processes across the curriculum. | Post-activity surveys of participants in ROPES activities will reflect positive effect of activities and every Center School teacher will document at least 6 lessons (1 each 6 weeks reporting period) integrating experiential learning processes into their course(s) curriculum. | September 2004 to May 2005 | Principal, Lead Teachers for Ropes | \$1,500 from campus budget |
| X | | | | | Dropout Reduction | | | X | | 14F | Increase availability of life space interviews, mediation, and individualized tutoring. | Post-activity student surveys will reflect that life-space interviews, mediation, and tutoring facilitate school attendance and success. | August 2004 to May 2005 | Counselor & PAL/Teen Leadership Teacher | None |
| X | | | | | Dropout Reduction | | | X | | 14G | Increase parent involvement in student educational programs by increased number of "open houses" and increased school-parent communications, including mailing all progress reports and report cards not picked up in parent-teacher conferences, Newsletters to parents, Increased Teacher to Parent calls/notes, Facilitating Parent Involvement/Parenting group, Principal-Parent Forums. | Parent surveys will reflect increased involvement in student educational programs resulting from open houses and advisor and teacher communications. | August, 2004 through May, 2005, open house dates to be set in school calendar by August and Advisors to communicate with parents at least 2 times every 9 weeks | Administrators | \$750 from campus funds |

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SUMMATIVE MEASURE: All students will pass their respective grade level TAKS or demonstrate appropriate progress on an approved alternative assessment instrument.

| Board Goals | | | | | TARGET AREA | LEVEL | | | | | CODE # | ACTION STRATEGY | FORMATIVE MEASURE | ASSESSMENT TIMELINE | RESPONSIBLE PERSON(S) | COST/ RESOURCES |
|-------------|---|---|---|---|-------------------|-------|---|---|---|-----|---|--|----------------------------|----------------------------|--|-----------------|
| 1 | 2 | 3 | 4 | 5 | | E | M | H | D | | | | | | | |
| X | | | | | Dropout Reduction | | | X | | 14H | Increase student opportunities for guest speakers and field trips as incentives and reinforcement. | Post-activity surveys of students participating in these activities will reflect increased motivation to attend. | September 2004 to May 2005 | Principal, POPS Committee | \$2,500 including community donations and campus funds | |
| X | | | | | Dropout Reduction | | | X | | 14I | Establish student apprenticeships in the community with businesses for job exposure, experience, and positive identity development. | Surveys of students involved in program will reflect increased motivation for school attendance and success. | September 2004 to May 2005 | Principal, VAC Coordinator | None | |

DISTRICT GOAL: Improve instruction for all students, including the sub-populations of Anglo, African-American, Hispanic, Asian & economically disadvantaged, special education, and English language learners by creating engaging activities, programs, tasks, assignments and opportunities that result in student learning.

**CENTER SCHOOL
CAMPUS INSTRUCTIONAL IMPROVEMENT PLAN
2004-2005**

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|-------------|---|---|---|---|-------------------|-------|---|---|---|--------|--|--|----------------------------|--|----------------------------|
| 1 | 2 | 3 | 4 | 5 | | E | M | H | D | | | | | | |
| X | | | | | Dropout Reduction | | | X | | 14J | Enhance sense of campus safety/security by tightening campus access control, expanding conflict mediation program, Integrating anger management training program into the disciplinary step process and the counseling process, Increase frequency and emphasis of crisis plan drill, continued policy of Pupil Personnel Services and Police referral for violent threats and acts, establish Student-Principal Rap Sessions and Student Forum to express campus issues, and provide increased student opportunities to participate in diversity workshops/activities to overcome bias and prejudice. | Student/Staff survey will reflect enhanced sense of security/safety. | August 2004 to May 2005 | Campus Monitor, Counselor, Assistant Principal, Principal, American Cultures Teacher and PAL/Teen Leadership Teacher | \$1,100 from campus budget |
| X | | | | | Dropout Reduction | | | X | | 14K | Reduce student substance abuse/dependence by enhancing/expanding existing didactic and/or process substance/alcohol/tobacco-free support groups and 1-1 counseling. | Increased attendance and completion rate for students who are participating. | September 2004 to May 2005 | Counselor, Fresh Air (tobacco-free) group, Nurse | \$1,200 from campus budget |

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|-------------|---|---|---|---|-----------------------|-------|---|---|---|--------|---|---|-----------------------|-------------------------------------|-----------------|
| 1 | 2 | 3 | 4 | 5 | | E | M | H | D | | | | | | |
| | X | | X | | Discipline Management | | | X | | 15A | Develop Behavior Management Plan which includes character education for student implementation. | A school-wide behavior management plan will be implemented during advisory. | 2004-2005 school year | Administrators, Counselor, teachers | \$500 |