

Clint Independent School District



District Improvement Plan 2005-2006

Reviewed January 3, 2006



**Clint
Independent School District**

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2005-2006**

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**Clint Independent School District
District Improvement Plan
2005-2006**

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Clint Independent School District

Mission Statement

The mission of the Clint Independent School District is to prepare all students to be successful citizens. The District will work in partnership with the community and the family to create opportunities for the students to maximize their personal potential.

District Goals

Goal One:

The District will be a model of high standards for student academic excellence.

Goal Two:

The District will ensure a safe, well-disciplined positive learning environment for all students.

Goal Three:

The District will operate efficiently being fiscally responsible.

Goal Four:

The District will become the employer of choice in order to seek and retain effective personnel.

Goal Five:

The District will include parents, community and business members in the education of all students.

CLINT ISD GRADUATE PROFILE

A CLINT ISD GRADUATE WILL BE A **RESPONSIBLE CITIZEN...**

A Clint ISD graduate is a community contributor able to demonstrate honesty, integrity, self discipline and responsibility; is able to demonstrate a sense of civic duty; is able to demonstrate an appreciation of aesthetics; is able to demonstrate a value for personal well being and a healthy lifestyle.

A CLINT ISD GRADUATE WILL BE **A PRODUCTIVE CITIZEN...**

A Clint ISD graduate is able to listen critically and speak correctly and clearly; is able to collaborate and contribute by working with others in a variety of settings and under a variety of conditions; is able to resolve conflicts in acceptable ways; is able to understand and appreciate diverse cultures as well as the individuals who comprise them; and is able to exercise leadership qualities.

A Clint ISD graduate is able to identify, assess, infer, integrate, and utilize information and resources necessary to make decisions and resolve conflicts.

A Clint ISD graduate is a self-directed and life-long learner who creates a vision and plans for the future; is able to use a wide range of strategies for managing complex issues; is able to determine and locate appropriate resources, especially technological resources, and apply them appropriately.

A CLINT ISD GRADUATE WILL BE AN **INFORMED CITIZEN...**

A Clint ISD graduate is able to read critically; is able to write correctly and clearly; is able to perform mathematical operations.

A Clint ISD graduate is able to apply technology to solve problems; is able to apply technology to the appropriate work settings and personal life; is able to demonstrate competencies in the use of technological tools and instruments.

NEEDS ASSESSMENT

2005-2006

The District Improvement Plan is a breathing, living document which undergoes constant revision and improvements during the school year. Because it is based on the constant District Goals, the strategies and activities are revised and improved as necessary. This plan was evaluated and the activities modified as indicated by the results of the evaluation.

Assessing the District's needs involves extensive review and analysis of many indicators that focus on school improvement. For analysis of our needs and areas in need of improvement, we gathered data from a variety of sources. We examined district level information regarding AEIS indicators and valuable data obtained from parent and community, school improvement team and district level surveys. We are continuing to study how we can ensure that the district will become the Employer of Choice. We will continue to capitalize on well-trained staff and supportive parents to create a strong educational program for students in the Clint Independent School District.

AEIS Indicator Analysis

Under Subchapter C of Chapter 39 of the Texas Education Code, the Academic Excellence Indicator System (AEIS) includes eight different measures: TAKS performance, dropout rate for middle schools, percent of students completing high school, percent of graduates taking advanced courses, percent of graduates taking the recommended course of study, percent of graduates taking and scoring above the criterion on the ACT or SAT and the percent of graduates passing the THEA. The critical measures addressed in this plan are the performance of all students and various subgroups on the Texas Assessment of Knowledge and Skills (TAKS) tests, dropout rates, and student attendance rates.

Texas Assessment of Knowledge and Skills (TAKS) Data

We disaggregated District TAKS scores by ethnicity, other student subgroups, subject area objectives and grade level. In 2005, AEIS also measured the percentage of special needs students meeting the IEP (Individual Education Plan). AEIS standards are for performance in reading/ELA, math, science, and social studies for all students, whites, Hispanic, and economically disadvantaged. Below are the standards for performance.

The Standard for 2005 and on is :	2005	2006	2007
➤ Exemplary	90%	90%	90%
➤ Recognized	70%	70%	75%
➤ Academically Acceptable			
○ Rdg/LA	50%	60%	60%
○ Writing	50%	60%	60%
○ Soc. Studies	50%	60%	60%
○ Math	35%	40%	45%
○ Science	25%	35%	40%
○ SpEd AA-50% R-70% E-90%		TBD	TBD
Middle School Drop out rate less than	<10%	<10%	<10%
High School Completion rate	75%	75%	75%

The test results indicate that CISD is moving in the right direction academically to meet the need of our diverse population. The scores also give us guidance and information as to where the District needs to channel its instructional focus.

Annual Yearly Progress (AYP)

The No Child Left Behind (NCLB) accountability measures are a contrast to the Texas Education Agency criteria. In AYP, the criteria and focus shifts. AYP includes participation and performance in reading/ELA 3rd -5th, 6th -8th, and 10th grade in all students, whites, Hispanic, economically disadvantaged, special education, and limited English Proficient.

The AYP standard is:

	Performance	Participation
Reading/ELA	53% Or 10% improvement from previous year	95%
Math	42% Or 10% improvement from previous year	95%
Graduation Rate 9 th -12 th	70%	
Attendance	90%	

Performance Based Monitoring Analysis System (PBMAS)

The Texas Education Agency has developed an instrument that monitors the performance of certain special populations for which a district receives federal and state funding. These accountability groups are the limited English proficient students and special education students enrolled in bilingual, English as a second language, migrant, and career and technology programs.

The standards vary from group to group and from program to program. The agency assigns a number "0" to a "3" for performance; with "0" meaning that we have met that standard or it assigns from a "1" to a "3" based on how many percentage points we are below the standard.

0	met standard
1	0.1 to 5.0 percentage points below the standard
2	5.1 to 10 percentage points below the standard
3	More than 10 percentage points

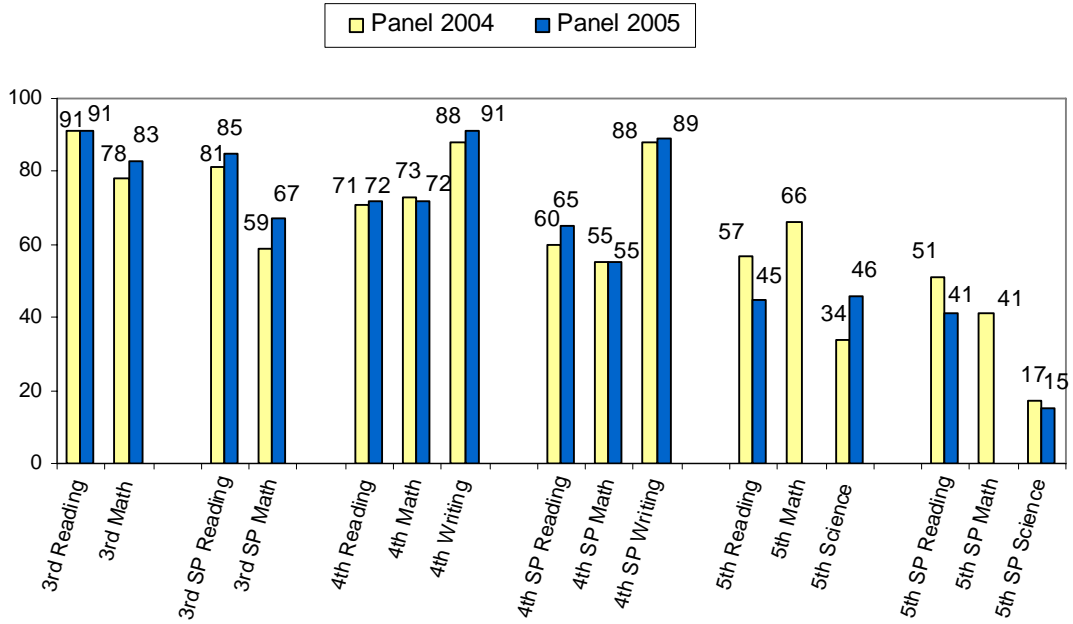
The District will receive notification of what documents we need to submit to show effort to meet the needs of the students. Under certain circumstances, the District will be notified that it will get an Office of Civil Rights visit.

SAT/ACT RATES

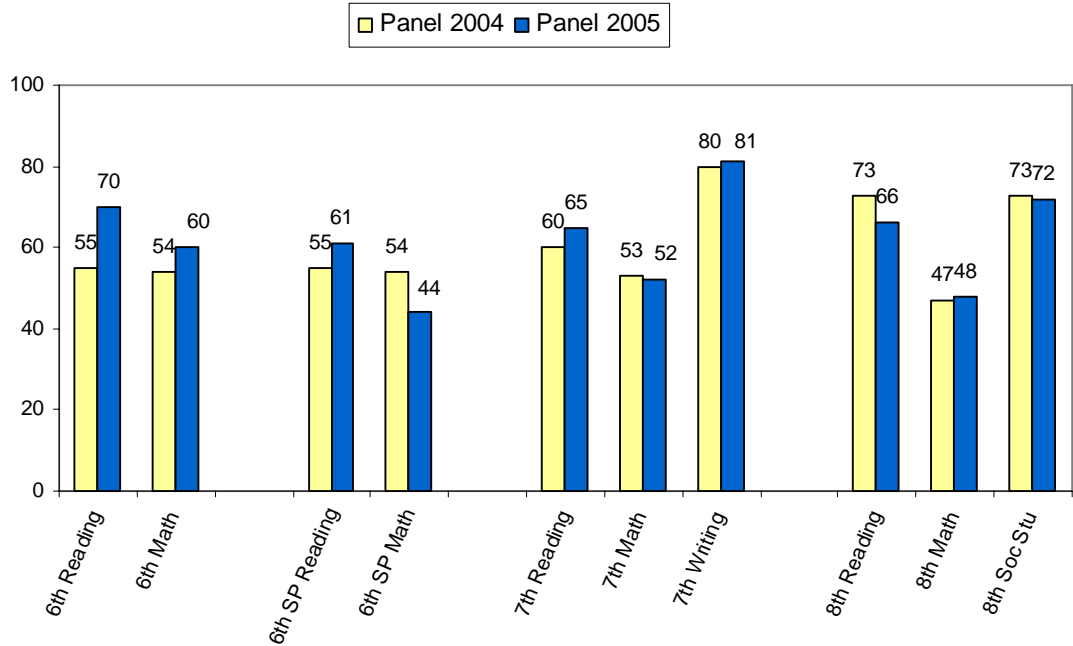
One of the AEIS indicators is the percent of students who take the SAT or ACT tests for college admission. Since one of the long range goals of completing high school is preparation for college, we hope to see increasing numbers of students taking the SAT or ACT tests.

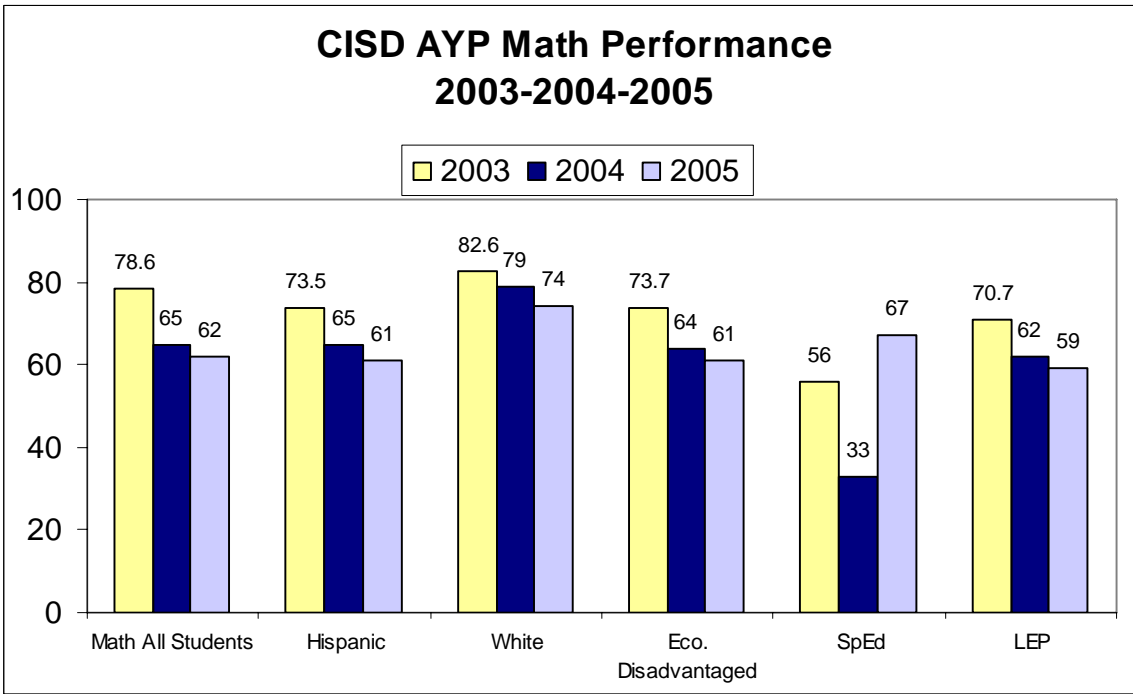
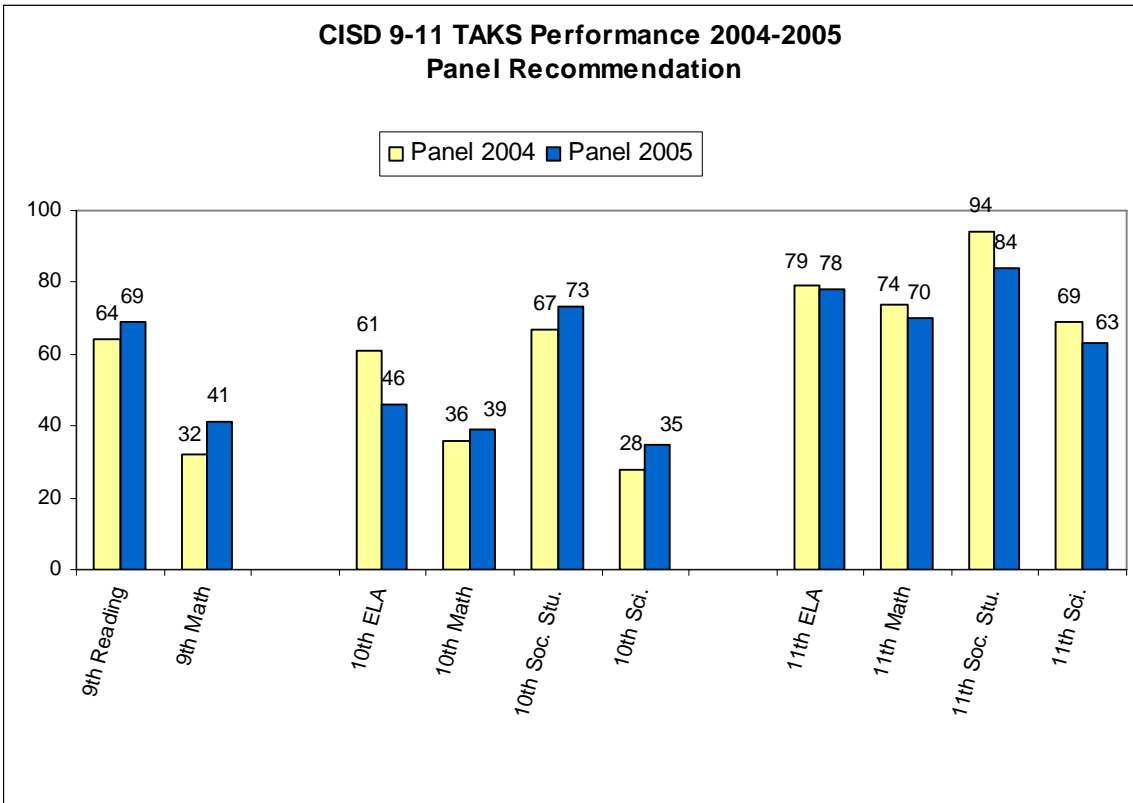
On the following pages are the graphs that show the district academic performance for 2004-2005. This graphs coupled with what was included in last year's District Improvement Plan strategies should guide the development of this years strategies and activities.

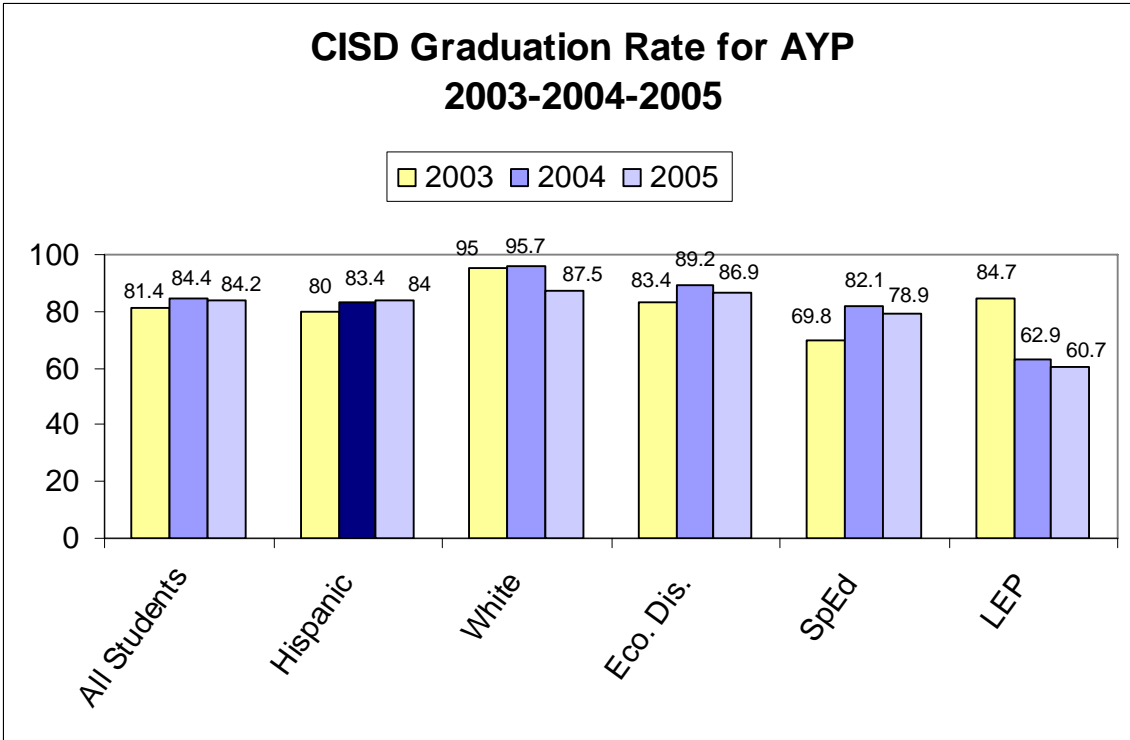
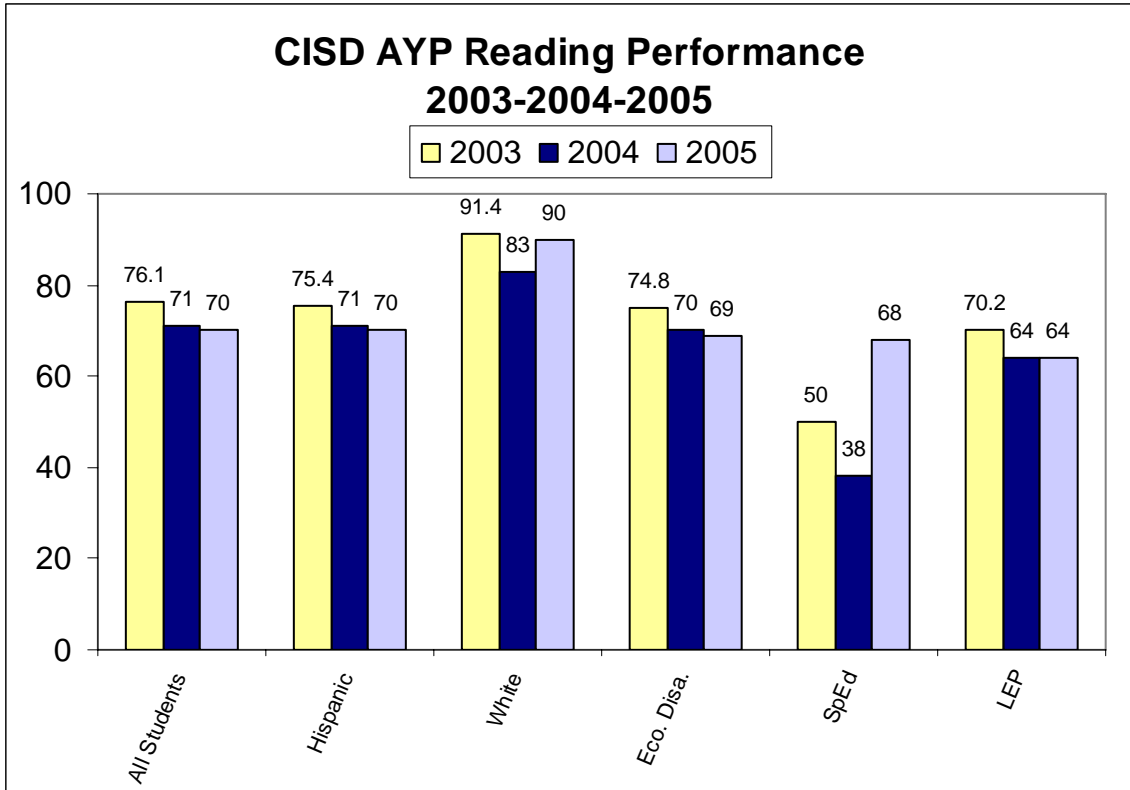
CISD 3-5 TAKS Performance 2004-2005 Panel Recommendation



CISD 6-8 TAKS Performance 2004-2005 Panel Recommendation







CLINT INDEPENDENT SCHOOL DISTRICT
2004 and 2005 Performance 2005-2006 Performance Objective Targets**

Performance Objective	2003-2004 Performance Level	2004-2005 Performance	2005-2006 Targets
1. Attendance	96.4%	96.5%	98%
2. Dropout Rate			
All Students	.2%	1.2%	0%
Hispanic	.2%	1.2%	0%
White	.0	0.6%	0%
Economically Disadvantaged	.3%	0.7%	0%
3.High School Graduation – 2004 Completion Rate			
All students	93.9%	92.9%	96%
Hispanics	93.5%	92.7%	96%
Whites	100%	95.8%	96%
Economically Disadvantaged	96.7%	94.2%	96%
3. Distinguished Achievement Plan			
4. TAKS Reading/English Language Arts	Panel	Panel	
All Students	66%	70%	88%
Hispanic	65%	70%	88%
White	83%	88%	88%
Economically Disadvantaged	64 %	69%	88%
TAKS Mathematics			
All Students	53%	60%	75%
Hispanic	53%	59%	75%
White	71%	75%	75%
Economically Disadvantaged	52%	59%	75%
TAKS Writing			
All Students	84%	86%	96%
Hispanic	84 %	85%	96%
White	90%	96%	96%
Economically Disadvantaged	83%	85%	96%
TAKS Social Studies			
All Students	74%	76%	88%
Hispanic	73%	75%	88%
White	92%	88%	88%
Economically Disadvantaged	73%	74%	88%
TAKS Science			
All Students	32%	45%	77%
Hispanic	31%	44%	77%
White	65%	77%	77%
Economically Disadvantaged	29%	43%	77%
6. TAAS/TASP Equivalency			
All Students	61.1%	63.1%	96%
Hispanic	59%	61.3%	96%
White	85%	95%	96%
Economically Disadvantaged	58%	59.3%	96%
7. SAT Mean Score			
All Students	821	825	1000
Hispanic	811	807	1000
White	933	973	1000
8. ACT Mean Score			
All Students	18	17.7	22
Hispanic	17	17.3	22
White	19	N/A	22
9. Students Taking AP Courses			
All Students	16%	16.7%	25%

Area to Address

STUDENT POPULATIONS

Limited English Proficient (LEP)
At Risk
Special Education
Economically Disadvantaged

CONTENT AREAS

Science
Reading
Language Arts
Math
Social Studies

PROGRAMS

SAT
ACT
THEA
Completion Rate
Attendance

District Site-Based Decision Making Committee Members Fall 2005

According to local policy BQA LOCAL, the District level Site Based Decision-Making Committee shall consist of the following Professional Staff:

The professional members shall consist of Campus - one regular classroom teacher from each campus.

Richard Decatur– Clint High School
Grace Gonzalez– Mountain View High School
Jason Blair- -- Horizon High School
Elizabeth Flores - Clint Junior High School
Socorro Brito - East Montana Middle School
Fernando Guzman- Horizon Middle School
Vellada Hill – Carroll T. Welch Intermediate School
Lourdes de la Torre - Montana Vista Elementary School
Linda Arnold – Surratt Elementary School
Susana De La Fuente – Red Sands Elementary School
Dane Denning - Frank Macias Elementary School
Dawn Hocking – Desert Hills Elementary School

Special Programs - one classroom teacher from each of the District's special programs (e.g., compensatory education, special education, bilingual/English as a Second Language (ESL) education, career and technology, and gifted and talented education). These five teachers shall be elected District wide.

Claudia Ureno-Olivas – Bilingual
Veronica Alvarez – Special Education
Iris Jimenez – Compensatory Education
– Gifted and Talented
Ylas Salas – Career and Technology

Non-teaching Professionals - one non-teaching campus-based professional employee from each attendance area. Each representative shall be nominated by and elected from the representative grouping.

Jimmy Wiseman - non-teaching campus based professional member – Clint area
Pam Howard – non-teaching campus based professional member - Horizon area
Dago Gonzalez – non-teaching campus based professional member – Montana area

Two district-level non-teaching professional members, i.e., Superintendent, deputy superintendent, assistant superintendent for curriculum and instruction, executive director of human resources or finance, or the like, who shall be nominated by and elected from the District-level professional staff.

James Littlejohn – district level non-teaching professional member
Sue Gray – district level non-teaching professional member

The committee shall include three parents of students currently enrolled within the District. One parent shall be selected from each attendance area...

Lora Gonzalez – Clint area
Gina Rodriguez – Horizon area
Judith Garcia – Montana area

The committee shall include three community members, one from each attendance area...

Frank Macias – Clint area
Diane Ballard – Horizon area
Margie Caraveo – Montana area

The committee shall include three business people, one from each attendance area...

Michael McKenzie – Horizon area
David Alarcon – Clint area
Lelia Onsurez – Montana area

Initiatives/ Strategies/Activities