

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

Arlington
INDEPENDENT SCHOOL DISTRICT



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

Overview

We are so proud of our Speer Stars. At the completion of the 2007-2008 school year, the Speer Stars made Adequate Yearly Progress (AYP) and were Academically Acceptable.

Maxie Speer Elementary is a Title I Schoolwide Program. School demographics are as follows: 95.5% minority; 92% free and reduced lunch; 88% Hispanic; 9% African American; 2% white.

A Comprehensive Needs Assessment (CNA) was conducted in August 2008. Speer professional staff reviewed and analyzed end of year assessments in all content areas, TAKS 2008 results in English and Spanish, DRA2/EDL2 results for grades K- 2, and grade level retention rates school wide. Reading continues to be an area of strength. Overall, 3rd grade scored 85% passing and 6th grade scored 82% passing in reading. Fourth grade demonstrated a strong 84% passing rate overall in writing. We will continue to focus on math and science across all grade levels.

Speer staff will define a system of Response to Intervention (RTI), to maintain strong reading achievement and to foster higher achievement in math and science. Implementation of a 50/50 One-Way Bilingual Program Model, PreK – 5th grade, will facilitate strong English language development and expedite transition/exit from the program by the end of 6th grade.

Hiring new staff members, as well as, looping and in building transfers, will create a strong framework for vertical teaming and aligning grade level TEKS across all grade levels.

The Speer Star Staff has made a commitment to CAPTURE, INSPIRE, and TEACH all students. Teachers will CAPTURE students by creating a classroom environment that is of interest to their students. Teachers will INSPIRE their students by creating opportunities for their students to make connections with those who have excelled in life in spite of poverty, homelessness, and personal tragedy. Teachers will TEACH their students using Best Practices and Differentiated Instruction.

We are very excited to be a recipient of the 21st Century Grant which will fund a much needed after school tutorial/enrichment program for our students.

School Motto: *"If it is to be, it's up to me - Si tiene que se depende de mi - I'M GOING TO COLLEGE"*

Schoolwide Component Codes:

CNA-Comprehensive Needs Assessment	RS-SW Reform Strategies	HQ-Highly Qualified Staff	PD-Professional Development	R/R-Recruitment & Retention of HQ teachers
FI-Family Involvement	Tr-Transition	Asmt-Teachers involved in assessment decisions	M-Effective, timely, additional assistance for Mastery	C/I-Coordination & Integration of Federal, State & Local funds

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

Improvement Areas	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
Reading: 4 th grade – 6 th grade <ul style="list-style-type: none"> • African American • Econ. Disadvantaged • Special Ed. 	A portion of \$346, 777 Title I Funds for tutorials, \$28,500 404 Funds for Fast Forward, A portion of \$123, 469 Comp Ed Funds for tutorials, A portion of \$5000 Bil/ESL Funds, A portion of \$107, 474 21 st Century Grant, Literacy Room Thinking Maps; SIPPS Materials; Mentors (CNA, RS, C/I)	Linda De Leon – Principal, Silvia Oropeza - 4 th Lead, Amy Wakins- 5 th Lead, Debra Davidson- 6 th Lead, Ana Coca-IF, Marva Bernard – IF, Robert Skiles – ESL Pullout, Christel Applon – Sp. Ed. Lead, Gail Bowen – Counselor, Pam Johnson – Social Worker, Jeff Paysse – Bil/ESL Lead All Classroom Teachers PreK -6	August 2008 - June 2009	Lesson Plans, Guided Reading Records, DRA2/EDL2, Observation Survey, Benchmarks Mini-Tests, Student Work, Staff Development attended, PLC’s, Classroom Observations, TRIAND Data, TAKS Results
Math: 3 rd Grade – 6 th GRADE <ul style="list-style-type: none"> • African American • Hispanic • Eco. Disadv. • LEP • Special Ed. 	A portion of \$346, 777 Title I Funds for tutorials, \$28,500 404 Funds for Fast Forward, A portion of \$123, 469 Comp Ed Funds for tutorials, A portion of \$5000 Bil/ESL Funds, A portion of \$107, 474 21 st Century Grant, Literacy Room Thinking Maps; SIPPS Materials; Mentors (CNA, RS, C/I)	Linda De Leon – Principal, Silvia Oropeza - 4 th Lead, Amy Wakins- 5 th Lead, Debra Davidson- 6 th Lead, Ana Coca-IF, Marva Bernard – IF, Robert Skiles – ESL Pullout, Christel Applon – Sp. Ed. Lead, Gail Bowen – Counselor, Pam Johnson – Social Worker, Jeff Paysse – Bil/ESL Lead All Classroom Teachers PreK -6	August 2008 - June 2009	Lesson Plans, Benchmarks Mini-Tests, Student Work, Math Journal Analysis, Staff Development attended, PLC’s, Classroom Observations, TRIAND Data, TAKS Results
Writing: 4 th Grade <ul style="list-style-type: none"> • African American • Special Ed. 	A portion of \$346, 777 Title I Funds for tutorials, \$28,500 404 Funds for Fast Forward, A portion of \$123, 469 Comp Ed Funds for tutorials, A portion of \$5000 Bil/ESL Funds, A portion of \$107, 474 21 st Century Grant, Literacy Room Thinking Maps; SIPPS Materials; Mentors (CNA, RS, C/I)	Linda De Leon – Principal, Silvia Oropeza - 4 th Lead, Ana Coca- IF, Marva Bernard – IF, Robert Skiles – ESL Pullout, Christel Applon – Sp. Ed. Lead, Gail Bowen – Counselor, Pam Johnson – Social Worker, Jeff Paysse – Bil/ESL Lead All Classroom Teachers PreK -4	August 2008 - June 2009	Lesson Plans, Journal Analysis, Benchmarks Mini-Tests, Student Work, Staff Development attended, PLC’s, Classroom Observations, TRIAND Data, TAKS Results

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

Improvement Areas	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
Science: 5 th Grade <ul style="list-style-type: none"> • African American • Hispanic • Eco. Disadvan. • LEP 	A portion of \$346, 777 Title I Funds for tutorials, \$28,500 404 Funds for Fast Forward, A portion of \$123, 469 Comp Ed Funds for tutorials, A portion of \$5000 Bil/ESL Funds, A portion of \$107, 474 21 st Century Grant, Literacy Room, Science Lab, Thinking Maps; SIPPS Materials; Mentors	Linda De Leon – Principal, Amy Wakins- 5 th Lead, Lori Lewis - 5thgrade science, Ana Coca- IF, Marva Bernard – IF, Robert Skiles – ESL Pullout, Christel Applon – Sp. Ed. Lead, Gail Bowen – Counselor, Pam Johnson – Social Worker, Jeff Paysse – Bil/ESL Lead All Classroom Teachers PreK -5	August 2008 - June 2009	Lesson Plans, Science Journal Analysis, Benchmarks Mini-Tests, Student Work, Staff Development attended, PLC’s, Classroom Observations, TRIAND Data, TAKS Results

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

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
Consistently meet with teachers at three week intervals to discuss progress reports, report cards, classroom assessments, and benchmarks. (M) (Asmt)	Student Tracking Sheets Accelerated Instruction Plans (AIP)	Linda De Leon – Principal, R.D. Gilbert - Assistant Principal, Gail Bowen – Counselor, Pam Johnson – Social Worker, Ana Coca – IF, Marva Bernard -IF	August 2008 – June 2009	Principal Monitoring Notes Meeting Summaries
Implement a school wide tutorial program to include a Saturday Academy. (M)	Accelerated Instruction Plans (AIP) A portion of \$346, 777 Title I Funds for tutorials, A portion of \$123, 469 Comp Ed Funds for tutorials, A portion of \$5000 Bil/ESL Funds, A portion of \$107, 474 21 st Century Grant	Linda De Leon – Principal, R.D. Gilbert - Assistant Principal, Ana Coca – IF, Marva Bernard –IF, Robyn Rosenbower – K lead, Irene Ross – 1 st lead, Victor Manterola – 2 nd lead, Iris Gonzalez – 3 rd lead, Silvia oropezza – 4 th lead, Amy Watkins – 5 th lead, Debra Davidson – 6 th lead, Christel Applon – Sp. Ed. lead	October 2008 – June - 2009	Lesson Plans Student Attendance Sheets Tutorial Assessment Results Report Cards Progress Reports
Implement a school wide mentor program to support students who have the greatest academic and emotional need. (RS)	Mentors	Linda De Leon – Principal, R.D. Gilbert - Assistant Principal, Gail Bowen – Counselor, Pam Johnson – Social Worker,	October 2008 – June - 2009	Mentor Sign-in Sheets Report Cards Progress Reports

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

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
Provide consistent and relevant Staff Development to support target content areas and to support teachers with consistent low passing rates. (PD)	A portion of \$346, 777 Title I Funds for tutorials, A portion of \$123, 469 Comp Ed Funds for tutorials, A portion of \$5000 Bil/ESL Funds	Linda De Leon – Principal, R.D. Gilbert - Assistant Principal	August – 2008 to June-2009	Staff Development Agendas Triand Data Analysis
Utilize the Realizing Academic Potential (RAP) committee, Professional Learning Communities and grade level staff to identify Tier III students that will need an accelerated instruction plan. (Asmt, M)	Student Tracking Sheets Accelerated Instruction Plans (AIP) Completed RTI template per student or student groups	Linda De Leon – Principal, R.D. Gilbert - Assistant Principal	August – 2008 to June-2009	Report Cards Progress Reports TAKS EOY Assessments
Create Academic Teams to dialogue, study data trends, analysis Triand data, and make recommendations. (RTI) <ul style="list-style-type: none"> • Math Team • Science Team • Reading Team 	Core Subject Data	Linda De Leon – Principal, R. D. Gilbert – Assistant Principal, Marva Bernard – IF,	September 2008 to June - 2009	Meeting Attendance Sheets Meeting Minutes Report Cards Progress Reports TAKS EOY Assessments
Campus Administration will ensure that teachers are placed in classroom/subject area assignments that match the certification of each teacher. (HQ)	<i>HQ Sheets</i>	Linda De Leon - Principal	September 2008 & January 2009	Master schedule Teacher certification Principal Attestation

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

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
To attract and retain Highly Qualified teaching staff, teachers are provided the opportunity to participate in a Master's Degree program in a core curriculum subject area. (R/R)	District Title I funds	State & Federal Program Office	October & February	List of teachers participating in Master's program
Teachers will participate in high quality, ongoing professional development based upon campus Comprehensive Needs Assessment. (PD) (CNA)	A portion of \$346, 777 Title I Funds for tutorials, A portion of \$123, 469 Comp Ed Funds for tutorials, A portion of \$5000 Bil/ESL Funds	Linda De Leon - Principal	December & April	ERO attendance reports
All grade level teachers will meet weekly to discuss instructional strategies, based on student data, to improve classroom performance. (Asmt)	Triand Data, Teaching monitoring notes	Linda De Leon - Principal	Weekly from October 2008 – June 2009	Teacher meeting agendas and Meeting logs
Students identified as needing additional learning time to meet academic standards or 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. (M)	A portion of \$346, 777 Title I Funds for tutorials, A portion of \$123, 469 Comp Ed Funds for tutorials Accelerated Reading/Math (C/I)	Linda De Leon – Principal, Amy Wakins- 5 th Lead, Lori Lewis - 5thgrade science, Ana Coca- IF, Marva Bernard – IF, Robert Skiles – ESL Pullout, Christel Applon – Sp. Ed. Lead, Gail Bowen – Counselor, Pam Johnson – Social Worker, Jeff Paysse – Bil/ESL Lead All Classroom Teachers PreK -5	August 2008 - June 2009	Lesson Plans, RAP recommendations, RTI Intervention Plan for Tier 2 &3 students, Student Work, Staff Development attended, PLC's, Classroom Observations, TRIAND Data, TAKS Results

Goal #3: To develop subject area vertical alignment.

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
Implement and maintain school-wide academic teams with representatives from each grade level. <ul style="list-style-type: none"> • Math Team • Science Team • Reading Team (RS)	Core Subject Data	Linda De Leon – Principal, R. D. Gilbert – Assistant Principal, Marva Bernard – IF,	August – 2008 to June-2009	Meeting Agendas, Minutes, Recommendations
Lead teacher meetings and faculty meetings will be used for vertical teaming and vertical curriculum alignment. (RS)	District Time Times Grade Level TEKS TRIAND Data Analysis	Linda De Leon – Principal, R.D. Gilbert- Assistant Principal	August – 2008 to June-2009	Meeting agendas, minutes, outcomes
Identify and practice school-wide system of instructional strategies to help students gain academic success in all subject areas. <ul style="list-style-type: none"> *NERD/CHUMP -Reading *RUBIES- Math *Identifying similarities and differences *Summarizing and note taking *Reinforcing effort and providing recognition * Homework and practice *Nonlinguistic representations * Cooperative learning * Setting objectives and providing feedback * Generating and testing hypotheses *Questions, cues, and advance organizers *Calendar Math * Vocabulary Instruction (6steps) (M), (RS), (PD)	A portion of \$346, 777 Title I Funds for tutorials, A portion of \$123, 469 Comp Ed Funds for tutorials, A portion of \$5000 Bil/ESL Funds to be used staff development Marzano’s “Classroom Instruction that Works” and “A Handbook for Classroom Instruction that Works”.	Linda De Leon – Principal, R.D. Gilbert - Assistant Principal, Ana Coca – IF, Marva Bernard –IF, Robyn Rosenbower – K lead, Irene Ross – 1 st lead, Victor Manterola – 2 nd lead, Iris Gonzalez – 3 rd lead, Silvia oropezza – 4 th lead, Amy Watkins – 5 th lead, Debra Davidson – 6 th lead, Christel Applon – Sp. Ed. lead	August – 2008 to June-2009	List of Instructional Strategies, Classroom Observation, Formal teacher evaluation



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

Goal #3: To develop subject area vertical alignment.

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
Activities that encourage a coherent, seamless transition for at-risk students will be provided, which include 7 th grade campus visits. (Tr)	A portion of \$346, 777 Title I Funds for field trips and academic summer camps	Linda De Leon - Principal	January 2009 – June 2009	Student Rosters

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
Will Maintain a strong partnership with AMH, Theater Arlington, APD, Big Brothers Big Sisters, UTA, Velociti Fitness League, Horizen Plumbing, and the City of Arlington, to provide student incentives, foster academic success, to support health care needs, and to raise funds for facility improvement. (FI)	Private donations	Linda De Leon – Principal, R.D. Gilbert - Assistant Principal, Pam Johnson – Social Worker, Veronica Arizmendi – Parent Representative	August – 2008 to June-2009	Individual organization’s reports
Each grade levels will host a reading/writing night, a math/writing night, or a science/writing night, to engage parents in the educational process. (FI)	A portion of \$346, 777 Title I Funds to purchase materials for event	Linda De Leon – Principal, R.D. Gilbert - Assistant Principal, Ana Coca – IF, Marva Bernard –IF, Robyn Rosenbower – K lead, Irene Ross – 1 st lead, Victor Manterola – 2 nd lead, Iris Gonzalez – 3 rd lead, Silvia oropezza – 4 th lead, Amy Watkins – 5 th lead, Debra Davidson – 6 th lead, Christel Applon – Sp. Ed. lead	August – 2008 to June-2009	Parent sign-in sheets, Session evaluations by parents
Will host family programs: <ul style="list-style-type: none"> • Santa Fe Adolescent Services • Toddler Time • Parent ESL classes • Coffee with the Principal (FI) 	A portion of \$346, 777 Title I Funds to purchase needed supplies for event	Linda De Leon – Principal, Veronica Arizmendi – Parent Representative	August – 2008 to June-2009	Parent sign-in sheets, Session evaluations by 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
The Family Involvement Team (FIT), comprised of teachers, Instructional Facilitator(s), Family School Representative and parents, will meet twice during the school year to plan and evaluate family involvement events based upon campus' needs. (FI)	FR allotment of \$4000 Title I Funds to purchase materials for event	Linda De Leon – Principal, Veronica Arizmendi – Family Representative	August 2008 and June 2009	Event evaluations Staff surveys Program Agendas
Campus Family Involvement Policy and Compact, which was developed by the FIT team, will be sent to all parents along with each child's first report card. Campus FI Policy will guide the Family Involvement Program. (FI)	Campus Family Involvement Policy and Compact	Linda De Leon – Principal, Veronica Arizmendi – Family Representative	End of 1 st Six Weeks	Campus Family Involvement Policy and Compact Review Notes
Conduct an annual Title I meeting to explain NCLB requirements and the instructional program and interventions at the campus. (FI)	<i>District slide presentation in English, Spanish and Vietnamese</i>	Linda De Leon – Principal, Veronica Arizmendi – Family Representative	September 24 and September 25, 2008	Event evaluation

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
Teachers will communicate student academic progress and assessment reports with parents every 3 weeks through progress reports/report cards and/or phone conference.(FI)	<i>Progress Report Form</i> <i>District Report Card</i> <i>Student Communicator</i>	Linda De Leon – Principal, R.D. Gilbert - Assistant Principal, Robyn Rosenbower – K lead, Irene Ross – 1 st lead, Victor Manterola – 2 nd lead, Iris Gonzalez – 3 rd lead, Silvia oropezza – 4 th lead, Amy Watkins – 5 th lead, Debra Davidson – 6 th lead, Christel Applon – Sp. Ed. lead	August 2008- June 2009	Teacher documentation of communications with parents

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
Speer will maintain Boy's Town Curriculum school wide. (CNA), (RS)	Boy's Town Curriculum and posters	Linda De Leon – Principal, R, D. Gilbert – Assistant Principal, Gail Bowen – Counselor, Pam Johnson – Social Worker	August 2008 – June 2009	Decrease in numbers of referrals to office that are not severe offenses
Fifth grade students will participate in the ACTS-UP Program (Applied Creative Thinking Using Performance Skills) (RS)	Theater Arlington Curriculum	Linda De Leon – Principal, B. J. Cleveland – Director Theater Arlington	October 2008 – June 2009	Decrease in numbers of 5 th and 6 th grade referrals for inappropriate language, disrespect to adults and school property, and for fighting
Speer will maintain a standardized dress code school wide. (RS)	Private Donations	Linda De Leon – Principal, R, D. Gilbert – Assistant Principal, Gail Bowen – Counselor, Pam Johnson – Social Worker	August 2008 – June 2009	Decrease in numbers of referrals for disrespect of adults and school property and fighting
Teachers will participate in a student mentoring program. (RS), (PD)	Mentors and at-risk student data	Linda De Leon – Principal, R, D. Gilbert – Assistant Principal, Gail Bowen – Counselor, Pam Johnson – Social Worker	August 2008 – June 2009	Increase in numbers of students who are commended on the TAKS test



Campus Improvement Plan 2008-2009 Speer Elementary School

Bibliography

- Arlington, I.S.D. (2008) Speer Data 2007-2008: TAKS, EOY results, DRA/EDL, TELPAS
- Blankstein, Alan M. (2004). *Failure is Not an Option*. Thousand Oaks, CA: Corwin Press
- Constantino, Steven M. (2003). *Engaging All Families*. Scarecrow Education
- Diller, Debbie. (2003). *Literacy Work Stations*. Portland, MA: Stenhouse Publishers
- Marzano, Robert J. and Debra J. Pickering. (2005). *Building Academic Vocabulary*. Alexandria, VA: ASCD
- Marzano, Robert J. (2004). *Building Background Knowledge for Academic Achievement*. Alexandria, VA: ASCD
- Marzano, Robert J. and Debra J. Pickering and Jane E. Pollock. (2001). *Classroom Instruction that Works*. Alexandria, VA: ASCD
- Peters, Stephen G. (2006). *Do You Know Enough About Me To Teach Me?* The Peters Group Foundation
- Payne, Ruby K. (2005) *A Framework for Understanding Poverty*. Aha! Process Inc.
- Tomlinson, Carol Ann and Susan Demirsky Allan. (2000) *Leadership for Differentiating Schools & Classrooms*. Alexandria, VA: ASCD
- Tomlinson, Carol Ann. (2001). *How to Differentiate Instruction in Mixed-Ability Classrooms*. Alexandria, VA: ASCD
- TRIAND – data reports
- Zemelman, Steven, Harvey Daniels and Arthur Hyde. (2005). *Best Practices*. Portsmouth, NH: Heinemann

Speer 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	95	84%	100	79%	-5%	96	85%	6%	88%	4%
Afri Amer	6	100%	9	89%	-11%	8	88%	-1%	90%	2%
Hispanic	82	84%	82	79%	-5%	76	84%	5%	89%	5%
White	4	*	7	57%	*	6	100%	43%	100%	0%
Eco Disadv	86	85%	91	79%	-6%	84	86%	7%	93%	7%
LEP	72	86%	66	79%	-7%	72	85%	6%	91%	6%
SpEd	2	*	7	71%	*	5	80%	9%	89%	9%

Grade 4 TAKS-Reading/ELA										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	98	83%	84	71%	-11%	84	70%	-1%	80%	10%
Afri Amer	7	86%	7	43%	-43%	5	20%	-23%	80%	60%
Hispanic	82	83%	73	74%	-9%	74	72%	-2%	80%	8%
White	5	60%	1	*	*	3	*	*		
Eco Disadv	92	84%	76	71%	-13%	78	68%	-3%	80%	12%
LEP	54	83%	59	75%	-9%	60	73%	-1%	80%	7%
SpEd	4	*	*	*	*	5	20%	*	80%	60%

Grade 5 TAKS-Reading/ELA										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	89	69%	100	73%	4%	88	78%	5%	83%	5%
Afri Amer	7	71%	11	82%	10%	7	57%	-25%	80%	23%
Hispanic	77	66%	82	71%	4%	74	78%	8%	86%	8%
White	4	*	3	*	*	4	*	*		
Eco Disadv	86	69%	96	73%	4%	80	78%	5%	83%	5%
LEP	59	58%	63	73%	15%	61	77%	4%	81%	4%
SpEd	6	67%	*	*	*	*	*	*		

Grade 6 TAKS-Reading/ELA										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	75	84%	85	81%	-3%	89	82%	1%	83%	1%
Afri Amer	9	78%	6	100%	22%	7	100%	0%	100%	0%
Hispanic	63	84%	72	81%	-4%	74	80%	-1%	81%	1%
White	2	*	6	67%	*	4	*	*		
Eco Disadv	73	84%	77	79%	-4%	82	82%	2%	84%	2%
LEP	39	82%	42	71%	-11%	42	67%	-5%	80%	13%
SpEd	*	*	4	*	*	3	*	*		

Speer 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	97	57%	102	50%	-7%	93	72%	22%	80%	
Afri Amer	6	33%	9	44%	11%	8	63%	18%	80%	
Hispanic	84	57%	84	51%	-6%	73	70%	19%	80%	10%
White	4	*	7	29%	*	6	100%	71%	100%	0%
Eco Disadv	87	55%	93	47%	-8%	82	73%	26%	80%	7%
LEP	73	60%	68	50%	-10%	71	72%	22%	80%	8%
SpEd	3	*	8	38%	*	8	63%	25%	80%	18%

Grade 4 TAKS-Mathematics										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	99	77%	84	73%	-4%	87	75%	2%	80%	5%
Afri Amer	7	57%	7	43%	-14%	5	40%	-3%	80%	40%
Hispanic	82	77%	73	75%	-1%	76	75%	0%	80%	5%
White	6	83%	1	*	*	4	*	*		
Eco Disadv	93	78%	76	71%	-7%	81	73%	2%	80%	7%
LEP	54	85%	59	75%	-11%	62	79%	4%	80%	1%
SpEd	5	80%	*	*	*	9	44%	*	80%	36%

Grade 5 TAKS-Mathematics										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	89	75%	103	77%	1%	88	70%	-6%	80%	10%
Afri Amer	7	86%	11	64%	-22%	6	17%	-47%	80%	63%
Hispanic	77	73%	83	77%	4%	75	73%	-4%	80%	7%
White	4	*	5	80%	*	4	*	*		
Eco Disadv	86	76%	99	77%	1%	80	70%	-7%	80%	10%
LEP	59	69%	63	76%	7%	63	75%	-2%	80%	5%
SpEd	7	86%	2	*	*	*	*	*		

Grade 6 TAKS-Mathematics										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	75	71%	87	67%	-4%	90	64%	-2%	80%	16%
Afri Amer	9	56%	7	57%	2%	7	57%	0%	80%	23%
Hispanic	63	71%	73	70%	-2%	75	63%	-7%	80%	17%
White	2	*	6	33%	*	4	*	*		
Eco Disadv	73	70%	79	66%	-4%	83	63%	-3%	80%	17%
LEP	39	62%	44	68%	7%	43	53%	-15%	80%	27%
SpEd	*	*	6	50%	*	2	*	*		

Speer 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	97	89%	87	83%	-6%	88	84%	1%	85%	1%
Afri Amer	7	86%	8	50%	-36%	5	60%	10%	80%	20%
Hispanic	82	88%	75	85%	-2%	77	86%	0%	87%	1%
White	4	*	1	*	*	4	*	*		
Eco Disadv	91	88%	78	86%	-2%	81	83%	-3%	84%	1%
LEP	54	89%	61	87%	-2%	62	89%	2%	90%	1%
SpEd	3	*	*	*	*	6	67%	*	80%	13%

Grade 5 TAKS-Science										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	90	43%	110	56%	13%	90	53%	-3%	80%	27%
Afri Amer	7	71%	14	64%	-8%	6	17%	-47%	80%	63%
Hispanic	78	42%	88	52%	11%	77	55%	2%	80%	25%
White	4	*	4	*	*	4	*	*		
Eco Disadv	87	42%	106	55%	13%	82	52%	-3%	80%	28%
LEP	60	29%	65	56%	27%	63	57%	2%	80%	23%
SpEd	7	67%	10	*	*	2	*	*		



Campus Improvement Plan 2008-2009
Speer 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	199.11.6112.00.112.9.30.0.04	0.00	300.00
TUTORIAL SERVICES	199.11.6119.02.112.9.30.0.00	101,790.00	101,790.00
ADVANCED DEGREE-STIPEND	199.11.6119.10.112.9.30.0.00	1,500.00	1,500.00
MEDICARE	199.11.6141.00.112.9.30.0.04	0.00	4.35
MEDICARE	199.11.6141.00.112.9.30.0.00	21.75	21.75
FICA	199.11.6141.01.112.9.30.0.04	0.00	18.60
SAL & WAGES-SUPPORT PERS	199.31.6129.00.112.9.30.0.00	19,562.40	19,562.40
MEDICARE	199.31.6141.00.112.9.30.0.00	272.75	272.75
TOTAL		123,146.90	123,469.85
FTE Count			
PERSONNEL			2.00
TOTAL			2.00



Campus Improvement Plan 2008-2009
Speer Elementary

Title I, Part A:

Intended Purpose - to enable all children to meet the state student performance standards

Intended Beneficiaries - students who experience difficulties mastering the state academic achievement standards

Description	Acct Code	Original Budget	09/30/2008 Budget
FTE Count			
PERSONNEL			6.00
TOTAL			6.00
Title I Budget			
SALARIES-TEACH & OTH PROF	211.11.6119.00.112.9.24.0.00	324,179.00	324,179.00
MISC PURCH & CONTR SERV	211.13.6299.00.112.9.24.0.00	10,000.00	10,000.00
EMPLOYEE TRAVEL	211.13.6411.00.112.9.24.0.00	8,275.00	8,275.00
GENERAL SUPPLIES	211.61.6399.01.112.9.24.0.00	4,227.00	4,227.00
MISC OPERATING EXPENSES	211.61.6499.00.112.9.24.0.00	96.00	96.00
TOTAL		346,777.00	346,777.00