

Miller Elementary School
Campus Improvement Plan
2008-2009

Arlington
INDEPENDENT SCHOOL DISTRICT



Campus Improvement Plan 2008-2009 Miller Elementary School

Overview

Miller Elementary is a large and diverse elementary school of 847 students, located in southwest Arlington, Texas. In terms of ethnicity, the Miller student body is 56 % White, 19.5% African American, 15.2% Hispanic, 8.7% Asian/Pacific Islander, and .6% Native American. Miller Elementary is also home to the Arlington I.S.D. Elementary Deaf Education program, which numbers approximately 35 students.

In terms of student achievement, the 2007-2008 academic year brought mixed results to Miller Elementary. Overall, Miller Elementary moved from “Recognized” to “Acceptable” according to the Texas Education Agency Campus Accountability System. While the performance of the each student subgroup varied from the 2006-2007 school year, the performance of the Economically Disadvantaged and African American subgroups in the areas of Math and Science dropped significantly. The performance of the Special Education students is another area of concern for Miller Elementary.

For the 2008-2009 academic year, we are collaboratively targeting our areas of weakness with a renewed emphasis on Differentiated Instruction in all classrooms. We are also instituting the use of the RTI framework for all students to aid in the process of early identification and remediation. This process of early identification and remediation has been formalized with the creation of the “Miller Care Team”, a targeted group of Miller faculty and staff members whose mission is to effectively diagnose, intervene, and remediate academic concerns prior to initiating the Special Education referral process. The use of Thinking Maps is a campus mandate, with regular training an integral part of each faculty meeting. A school-wide behavior plan has been developed collaboratively for the 2008-2009 school year with the stated goal of promoting behaviors which positively influence academic success. In addition, subject level committees have been formed to aid in increasing vertical alignment. Through the use of “Curriculum Nights”, the subject level committees are working together to involve all members of the Miller community. In another move to increase the involvement of all members of the Miller community, “Teleparent”, a computerized calling program, is being utilized by faculty and staff to inform parents of student concerns and upcoming events. All of the above is in addition to the use of early, focused in-class support for both Special Education and General Education students. Pull-out support in terms of tutoring is also being offered.

At Miller Elementary, we deeply believe that “learning is for all”. Through effective classroom practice, early academic and behavioral interventions, the creation of a collaborative culture, and the inclusion of parents and other community stakeholders, our Mavericks will be successful. It is our stated mission to effectively address student needs in a world marked by increasing change and diversity.

Goal #1: To develop and implement a system of academic interventions.

| Improvement Areas | Resource Allocations | Person Responsible for Monitoring | Timeline for Monitoring | Formative Evaluation |
|---|-----------------------------|--|---|--|
| <u>Math</u> 3,5, & 6 *African American *Hispanic *Special Ed | Comp Ed Funds 404 Funds | Principal: Chris Chamberlain Assistant Principal: Matthew Brown Tutors: Joan Frenzel Kathy Hixson Special Education Team Leader: Kim Peters | Team Meetings August 2008 – May 2009 | Progress Reports Benchmarks TAKS |
| <u>Reading</u> 3, 5, *LEP Students *Economically Disadvantaged | Comp Ed Funds 404 Funds | Principal: Chris Chamberlain Assistant Principal: Matthew Brown Tutors: Joan Frenzel Kathy Hixson LPAC Chairperson: Marsha Mckinney | Team Meetings August 2008 – May 2009 | Progress Reports Report Cards DRAs Benchmarks TAKS |
| <u>Writing</u> 4 *Special Education | Comp Ed Funds 404 Funds | Principal: Chris Chamberlain Assistant Principal: Matthew Brown Tutors: Joan Frenzel Kathy Hixson Special Education Team Leader: Kim Peters | Team Meetings August 2008 – May 2009 | Progress Reports Report Cards Benchmarks TAKS |

Goal #1: To develop and implement a system of academic interventions.

| Improvement Areas | Resource Allocations | Person Responsible for Monitoring | Timeline for Monitoring | Formative Evaluation |
|---|---------------------------------------|--|---|--|
| <u>Science 5</u> *African American *Economically Disadvantaged *Hispanic *Special Education | Comp Ed Funds 404 Funds | Principal: Chris Chamberlain Assistant Principal: Matthew Brown Tutors: Joan Frenzel Kathy Hixson Special Education Team Leader: Kim Peters | Team Meetings August 2008 – May 2009 | Progress Reports Report Cards Benchmarks End of Year Test TAKS |
| Students identified as needing additional learning time to meet academic standards to prevent them from dropping out, will be provided with appropriate intervention strategies based upon their needs. These decisions will be made by the RAP committee, which is composed of the child’s teacher (s), counselor, and other campus staff. | SCE Accelerated Reading/Math (C/I) | Principal: Chris Chamberlain Assistant Principal: Matthew Brown Counselor: Willette Lawsha Special Education Team Leader: Kim Peters | October 2008 – May 2009 | Progress Reports Report Cards Benchmarks End of the Year Test TAKS |

Goal #2: To reduce course/subject failure rates.

| Improvement Strategies | Resource Allocations | Person Responsible for Monitoring | Timeline for Monitoring | Formative Evaluation |
|---|---|--|--------------------------------|--|
| The Co-Teaching model will be employed between regular education and special education students | None | Principal: Chris Chamberlain Assistant Principal: Matthew Brown Special Education Teachers: Kim Peters Tara Lane Classroom Teachers | August 2008 – May 2009 | Unit Exams Daily Grades Progress Reports Report Cards Benchmarks |
| Thinking Maps will be used to improve reading and writing across the campus | \$4,000 – Activity Fund | Principal: Chris Chamberlain Assistant Principal: Matthew Brown Thinking Map Trainers: Jessica Hall Leslie Skinner Carolyn Mchaney | August 2008 – May 2009 | Evidence of Thinking Map use in classroom lessons and student work |
| Parent Contact will be emphasized and aided by the use of “Teleparent” for phone calls. | \$2,500 – from Miller PTA for the “Teleparent” system | Principal: Chris Chamberlain Assistant Principal: Matthew Brown Team Leaders: Lisa Bielby Carolyn Mchaney Jo Ferry Sonja Aspelin Jessica Hall Vicki Longcrier Sabra Jordan | September 2008 – May 2009 | “Teleparent” data base providing feedback on number of successful contacts |

Goal #2: To reduce course/subject failure rates.

| Improvement Strategies | Resource Allocations | Person Responsible for Monitoring | Timeline for Monitoring | Formative Evaluation |
|---|-------------------------------------|---|--------------------------------|--|
| Individual and small group tutoring will be employed with a targeted group of students. | \$15,000 AMI-ARI Funds | Principal: Chris Chamberlain Assistant Principal: Matthew Brown Tutors: Kathy Hixson Joan Frenzel | September 2008 – May 2009 | Weekly and Unit Tests Progress Reports Report Cards Benchmarks TAKS End Of Year Test |
| AIM (Academic Intervention Model) will be employed to identify students at risk of failing six week grading periods and design classroom interventions to prevent failure | Student performance data from IGPRO | Principal: Chris Chamberlain Assistant Principal: Matthew Brown | September 2008 – May 2009 | Ongoing documentation of remedial measures targeting struggling students |
| Formation of the Miller Care Team: a pre-referral intervention model intended to effectively diagnose, intervene, and remediate academic concerns prior to initiating the Special Education referral process. | None | Principal: Chris Chamberlain Assistant Principal: Matthew Brown Special Education Team Leader: Kim Peters Counselor: Willette Lawsha Diagnostician: Melissa Scherer | September 2008 – May 2009 | Successful Special Education Referrals; Successful interventions (as measured by classroom grades, benchmarks, and TAKS scores) for students not qualifying for Special Education |

Goal #2: To reduce course/subject failure rates.

| Improvement Strategies | Resource Allocations | Person Responsible for Monitoring | Timeline for Monitoring | Formative Evaluation |
|--|---|--|---------------------------------|--|
| The implementation of Differentiated Instruction in all classrooms | Money for substitutes and staff development (\$2,600) | Principal: Chris Chamberlain Assistant Principal: Matthew Brown Miller Team Leaders | September 2008 – May 2009 | Evidence though classroom observations; A decrease in the failure rate in individual classrooms |
| The campus-wide implementation of portfolios incorporating performance data and work samples | Office supplies for portfolios (\$35.00) | Principal: Chris Chamberlain Assistant Principal: Matthew Brown Miller Team Leaders Miller Classroom Teachers | September 2008 – May 2009 | Teacher use of student portfolios when discussing student performance |
| Campus Administration will ensure that teachers are placed in classroom/subject area assignments that match the certification of each teacher (HQ) | None | Principal: Chris Chamberlain | September and January | Master Schedule Teacher Certification Principal Attestation |
| Teachers will participate in high quality, ongoing professional staff development based on campus needs (PD) | Title 1 SCE | Principal: Chris Chamberlain Assistant Principal: Matthew Brown | December and April | ERO attendance reports |
| Administrative walk-throughs will be implemented to monitor classroom instruction | None | Principal: Chris Chamberlain Assistant Principal: Matthew Brown | Weekly – August 2008 – May 2009 | Walk Through notes |

Goal #3: To develop subject area vertical alignment.

| Improvement Strategies | Resource Allocations | Person Responsible for Monitoring | Timeline for Monitoring | Formative Evaluation |
|--|-----------------------------|--|--|---|
| The formation of Subject Area Committees (Math, Science, Reading, Writing, and Social Studies) w/representatives from each grade level to aid in vertical alignment. | None | Principal: Chris Chamberlain Assistant Principal: Matthew Brown Subject Area Committee Members | August 2008 | Progress Reports Classroom Grades Benchmarks TAKS Student success rate as they transition to Young Jr. High |
| “Laying The Foundation” Staff Development in the Martin Cluster | None | Principal: Chris Chamberlain | May 2009 | Student success rate as they transition to Young Jr. High |
| Regular staff meetings designed to promote interaction between various grade levels | None | Principal: Chris Chamberlain Assistant Principal: Matthew Brown | Monthly: August 2008 – May 2009 | Student success on Benchmark Test and End of Year Tests |
| Consistent Administrator attendance at team planning sessions | None | Principal: Chris Chamberlain Assistant Principal: Matthew Brown | Weekly: Each Tuesday during team conferences | Report Card Benchmarks TAKS results |
| Red Writing Folder – Writing samples that are collected from 5 th – 12 th grades | Red Writing Folders | Principal: Chris Chamberlain Assistant Principal: Matthew Brown Miller Team Leaders | September 2008 – May 2009 | Feedback from grade level teams |



**Campus Improvement Plan 2008-2009
Miller Elementary School**

Goal #3: To develop subject area vertical alignment.

| Improvement Strategies | Resource Allocations | Person Responsible for Monitoring | Timeline for Monitoring | Formative Evaluation |
|--|---|---|--------------------------------|---|
| A School-wide Math Vocabulary will be taught to ensure “Math Literacy” at all grade levels. | None; Math vocabulary list generated by District Math specialists | Principal: Chris Chamberlain Assistant Principal: Matthew Brown Miller Math Committee members | August 2008 – May 2009 | TAKS 2009 Increased passing rate in science and reading |
| The campus-wide implementation of portfolios incorporating performance data and work samples | Supplies for Math Portfolios \$36.00 | Chris Chamberlain Matthew Brown | August 2008 – May 2009 | Evidence of specific classroom-based interventions based on portfolio information |

Goal #4: To engage parents and the community in the educational process.

| Improvement Strategies | Resource Allocations | Person Responsible for Monitoring | Timeline for Monitoring | Formative Evaluation |
|--|---|--|-----------------------------------|--|
| Six Week Awards Assemblies are held each six weeks to recognize both academics and behavior | \$1,900 per year (paid for by the Miller PTA) for buttons, certificates, and medals of recognitions | Principal: Chris Chamberlain Assistant Principal: Matthew Brown | Once each Six Week Grading Period | Feedback from faculty, staff, and parents. |
| Subject Area Curriculum Nights are to be held for five of the six week grading periods involving the community in an interactive experience with Miller faculty and staff. | \$200 per evening for supplies (\$1000 total expenditure) | Principal: Chris Chamberlain Assistant Principal: Matthew Brown | Once each Six Week Grading Period | Attendance numbers from sign in sheets as well as permission slips |
| Regularly scheduled student led performances | None needed | Principal: Chris Chamberlain Assistant Principal: Matthew Brown Miller Fine Arts Department: Carol Berrong Angela Woolsey-Beam | August 2008 – May 2009 | Feedback from faculty, staff, and community members |
| Grade level parent information meetings and open houses. | None needed | Principal: Chris Chamberlain Assistant Principal: Matthew Brown Miller Grade Level Teachers | August 2008 – May 2009 | Sign in sheets for those attending |

Goal #4: To engage parents and the community in the educational process.

| Improvement Strategies | Resource Allocations | Person Responsible for Monitoring | Timeline for Monitoring | Formative Evaluation |
|--|---|--|---------------------------------|--|
| Field Day is held each Spring involving volunteers and parents from the Miller Community | None | Principal: Chris Chamberlain Assistant Principal: Matthew Brown Physical Education Teacher: Amanda Grounds | May 2009 | Feedback from faculty, staff, and parent volunteers |
| The Miller Carnival will involve all members of the Miller Community in an afternoon of fun and games | Resources provided by Miller Elementary PTA | Miller Elementary PTA | October 18 th , 2008 | The number of Miller Community members present at each event |
| Grandparents Day, Donuts for Dads, and Caroling with Dads are all events designed to elicit community involvement at Miller | \$50 supplied by Miller Elementary PTA | Principal: Chris Chamberlain Assistant Principal: Matthew Brown | September 2008 – May 2009 | The number of Miller Community members present at each event |
| CICI's night, Sweet Tomato Night, and Chick-Fil-A Nights are all PTA fundraisers designed to involve the Miller Community | None | Miller Elementary PTA | September 2008 – May 2009 | The number of Miller Community members present at each event |
| Donuts for Pride Award Students and their parents each six weeks | \$300 supplied by Miller Elementary PTA | Principal: Chris Chamberlain Assistant Principal: Matthew Brown | September 2008 – May 2009 | The number of Miller Community members present at each event |
| Teachers will communicate student academic progress and assessment reports with parents via conferences, phone calls, and the use of "Teleparent" at least 2 times each six weeks. | None | Principal: Chris Chamberlain Assistant Principal: Matthew Brown | September 2008 – May 2009 | Teacher documentation of communications with parents. |

Goal #4: To engage parents and the community in the educational process.

| Improvement Strategies | Resource Allocations | Person Responsible for Monitoring | Timeline for Monitoring | Formative Evaluation |
|--|--|--|----------------------------------|--|
| <p>Librarians will engage parents and the community by promoting, participating, and/or conducting three campus or district events such as Book Fairs, Author visits, Meet the Teacher Night, Open House, Public Library Presentations, Story Tellers, and Guest Speakers.</p> | <p>Campus Library Budgets Campus Library Activity Budget LS Dept. Budget</p> | <p>Miller Librarian: Marilyn Gravelle Lorie Bruns: Library Services Director Carole Hagler: Director of State and Federal Programs</p> | <p>Fall 2008 Spring 2009</p> | <p>Library Services Monthly Activity Reports Campus and District Calendars</p> |

Goal #5: To prevent campus violence and ensure appropriate methods of intervention.

| Improvement Strategies | Resource Allocations | Person Responsible for Monitoring | Timeline for Monitoring | Formative Evaluation |
|---|--|---|---|--|
| Formation of the Miller Behavior Committee, - a group of Miller Faculty members working collaboratively to build and implement a school wide behavior plan. | None | Principal: Chris Chamberlain Assistant Principal: Matthew Brown Miller Behavior Committee Members | September 2008 – May 2009 | The number of office referrals The number of students nominated for PRIDE tickets |
| Implementation of a campus wide behavior plan proactively addressing student behavior | None | Principal: Chris Chamberlain Assistant Principal: Matthew Brown Miller Faculty and Staff | September 2008 – May 2009 | The number of office referrals The number of students nominated for PRIDE tickets |
| Pride Assemblies to address and reward positive behaviors | \$1,800 for Pride Awards (from Miller PTA) | Principal: Chris Chamberlain Assistant Principal: Matthew Brown | Held at the end of each six week grading period | The number of office referrals The number of students nominated for PRIDE tickets |
| Daily reinforcement of Boy's Town strategies | None | Principal: Chris Chamberlain Assistant Principal: Matthew Brown Miller Faculty and Staff | September 2008 – May 2009 | Evidence of Boys Town Strategies |
| Friday Afternoon Behavior Academy to address disruptive classroom behaviors | None | Principal: Chris Chamberlain Assistant Principal: Matthew Brown | September 2008 – May 2009 | A change in the number of students attending the academy |



Campus Improvement Plan 2008-2009 Miller Elementary School

Bibliography

Axelrod, Richard H. "Changing the Ways We Change Organizations". Berrett Kohler Publishing

Azzara, J. "The Heart of School Leadership". Educational Leadership, September 2002. Eisner, Elliot. "The Misunderstood Role of the Arts in Human Development". Phi Delta Kappan, April 1992.

Glickman, Carl, "Symbols and Celebrations That Sustain Education". Educational Leadership, Vol. 60, No. 6, March 2003

Good, Thomas L., "Teacher Expectations and Student Perceptions: A Decade of Research". Educational Leadership, Vol. 38, n.5 Feb 1991

Guthrie, J. "Contexts for Engagement and Motivation in Reading". Handbook of Reading Research, Vol. III (2000)

Hyerle, David. "Thinking Maps: Seeing is Understanding". Thinking Maps Inc. (2000).

Maehr, M.L. and Midgley, C., "Enhancing Student Motivation: A School Wide Approach." Educational Psychologist, Summer and Fall 1991.0

McGinn, Michelle K and Wolf, Micheal Roth, "Preparing Students for Competent Science Practice: Implications of Recent Research in Science and Technology Studies." Educational Researcher 28, 3 (April 1999): 11-24

Okagaki, Lynn and Rensch, Peter, "Parenting and Children's School Achievement: A Multiethnic Perspective". American Educational Research Journal, Vol. 35, Spring 1998

Rea, Patricia and McLaughlin, Virginia, "Outcomes of Students With Learning Disabilities in Inclusive and Pullout." Exceptional Children. Vol. 68, Winter 2002

Shepherdson, D. and Britsch, "The Role of children's Journals in Elementary School Science Activities". Journal of Research in Science Teaching. Vol. 38, January 2001

Smith, Nancy Cook. "Thinking Maps and Write From the Beginning Theory and Empirical Evidence". TRIERE Research.

Tobias, Randolph, "Nurturing At Risk Youth in Math and Science: Curriculum and Teaching Considerations." 1992



**Campus Improvement Plan 2008-2009
Miller Elementary School**

Tomlison, Carol Ann. “The Differentiated Classroom: Responding to the Needs of All Learners”.

Watson, Charles; Pettus, Alford; and Fairchild, Steven, “Strategies for Increasing Achievement in Science”.

Miller Elementary School Campus Improvement Plan 2008-09

| Grade 3 TAKS-Reading/ELA | | | | | | | | | | |
|---------------------------------|-------------|------|-------------|------|------|-------------|-----|------|-------------|------|
| | Spring 2006 | | Spring 2007 | | Diff | Spring 2008 | | Diff | Spring 2009 | Diff |
| | N | % | N | % | | N | % | | % | |
| ALL | 102 | 100% | 99 | 99% | -1% | 90 | 91% | -8% | 92% | 1% |
| Afri Amer | 15 | 100% | 18 | 100% | 0% | 8 | 88% | -13% | 90% | 2% |
| Hispanic | 11 | 100% | 14 | 100% | 0% | 12 | 83% | -17% | 90% | 7% |
| White | 66 | 100% | 61 | 98% | -2% | 57 | 95% | -4% | 96% | 1% |
| Eco Disadv | 21 | 100% | 35 | 97% | -3% | 29 | 79% | -18% | 85% | 6% |
| LEP | 12 | 100% | 8 | 100% | 0% | 13 | 92% | -8% | 95% | 3% |
| SpEd | 3 | * | 5 | 100% | * | 4 | * | * | | |

| Grade 4 TAKS-Reading/ELA | | | | | | | | | | |
|---------------------------------|-------------|------|-------------|-----|------|-------------|-----|------|-------------|------|
| | Spring 2006 | | Spring 2007 | | Diff | Spring 2008 | | Diff | Spring 2009 | Diff |
| | N | % | N | % | | N | % | | % | |
| ALL | 104 | 89% | 105 | 89% | -1% | 91 | 89% | 0% | 90% | 1% |
| Afri Amer | 15 | 67% | 13 | 85% | 18% | 15 | 80% | -5% | 85% | 5% |
| Hispanic | 13 | 69% | 14 | 79% | 9% | 9 | 89% | 10% | 90% | 1% |
| White | 67 | 97% | 67 | 93% | -4% | 59 | 92% | -1% | 95% | 3% |
| Eco Disadv | 26 | 73% | 25 | 76% | 3% | 28 | 79% | 3% | 80% | 1% |
| LEP | 10 | 80% | 9 | 56% | -24% | 11 | 91% | 35% | 92% | 1% |
| SpEd | 6 | 100% | 5 | 60% | -40% | 11 | 55% | -5% | 70% | 15% |

| Grade 5 TAKS-Reading/ELA | | | | | | | | | | |
|---------------------------------|-------------|------|-------------|------|------|-------------|------|------|-------------|------|
| | Spring 2006 | | Spring 2007 | | Diff | Spring 2008 | | Diff | Spring 2009 | Diff |
| | N | % | N | % | | N | % | | % | |
| ALL | 90 | 99% | 125 | 98% | -1% | 115 | 94% | -4% | 95% | 1% |
| Afri Amer | 18 | 94% | 21 | 90% | -4% | 20 | 85% | -5% | 90% | 5% |
| Hispanic | 4 | * | 16 | 100% | * | 13 | 85% | -15% | 90% | 5% |
| White | 59 | 100% | 75 | 99% | -1% | 72 | 99% | 0% | 100% | 1% |
| Eco Disadv | 20 | 95% | 29 | 93% | -2% | 29 | 86% | -7% | 90% | 4% |
| LEP | 3 | * | 8 | 100% | * | 6 | 67% | -33% | 85% | 18% |
| SpEd | 1 | * | 2 | * | * | 5 | 100% | * | | |

| Grade 6 TAKS-Reading/ELA | | | | | | | | | | |
|---------------------------------|-------------|------|-------------|------|------|-------------|------|------|-------------|------|
| | Spring 2006 | | Spring 2007 | | Diff | Spring 2008 | | Diff | Spring 2009 | Diff |
| | N | % | N | % | | N | % | | % | |
| ALL | 116 | 100% | 87 | 98% | -2% | 120 | 97% | -1% | 98% | 1% |
| Afri Amer | 18 | 100% | 16 | 94% | -6% | 19 | 89% | -4% | 90% | 1% |
| Hispanic | 12 | 100% | 8 | 88% | -13% | 15 | 100% | 13% | 100% | 0% |
| White | 79 | 100% | 57 | 100% | 0% | 73 | 97% | -3% | 100% | 3% |
| Eco Disadv | 33 | 100% | 15 | 93% | -7% | 25 | 88% | -5% | 90% | 2% |
| LEP | 4 | * | 2 | * | * | 1 | * | * | | |
| SpEd | 4 | * | 2 | * | * | 10 | 90% | * | 92% | 2% |

Miller Elementary School Campus Improvement Plan 2008-09

| Grade 3 TAKS-Mathematics | | | | | | | | | | |
|---------------------------------|-------------|-----|-------------|------|------|-------------|------|------|-------------|------|
| | Spring 2006 | | Spring 2007 | | Diff | Spring 2008 | | Diff | Spring 2009 | Diff |
| | N | % | N | % | | N | % | | % | |
| ALL | 103 | 96% | 98 | 90% | -6% | 89 | 89% | -1% | 90% | 1% |
| Afri Amer | 15 | 87% | 18 | 83% | -3% | 8 | 88% | 4% | 90% | 2% |
| Hispanic | 12 | 92% | 13 | 100% | 8% | 12 | 83% | -17% | 85% | 2% |
| White | 66 | 98% | 61 | 92% | -7% | 56 | 91% | -1% | 92% | 1% |
| Eco Disadv | 22 | 86% | 34 | 88% | 2% | 29 | 90% | 1% | 90% | 0% |
| LEP | 13 | 92% | 8 | 100% | 8% | 13 | 100% | 0% | 100% | 0% |
| SpEd | 3 | * | 5 | 100% | * | 6 | 67% | -33% | 75% | 8% |

| Grade 4 TAKS-Mathematics | | | | | | | | | | |
|---------------------------------|-------------|------|-------------|-----|------|-------------|------|------|-------------|------|
| | Spring 2006 | | Spring 2007 | | Diff | Spring 2008 | | Diff | Spring 2009 | Diff |
| | N | % | N | % | | N | % | | % | |
| ALL | 103 | 96% | 109 | 79% | -17% | 93 | 94% | 15% | 95% | 1% |
| Afri Amer | 15 | 87% | 14 | 64% | -22% | 15 | 80% | 16% | 85% | 5% |
| Hispanic | 13 | 85% | 14 | 79% | -6% | 9 | 78% | -1% | 85% | 7% |
| White | 66 | 100% | 70 | 80% | -20% | 61 | 100% | 20% | 100% | 0% |
| Eco Disadv | 26 | 88% | 26 | 65% | -23% | 29 | 90% | 24% | 95% | 5% |
| LEP | 10 | 100% | 9 | 67% | -33% | 11 | 100% | 33% | 100% | 0% |
| SpEd | 5 | 100% | 8 | 63% | -38% | 11 | 64% | 1% | 75% | 11% |

| Grade 5 TAKS-Mathematics | | | | | | | | | | |
|---------------------------------|-------------|-----|-------------|------|------|-------------|-----|------|-------------|------|
| | Spring 2006 | | Spring 2007 | | Diff | Spring 2008 | | Diff | Spring 2009 | Diff |
| | N | % | N | % | | N | % | | % | |
| ALL | 90 | 94% | 123 | 91% | -3% | 117 | 90% | -1% | 95% | 5% |
| Afri Amer | 18 | 89% | 20 | 80% | -9% | 20 | 70% | -10% | 80% | 10% |
| Hispanic | 4 | * | 16 | 100% | * | 13 | 92% | -8% | 95% | 3% |
| White | 59 | 97% | 74 | 92% | -5% | 74 | 93% | 1% | 95% | 2% |
| Eco Disadv | 20 | 90% | 28 | 79% | -11% | 30 | 77% | -2% | 82% | 5% |
| LEP | 3 | * | 1 | * | * | 6 | 83% | * | 85% | 2% |
| SpEd | 1 | * | 1 | * | * | 6 | 67% | * | 70% | 3% |

| Grade 6 TAKS-Mathematics | | | | | | | | | | |
|---------------------------------|-------------|------|-------------|-----|------|-------------|-----|------|-------------|------|
| | Spring 2006 | | Spring 2007 | | Diff | Spring 2008 | | Diff | Spring 2009 | Diff |
| | N | % | N | % | | N | % | | % | |
| ALL | 115 | 90% | 87 | 84% | -7% | 120 | 85% | 1% | 90% | 5% |
| Afri Amer | 18 | 78% | 16 | 75% | -3% | 19 | 74% | -1% | 80% | 6% |
| Hispanic | 12 | 100% | 8 | 75% | -25% | 15 | 80% | 5% | 85% | 5% |
| White | 78 | 91% | 57 | 86% | -5% | 73 | 88% | 2% | 90% | 2% |
| Eco Disadv | 32 | 84% | 15 | 67% | -18% | 25 | 84% | 17% | 90% | 6% |
| LEP | 4 | * | 2 | * | * | 1 | * | * | | |
| SpEd | 3 | * | 2 | * | * | 10 | 50% | * | 70% | 20% |

Miller Elementary School Campus Improvement Plan 2008-09

| Grade 4 TAKS-Writing | | | | | | | | | | |
|-----------------------------|-------------|------|-------------|------|------|-------------|-----|------|-------------|------|
| | Spring 2006 | | Spring 2007 | | Diff | Spring 2008 | | Diff | Spring 2009 | Diff |
| | N | % | N | % | | N | % | | % | |
| ALL | 103 | 96% | 106 | 97% | 1% | 95 | 92% | -6% | 95% | 3% |
| Afri Amer | 15 | 93% | 14 | 100% | 7% | 15 | 87% | -13% | 90% | 3% |
| Hispanic | 13 | 85% | 13 | 100% | 15% | 10 | 80% | -20% | 85% | 5% |
| White | 66 | 98% | 68 | 96% | -3% | 62 | 95% | 0% | 95% | 0% |
| Eco Disadv | 26 | 96% | 24 | 100% | 4% | 29 | 86% | -14% | 90% | 4% |
| LEP | 10 | 100% | 9 | 100% | 0% | 11 | 91% | -9% | 95% | 4% |
| SpEd | 5 | 100% | 4 | * | * | 11 | 45% | * | 70% | 25% |

| Grade 5 TAKS-Science | | | | | | | | | | |
|-----------------------------|-------------|-----|-------------|-----|------|-------------|-----|------|-------------|------|
| | Spring 2006 | | Spring 2007 | | Diff | Spring 2008 | | Diff | Spring 2009 | Diff |
| | N | % | N | % | | N | % | | % | |
| ALL | 90 | 80% | 126 | 79% | -1% | 122 | 77% | -2% | 82% | 5% |
| Afri Amer | 18 | 44% | 21 | 50% | 6% | 20 | 55% | 5% | 75% | 20% |
| Hispanic | 3 | * | 17 | 69% | * | 15 | 67% | -2% | 75% | 8% |
| White | 60 | 90% | 75 | 88% | -2% | 77 | 83% | -5% | 90% | 7% |
| Eco Disadv | 20 | 65% | 29 | 68% | 3% | 30 | 60% | -8% | 70% | 10% |
| LEP | 3 | * | 8 | 88% | * | 6 | 67% | -21% | 85% | 18% |
| SpEd | 1 | * | 6 | 50% | * | 12 | 33% | -17% | 70% | 37% |



Campus Improvement Plan 2008-2009
Miller Elementary

State Compensatory Education

Intended Purpose - to increase the academic achievement and reduce the drop out rate of students

Intended Beneficiaries - students identified as at risk of dropping out of school as defined in Subchapter B, Chapter 39 TEC

| Description | Acct Code | Original Budget | 09/30/2008 Budget |
|--------------------------|------------------------------|------------------------|--------------------------|
| Comp. Ed. Budget | | | |
| SUBSTITUTE TEACHERS | 199.11.6112.00.135.9.24.0.04 | 0.00 | 150.00 |
| TUTORIAL SERVICES | 199.11.6119.02.135.9.24.0.00 | 26,520.00 | 26,520.00 |
| MEDICARE | 199.11.6141.00.135.9.24.0.04 | 0.00 | 2.18 |
| FICA | 199.11.6141.01.135.9.24.0.04 | 0.00 | 9.30 |
| SAL & WAGES-SUPPORT PERS | 199.31.6129.00.135.9.24.0.00 | 19,562.40 | 19,562.40 |
| MEDICARE | 199.31.6141.00.135.9.24.0.00 | 272.75 | 272.75 |
| TOTAL | | 46,355.15 | 46,516.63 |