

**SLOAN CREEK MIDDLE SCHOOL
CAMPUS IMPROVEMENT PLAN
2008-2009**

DISCLAIMER

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SLOAN CREEK MIDDLE SCHOOL
SITE BASED DECISION MAKING TEAM

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Kelly Cowan
Lindsay Arnold
Kevin Parker
Bridget Mitchell
Jan Anderson
Lindsay Arnold
Kent Messer
Rebecca Puster
Don Goodrich
Christina Chapman
Amie Cross

Ted Moore, Superintendent
Dennis Muizers, Assistant Superintendent of C & I
Shay Adams, Chief Financial Officer
Tonya Vining, Executive Director of Human Resources &
Academic Services
Dennis Womack, Executive Director of Facilities, Maintenance &
Transportation and Information Technology

SLOAN CREEK MIDDLE SCHOOL

VISION AND MISSION

Vision:

The educational community of Sloan Creek Middle School is committed to building an environment where academic excellence and the principles of health, equity, fairness, integrity, honesty, and trustworthiness are encouraged and upheld. Sloan Creek Middle School will promote the development of body, mind, and character for each student.

Mission:

Sloan Creek Middle School's mission is to provide for the learning needs of its students while ensuring that each student reaches his or her full potential.

PURPOSE

The purpose of site-based decision-making at Sloan Creek Middle School is to:

Provide a positive, collaborative organizational framework of shared responsibility and accountability

in a way that:

- ...promotes student achievement
- ...creates and maintains a positive school climate
- ...develops effective instructional programs
- ...promotes community involvement

so that:

Each student, regardless of ethnicity, social background, economic conditions, gender, or disabling conditions, can achieve to their maximum potential and become productive citizens in a changing world.

DEVELOPMENT OF THE CAMPUS IMPROVEMENT PLAN

To establish the parameters for the Campus Improvement Plan, Sloan Creek Middle School worked with representatives from each campus, principals, parents, community members, the president of the school board, and the superintendent of schools.

The Sloan Creek Middle School Site Based Decision Making team members are:

Gavan Goodrich, Chairman
Kent Messer, Non-Teaching Professional
Rebecca Puster, Non-Teaching Professional
Bridgette Mitchell, Teaching Professional – Special Programs
Lindsay Arnold, Teaching Professional – Regular Programs
Kevin Parker, Teaching Professional – Regular Education
Kelly Cowan, Teaching Professional – Regular Education
Christina Chapman – Regular Education (Fine Arts)
Amie Cross, Parent
Jan Anderson, Parent
Don Goodrich, Community Representative

The Campus Improvement Plan of Sloan Creek Middle School District has been developed in accordance with School Board Policies BQ Legal and BQ Local.

Campus Improvement Plan Executive Summary

Beginning in 2003, students in Texas are assessed with the Texas Assessment of Knowledge and Skills (TAKS). The TAKS is aligned to our state curriculum, the Texas Essential Knowledge and Skills (TEKS). The TEKS describe for every course and grade level what each student in Texas should know and be able to do.

The TAKS has two levels of performance. The first level is “met standard” and this is considered a passing score on the assessment. The second and higher level of achievement is “commended performance.” Commended performance can be approximated as correctly answering 90% or more of the questions correctly. A student who earns commended performance on the TAKS is considered to have mastered the state curriculum at the prescribed level of depth and rigor. Lovejoy ISD strives to educate each child to master the TEKS. Mastery of the TEKS by each Lovejoy student will ensure that each graduating student has countless opportunities to pursue because of the strong educational experiences provided in Lovejoy ISD.

In 2007-08, the two levels of performance on TAKS of Lovejoy students are as follows:

Reading TAKS Met Standard

Grade	2008	2009 Goal
Grades 6-8	98	100

Reading TAKS Commended Performance

Grade	2008	2009 Goal
Grades 6-8	67	75

Math TAKS Met Standard

Grade	2008	2009 Goal
Grades 6-8	96	100

Math TAKS Commended Performance

Grade	2008	2009 Goal
Grades 6-8	52	65

Writing TAKS Met Standard

Grade	2008	2009 Goal
Grade 7	100	100

Writing TAKS Commended Performance

Grade	2008	2009 Goal
Grade 7	62	75

Science TAKS Met Standard

Grade	2008	2009 Goal
Grade 8	95	100

Science TAKS Commended Performance

Grade	2008	2009 Goal
Grade 8	38	50

Social Studies TAKS Met Standard

Grade	2008	2009 Goal
Grade 8	99	100

Social Studies TAKS Commended Performance

Grade	2008	2009 Goal
Grade 8	68	75

The children who attend Sloan Creek Middle School require high levels involvement from the campus leadership to ensure that learning is taking place everyday. Through the leadership of the principals, teachers and paraprofessionals we will focus our effort on three simple goals:

- Provide a safe, orderly and secure environment
 - Structure (create systems that proactively influence a positive school culture)
 - Teach the student our expectations, classroom procedures and routines
 - Intervene, redirect and remind students of the expectations
 - Observe (actively watch students during the day and act when necessary)
 - Calmly and politely interact with students; remind them of the expected behavior and the rationale for that behavior

- Ensure academic success for each student
 - 100% of all students groups will meet minimum expectations on TAKS
 - 75% of all students will meet the commended status on TAKS
 - Academic success will happen by design through:
 - Collaborative planning, and teaching, and assessing to the standard (in a systematic manner)
 - Using data to drive instruction (to know what students know and what they don't know...so that we can do something about it)
 - Intervening to ensure student mastery of the curriculum

- Proactively communicate through with parents and the community to encourage involvement and partnership in the educational environment.
 - Use multiple levels of media to communicate with parents
 - Mailings
 - E-mail
 - Website (web casts/pod casts)
 - Phone calls
 - Internet on-line grade book
 - Develop practice of calling parents for feedback during the school year
 - Parents of students who are involved with the special education program
 - Parents involved with the 504 program
 - Parents of students who are failing during the year
 - Reach out to the greater community and seek their involvement in school activities and programming
 - Heritage Ranch Scholars
 - Community members who contribute to school service learning programs

Sloan Creek Middle School Long Range Goals

Goal #1: Provide a safe, orderly and supportive learning environment

Goal #2: Ensure academic success for each student

Goal #3: Proactively communicate through various media with parents and the community to encourage involvement and partnerships

SLOAN CREEK MIDDLE SCHOOL

Campus Improvement Plan 2008-2009

Long Range Goal #1: Provide a safe, orderly and supportive learning environment

STRATEGIES/ACTIVITIES	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	PERSON(S) RESPONSIBLE	SUMMATIVE EVALUATIONS
Implement a comprehensive Lovejoy Profile (Graduate) that is K – 5 and extends into the community where appropriate.	Local Funds	Activities will be embedded into lessons that are aligned to the Graduate Profile	Semester	Asst. Superintendent, Curriculum and Instruction, Campus Administrators, Teachers	Activities in Curriculum
Conduct a school climate and safety audit	Local Funds	Outside evaluation of school halls, cafeteria and other public spaces	Once per semester	Campus Administrators will contract out the audit	Bi-yearly review of campus climate and safety
Provide detailed induction programs for 6 th grade students, including a 6 - 8 orientation meetings, and a walk-through day for students prior to the official start date	Local Funds	Parent comments and feedback, teacher comments and feedback, and student comments and feedback	Days prior to the start of school	Campus Administrators, and Teachers	Parent and student surveys
Student Advisory Program	Local Funds	Lesson plans that promote quality behaviors, clear expectations and communicate of positive actions for students to engage in	August through May	Campus Administrators, and Teachers	Teacher and student surveys
Guidance Programming including, bullying preventions and sexual harassment , Aim for Success, substance abuse prevention	Local Funds	Lesson plans delivered by school counselor	August through May	Campus Administrators, and Teachers	Teacher and student surveys; student discipline data
Student Club Program; involving each LMS student in a club	Local Funds	Student surveys and teacher surveys	August-May	Campus Administrators, Teachers	Teacher and student surveys; student discipline data
Student Community Service Learning Program involving each LMS student	Local Funds	Lesson plans committed to service learning and science learning	Fall & Spring	Campus Administrators, and Teachers	Parent, teacher and student surveys;

SLOAN CREEK MIDDLE SCHOOL

Campus Improvement Plan 2008-2009

Long Range Goal #2: Ensure academic success for each student

STRATEGIES/ACTIVITIES	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	PERSON(S) RESPONSIBLE	SUMMATIVE EVALUATIONS
Institute a Student Organizational System	Local Funds	Teachers, Students, and Parent focus groups and surveys	Daily	Teacher and students	Teachers, students, and parent surveys in the spring semester
Plan for instruction using the district developed scope and sequence, utilizing the online curriculum, TEA teacher guides, TAKS parent guides, and released TAKS test item examples within weekly planning	Local funds	Professional development; teacher feedback; lesson planning meetings; campus administration walkthroughs	Professional development days on professional development calendar; extended planning sessions throughout year; teacher planning time	Campus Administrators, Curriculum specialists, and Teachers	TAKS Scores; ITBS results; TPRI data; district benchmark scores
Plan common daily classroom instruction focused on the student expectations of the TEKS	Local Funds	Review of lesson plans, teacher feedback, campus administrators	Each 6 week lessons are placed on line (updated every four weeks)	Teachers & Principals	TAKS Scores; ITBS results; TPRI data; district benchmark scores
Monitor daily classroom instruction for content, context, and cognitive level of instruction	Local Funds	Walkthroughs	Weekly	Teachers & Principals	TAKS Scores; district benchmark scores
Utilize research based teaching strategies to teach the SE of the TEKS	Local Funds	Walkthroughs	Daily	Teachers & Principals	TAKS Scores; district benchmark scores
Monitor common teacher-made projects, quizzes and tests	Local Funds	Review assessments	Bi-weekly/ monthly	Teachers & Principals	TAKS Scores; district benchmark scores
Track student assessment and achievement data	Local Funds	Review student assessment data: Each three weeks Each six weeks Each semester	Each three weeks Each six weeks Each semester	Teachers & Principals	District 6 Week benchmark scores
Continue to develop an Center for Academic Training (CAT) that supports the learning of students who struggle academically	Local Funds	Review student access to the Academic Center, training through the Center for Learning and Development	Each Six-Weeks CAT log data	Teachers & Principals	TAKS Scores; district benchmark scores
Continue to develop an Center for Academic Training (CAT) that supports the learning of students who are seeking academic success	Local Funds	Review student access to the Academic Center	Each Six-Weeks CAT log data	Teachers & Principals	TAKS Scores; district benchmark scores

SLOAN CREEK MIDDLE SCHOOL

Campus Improvement Plan 2008-2009

Long Range Goal #3: Proactively communicate through various media with parents and the community to encourage involvement and partnership in the educational environment.

STRATEGIES/ ACTIVITIES	RESOURCES	FORMATIVE EVALUATIONS	TIMELINES	PERSON(S) RESPONSIBLE	SUMMATIVE EVALUATIONS
Provide a quality parent internet grade book	Local funds	Each six weeks evaluation of teacher participation	Updated grades every three weeks; push grades weekly	Campus administrators, and teachers	Parent survey Parent focus groups
Inform parents and community of school events and activities in order to continue or enhance involvement.	Local funds	Community feedback; event attendance	August - May	Campus administrators, and teachers	Community Feedback
Continue to develop the "Heritage Scholars" program to enhance community partnerships.	Local funds	Community Feedback; Program participation	August - May	Principal	Community Feedback; Program participation