

PLANO INDEPENDENT SCHOOL DISTRICT



Annual Report for 2007-2008 Campus Improvement Plan

School-Based
Improvement
Committee

Name of School: Renner Middle School

School Based Improvement Committee Members

2007-2008

Bill McLaughlin

Billie Jean Lee

Ellen Hurley

Brad Allcorn

Joy Mantelli

Joanne Kozlowski

Susan Kravitz

Burt Smith

Jay McCready

Carolyn Keeter

Sarika Simpson

Nicole Strack

Gloria Pienaar

Jeanine Fleming

Lori Baum

Rosemary Avery

New members
for 2007-2008

Billie Jean Lee

Brad Allcorn

Joanne Kozlowski

Jeanine Fleming

Burt Smith

Gloria Pienaar

Sarika Simpson

Carolyn Keeter

Susan Kravitz

Lori Baum

Meeting Dates 2007-2008

31-Oct-07

18-Feb-08

19-May-08

Public Meeting 2007-2008

18-Feb-08

**Renner Middle School
Campus Improvement Plan**

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2007-2008

Goal Indicator: Math

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Student Group: All Students

Action Step	Person Responsible	Due Date	Resources Required	Date Completed
a. Attain information about new students - i.e. previous records; give a math diagnostic test to assess student level; have counselors give CogAt and MAP tests for intelligence and achievement scores.	Grade level counselor	May 2008	Student files	
b. Before and after school tutorials - these are held twice a week for 30 minute periods each.	Math teachers: 6,7, and 8th grades	May 2008	District Curriculum	
c. Saturday Scholar/Sat. Math - recommend to students who are behind in class work or need more practice with basic skills or identified at risk for failing TAKS - one and one-half hour tutoring in small group or one-on-one.	Math teachers: 6,7, and 8th grades	May 2008		
d. TAKS tutorial - for students who have previously failed or are near failing the TAKS test - 30 minute tutoring in small group that reviews TAKS objectives - Depending on grade level, weekly TAKS tutoring may begin in the fall or at the beginning of the second semester.	Math teachers: 6,7, and 8th grades	May 2008	Test scores	
e. Referral to CAT team - When students are failing, students are assessed by a team of teachers parent, counselors, administrator and/or special education teachers. Recommendation may include Learning Lab privileges before, during and after school and/or FISH sheets that help organize homework assignments and daily objectives.	Math teachers: 6,7, and 8th grades	May 2008		
f. Maintain close contact with the grade level counselor who talks to students, teacher, and parents.	Math teachers and counselor: 6,7, and	May 2008		
g. Offer a Power Math course in grades 6,7,8 to students who do not meet expectations on the 2006 TAKS math test	Power math teacher	May 2008		

h. Work with district personnel to provide professional development in analysis and understanding of data. Teachers will use data to drive curriculum decisions, differentiate instruction and target interventions with specific students.

Administration
District Data Specialist
Math Teachers

May 2008

**Renner Middle School
Campus Improvement Plan**

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2007-2008

Goal Indicator: Math

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Student Group: ESL

Action Step	Person Responsible	Due Date	Resources Required	Date Completed
a. Attain information about new students - i.e. previous records; give a math diagnostic test to assess student level; have counselors give CogAt and MAP tests for intelligence and achievement scores.	ESL Team Leader Grade level counselor	May 2008	Student files	
b. Before and after school tutorials - these are held twice a week for 30 minute periods each.	Math teachers: 6,7, and 8th grades	May 2008	District Curriculum	
c. Saturday Scholar/Sat. Math - recommend to students who are behind in class work or need more practice with basic skills or identified at risk for failing TAKS - one and one-half hour tutoring in small group or one-on-one.	Math teachers: 6,7, and 8th grades	May 2008		
d. TAKS tutorial - for students who have previously failed or are near failing the TAKS test - 30 minute tutoring in small group that reviews TAKS objectives - Depending on grade level, weekly TAKS tutoring may begin in the fall or at the beginning of the second semester.	Math teachers: 6,7, and 8th grades	May 2008	Test scores	
e. Referral to CAT team - When students are failing, students are assessed by a team of teachers parent, counselors, administrator and/or special education teachers. Recommendation may include Learning Lab privileges before, during and after school and/or FISH sheets that help organize homework assignments and daily objectives.	Math teachers: 6,7, and 8th grades	May 2008		
f. Maintain close contact with the grade level counselor who talks to students, teacher, and parents.	Math teachers and counselor: 6,7, and	May 2008		
g. Offer a Power Math course in grades 6,7,8 to students who do not meet expectations on the 2006 TAKS math test	Power math teacher	May 2008		
h. Work with district personnel to provide professional development in analysis and understanding of data. Teachers will use data to drive curriculum decisions, differentiate instruction and target interventions with specific students.	Administration District Data Specialist Math Teachers	May 2008		

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Goal Indicator: Math

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Student Group: Economically Disadvantaged

Action Step	Person Responsible	Due Date	Resources Required	Date Completed
a. Attain information about new students - i.e. previous records; give a math diagnostic test to assess student level; have counselors give CogAt and MAP tests for intelligence and achievement scores.	Grade level counselor	May 2008	Student files	
b. Before and after school tutorials - these are held twice a week for 30 minute periods each.	Math teachers: 6,7, and 8th grades	May 2008	District Curriculum	
c. Saturday Scholar/Sat. Math - recommend to students who are behind in class work or need more practice with basic skills or identified at risk for failing TAKS - one and one-half hour tutoring in small group or one-on-one.	Math teachers: 6,7, and 8th grades	May 2008		
d. TAKS tutorial - for students who have previously failed or are near failing the TAKS test - 30 minute tutoring in small group that reviews TAKS objectives - Depending on grade level, weekly TAKS tutoring may begin in the fall or at the beginning of the second semester.	Math teachers: 6,7, and 8th grades	May 2008	Test scores	
e. Referral to CAT team - When students are failing, students are assessed by a team of teachers parent, counselors, administrator and/or special education teachers. Recommendation may include Learning Lab privileges before, during and after school and/or FISH sheets that help organize homework assignments and daily objectives.	Math teachers: 6,7, and 8th grades	May 2008		
f. Maintain close contact with the grade level counselor who talks to students, teacher, and parents.	Math teachers and counselor: 6,7, and 8th grades	Aug- May		
g. Offer a Power Math course in grades 6,7,8 to students who do not meet expectations on the 2006 TAKS math test	Power math teacher	May 2008		
h. Work with district personnel to provide professional development in analysis and understanding of data. Teachers will use data to drive curriculum decisions, differenitate instruction and target interventions with specific students.	Administration District Data Specialist Math Teachers	May 2008		

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2007-2008

Goal Indicator: Math

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Student Group: Gifted

Action Step	Person Responsible	Due Date	Resources Required	Date Completed
a. Attain information about new students - i.e. previous records; give a math diagnostic test to assess student level; have counselors give CogAt and MAP tests for intelligence and achievement scores.	Grade level counselor	May 2008	Student files	
b. Recommend honors classes for those who qualify.	Math teachers: 6,7, and 8th grades	May 2008	CoGat ITBS MAP	
c. Enrichment activities in class - problem solving, extended lessons that go beyond the regular academic courses.	Math teachers: 6,7, and 8th grades	May 2008		
d. Encourage participation in Whiz Kids and Math Counts. Advertise through announcements and Renner Roundup newsletter.	Math teachers: 6,7, and 8th grades	May 2008		
e. Maintain close contact with the grade level counselor who talks to students, teacher, and parents.	Math teachers and counselor: 6,7, and 8th grades	May 2008		
f. Work with district personnel to provide professional development in analysis and understanding of data. Teachers will use data to drive curriculum decisions, differentiate instruction and target interventions with specific students.	Administration District Data Specialist Math Teachers	May 2008		
g. Identify students that could be successful in more rigorous courses through their involvement in AVID.	AVID Coordinator Counselors	May-08		

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Goal Indicator: Math

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Student Group: Special Education

Action Step	Person Responsible	Due Date	Resources Required	Date Completed
a. Attain information about new students - i.e. previous records; give a math diagnostic test to assess student level; have counselors give CogAt and MAP tests for intelligence and achievement scores.	Grade level counselor	May 2008	Student files	
b. Before and after school tutorials - these are held twice a week for 30 minute periods each.	Math teachers: 6,7, and 8th grades	May 2008	District Curriculum	
c. Saturday Scholar/Sat. Math - recommend to students who are behind in class work or need more practice with basic skills or identified at risk for failing TAKS - one and one-half hour tutoring in small group or one-on-one.	Math teachers: 6,7, and 8th grades	May 2008		
d. TAKS tutorial - for students who have previously failed or are near failing the TAKS test - 30 minute tutoring in small group that reviews TAKS objectives - Depending on grade level, weekly TAKS tutoring may begin in the fall or at the beginning of the second semester.	Math teachers: 6,7, and 8th grades	May 2008	Test scores	
e. Referral to CAT team - When students are failing, students are assessed by a team of teachers parent, counselors, administrator and/or special education teachers. Recommendation may include Learning Lab privileges before, during and after school and/or FISH sheets that help organize homework assignments and daily objectives.	Math teachers: 6,7, and 8th grades	May 2008		
f. Maintain close contact with the grade level counselor who talks to students, teacher, and parents.	Math teachers and counselor: 6,7, and	Aug- May		
g. Offer a Power Math course in grades 6,7,8 to students who do not meet expectations on the 2006 TAKS math test	Power math teacher	May 2008		

h. Work with district personnel to provide professional development in analysis and understanding of data. Teachers will use data to drive curriculum decisions, differentiate instruction and target interventions with specific students.

Administration
District Data Specialist
Math Teachers

May-08

2007-2008 CIP Evaluation Form
Document A

Campus		Renner Middle School						
	Goal	Plan Page Reference	Target	Range	Formative Measure	Summative Measure	Improvement Measure	
Due by October 31, 2007					Due by Feb. 29, 2008	Due by May 30, 2008	Due by May 30, 2008	
Reading								
No State Acct								
All students	Proficiency rate will meet targeted expectations.		96	92-96				
All students	Commended rate will meet targeted expectations.							
African American	Proficiency rate will meet targeted expectations.		83	75-85				
African American	Commended rate will meet targeted expectations.							
Hispanic	Proficiency rate will meet targeted expectations.		84	79-85				
Hispanic	Commended rate will meet targeted expectations.							
White	Proficiency rate will meet targeted expectations.		98	96-98				
White	Commended rate will meet targeted expectations.							
Econ Disadv	Proficiency rate will meet targeted expectations.		77	74-78				
Econ Disadv	Commended rate will meet targeted expectations.							
Writing								
All students	Proficiency rate will meet targeted expectations.		96	95-97				
All students	Commended rate will meet targeted expectations.							
African American	Proficiency rate will meet targeted expectations.		84	82-85				
African American	Commended rate will meet targeted expectations.							
Hispanic	Proficiency rate will meet targeted expectations.		91	89-91				
Hispanic	Commended rate will meet targeted expectations.							
White	Proficiency rate will meet targeted expectations.		98	97-98				
White	Commended rate will meet targeted expectations.							
Econ Disadv	Proficiency rate will meet targeted expectations.		88	88-88				
Econ Disadv	Commended rate will meet targeted expectations.							
Mathematics								
All students	Proficiency rate will meet targeted expectations.		96	90-96				
All students	Commended rate will meet targeted expectations.							
African American	Proficiency rate will meet targeted expectations.		80	75-82				
African American	Commended rate will meet targeted expectations.							
Hispanic	Proficiency rate will meet targeted expectations.		92	83-93				
Hispanic	Commended rate will meet targeted expectations.							
White	Proficiency rate will meet targeted expectations.		98	94-98				
White	Commended rate will meet targeted expectations.							
Econ Disadv	Proficiency rate will meet targeted expectations.		81	75-82				
Econ Disadv	Commended rate will meet targeted expectations.							
Social Studies								
All students	Proficiency rate will meet targeted expectations.		99	84-99				
All students	Commended rate will meet targeted expectations.							
African American	Proficiency rate will meet targeted expectations.		95	84-97				
African American	Commended rate will meet targeted expectations.							
Hispanic	24 Proficiency rate will meet targeted expectations.							
Hispanic	Commended rate will meet targeted expectations.							
White	Proficiency rate will meet targeted expectations.		99	90-99				
White	Commended rate will meet targeted expectations.							
Econ Disadv	23 Proficiency rate will meet targeted expectations.							
Econ Disadv	Commended rate will meet targeted expectations.							
Science								
All students	Proficiency rate will meet targeted expectations.		98	84-99				
All students	Commended rate will meet targeted expectations.							
African American	Proficiency rate will meet targeted expectations.		95	54-97				
African American	Commended rate will meet targeted expectations.							
Hispanic	24 Proficiency rate will meet targeted expectations.							
Hispanic	Commended rate will meet targeted expectations.							
White	Proficiency rate will meet targeted expectations.		99	90-99				
White	Commended rate will meet targeted expectations.							
Econ Disadv	23 Proficiency rate will meet targeted expectations.							
Econ Disadv	Commended rate will meet targeted expectations.							
Attendance								
All students								
African American								
Hispanic								
White								
Econ Disadv								
Citizenship								
All students								

2007-2008 CIP Evaluation Form
Document A

Campus		Renner Middle School						
	Goal	Plan Page Reference	Target	Range	Formative Measure	Summative Measure	Improvement Measure	
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No State Acct								
All students	Proficiency rate will meet targeted expectations.		96	92-96				
All students	Commended rate will meet targeted expectations.							
African American	Proficiency rate will meet targeted expectations.		83	75-85				
African American	Commended rate will meet targeted expectations.							
Hispanic	Proficiency rate will meet targeted expectations.		84	79-85				
Hispanic	Commended rate will meet targeted expectations.							
White	Proficiency rate will meet targeted expectations.		98	96-98				
White	Commended rate will meet targeted expectations.							
Econ Disadv	Proficiency rate will meet targeted expectations.		77	74-78				
Econ Disadv	Commended rate will meet targeted expectations.							
Writing								
All students	Proficiency rate will meet targeted expectations.		96	95-97				
All students	Commended rate will meet targeted expectations.							
African American	Proficiency rate will meet targeted expectations.		84	82-85				
African American	Commended rate will meet targeted expectations.							
Hispanic	Proficiency rate will meet targeted expectations.		91	89-91				
Hispanic	Commended rate will meet targeted expectations.							
White	Proficiency rate will meet targeted expectations.		98	97-98				
White	Commended rate will meet targeted expectations.							
Econ Disadv	Proficiency rate will meet targeted expectations.		88	88-88				
Econ Disadv	Commended rate will meet targeted expectations.							
Mathematics								
All students	Proficiency rate will meet targeted expectations.		96	90-96				
All students	Commended rate will meet targeted expectations.							
African American	Proficiency rate will meet targeted expectations.		80	75-82				
African American	Commended rate will meet targeted expectations.							
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African American	Proficiency rate will meet targeted expectations.		95	84-97				
African American	Commended rate will meet targeted expectations.							
Hispanic	24 Proficiency rate will meet targeted expectations.							
Hispanic	Commended rate will meet targeted expectations.							
White	Proficiency rate will meet targeted expectations.		99	90-99				
White	Commended rate will meet targeted expectations.							
Econ Disadv	23 Proficiency rate will meet targeted expectations.							
Econ Disadv	Commended rate will meet targeted expectations.							
Science								
All students	Proficiency rate will meet targeted expectations.		98	84-99				
All students	Commended rate will meet targeted expectations.							
African American	Proficiency rate will meet targeted expectations.		95	54-97				
African American	Commended rate will meet targeted expectations.							
Hispanic	24 Proficiency rate will meet targeted expectations.							
Hispanic	Commended rate will meet targeted expectations.							
White	Proficiency rate will meet targeted expectations.		99	90-99				
White	Commended rate will meet targeted expectations.							
Econ Disadv	23 Proficiency rate will meet targeted expectations.							
Econ Disadv	Commended rate will meet targeted expectations.							
Attendance								
All students								
African American								
Hispanic								
White								
Econ Disadv								
Citizenship								
All students								