

Spring Hill Intermediate

Campus Improvement Plan 2008-2009

'Together there are no limits to what we can accomplish'

Spring Hill Intermediate School

Mission Statement

Spring Hill Intermediate School will provide a safe, challenging learning environment focusing on academic excellence, citizenship, and success for all students.

Spring Hill Intermediate School

Campus Improvement Plan 2008-2009

During the 2008-2009 school year, the Site-Based Decision Making Team crafted the 2008-2009 Campus Improvement Plan. On November 19, 2008 the SBDM reviewed and approved the plan. The following members were present to approve the plan.

Dana Robertson	Principal	Administration
Tina Engledow	Counselor	Administration
Reba Jordan	Teacher	Fourth Grade
Denise Lattier	Teacher	Fourth Grade
Betsy Young	Teacher	Fourth Grade
Terri Lanphear	Teacher	Third Grade
Flecia Woods	Teacher	Third Grade
Becky Canter	Teacher	Third Grade
Kristi Linthicum	Teacher	Title I
Sandra Wooten	Teacher	Resource/Special Education
Marla Pope	Teacher	Fourth Grade
Cathy Reed	Secretary	Office Staff
Debby Faulkner	Parent	Parent
Michelle Traylor	Parent	Parent
Ron Woods	Parent	Parent

Title I, Part A Target Assistance Programs

Intermediate Campus

Student Eligibility Criteria:

1. Students who are failing, or most at-risk of failing, to meet the state's student performance standards. The following criteria are used in the Title I program at the intermediate campus

- Third Grade Criteria:

- Second grade benchmarking scores – 75 or below in reading and math.
- Second grade students who were in Title I for the 2007-2008 school year.
- Rigby Running Records – Level 22, 90 WPM, with 80 % comprehension.
- Retained students from 2007-2008 school year.
- Or, TPRI for students who are still developing with a score of 16 or below, if a student has scored 60 or below on comprehension, or if a student scores 70 or below in fluency can be placed in Title I.

- Fourth Grade Criteria

- TAKS failures (third grade TAKS scores) are automatically placed in Title; additional criteria includes results in TAKS reading—students who scored 29 or below on reading; TAKS math—students who scored 30 or below in math.
- Retained students from the 2007-2008 school year.

Assurances Relating to Targeted Assistance Programs:

All campuses selected to receive services with Title I, Part A funds but that are ineligible for a schoolwide program or choose not to operate a schoolwide program, will only use Title I, Part A funds for programs that provide services to eligible children identified as having the greatest need for special assistance.

Each targeted assistance program implements the following eight components:

- Use Title I, Part A resources to help participating students meet the State's challenging student academic achievement standards expected for all children
- Ensure that planning for students served under Title I, Part A is incorporated into existing school planning

- Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the campus and that give primary consideration to providing extended learning time, such as extended school year, before-and after-school, and summer programs and opportunities; that help provide an accelerated, high-quality curriculum, including applied learning; and that minimize removing students from the regular classroom during regular school hours for instruction provided under Title I, Part A;
- Coordinate with and support the regular education program which may include services to assist preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First or State-run preschool programs to elementary programs;
- Provide instruction by highly qualified teachers
- In accordance with P.L. 107-110, Sections 1115(e)(3) and 1119, provide opportunities for professional development with resources provided under Title I, Part A, and to the extent practicable, from other sources, for teachers, principals, and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff, who work with participating students in targeted assistance programs or in the regular education programs;
- Provide strategies to increase parental involvement in accordance with section 1118, such as family literacy services
- Coordinate and integrate Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training (P.L. 107-110, Section 1115(c)(1)).

Spring Hill Intermediate School

Campus Improvement Plan

Goals/Objectives 2008-2009

Goal 1: All students and student population groups will achieve a 90% and above passing rate on the Texas Assessment of Knowledge and Skills in Reading/English Language Arts, Math, and Writing, achieving an Exemplary rating in 2009.

Goal 2: During the 2008-2009 school year, safe school initiatives will be implemented to provide all students and staff a safe and orderly environment that is conducive to learning.

Goal 3: Spring Hill Intermediate will maintain accessibility to the most effective technology for all students and staff.

Goal 4: To insure academic achievement by all students, the campus will promote school, parent, and community relationship/communication fostering increased student success.

GOAL ONE: All students and student population groups will achieve a 90% and above passing rate on the Texas Assessment of Knowledge and Skills in Reading/English Language Arts, Math, Writing, Social Studies, and Science achieving an Exemplary rating in 2009.

- **Objective 1:** All students and student population groups will improve TAKS passing rates based on AEIS standards.
- **Objective 2:** During the 2008-2009 school year, SHIS will focus on providing staff development that is aligned with the learning needs of students in order to meet the campus goal of 90% based on AEIS standards.
- **Objective 3:** Special Education students will be provided with the least restrictive environment as measured by class schedules in order to meet PBMAS requirements.
- **Objective 4:** G/T students will have opportunities to work with "like minds," heterogeneously, and alone to increase commended performance on TAKS.

Strategies/Activities	Person(s) Responsible	Resources	Timelines/ Checkpoints	Formative Evaluations	Summative Evaluations
Obj. 1-1: Provide resources and materials to support differentiation for all students in all content areas of instruction and technology.	Principal All teachers Curriculum Director	Curriculum Guides	August 2008-May 2009	Lesson Plans	Team Meetings, Observations, TAKS, Benchmarks
1-2: Provide literacy materials for both grade levels; library books and supplemental reading materials in all content areas including Special Education students. (i.e. Weekly Reader, Leveled Books, Scholastic News)	Principal Curriculum Director Classroom Teachers Librarian	Title I, Resource, Library \$1,000 Sustained Silent Reading Level Reader Sets	August 2008-May 2009	TAKS, Benchmarks Accelerated Reader	TAKS, Benchmarks
1-3: Use TAKS formatted benchmark tests to assess student progress toward mastery of TAKS subject objectives and TEKScores to disaggregate data. (Title I, Component 1)	Principal Classroom Teachers Curriculum Director	Released TAKS exams TAG Assessment TEKScores TEXTAMS DMAC	Scheduled by principal Fall 2008/ Spring 2009	TAKS tests Released TAKS exams & benchmarks Concept tests	TAKS math, reading, and writing results
1-4: Utilize intervention personnel for accelerated instruction for students identified in reading and math (Title I, Components 1,2)	Principal Counselor Title I & CM Teachers	Schedule Supplemental materials for math & reading TAKS study guides	Per semester evaluation	3-week progress reports 6-week report cards	TAKS math & reading results
1-5: Support vertical alignment in all subjects	Principal Counselor Classroom Teachers Curriculum Director	\$2500 State funds C-Scope	Semester evaluation	Benchmarks 3wk progress reports 6wk report cards	TAKS math, reading, and writing results End of course grades

Strategies/Activities	Person(s) Responsible	Resources	Timelines/ Checkpoints	Formative Evaluations	Summative Evaluations
1-6: Study & analyze assessment data and develop strategies to improve student achievement in reading, math and writing	Principal Title I, CM Counselor Classroom Teachers	TAKS sample items TAKS information booklet TEKScore DMAC Previous year's TAKS scores Benchmark results	Lesson plans Monthly SST meetings Grade level meetings Benchmarks	TAKS objective tests Tutorials Released TAKS exams Benchmarks Concept tests	TAKS math, reading, and writing results
1-7: Continue to showcase quality student work in each subject area within the school	Classroom Teachers	Bulletin Boards, Student work	Each six weeks	Daily assessment	TAKS Benchmarks
1-8: Align K-12 math curriculum and implement TEXTEAMS strategies and activities in math classrooms in grades 3-4	Curriculum Director Principal Math Teachers Grades 3-4	TEKS Region VII TEKS Clarifications TEXTEAMS materials	Training sessions as scheduled by Region VII Campus instructional meetings	Lesson plans documenting TEXTEAM strategies Principal walk-throughs	TAKS math results Test scores
1-9: Provide staff with materials needed to enhance learning opportunities for all students	Principal, Classroom Teachers, Librarian Curriculum Director	Region VII SCE	August 2008-May 2009	TAKS Benchmarks	TAKS Benchmarks Final Report card grades
1-10: Utilize 2008 Spring disaggregated TAKS data to determine students' strengths and weaknesses in reading/ELA, math and writing	Curriculum Director Title I Principal Classroom Teachers Counselor	Pearson & DMAC Solutions: TAKS reports Item Analysis Reports Student Records	August 2008-April 2009 SST Meetings	Benchmarks	TAKS test results

Strategies/Activities	Person(s) Responsible	Resources	Timelines/ Checkpoints	Formative Evaluations	Summative Evaluations
<p>1-11: Use TAKS pre-test data in grades 3-4 to assess student progress in reading/ELA and math</p>	<p>Curriculum Director Title I Principal Classroom Teachers</p>	<p>Released TAKS exams OLSAT, TPRI Rigby Running Records 2nd grade benchmarks</p>	<p>Scheduled by principals Fall 2008 and/or Spring 2009</p>	<p>Benchmark results Item analysis reports Student reports</p>	<p>TAKS test results</p>
<p>1-12: Supplement regular classroom instruction to support all student groups and special populations through tutorials, computer-assisted instruction, and teacher-assisted instruction</p>	<p>Principal Classroom Teachers Content Mastery Teachers Computer Lab Title I teachers</p>	<p>\$1,000 State funds State Reading Initiative DIBELS</p>	<p>August 2008-May 2009</p>	<p>Progress reports Report cards Teacher observations</p>	<p>TAKS test results</p>
<p>1-13: Provide quality science lab safety equipment and science tools and materials as specified on the State science mandates and/or district curriculum plan to support instruction</p>	<p>Classroom Teachers Principal</p>	<p>Science curriculum Picture Perfect Science Resources \$750 Loose in the Lab United Streaming Science Charades</p>	<p>August 2008-May 2009</p>	<p>Lab evaluations 3 wk progress reports 6wk report cards</p>	<p>3 wk progress reports 6wk report cards</p>
<p>1-14: Provide accelerated reading program for students in Grades 3-4</p>	<p>Principal Classroom teachers Librarian Computer Teacher</p>	<p>State funds (Accelerated Reading funds, if available) \$1200 Panther Town</p>	<p>August 2008-May 2009 Panther Town</p>	<p>Accelerated Reading tests STAR test</p>	<p>AR test average and points earned</p>

	Person(s) Responsible	Resources	Timelines/ Checkpoints	Formative Evaluations	Summative Evaluations
1-15: Link reading and math curriculum, instruction, and knowledge through vertical and horizontal alignment (Title I, Component 5)	Teachers Principal Curriculum Director	Region VII ESC TEKS Internet TEXTEAMS Motivation Math CScope	August 2008- May 2009	Student products and presentations Lesson plans	Aligned curriculum Integrated curriculum TAKS scores
1-16: Identify ESL students and monitor progress	Principal ESL Teachers ESL Coordinator LPAC Committee Counselor	Language survey	Each six weeks	TAKS pre-test results Student folders Report card grades	TAKS scores Report card grades TELPAS
1-17: Inform community about availability of the migrant and ESL programs	Principal Counselor LPAC Committee	Region VII ESC ESL/Migrant brochures	Upon Student enrollment Yearly LPAC Meetings	Student folders Participation in the programs Parent participation on committees	TAKS scores
1-18: Communicate with parents and community members in their native language; continue translation of documents to Spanish to improve communication with parents.	Region VII ESC Principal Counselor ESL Coordinator, Translators	Local funds \$250 ESL funds	Meet the Teacher; Open House; Texas Public School Week, conferences, LPACS, ARDS	Copies of documents	Increased parental involvement Improved communication TAKS scores Report card grades

Strategies/Activities	Person(s) Responsible	Resources	Timelines/ Checkpoints	Formative Evaluations	Summative Evaluations
1-19: Provide Extended Day Program for targeted students to increase mastery of TAKS/TAKS ALT/M objectives (Title I, Component 3,5)	Principal Curriculum Director Classroom Teachers	Local funds ARI/AMI funds Comp Ed funds SHINE program \$5,000	November 2008-April 2009	Sign-in sheets Benchmarks Star Math and Reading	TAKS Reading and Math results
1-20: Utilize the Spring 2008 disaggregated TAKS data to assess student strengths and weaknesses in writing, reading, and math.	Principal Teachers Curriculum Director Counselor	Disaggregated TAKS data Item Analysis data to evaluate progress of students in special population groups	October 2008-April 2009 SST Meetings	Lesson Plans Tutorials	TAKS test results
1-21: Utilize TAKS pre-test data in grades 3 & 4 to assess student progress toward mastery of TAKS objectives and commended performance on the TAKS exam	Principal, Teachers, Title I, Counselor Curriculum, Director	Released TAKS tests TEKScore DMAC TAG	Scheduled by principal Fall 2008 and/or Spring 2009	Disaggregated data from benchmark tests	TAKS test results
1-22: Provide instruction for identified dyslexic students	Principal Dyslexia Teacher Counselor	Scottish Rite materials Read Naturally MTA	August 2008-May 2009	Progress reports Report card grades	TAKS results

Strategies/Activities	Person(s) Responsible	Resources	Timelines/ Checkpoints	Formative Evaluations	Summative Evaluations
1-23: Continue using the; SST and RTI to insure academic success for all students, including students perceived to have learning difficulties	SST Principal Counselor Gregg County School's Co-Op	Student Success Team RTI	September 2008-May 2009	Progress reports Report cards Student Success Team meetings	A reduction in special education referrals TAKS test results
1-24: Provide training to teachers about use of the Student Success Team, differentiated instruction, and response to intervention	SST Counselor Principal Teachers Curriculum Director	SST Materials Region VII	September 2008-May 2009	Progress reports Report cards	A reduction in special-education referrals of at least 10% TAKS test results
1-25: Provide training for teachers regarding instruction for students in poverty and culturally diverse student groups	Principal Curriculum Director	Region VII training Ron Clark(at-risk) Essential 55 Brains of Poverty \$2300 CHAMPs Wong & Dowd	As scheduled by Region VII August 2008	Progress reports Report cards Sign-in sheets Teacher certificates	A reduction in all special education referrals of at least 10% TAKS test results
1-26: Provide G/T students with a continuum of learning experiences that lead to advanced-level products and/or performances	G/T Coordinator Teachers Curriculum Director Principal	G/T funds Region VII ESC, Code VII Field Trips	September 2008-May 2009	Progress reports Report cards Student products and presentations Lesson Plans	G/T projects/ performances TAKS results

Strategies/Activities	Person(s) Responsible	Resources	Timelines/ Checkpoints	Formative Evaluations	Summative Evaluations
<p>1-27: Utilize available technology to enhance the science and social studies curriculum through research activities and/or Powerpoint presentations</p>	<p>Classroom Teachers Computer Lab Technician Principal</p>	<p>Computer labs Science Lab Science Charades Internet sites List of suggested topics United Streaming</p>	<p>August 2008-May 2009</p>	<p>Progress reports Report card grades Teacher lesson plans Student products</p>	<p>Student projects and products Report Card grades</p>
<p>1-28: Provide opportunities for reading and math growth and improvement in grades 3 & 4 through continued implementation of research based programs.</p>	<p>Teachers Computer Lab Technician Title I Teachers</p>	<p>Class Reports STAR Test reports Academy of Reading Imagination Station Heart Beeps \$1400</p>	<p>Sept 2008-May 2009</p>	<p>Class discussions Progress reports Report card grades Teacher lesson plans</p>	<p>Report Cards Benchmark tests TAKS Reading results</p>
<p>1-29: Develop programs that enable all students to stay in the regular classroom a greater percentage of the day. (Title I, Component 1,2,5)</p>	<p>Principal Classroom Teachers Title I teachers Content Mastery Teachers ESL Teachers & Coordinator</p>	<p>Region VII ESC TEKS clarifications Gregg County Co-Op</p>	<p>August 2008-May 2009</p>	<p>Progress Reports Lesson Plans Report Cards</p>	<p>Class Tests Academy of Reading Evaluations Report Cards TAKS results</p>

Strategies/Activities	Person(s) Responsible	Resources	Timelines/ Checkpoints	Formative Evaluations	Summative Evaluations
<p>1-30: Provide hands-on activities in the core subjects and use technology to enhance the science, social studies, math and reading curriculum through research activities</p>	<p>Classroom Teachers Principal</p>	<p>Region VII Science Charades Weekly Reader/Science \$300 Internet sites Science Lab kits \$500 United Streaming \$1500 Library</p>	<p>August 2008-May 2009</p>	<p>Progress reports Report card grades Lesson plans Student products</p>	<p>Benchmark results Lab evaluations/ Grades Report Cards</p>
<p>1-31: Continue to provide a reading and math lab for students who are reading below grade level and provide materials needed for implementation (Title I, Component 1,5)</p>	<p>Title I Teachers CM Teachers Principals</p>	<p>Tutorials Academy of Reading Step Up to TAKS TAKS Coach TAKS Practice & Mastery</p>	<p>September 2008-May 2009</p>	<p>Progress reports 2nd grade benchmarks Rigby Running Records Report card grades Teacher observations</p>	<p>TAKS scores Report Cards</p>
<p>1-32: Provide research based writing instructional strategies in grades 3-4</p>	<p>Classroom Teachers Principal</p>	<p>TEKS based supplementary materials United Streaming 6+1 Writing Traits</p>	<p>August 2008-May 2009</p>	<p>Progress reports Report card grades Benchmarks</p>	<p>TAKS scores Benchmarks</p>
<p>1-33: Investigate alternative funding sources in order to supplement school library and classroom libraries</p>	<p>Principal Classroom Teachers Librarian</p>	<p>Target; Box Tops; Book Fairs, Donations Research based materials/info. Warren Hanson</p>	<p>August 2008-May 2009</p>	<p>Daily monitor and assessment resources New AR test Teacher request</p>	<p>Accelerated Reader/Library materials</p>

1-34: Assess periodically and frequently to determine progress of Special Education students	Counselor Spec. Ed Teacher Principal SST	Diagnostician Gregg County Coop SST	Each six weeks Monthly SST Annual IEP	Progress reports Report card Intervention Plan	TAKS scores Intervention Plan Progress reports Report cards
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Strategies/Activities	Person(s) Responsible	Resources	Timelines/ Checkpoints	Formative Evaluations	Summative Evaluations
Obj. 2-1: Provide professional development opportunities that build teacher capacity to improve the academic performance of at-risk students (Title I, Component 6)	Principal Curriculum Director Counselor	Region VII ESC Ron Clark (at-risk) Courageous Conversations CHAMPs Flippen Group Building Champions Capturing Kids Hearts Brains of Poverty	As scheduled by Region VII Fall 2008/ Spring 2009	Sign-in sheets Certificates of attendance Lesson plans Progress reports Report card grades	TAKS scores Benchmarks
2-2: Provide faculty awareness on inclusion and special education procedures/record keeping, in order to maintain compliance and promote success for all special education students.	Principal Special Ed Teacher	Diagnostician Gregg County Co-op Region VII	August 2008- May 2009	Sign-in sheets Training Agendas Handouts IEP meetings	TAKS scores Benchmarks Region VII reports
2-3: Provide training of staff with additional classroom strategies. (Title I, Component 6)	Principal Curriculum Director	Region VII ESC Ron Clark, Wong & Dowd TEXTEAMS CHAMPs CPI training	August 2008- May 2009	Benchmarks Monthly Team meetings Develop benchmarks Staff development	TAKS scores Develop benchmarks Staff development
2-4: Provide scheduled team-building opportunities throughout the year.	Principal Counselor Curriculum Director	Region VII Road Rally Campus Level CPI Capturing Kids Hearts	August 2008 - May 2009	Team meeting agenda	Sign-in sheets Teacher survey Power Point presentation

Strategies/Activities	Person(s) Responsible	Resources	Timelines/ Checkpoints	Formative Evaluations	Summative Evaluations
2-5: Provide 3 rd & 4 th grade teachers with opportunities to make classroom observations of teachers using effective instructional strategies	Principal Classroom Teachers	Region VII Curriculum Director	August 2008-May 2009	Benchmarks TAKS STaR Chart Star Reading Reports	TAKS scores
2-6: Investigate and provide training for all faculty and staff in implementing strategies for all students. (Title I, Component 6)	Principal Curriculum Director Counselor	Local Region VII	August 2008-May 2009	Benchmarks TAKS Class Tests Star Reading Team mtgs.	TAKS scores Benchmarks Star Reading Class Tests
2-7: Provide vertical and horizontal collaborative planning time for teachers to review and implement SHISD curriculum design	Principal Curriculum Director	Region VII CSCOPE Grade level meetings	August 2008-May 2009	Revised curriculum documents Lesson Plans Grade level meetings	TAKS scores Benchmarks Star Reading Class Tests
2-8: Provide leadership training for faculty and staff	Principal Curriculum Director	Region VII Campus Level training Capturing Kids Hearts Ron Clark – Building Champions Wong & Dowd	August 2008-May 2009	Sign in sheet Certificate Lesson plans Curriculum document	TAKS Benchmarks Star Reading Class Tests
2-9: Provide training to staff in ways to suppress bullying	Principal Counselor	Region VII Ron Clark (at-risk) Bully Ed Gregg County Co-Op - CPI Character Ed	August 2008-May 2009	Discipline referrals Counselor referrals Student Agenda Handbook	End of the year Discipline report Counselor Log

Strategies/Activities	Person(s) Responsible	Resources	Timelines/ Checkpoints	Formative Evaluations	Summative Evaluations
2-10: Provide on-going staff development for teachers in the areas of higher level thinking skills and differentiated instruction.	Principal Curriculum Director Counselor Teachers	Local Funds Region VII	August 2008- May 2009	Teacher observation	Walk through visits PDAS observations
2-11: Provide staff development to strengthen the capacity of teachers to insure student mastery of all core subject TEKS (Title I, Component 6)	Principal Curriculum Director	Picture Perfect Science TEXTEAMS Motivation Math United Streaming Region VII Academy of Reading Heartbeeps Imagination Station	August 2008 May 2009	Teacher observation	Walk through visits PDAS observations
Obj. 3-1: Students taking the TAKS-Alt and TAKS-M assessments will meet or exceed state 2008 averages.	Principal Title I Counselor Resource Teacher Classroom Teachers	Diagnostician Gregg County Co-op	Spring semester 2008	Class Tests Benchmarks	TAKS scores SDAAII scores
3-2: Assist special education students to insure student success and a high attendance rate.	Principal Counselor Resource Teacher Classroom Teachers Title I Attendance Clerk	Region VII ESC Local funds Ron Clark training Gregg County Coop Capturing Kids Hearts Building Champions	August 2008- May 2009	Progress reports Report cards Attendance reports Attendance Letters to parents Home visits	TAKS scores

Strategies/Activities	Person(s) Responsible	Resources	Timelines/ Checkpoints	Formative Evaluations	Summative Evaluations
3-3: Differentiate instruction to meet the needs of all students including special education modifications, and targeted at-risk students. (Title I, Component 1,2,3)	Principal Counselors All Teachers	Region VII Title I SHINE Content Mastery Ron Clark (at-risk) TEKScore Heart Beeps 504 Accomodations	Daily Weekly	Sign-in sheets for teacher tutorials 504 meetings Benchmarks Progress reports Report card grades	TAKS results Benchmarks 504 annual meetings
3-4 Continue to be committed to the RTI/Tier model in order to provide interventions to targeted students.	Principal Counselor Teachers	Region VII Gregg County Co-op Mobile RTI file cart	August 2008- May 2009	Lesson Plans SST meetings Progress reports Mobile RTI file cart	Benchmarks TAKS Star Reading SST meetings Report cards
3-5: Continue the 6+1 Writing Traits to insure student success for those taking the TAKS-M Writing Tests	Principal Resource Teacher	Region VII Curriculum Director	Daily Weekly	Writing samples Benchmarks	TAKS results
3-6: Support special learning needs with technology, including Heart Beeps, Academy of Reading and Imagination Station, Accel Math, Accel Reading.	Principal Resource Teacher Computer teacher Title I Classroom teachers	Region VII Curriculum Director Computer Lab instructor HB - \$1400 AR - \$1395 Internet sites Fun Brain	Daily Weekly	Assessments TAKS Prep Benchmarks	TAKS results Benchmarks TOPS report of Accel Math AR report

Obj. 4 -1: Provide pull-out program on a weekly basis utilizing a certified G/T Teacher	Principal G/T Teacher G/T Coordinator	Region VII G/T Funds	Weekly	Curriculum document Lesson Plans	Assessments
4-2: Identified G/T students will be grade level grouped and provided differentiated compacted curriculum in the classroom setting	Principal G/T Teacher	G/T Funds Curriculum	Spring 2009 As scheduled By G/T coordinator	Lesson plans	Student products Presentations
4-3: Provide learning excursions for G/T students	Principal G/T Teacher	District Funds G/T Funds	Weekly/monthly	Lesson Plans	TAKS, Campus and District Benchmarks
4-4: Provide technology extension lessons for G/T students.	Principal G/T Teacher Curriculum Director	Region VII Curriculum Director	Daily Weekly	Lesson Plans	Presentations
4-5: Explore creative ways to provide additional time and learning opportunities to identified G/T students (touring local sites, Imagination Fair)	Principal G/T Teacher	District Funds G/T Funds	Weekly	Lesson Plans	TAKS, Campus and District Benchmarks

GOAL TWO: During the 2008-2009 school year, safe school initiatives will be implemented to provide all Students and staff a safe and orderly environment that is conducive to learning.

- **Obj. 1** Create a positive campus environment which promotes good citizenship for all students.
- **Obj. 2** By May 2009, increase student compliance with code of conduct as measured by a 5% decrease in the number of discipline referrals.
- **Obj. 3** Establish a family type atmosphere at Spring Hill Intermediate
- **Obj. 4** During the 2008-2009 school year, Spring Hill Intermediate average daily attendance will be 98% or higher

Strategies/Activities	Person(s) Responsible	Resources	Timelines/ Checkpoints	Formative Evaluations	Summative Evaluations
Obj. 1-1: Develop positive character traits in students through the Character Education program	Principal Counselor	Chick-Fil-A sponsorship Character Ed	Aug 2008 – May 2009	Discipline referrals Principal Pal Panther Paw awards Counselor referrals	2008-2009 Discipline reports Counselor referrals Counselor certifiates
1-2: Use the PAW award to reward students with excellent behavior/citizenship/service	Principal Teachers Counselor	Co-curricular SBDM	August 2007 – May 2008	Weekly behavior programs in classrooms Weekly student recognition	Weekly behavior charts Display awards in gym
1-3: Provide guidance program to address conflict resolution and improve student social skills.	Principal Counselor	Local funds Character Ed ETCADA	September 2008-May 2009	Counselor Log Discipline referrals	2008-2009 Discipline report Counselor Log
1-4: Jumpstart Assembly once a week and discuss social skills and character education traits.	Principal Counselor	Co-curricular Bully Ed. Character Education	September 2008 – May 2009	Counselor log Office referrals	2008-2009 discipline report Counselor log
Strategies/Activities	Person(s)	Resources	Timelines/	Formative	Summative

	Responsible		Checkpoints	Evaluations	Evaluations
1-5: Recognize students who use appropriate social skills and character traits in Jumpstart, and drawings from the Caught Being... Jar	Principal Counselor All Staff	Bulletin Boards, Co-curricular Panther Paw award Principal Pal	Sept. 2008-May 2009	Discipline referrals, Caught You Being Good tickets, Classroom behavior charts, Good manners tickets	End-of-the year discipline report
1-6: Establish traditions to encourage school pride (Jumpstart, School Choir, Attend Pep Rallies, Veteran's Day Program, Open House, Texas Public School Week, Student Council)	Principal Counselor Classroom Teachers	Character Education Program Local funds	August 2008 – May 2009	Discipline referrals Counselor log	2008-2009 Discipline reports
Obj. 2-1: Inform students of the requirements and enforce Student Code of Conduct.	Principal Counselor Classroom Teachers	Character Education Program CHAMPS Module Student Handbook Parent Orientation	August 2008- May 2009	Discipline referrals Student participation	2008-2009 Discipline reports
2-2: Provide professional development to build teacher strengths in effective positive behavior strategies and intervention strategies.	Principal Counselor Classroom Teachers SBDM Team	Character Education Program CHAMPS Training	June 2008- May 2009	Discipline referrals Student participation	2007-2008 Discipline reports
2-3: Use discipline data to determine chronic discipline problem areas and modify school plan, if necessary.	Principal Counselor All Staff	Local funds	August 2008- May 2009	Discipline referrals Behavior Charts BIPS	2008-2009 Discipline reports

Strategies/Activities	Person(s) Responsible	Resources	Timelines/ Checkpoints	Formative Evaluations	Summative Evaluations
2-4: Develop a campus discipline plan and implement school/classroom wide CHAMPS program. (Title I, Component 8)	Principal Counselor Classroom teachers	Region VII CHAMPS Training	May 2008-May 2009	Behavior charts Discipline referrals	Discipline reports Decrease in office referrals
2-5: Provide incentives for students who are on behavior intervention plans.	Principal Counselor Classroom teachers	Character Education Program CHAMPS Module	September 2008-May 2009	Discipline referrals Student participation	2008-2009 Discipline reports
2-6: Provide the opportunity for students to exhibit more self-control and encourage them to manage their own behavior. (Title I, Component 8)	Principal Counselor Classroom teachers and staff	Character Education Program CHAMPS Module	September 2008-May 2009	Discipline referrals Behavior charts	2008-2009 Discipline reports Weekly behavior charts
2-7: Provide opportunities for students to learn appropriate play activities that will not result in offensive contact.	Principal Counselor Classroom Teachers	Character Education Program CHAMPS Module	September 2008-May 2009	Discipline referrals	2008-2009 Discipline reports
2-8: Monitor, address, and modify inappropriate behavior. (Title I, Component 8)	Principal Counselor Classroom teachers and staff	Local funds	August 2008-May 2009	Discipline referrals Student planners Progress reports	2008-2009 Discipline reports Report Card grades

Strategies/Activities	Person(s) Responsible	Resources	Timelines/ Checkpoints	Formative Evaluations	Summative Evaluations
Obj. 3-1: Keep parents informed of school activities and campus policies by putting (handbook) Code of Conduct on district website	Principal Counselor	Region VII CHAMPS Module District Website	August 2008- May 2009	Discipline referrals	Discipline reports
3-2: Enhance the school campus to create a climate that is conducive to learning.	Principal Counselor	Local Funds SCE	August 2008- May 2009	Parent Survey Teacher Survey	Evaluate Survey Data
3-3: Provide an awards assembly for parents at the end of the year to celebrate student successes	Principal Counselor Classroom teachers and staff	Local Funds	Each six weeks	Attendance, Honor Roll, AR Points	Reports
3-4: Recruit and utilize parent volunteers as a part of the Junior Achievement Program.	Principal Counselor Classroom Teachers	Junior Achievement	October 2008- May 2009	Volunteer participation	Evaluations
3-5: Invite parents to participate in Meet the Teacher, Parent Orientation, Texas Public School Week Jumpstart, and Awards Assembly	Principal Counselor Classroom Teachers	Local funds	August 2008 – May 2009	Parent Survey	Parent involvement records

Strategies/Activities	Person(s) Responsible	Resources	Timelines/ Checkpoints	Formative Evaluations	Summative Evaluations
Obj. 4-1 Utilize district and community resources for students with excessive absences.	Principal Attendance Clerk	Parent Liaison, Gregg County Sheriff's Dept. Justice of the Peace	August 2008- May 2009	Daily Attendance	Final Attendance Report
4-2: Implement an incentive program for perfect attendance for students and staff.	Principal Attendance Clerk	Horace Mann Insurance Panther Town Local Funds/Co-Curricular	Each Six Weeks	Daily Attendance	Final Attendance Report
4-3: Communicate with parents of students who are absent.	Principal Attendance Clerk Classroom Teachers	Gregg County Sheriff's Dept., Justice of the Peace Court	Daily/Weekly	Parent conference logs Court document Warning Letters	Final Attendance Report
4-4: Implement a weekly incentive program for classroom attendance.	Principal Classroom Teachers	Local	Weekly	Daily attendance	Final attendance records

GOAL THREE: Spring Hill Intermediate will maintain accessibility to the most effective technology for all students and staff.

- **Obj. 1** Provide equitable technology access for all students and staff as measured by the STaR Report.
- **Obj. 2** Evaluate data using DIBELS, Academy of Reading, Accelerated Math Testing, Class Reports, DMAC, CSCOPE, TAG, and STAR Test Reports for individual students

Strategies/Activities	Person(s) Responsible	Resources	Timelines/ Checkpoints	Formative Evaluations	Summative Evaluations
Obj. 1-1: Provide staff with access to technology for instructional preparation, instructional delivery, documentation of student progress, and increased productivity.	Principal Classroom teachers	Lynx.net, Academy of Reading, Heart Beeps, STAR testing, Class Tests CSCOPE, DMAC, TAG, DIBELS	August 2008-May 2009	Lesson Plans/ Class schedules Test data Benchmarks	Student products, test data TAKS
1-2: Integrate technology into instruction in 3-4 grades to enhance instruction and increase student achievement	Principal Classroom teachers	Lynx.net-, Academy of Reading, Heart Beeps, STAR testing, Class tests \$3500 CSCOPE, DMAC, TAG, DIBELS	August 2008-May 2009	Lesson plans, Class schedules Test Data Benchmarks	TAKS, Campus and District Benchmarks
1-3: Provide classrooms with up-to-date technology by purchasing, maintaining, and replacing aging equipment.	Principal Classroom teachers Technology Coordinator	Co-Curricular Funds SCE Education Foundation Grants	August 2008-May 2009	Equipment assessment Purchase orders Work orders	Inventory and evaluations

Strategies/Activities	Person(s) Responsible	Resources	Timelines/ Checkpoints	Formative Evaluations	Summative Evaluations
1-4: Provide training and support services for instructional and administrative uses of technology.	Principal Classroom teachers Technology coordinator	Director of Technology Lynx.net training \$2,700 CSCOPE DMAC	August 2008- May 2009	Lesson plans, Curriculum guides CSCOPE implementation Disaggregated data	STaR Chart, Lesson Plans, Sign-in sheets Disaggregated data
1-5: Staff, students, and parents are informed regarding technology procedures and policies.	Principal Classroom Teacher, Computer Lab instructor	Local Funds SCE Student Handbook	August 2008- May 2009	Acceptable use policy	Acceptable use policy
1-6: Investigate quality software programs for the classrooms and computer lab.	Principal Computer Lab instructor	SCE Co-curricular	August 2008- May 2009	Lesson plans Campus software evaluation process	Student products Test data
Obj. 2-1: At-risk students will complete a minimum of three 30 minute sessions on the Academy of Reading Program per week.	Principal Title I teachers Classroom Teachers	Local funds	September 2008-May 2009	Lesson plans Reading Assessments/ Evaluations	Reports on file
2-2: Utilize reports from STaR testing, Class Tests, Academy of Reading tests & benchmarks to identify student academic levels for interventions. (Title I, Comp 1)	Principal All teachers and staff	Comp Ed	August 2008 – May 2009	Star Reading and Math assessments TAKS TAKS-Alt and TAKS-M	Reports and records on file

GOAL FOUR: During the 2008-2009 school year, student performance will be enhanced through strong cooperative programs, designed to increase parent/community involvement and partnership.

- **Obj. 1** Spring Hill Intermediate will provide increased opportunities for written and verbal faculty/parent/community communication, measured by an end-of-year parent survey.
- **Obj. 2** Spring Hill Intermediate will keep parents informed of student academic and behavioral progress.
- **Obj. 3** Involve parents in the overall educational process of all children.
- **Obj. 4** Spring Hill Intermediate will keep parents informed of all school activities and campus policies.

Strategies/Activities	Person(s) Responsible	Resources	Timelines/ Checkpoints	Formative Evaluations	Summative Evaluations
Obj. 1-1: Provide and monitor visitor sign-in.	Principal Office Personnel	Badges Raptor Sex Offender screener	Aug 2008 – May 2009	Monthly involvement report	Sign-in sheets
1-2: Provide parents with weekly classroom newsletters and updated web pages. (Title I, Component 7)	Principal Classroom Teachers	Student Code of Conduct Title I, Part A Parent Involvement	Weekly	Parent Involvement	Parent Involvement Report/Survey; End-of-year discipline report
1-3: Send daily planners to enhance parent-school communication regarding work and conduct habits.	Principal Classroom teachers	SCE, Title I, Part A	August 2008- May 2009	Parent Signatures	Increased parent involvement
1-4: Provide one book fair each semester to promote literacy in the home.	Principal Counselor Librarian	Co-Curricular	October 2008 and March 2009	Sign-in sheets Agenda	Increased parent involvement, volunteers

Strategies/Activities	Person(s) Responsible	Resources	Timelines/ Checkpoints	Formative Evaluations	Summative Evaluations
1-5: Maintain parent contacts of calls/e-mail regarding student progress.	Principal All Staff	Local funds	August 2008- May 2009	Teacher contact logs filed each six weeks	Increased student performance
1-6: Establish communication with parents prior to the start of school. (Title I, Component 7)	Principal Counselor All Staff	Co-Curricular	August 2008	Back to School Letters; teacher post cards/notes Meet the Teacher	Increased student performance
1-7: Provide teachers and parents with ideas to bridge school work and homework.	Principal Classroom Teachers	Local funds Planners	August 2008- May 2009	Parent TAKS night Parent conferences	Increased student performance
Obj. 2-1 Notify parents of student progress every three weeks, and student grades each six weeks.	Principal Classroom Teachers	Lynx.net Program (online gradebook)	August 2008- May 2009	Progress reports Report Cards	End of year reports
2-2: Keep parents informed through phone calls and letters about discipline situations.	Principal Classroom Teachers	Local funds	August 2008- May 2009	Parent conferences	Increased student performance
Obj. 3-1: Encourage volunteers to assist in all areas of school: library, clerical, tutoring, mentoring, reading to students	Principal Classroom Teachers	Local funds	August 2008- May 2009	Logs, parent letters volunteer training - screening	Increased parent involvement volunteer survey

Strategies/Activities	Person(s) Responsible	Resources	Timelines/ Checkpoints	Formative Evaluations	Summative Evaluations
3-2: Encourage parents to participate as room parents for grades 3-4.	Principal All Staff	Local funds PTA	August 2008- May 2009	Parent sign-in; Special events	Increased parent involvement
Obj. 4-1: Promote Red Ribbon Week to increase awareness of drug prevention in the community.	Principal Counselor Teachers	Co-Curricular ETCADA	October 2008	Agenda of weekly activities 8 week lessons (ETCADA)	Decreased discipline referrals; Essay contest
4-2: Communicate with parents through the Principal's web page	Principal	Local Funds	August 2008- May 2009	Parent survey Parent conferences	Increased student performance Increased parent involvement
4-3: Communicate with parents through the district website and Parent Connection	Principal Classroom Teachers	Lynx.net Program (online gradebook)	August 2008- May 2009	Progress reports Teacher lesson plans/schedule	Increased parent involvement Increased student performance
4-4: Invite parents to Open House/Meet the Teacher to inform parents of policies and classroom procedures. (Title I, Component 7)	Principal Classroom Teachers	Local Funds	August 2008- May 2009	Parent conferences	Increased Parent involvement

