



**2008-2009  
Campus Improvement Plan  
for  
Spillane Middle School  
Gary Kinninger  
Principal**

**Cypress-Fairbanks Independent School District**

## Area of Focus: Science

Group	Gr8 07 Score	Gr8 08 Target	Gr8 08 Score	Gr8 3 Yr Target	Gr8 09 Target
AA	57	75	80	90	85
All	81	84	90	100	94
Eco.Dis.	55	75	79	90	84
Hispanic	68	75	86	90	90
LEP	38	75	--	--	--
LEP M1	--	--	--	--	--
LEP M2	--	--	--	--	--
Spec.Ed.	75	75	53	90	75
White	89	75	92	100	95

**District Priority:**

1A Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies

**Campus Objective:**

# 1 By **May 2009**, we will increase the percentage of students (as noted at right) demonstrating proficiency on TAKS science.

**Formative/Summative Evaluation:**

District developed SFA's, Unit Tests, and TAKS.

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Monitor each student's progress in learning the critical TEKS by analyzing results of unit test and SFA data.	AR, CE, T	Students	Teachers	DI, AAHT	6 weeks
	2	Utilize data from evaluation tools to identify strengths and weaknesses for personal growth	AR, CE, T	Students	Teachers	DI, AAS	6 weeks

Note: The 2008 data reflect combined scores of students who were administered the TAKS and TAKS-A assessments. The 2007 data reflect scores of students who were administered the TAKS assessment only.

	3	Increase use of technology for student application and to facilitate higher level learning.	CE, T, AR	Students	Teachers and Students	Helping Teacher	Ongoing
	4	Use direct vocabulary instruction to accelerate growth.	CE, AR	Students	Teachers and Students	Vocabulary lists	Ongoing
	5	SFA and teacher made assessments will be used to develop re-teaching activities, followed by re-assessment.	AR	Students	Teachers and Students	Teachers	Ongoing
	6	Flexible re-grouping students across the team to target remediation activities to areas of concern specific to students.	AR	Identified Students	Teachers	Team Meetings, SFA Data	Ongoing
Teachers	1	Use enhanced context strategies, collaborative learning strategies, and questioning strategies. Targeted students will attend regular tutorials at all grade levels, as well as supplemental TAKS tutorials for 8 <sup>th</sup> grade students	SD, T	Identified students	Teachers	Helping teacher, Marzano strategies	Ongoing
	2	Attend district grade level share sessions.	SD	Teachers	Team leader	District coordinator	Bi-monthly
	3	Monitor effectiveness of SFA's and provide input to helping teachers.	CE SD, T	IPC Students, Teachers	IPC Teachers, Helping Teachers	SFA data, AAS	Each 6 weeks
	4	Design and present lessons that follow research proven teaching strategies, such as Quantum Learning and Marzano	AR CE	Identified Students	Teachers	Helping teachers, Quantum Learning Specialists	Ongoing
	5	Monitor frequency and quality of team planning sessions. Design lessons activities which align grade levels and are interactive, engaging and reflect the UbD enduring understandings, scope and sequence and 8 <sup>th</sup> grade signature	AR CE	Teachers	Team Leaders	Appraiser and DI	Ongoing

Note: The 2008 data reflect combined scores of students who were administered the TAKS and TAKS-A assessments. The 2007 data reflect scores of students who were administered the TAKS assessment only.

		lessons.					
Parents	1	Keep parents up to date on their child's recent triumphs and struggles by making phone calls and e-mails.	PI	Identified parents	Teachers	Website, emails, postcards, conferences	Weekly

Note: The 2008 data reflect combined scores of students who were administered the TAKS and TAKS-A assessments. The 2007 data reflect scores of students who were administered the TAKS assessment only.

## Area of Focus: Mathematics

Group	Gr6 07 Score	Gr6 08 Target	Gr6 08 Score	Gr6 3 Yr Target	Gr6 09 Target	Gr7 07 Score	Gr7 08 Target	Gr7 08 Score	Gr7 3 Yr Target	Gr7 09 Target	Gr8 07 Score	Gr8 08 Target	Gr8 08 Score	Gr8 3 Yr Target	Gr8 09 Target
AA	64	75	81	90	90	76	81	69	90	81	70	77	90	100	93
All	87	88	92	100	95	89	89	88	90	92	83	85	95	100	97
Eco.Dis.	73	79	74	90	90	77	81	63	90	75	67	75	92	100	95
Hispanic	82	85	89	90	90	79	83	72	90	85	74	79	94	100	96
LEP	75	80	43	90	90	57	75	67	90	75	50	75	--	--	--
LEP M1	33	75	--	--	--	--	--	--	--	--	--	--	--	--	--
LEP M2	--	--	83	90	90	--	--	--	--	--	--	--	--	--	--
Spec.Ed.	72	78	65	90	90	73	79	44	90	75	41	75	56	90	75
White	90	93	95	100	97	92	95	92	100	95	87	88	96	100	97

<b>District Priority:</b>	1A	Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies
<b>Campus Objective:</b>	#2	By May, 2009, we will increase the percentage (by amounts noted at right, or greater) of students demonstrating proficiency on TAKS mathematics.
<b>Formative/Summative Evaluation:</b>		District generated Secondary Formative Assessments, Unit Tests, and Texas Assessment of Knowledge and Skills.

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Examine SFA data and unit tests to make adjustments to lessons and provide interventions for struggling students.	AR CE	All students	Teachers, principal, DI, Helping Teacher	SFA analysis & unit test analysis	2-3 weeks
	2	Math teams meet regularly to discuss effective teaching strategies and implementation of these strategies.	AR CE	All students	Teachers, Principal, DI	Grades, Attendance, Scope & Seq., and Q.L.	Ongoing
	3	Math teachers utilize released TAKS questions with students	AR	All	Teachers	Released items	Ongoing

Note: The 2008 data reflect combined scores of students who were administered the TAKS and TAKS-A assessments. The 2007 data reflect scores of students who were administered the TAKS assessment only.

		to analyze problems and answer choices.		students			
	4	Arrange for follow-up sessions on campus for students who attend “super camps” so that strategies and content can be reinforced.	AR CE	Identified students	Teachers	ISC math team & Scope & Seq.	As Offered
	5	Identify gaps in students’ math knowledge and use pull-out teacher, tutorials, and special advisories to accelerate growth.	AR SD	Identified students	AAS and Teachers	Grades, Attendance, SFA, and TAKS	Ongoing
	6	Ensure that classroom instruction provides all students the opportunity to be engaged cognitively in the learning of mathematics, use manipulatives when appropriate, use technology (Explore Learning, SmartBoard, etc.), work collaboratively (discuss strategies and argue points), and ask and respond to questions at a high-level of cognitive rigor.	AR T SD	All students	Teachers	Scope & Seq., ISC math team, Campus math team, District Courses	Ongoing
	7	Flexibly re-group student after each SFA in order to re-teach the students not demonstrating mastery on a specific objective	AR	Identified students	Teachers	Campus math team	Ongoing
	8	Incorporate alternative assessments two to three times within a grading period so that students have an opportunity to demonstrate mastery of content in multiple formats.	AR	All students	TLs, Teachers	SFA analysis & unit test analysis, Scope & Seq.,	Ongoing
	9	Provide opportunities for extended time for students who need additional help.	AR	Identified students	Teachers	SFA analysis & unit test analysis	Ongoing

Teachers	1	Schedule regular math department meetings to strengthen vertical alignment of curriculum.	AR SD	Teachers	DC, TL, Principal, DI	Scope & Seq., and TEKS,	Weekly
	2	Encourage teachers to attend district staff development sessions that provide strategies, resources, & other activities.	SD	Teachers	DC, TL, Principal, DI	ISC math team	As Offered
	3	Schedule regular math department meetings to discuss and implement best practices (research-based), & QL strategies.	AR SD	Teachers	DC, TL, AAS	QL staff dev., ISC math team, prof. articles	Weekly
	4	Meet regularly with content team to design questions that promote higher-level thinking, engaging activities, and effective instructional strategies	AR, T	Teachers	DC, TL	Scope & Seq., and TEKS, District Courses	Ongoing
Parents	1	Keep parents up-to-date on their child’s recent triumphs and	AR	Parents of	Teachers,	Website, e-mails, postcards,	Ongoing

Note: The 2008 data reflect combined scores of students who were administered the TAKS and TAKS-A assessments. The 2007 data reflect scores of students who were administered the TAKS assessment only.

		struggles by making phone calls or sending e-mails.	PI	identified students	AAS	conferences	
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Note: The 2008 data reflect combined scores of students who were administered the TAKS and TAKS-A assessments. The 2007 data reflect scores of students who were administered the TAKS assessment only.

## Area of Focus: Language Arts (Writing)

Group	Gr7 07 Score	Gr7 08 Target	Gr7 08 Score	Gr7 3 Yr Target	Gr7 09 Target
AA	100	100	88	90	90
All	97	98	96	100	97
Eco.Dis.	93	95	91	100	94
Hispanic	96	97	95	100	97
LEP	86	87	83	90	90
LEP M1	--	--	--	--	--
LEP M2	--	--	--	--	--
Spec.Ed.	92	95	60	90	90
White	97	98	97	100	98

**District Priority:**

1A Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies.

**Campus Objective:**

#2 By May, 2009, increase the number of students obtaining a 3 on the Writing TAKS from 49% to 51% and students obtaining a 4 score on the Writing TAKS from 12% to 15%.

**Formative/Summative Evaluation:**

Spillane Based Assessments (SBA), SFA, TAKS data, weekly writing pieces.

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	Use sample papers from scoring guides with students to provide instruction on the qualities of a 4 paper.	AR	All Students	Teachers	TEA website and 2007 TAKS writing samples	Ongoing
	2	Monitor each student's progress in learning the critical TEKS by examining results of compositions, any and all writing pieces (warm ups, homework, journals, etc...)	AR	All Students	Teachers and students	Grade Book, SBA data and SFA data	Every 3 weeks.

Note: The 2008 data reflect combined scores of students who were administered the TAKS and TAKS-A assessments. The 2007 data reflect scores of students who were administered the TAKS assessment only.

	3	Design and present lessons that follow research-proven teaching strategies such as Quantum Learning, Jeff Anderson's <u>Mechanically Inclined</u> , Vicki Spandel's <u>Creating Writers</u> , and Gretchen Bernabei's <u>Reviving the Essay</u> .	AR, CE	All Students	Teachers, TL, DC, Helping Teachers, Admin.	<u>Quantum Teaching</u> , <u>Mechanically Inclined</u> , <u>Creating Writers</u> , <u>Reviving the Essay</u> .	Weekly
	4	Identify gaps in students' background knowledge and writing strategies.	AR	Identified Students	Teachers	Student writing pieces	Ongoing
	5	Provide extended learning times for students during Spartan Pride and after school.	AR	Identified students	Teachers, TL, DC, Admin.	Teacher Lessons	Weekly
	6	Students will utilize technology such as Wikis to facilitate student engagement and motivation in the writing process.	AR, T	All Students	All LA Teachers	District LA Technology Liaison, Campus LA Teachers	Minimum of once per semester
Teachers	1	Provide constructive and continual feedback on each piece of writing <b>throughout the writing process by conducting consistent writing conferences.</b>	SD AR	All Students	All LA Teachers	Student data, district data, rubrics, student spiral.	Ongoing
	2	Analyze past year's data and the SBA writing piece to identify student strengths and weaknesses.	AR SD	7 <sup>th</sup> Grade Teachers, AAS	7 <sup>th</sup> Grade Teachers	SBA data, 4th grade TAKS data	November
	3	Departmental focus on effective strategies to increase differentiated instruction in the classroom.	SD	6 <sup>th</sup> and 7 <sup>th</sup> Grade	All LA Teachers, Helping	<u>Quantum Teaching</u> , District G/T staff	Ongoing

Note: The 2008 data reflect combined scores of students who were administered the TAKS and TAKS-A assessments. The 2007 data reflect scores of students who were administered the TAKS assessment only.

				Teachers	Teachers	development and resources.	
	4	Participate in grade level Wikis to encourage greater teacher collaboration across district campuses on successful teaching strategies.	AR, T	All Teachers	All LA Teachers	District LA coordinators, Campus LA Teachers	Monthly through the school year
Parents	1	Keep parents up to date on their child's recent celebrations and struggles.	PI	All parents	7 <sup>th</sup> Grade Teachers	Samples of student work	Every 3 weeks
	2	Maintain a teacher or team website to increase parent communication and advise parents on strategies to build student's abilities.	PI	All parents	7 <sup>th</sup> Grade Teachers	<u>Quantum Teaching,</u> <u>Mechanically Inclined,</u> <u>Creating Writers,</u> <u>Reviving the Essay.</u>	Every Semester

Note: The 2008 data reflect combined scores of students who were administered the TAKS and TAKS-A assessments. The 2007 data reflect scores of students who were administered the TAKS assessment only.

## Area of Focus: Reading

Group	Gr6 07 Score	Gr6 08 Target	Gr6 08 Score	Gr6 3 Yr Target	Gr6 09 Target	Gr7 07 Score	Gr7 08 Target	Gr7 08 Score	Gr7 3 Yr Target	Gr7 09 Target	Gr8 07 Score	Gr8 08 Target	Gr8 08 Score	Gr8 3 Yr Target	Gr8 09 Target
AA	91	94	95	100	97	87	88	84	90	86	93	95	98	100	99
All	98	99	98	100	99	94	96	95	100	97	96	97	100	100	100
Eco.Dis.	95	97	91	100	94	80	83	80	90	83	92	95	97	100	98
Hispanic	97	98	98	100	99	88	89	88	90	89	95	97	99	100	99
LEP	100	100	86	90	87	43	75	67	90	75	75	80	--	--	--
LEP M1	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
LEP M2	--	--	100	100	100	--	--	--	--	--	--	--	--	--	--
Spec.Ed.	89	89	81	90	84	69	76	56	90	75	82	85	100	100	100
White	98	99	99	100	99	97	98	97	100	98	97	98	100	100	100

<b>District Priority:</b>	1A	Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies
<b>Campus Objective:</b>	#4	By May 2009, all reading subpopulations will meet or exceed a passing rate of 90% on TAKS Reading (Area for improvement noted to right).
<b>Formative/Summative Evaluation:</b>		Teacher made / district developed assessments, Scholastic Reading Inventory Test, Secondary Formative Assessments, and Texas Assessment of Knowledge and Skills

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	In all reading classes, provide practice using higher order and inferential thinking skills.	AR CE SD	All Reading students	All Reading Teachers, Helping Teachers	District Curriculum and teacher selected supplemental materials	Ongoing
	2	In 6 <sup>th</sup> grade classes, supplement existing curriculum requirements with fiction and story elements.	AR CE	6 <sup>th</sup> Grade	6 <sup>th</sup> Grade Teachers	Researched Items	Ongoing

Note: The 2008 data reflect combined scores of students who were administered the TAKS and TAKS-A assessments. The 2007 data reflect scores of students who were administered the TAKS assessment only.

				students			
	3	All GPC Students will be enrolled in Reading Workshop 6	AR	GPC Students	Counselors, DI	GPC Records	August 2008
	3	Students will have opportunities to read self-selected text at independent reading levels as determined by SRI testing.	AR CE	All Reading students	Reading Teachers, Parents	School classroom and Library	Ongoing
	4	Continue to increase the percentage of 6 <sup>th</sup> grade reading students reaching commended by utilizing teacher-student conferences, self-set goals, and challenging curriculum.	AR CE	6 <sup>th</sup> Grade Students	6 <sup>th</sup> grade Reading Teachers	Conferences, goal-sheets	Ongoing

Teachers	1	Examine student progress on prior TAKS tests to determine what needs to be targeted in lessons. a) Continue to monitor SFA data each six weeks (6 <sup>th</sup> grade) and adjust lesson planning as needed. b) Collaborate with LA teachers to monitor SFA data for 7 <sup>th</sup> and 8 <sup>th</sup> grade students in reading classes.	SD AR	6 <sup>th</sup> Grade Students 7 <sup>th</sup> & 8 <sup>th</sup> Grade Reading students	All Reading Teachers	Testing data	Ongoing
	2	Create lessons that follow research proven teaching strategies, such as Marzano's Strategies That Work, Project CRISS, Cris Tovani's reading strategies, Quantum Learning, and Building Better Relationships strategies.	SD AR CE SD	6 <sup>th</sup> grade Students 7 <sup>th</sup> & 8 <sup>th</sup> grade Reading students	All Reading Teachers, Helping Teacher, AAS	Team Planning, Publications, Staff Development	Ongoing
	3	Provide after school tutorials for students needing individual assistance, and specialized TAKS afternoon program.	AR	Targeted students	All Reading Teachers, AAS	Materials targeting identified student needs	Weekly/ Ongoing
	4	Continue to utilize the Read 180 Program to assist struggling learners.	AR CE	7 <sup>th</sup> & 8 <sup>th</sup> grade targeted students	7 <sup>th</sup> & 8 <sup>th</sup> Teachers, Principal, DI	Read 180 Curriculum	Daily
	5	Differentiate instruction to meet the needs of the Read 180,	AR	All	All Reading	Supplemental	Ongoing

Note: The 2008 data reflect combined scores of students who were administered the TAKS and TAKS-A assessments. The 2007 data reflect scores of students who were administered the TAKS assessment only.

		Reading Workshop, on-level, above level, and Horizon students.	CE SD	Reading Students	Teachers, Helping Teacher	materials, Read 180 materials, classroom libraries	
	6	Use Scholastic Achievement Monitoring reports to inform parents of students; reading progress on SRI tests and READ 180 progress.	AR	All Reading Students	Teachers	Read 180 materials	Every 3 weeks
	7	Students will attend ARIP tutorials in the spring during regular school hours.	AR	Identified students	AAHT	ARIP Curriculum	Ongoing in Spring
	8	Teachers of grade 7 students will identify specific student needs by using the TMSFA system and provide instruction to address individual student needs.	AR	Identified students	Teachers	Supplemental materials	Ongoing
Parents	1	Keep parents up-to-date on their child's progress via telephone calls, emails, and post cards.	PI AR	Targeted Students	All Reading Teachers, AAS	Notes home, phone logs	Ongoing
	2	Use SAM Reports to inform parents of students' reading progress on SRI tests and READ 180 progress.	AR	Level 2s and Read 180	All Reading Teachers	Read 180 materials	Ongoing

Note: The 2008 data reflect combined scores of students who were administered the TAKS and TAKS-A assessments. The 2007 data reflect scores of students who were administered the TAKS assessment only.

## Area of Focus: Social Studies

Group	Gr8 07 Score	Gr8 08 Target	Gr8 08 Score	Gr8 3 Yr Target	Gr8 09 Target
AA	93	95	96	100	97
All	97	98	98	100	99
Eco.Dis.	87	88	92	100	95
Hispanic	93	95	97	100	98
LEP	75	80	--	--	--
LEP M1	--	--	--	--	--
LEP M2	--	--	--	--	--
Spec.Ed.	100	100	83	90	85
White	98	99	99	100	99

**District Priority:**

1A Ensure that students' competence reaches or exceeds grade-level standards in reading, writing, mathematics, science, and social studies

**Campus Objective:**

#5 By May 2009, all sub populations will meet or exceed 90% proficiency on TAKS Social Studies.

**Formative/Summative Evaluation:**

District developed Student Formative Assessments, Unit Tests, and Texas Assessment of Knowledge and Skills.

STP		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1	AR SD	All students	Teachers	ISN, Grade Book	Every 3 weeks
	2	AR	All students	Teachers, Coordinator, Admin.	Grade Book, SFA data	Every 3 weeks
	3	AR	All students	Teachers	Grade Book	Every 2-3 weeks
	4	AR	Identified students	Teachers	Tutorial support ancillaries	Ongoing, Spring

Note: The 2008 data reflect combined scores of students who were administered the TAKS and TAKS-A assessments. The 2007 data reflect scores of students who were administered the TAKS assessment only.

		Semester.					Semester
	5	Utilize interactive test questions to assess mastery of content and test taking strategies	AR T	All students	Teachers	Test Bank Coordinator	Ongoing
Teachers	1	Design lessons activities which align grade levels and are interactive, engaging and reflect the UbD enduring understandings, scope and sequence and 8 <sup>th</sup> grade signature lessons.	AR	All students	Teachers, DC, TL, Admin.	Curriculum guides, coordinators	Weekly
	2	Lessons should integrate technology and higher level thinking skills.	AR SD CE	All students	Teachers, Helping Teacher	Technology helping teachers, curriculum guides	Ongoing
	3	Disaggregate SFA / TAKS scores by level and teacher and utilize SFA results from preceding year to guide instruction.	AR SD CE	All students	Teachers, AAS	AAS, SFA data, Helping Teacher	Ongoing
	4	Spiral curriculum and reteach concepts based on SFA results.	AR SD CE	All students	Teachers	SFA data, Scope and Sequence, Helping Teacher	Ongoing
	5	Use SS district Wiki as a collaborative to share ideas and provide feedback on lessons.	AR T	Teachers	Coordinator, TLs, teachers	Share Sessions, Coordinator	Ongoing
Parents	1	Maintain documented communication between educators and parents (phone calls, e-mails, positive postcards, websites, positive referrals, team interventions, and conferences).	AR	Parents of identified students	Teachers, AAS	Phone log, computer, personal correspondence	Ongoing

Note: The 2008 data reflect combined scores of students who were administered the TAKS and TAKS-A assessments. The 2007 data reflect scores of students who were administered the TAKS assessment only.

## Area of Focus: Physical Education

<b>District Priority:</b>	1A	Students' behavior will exemplify the skill, attitudes and/or practices that are characteristic of productive community-minded adults: citizenship, self-esteem, respect for others, accountability for actions and healthful lifestyles.
<b>Campus Objective:</b>	#6	By May 2009, all students will demonstrate 15-20% improvement passing all components of Physical Fitness Testing.
<b>Formative/Summative Evaluation:</b>		Fitnessgram

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline	
Students	1	Monitor each student's progress through exercises daily.	AR	All Students	PE Instructors	Instructor	Ongoing
	2	Design and present lessons using Heart Rate Monitors to target struggling students.	AR	All Students	PE Instructors	PE Central, PE Lesson Planet, <b>SPARK</b>	<b>Bi-Weekly</b>
	3	The students will demonstrate knowledge of the Fitnessgram standards.	AR	All Students	PE Instructors	Fitnessgram DVD/workbook	Ongoing
	4	The students will perform proper Fitnessgram technique to maximize success.	AR	All Students	PE Instructors	Trained Instructors	Pre-test
	5	The students will participate in a weekly fitness activity to increase their levels of fitness.	AR	All Students	PE Instructors	PE Instructors, <b>Healthy and Wise, SPARK,</b>	Weekly

Note: The 2008 data reflect combined scores of students who were administered the TAKS and TAKS-A assessments. The 2007 data reflect scores of students who were administered the TAKS assessment only.

						Foundations of Fitness text	
Students	6	Students will be involved in fitness and a healthy lifestyle through the Coordinated School Health Program	AR	All Students	PE Instructors	Healthy and Wise, SPARK,, PE Instructors	Ongoing
	7	Students will target upper body strength and flexibility	AR	All Students	PE Instructors	Healthy and Wise, SPARK,, PE Instructors	Ongoing

Note: The 2008 data reflect combined scores of students who were administered the TAKS and TAKS-A assessments. The 2007 data reflect scores of students who were administered the TAKS assessment only.

Teachers	1	Schedule fitness coaches to assist struggling students that are not meeting fitnessgram standards.	SD AR	PE Instructors	PE Instructors	Trained Instructors	Weekly
	2	Positive affirmation daily to promote intrinsic motivation.	SD AR	PE Instructors	PE Instructors	PE Instructors	Daily
Parents	1	Keep parents updated on their child's fitness progress through the Positive Spartan Referral postcard and the Fitnessgram Report.	PI AR	Parents of all students	PE Instructors	Fitnessgram Report	Once every 6 weeks

Note: The 2008 data reflect combined scores of students who were administered the TAKS and TAKS-A assessments. The 2007 data reflect scores of students who were administered the TAKS assessment only.

## Area of Focus: Performing Arts Electives

<b>District Priority:</b>	1A	Students' behavior will exemplify the skill, attitudes and/or practices that are characteristic of productive community-minded adults: citizenship, self-esteem, respect for others, accountability for actions and healthful lifestyles.
<b>Campus Objective:</b>	# 7	By May 2009, 95% of students in performing arts electives will qualify to advance to the next performance group level.
<b>Formative/Summative Evaluation:</b>		District developed curriculum guide/TEKS

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline	
Students	1	Monitor each student's progress in learning the critical TEKS by examining results of teacher-made tests and district benchmarks.	AR	All students	Teachers	Fundamental and observational assessments	Ongoing
	2	Contact academic teachers of failing students and monitor grades accordingly.	AR	Identified students	Teachers	Progress reports/report cards	Each 3 weeks
	3	Provide extended learning time for students during supplemental instruction period, after school tutoring sessions/rehearsals.	AR	All students	Teachers	Parent contact and calendar	Monthly
	4	Identify gaps in student's knowledge in their performing art and use supplemental materials to accelerate growth.	AR	Identified students	Teachers	Teacher made tests	Weekly

Note: The 2008 data reflect combined scores of students who were administered the TAKS and TAKS-A assessments. The 2007 data reflect scores of students who were administered the TAKS assessment only.

Teachers	1	Schedule clinicians to work on fundamental concepts.	SD	All students	Teachers	Clinician	Ongoing
	2	Encourage/arrange for students to attend academic tutorials.	SD AR	Identified students	Teachers	e-mail, parent notification, failure lists	Ongoing
Parents	1	Keeping parents up to date on child's progress by making phone calls and e-mails.	PI	All parents	Teachers	Performances/competitions, phone calls/e-mail.	Ongoing

Note: The 2008 data reflect combined scores of students who were administered the TAKS and TAKS-A assessments. The 2007 data reflect scores of students who were administered the TAKS assessment only.

## Area of Focus: Academic Electives

<b>District Priority:</b>	1A	Students' academic and achievement level will reflect excellence in learning and attainment of both high expectations and high standards.
<b>Campus Objective:</b>	#8	By May, 2009, 85 % of all Academic Elective students will meet or exceed passing standard of 80% in all academic electives courses. % of all Academic Elective students will meet or exceed passing standard of 80% in all academic electives courses.
<b>Formative/Summative Evaluation:</b>		TEKS Tests, 6 week exams, and semester exams.

STP	Strategies		Codes*	Target Group	Person(s) Responsible	Resources	Timeline
<b>Students</b>	1	Monitor each student's progress in learning the critical TEKS by examining results of teacher-made tests and projects.	AR	Identified Students	Content Teacher	Grade Book and benchmark data	Each three weeks
	2	Provide extended learning time for students during advisory and before-after school tutoring sessions.	AR	Identified Students	Content Teacher	Tutorial Packet	Weekly
	3	Incorporate individual learning styles into lesson plans.	AR	All students	Content Teacher	AAS Intranet	Ongoing
	4	Each six weeks celebrate the success of students meeting the 80% or above goal.	AR	Identified students	Administrators and Content teachers	Grade Book and district benchmark tests	Each Six weeks

Note: The 2008 data reflect combined scores of students who were administered the TAKS and TAKS-A assessments. The 2007 data reflect scores of students who were administered the TAKS assessment only.

Teachers	1	Identify struggling students and develop an individual achievement plan	SD	Content teacher	Content teachers and Achievement Specialists	Grade Book	Each Three Weeks
	2	Inter-department share sessions to exchange effective strategies and methods.	SD	All Dept Teachers	Department chair and content teachers	Copies of student examples for each department member	Monthly
Parents	1	Keep parents up-to-date on the classroom topics and units of study by making phone calls, e-mail, school newsletter, and classroom web pages.	PI	Parents of identified students	Teachers	Grade Book	Ongoing

Note: The 2008 data reflect combined scores of students who were administered the TAKS and TAKS-A assessments. The 2007 data reflect scores of students who were administered the TAKS assessment only.

## Area of Focus: Attendance

<b>District Priority:</b>	Ensure that students understand the importance of attending school regularly and completing high school.
<b>Campus Objective:</b>	#2 For 2008 – 2009, the ADA student attendance will be at or above 98%.
<b>Formative/Summative Evaluation:</b>	District-developed Reports and AEIS

STP	Strategies	Codes*	Target Group	Person(s) Responsible	Resources	Timeline
Students	1 Identify students that had problems with attendance in previous years and provide them with a student and/or staff mentor to keep them interested in school.	AR	Identified students	Academic achievement specialist; teachers	Attendance data	October 6 – May
	2 Identify students at or approaching excessive absences through Student Plus attendance reports and develop an action plan for improvement.	AR	Identified students	Registrar; assistant principals; counselors	Attendance reports	Every 3 or 6 weeks
Teachers	1 Foster students' sense of belonging by encouraging them to get involved in extracurricular activities such as music, drama, sports, and/or clubs.	AR	All students	All staff	Extracurricular activities	Ongoing
Parents	1 Inform parents of absences through the automated phone calling system, warning letters, and loss of credit letters.	PI, T	Absent students	Teachers; attendance secretary	Automated phone system	Daily

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	2	Implement the Stay in School program which is a collaborative effort between the Harris County District Attorney's Office and CFISD.	PI	Identified students	Registrar; assistant principals	Attendance reports	Every 6 weeks
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Note: The 2008 data reflect combined scores of students who were administered the TAKS and TAKS-A assessments. The 2007 data reflect scores of students who were administered the TAKS assessment only.

**\* Legend**

<b>Code</b>	<b>Plan</b>	<b>Indicates that the strategy addresses...</b>
AR	At-risk	the needs of students deemed “at-risk” of academic decline.
CE	Compensatory Education	initiatives supported by these funds—math helping teachers; Small-group Reading Improvement and Reading Enrichment; Vietnamese and Chinese itinerant teachers; summer school for LEP students; SOS; bilingual enrichment teachers; at-risk staffing at Title I schools.
PI	Parent Involvement	students’ need for support from home and/or the school’s use of volunteers.
SD	Staff Development	training needs of teachers and other staff.
T	Technology	tools used to enhance instruction or to facilitate managerial tasks.
T1	Title I	federal mandates for school-wide Title I programs.
VP	Violence Prevention	prevention and intervention plans for improving student behavior.

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## CIP PART II: ASSURANCE ADDENDUM

### Spillane Middle School 2008 – 2009 Campus Improvement Plan Cypress-Fairbanks Independent School District

#### Section A

Please indicate whether your campus has met each of the below legal requirements for your campus improvement plan by placing an “X” in the box next to the corresponding requirement.

X	Spillane Middle School has met the legal requirements for campus improvement planning, including institution of a campus-level committee to assist the principal in developing, reviewing, and revising the CIP for the purpose of improving student performance for all student populations. (Education Code 11.252 [b])
X	Completed a needs assessment which serves as the basis for the CIP.
X	Reviewed or set measurable campus performance objectives for all academic excellence indicators for all student populations, including African American, Hispanic, White, Economically Disadvantaged, Special Education, Limited English Proficient and has identified and will continue to identify, through lesson plans, unit plans, and teacher goal-setting, strategies to address and support these objectives, including accelerated instruction.
X	Identified and included within the CIP instructional methods for student groups whose performance lags significantly behind other groups’ performance.
X	Included in the CIP these elements: Resources allocated Staff responsible for activities and strategies formative and summative evaluation criteria.
X	Addressed students’ needs for special programs – e.g., suicide prevention, conflict resolution, violence prevention/intervention, and dyslexia treatment programs.
X	Included strategies for dropout prevention and reduction. (middle school and high school)
X	Included strategies for improving student attendance.
	Included strategies for improving the campus’s completion rate. (high school)
X	Provided for a program to encourage parental and community involvement at the campus.
X	Included strategies for implementing a Coordinated School Health Program, grades 6-8. (middle school)
X	Included goals and methods for violence prevention and intervention on campus.
	Included strategies for addressing issues related to education about and prevention of dating violence. (high school)
X	Reported, coordinated, and integrated all funding sources, for example, Title I and II, and State Compensatory Education (Supported by the district’s Financial Services Team).
X	Teachers will focus instruction on the TEKS deemed as “critical” and will follow the district’s scope and sequence for the course and/or grade level.
X	Counselors will provide students and parents with information about higher education admissions, financial aid opportunities, the TEXAS and Teach of Texas grant program, and the need for making informed curriculum choices to be prepared for success beyond high school. (middle school and high school)

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## CIP PART II: ASSURANCE ADDENDUM

### Section B

Membership Composition of the Campus Performance Objectives Council	
Name of CPOC Member	Position
Gary Kinninger	Principal
Jimmie Mize	ISC Representative
Lyn Baker	Teacher 1
Jackie Brockhan	Teacher 2
Glynnes Lanthier	Teacher 3
Mikki Harris	Teacher 4
Christina Hoover	Teacher 5
Mary Ann Krause	Teacher 6
Jim Bosworth	Teacher 7
Susan Bearden	Teacher 8
Phillip Holmes	Teacher 9
Diana Tarkington	Teacher 10
Jeff Clary	Teacher 11
Cheryl T. Henry	Non-teaching professional 1
Rose Henry	Non-teaching professional 2
Lisa Ray	Non-teaching professional 3
Lori Hilsher	Non-teaching professional 4
Tammy Banks	Parent 1
Cindy Compton	Parent 2
Tonia Mathis	Parent Alternate
Carolyn Spillane	Community resident 1:
Maria Mamaux	Community resident 2:
Todd Duckett	Business representative 1:

Note: The 2008 data reflect combined scores of students who were administered the TAKS and TAKS-A assessments. The 2007 data reflect scores of students who were administered the TAKS assessment only.

## CIP PART II: ASSURANCE ADDENDUM

Jannette Conner	Business representative 2:
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<b>CPOC Meetings* for '08 – '09</b>			
<b>#</b>	<b>Date</b>	<b>Time</b>	<b>Location</b>
1	September 4, 2008	6:30 PM	Dining Hall (Public Hearing)
2	September 11, 2008	6:30 PM	Dining Hall (Public Hearing)
3	October 6, 2008	3:45 PM	Spillane Library
4	December 8, 2008	3:45 PM	Spillane Library
5	February 23, 2009	3:45 PM	Spillane Library
6	May 4, 2009	3:45 PM	Spillane Library

\* Policy requires a minimum of five meetings, one of which is dedicated to conducting a public hearing in late fall to publicize the school's newly-released AEIS statistics.

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## CIP PART II: ASSURANCE ADDENDUM

### Section C

Please indicate whether your campus has met each of the below legal requirements for your campus improvement plan by placing an “X” in the box next to the corresponding requirement.

	<b>Goal</b>	<b>Description</b>	<b>Formative</b>	<b>Summative</b>	<b>Strategy</b>
<b>X</b>	1) TAKS Recognized or Exemplary	For 2008-2009, the percent of students reaching TAKS Recognized or Exemplary Performance levels will increase by the percent shown in CIP Part I. (This objective is for all student groups not specifically identified in Part II.)	After each benchmark, the staff will review the results to determine progress in meeting established performance levels.	TAKS results will be reviewed to determine if targets were met.	Teachers will use strategies that challenge and engage students in their learning, and they will build in periodic review of the content and concepts.
<b>X</b>	2) TAKS Commended Performance	For 2008-2009, the percent of students reaching TAKS Commended Performance levels will increase by the percent shown in CIP Part I.	After each benchmark, the staff will review the results to determine progress in meeting established performance levels.	TAKS results will be reviewed to determine if targets were met.	Teachers will use research-proven strategies to promote students’ deep understanding of content and concepts.
<b>X</b>	3) Parent and Community Involvement	For 2008-2009, the percent of parents and community members attending VIPS meetings will increase by <b>5%</b> .	At the end of the first semester, the percent of parents and community members attending VIPS meetings will be reviewed to determine progress.	At the end of the school year, the percent of parents and community members attending VIPS meetings will be reviewed to determine if the objective was met.	Provide a variety of methods and in appropriate languages to communicate opportunities for parent and community involvement throughout the year to attend school events.
	4) Violence Prevention and Intervention	For 2008-2009, discipline referrals for drugs, alcohol, and tobacco will be maintained at <b>XX%</b> .	Each grading period, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession.	At the end of the school year, the discipline referrals will be reviewed to determine the percent of referrals for tobacco, alcohol, and other drug use or possession.	Implement and monitor the school wide safety and security plan.
	5) Violence Prevention	For 2008-2009, the	Each grading period the	At the end of the school	Implement and monitor

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## CIP PART II: ASSURANCE ADDENDUM

		discipline referrals for offenses will be reduced by <b>XX%</b> from the previous school year.	discipline referrals will be reviewed to determine the percent of referrals.	year, the discipline referrals will be reviewed to determine the percent of referrals for <b>XXX</b> .	the school-wide safety and security plan.
<b>X</b>	6) Special Education	For 2008-2009, the percent of students meeting ARD expectations will be at or above <b>99%</b> .	Each grading period, students' progress on TEKS will be monitored and reviewed.	Results of the TAKS-Accommodated, TAKS Modified and/or TAKS Alternative tests will be reviewed to determine if the ARD objectives were met.	Provide differentiated instruction to address learning needs of identified special needs students.
<b>X</b>	7) Highly Qualified Teacher	For 2008-2009, the percent of highly qualified teachers in the core academic areas will be at <b>100%</b> .	At the end of the first semester, the percent of teachers in the core academic areas who are highly qualified will be reviewed to determine progress.	At the end of the school year, the percent of teachers in the core academic areas who are highly qualified will be reviewed to see if the objective was met.	Confer with teachers to implement a plan to ensure that they meet highly qualified standards.
<b>X</b>	8) Secondary Drop-out Prevention	For 2008-2009, the dropout rate will be <b>0%</b> or less with no student group exceeding <b>0%</b> .	Each grading period, the documentation will be reviewed for students who have checked out of school.	The 2008 – 2009 drop-out data will be reviewed as information becomes available.	Monitor school leavers bi-weekly, contact parents, and implement intervention plans, including credit-recovery opportunities like the PLATO Learning Solution.
	9) High School AEIS – Ninth Graders	The percent of 2008 – 2009 first-time ninth-grade students who advance to the tenth grade (fall to fall) will be at least <b>XX%</b> .	After each grading period, the number of ninth-grade students who are at-risk for failing one or more classes will be reviewed.	At the end of the school year (August), the percent of ninth graders who advanced to the tenth grade will be reviewed to see if the objective was met.	Provide students with models of completed assignments so that they understand academic expectations. Guide students to appropriate testing, classes, and programs.
	10) Recommended High School Program	For 2008-2009, the percent of students who graduate with RHSP will be at or above <b>XX%</b> .	Each semester, prepare a list of students who have opted out of the RHSP program by grade level.	At the end of the school year, calculate the percent of students who graduated with the RHSP.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate

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## CIP PART II: ASSURANCE ADDENDUM

					testing, classes, and programs.
	11) High School AEIS – Advanced Courses and Dual Credit	For 2008-2009, the percent of students who have completed at least one advanced course will be at or above <b>XX%</b> .	Each semester, the number and percent of students enrolled in at least one advanced course will be reviewed.	At the end of the school year, the percent of students completing at least one advanced course in high school will be reviewed to see if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
	12) High School AEIS – Advanced Placement Exams	For 2008-2009, the percent of students who take an AP exam will be at or above <b>XX%</b> .	At the beginning of the spring semester, review a list of students in AP classes who have not indicated their intention to take an AP exam.	At the end of the school year, the number and percent of students who took at least one Advanced Placement exam will be reviewed to see if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
	13) High School AEIS – SAT/ACT Exams	For 2008-2009, the percent of graduates who take SAT/ACT exams will be at or above <b>XX%</b> .	After the first semester, the number of students taking the SAT-1 at least once will be reviewed.	At the end of the school year, review the number of students taking the SAT-1 at least once to determine if the objective was met.	Inform parents and students about graduation requirements and college/career readiness skills and programs. Guide students to appropriate testing, classes, and programs.
	14) High School CTE	For 2008-2009, the percent of LEP CTE students passing TAKS will be at or above (percent of LEP passing TAKS) <b>XX%</b> .	After each SFA, the staff will review the results to determine progress in meeting established performance level.	TAKS results will be reviewed to determine if targets were met.	Core content – area and CTE teachers will coordinate the courses/programs to ensure that these students have extended learning time in TAKS-tested areas.

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## CIP PART II: ASSURANCE ADDENDUM

### Section D

1. **Comprehensive needs assessment** – All data were reviewed for all students and student groups. The results and conclusions of this review are reflected in the SMART goals for the next school year.
2. **School-wide reform strategies** – These strategies include ones that strengthen the core academic program; meet the educational needs of historically under-served populations; increase the amount and quality of learning time; and address needs of all, but particularly low-achieving students. Examples of school-wide strategies follow: teach content-focused vocabulary terms/phrases – 20 per year, per core subject from the district’s list – for all students to learn (in addition to the usual teacher-selected vocabulary words); expand effective instructional strategies, including use of technology in ways proven to increase students’ engagement in learning and level of thinking about content and concepts.
3. **Instruction by highly qualified teachers** – 100% of our teachers are certified for the position they hold even though they have varying levels of experience. Experienced teachers give support to less experienced teachers. Parents are notified if a teacher is not certified, and the teacher must either be working toward certification or efforts continue to hire someone who is certified.
4. **High-quality and ongoing professional development** – Helping teachers provide on-the-job training and monitoring to promote teachers’ professional development. Staff members participate in professional development offered throughout the year. Professional development may also be conducted on site by in-house instructional leaders and also by district instructional support staff.
5. **Strategies to attract high-quality, highly-qualified teachers** – Recruiting and retaining highly-qualified teachers is a continuous process. We closely work with our district’s Human Resources administrators and network with other principals to help in this effort. Our own teachers also serve as recruiters. The result has been that 100% of our classroom teachers are appropriately certified for the position they hold.
6. **Strategies to increase parental involvement** – Schools engage in numerous activities to increase parent involvement in the campus’s programs. Open Houses, telephone calls, and newsletters are just a few methods of recognizing parents as partners. In addition, parents are offered classes to meet their needs, for example, ESL classes or TAKS information programs.
7. **Transition from early childhood programs** – Elementary schools collaborate with early childhood centers to coordinate parent and student visits to kindergarten programs. Elementary schools conduct community awareness campaigns and registration days. (Not applicable to secondary schools)
8. **Measures to include teachers in the decisions regarding the uses of academic assessments** – Numerous teacher reports are available for the teachers to access throughout the year. These reports are based on locally-developed and summative assessments. Ongoing staff development is available on site to analyze assessment data. Grade-level, content-area, team, or departmental meetings and the CPOC provide forums to discuss assessment issues.
9. **Effective, timely additional assistance** – Formative and summative assessments provide the data for teachers and administrators to monitor individual student progress so that interventions and assistance will be timely. Various live reports are available via infoservweb and are accessible to teachers and administrators.
10. **Coordination and integration of federal, state, and local services and programs** – At the building level, federal, state and local services and programs are coordinated to address student needs best; this coordination of services and programs is reflected in the activities listed in the campus goals and strategies.

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## CIP PART II: ASSURANCE ADDENDUM

<b>Spillane Middle School Cypress-Fairbanks Independent School District Staff Development Plans 2008 – 2009</b>			
Date	Audience	Responsible for Planning	Purpose/Content
4-Aug (A.M.)	Leadership Conference	District Administrative Staff	
5-Aug (P.M.)	GLT/AMS	Elementary	
4-Aug (P.M.)	GLT/AMS	Secondary	
5-Aug (A.M.)	Safety Conference	District Administrative Staff	
12-Aug	Department Chair and Team Leader		
14-Aug-15	New Staff Orientation	District Staff	
18-Aug	All Staff	Campus	
19-Aug	All Staff	Campus	
20-Aug	All Staff	Campus	
21-Aug	Elementary/Secondary	District Staff	
22-Aug	All Staff	Campus	
13-Oct	Secondary Staff	District Staff	
	Elementary Staff	Campus Staff	Parent Conferences
5-Jan	Elementary Staff	District Staff	
	Secondary Staff	Campus	
16-Feb	All Staff	Campus	
13-April *	All Staff	Campus	
4-June	All Staff	Campus	

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