



BUILD  
BRIDGE  
BELIEVE

**Campus Name:** Cullen Middle School

**Campus Number:** 044

**Principal:** Clayton D. Crook

**School Support Officer / Lead Principal:** Rhonda Johnson

**Chief School Officer:** Michael Cardona

Becoming #GreatAllOver

## SIP Part 1: Background, Data Analysis and Needs Assessment

### **MISSION STATEMENT**

The mission of Cullen Middle School is to provide a success-oriented learning environment that addresses each student's unique academic, behavioral, and social needs; thereby, ultimately developing productive citizens in an expanding technological and multicultural society. The vision of Cullen Middle School is we embrace high levels of learning for all students as both the reason our organization exists and the fundamental responsibility of those who work within it. We acknowledge that students learn at different rates and with different levels of support. Therefore, we are willing to examine all practices in light of their impact on learning. Consequently, every adult member of our learning community is committed to ensuring that every child that sits before us is smarter and stronger, by doing whatever it takes to be sure that failure is not an option for any child.

### **SCHOOL PROFILE**

Cullen Middle School is a neighborhood school-serving students in grades sixth through eighth grade from diverse socio-economic backgrounds. The boundaries for attendance include economically disadvantaged single-family homes and apartment complexes. Cullen is a Title I school. There were 665 students enrolled during the 2013-2014 school year. The ethnic distribution included 83% African American, 16% Hispanic, 0.5% White, and 0.4% Asian. Students identified as Limited English Proficient comprised 8.3% of the total population. Special Education programs served 18% of the student population and 4% were identified as gifted and talented. Students identified as immigrants comprised 0% of the student population. Students identified as economically disadvantaged receiving free/reduced lunch comprised % of the student population and 86.5% were identified as being at-risk. The student mobility rate was 26.4%.

Currently, there are 594 students enrolled at the beginning of the 2014-2015 school year. A significant increase in enrollment began as a result of the expansion of the Cullen Middle School attendance zone due to the closure of neighboring Ryan Middle School. All the elementary schools in the former Ryan Middle School zone are now zone to Cullen.

### **SHARED DECISION MAKING**

#### **Organizational Structure**

Our campus Shared Decision-Making Model (SDMC) is designed to establish, monitor, and evaluate goals for budgeting, staffing, curriculum, planning, school organization, staffing patterns, and staff development. This model is aligned to state legislation and HISD board policy. The intention of the SDMC is to pull together our community in a constructive, organized, and unified body to enhance the education of all students.

The SDMC is the shared decision-making body. Professional staff representatives are elected by the faculty. Principal determines number of classroom teachers; then, assigns half that number to school-based staff. This complies with 2/3 - 1/3 rule for professional staff. In addition, the committee must have one non-instructional staff, one business member, at least two parents and at least two community members. Parents are elected by the PTO, PTA or PACS membership.

The Council meets monthly and as needed to discuss issues brought forth by the administration, staff, parents, or community. It is supported by standing committees that address budgeting, staffing, curriculum, planning, school organization, staffing patterns, and staff development. Standing committees meet as needed. Parents are encouraged to serve on standing committees.

The SDMC functions under the direction of the Principal. Members of the SDMC attend SDMC meetings for the term of his/her office, monitor the implementation of the School Improvement Plan, address issues presented by the principal, present issues for discussion and recommend resolutions to the SDMC, create ad hoc committees by consensus of the SDMC, chair standing committees and ad hoc committees, submit minutes to the principal for committee meetings, and report the recommendations to the SDMC. The SDMC is responsible for approving all professional development plans for the school.

The Principal coordinates the process of shared decision making, facilitates communication for all stakeholders, considers issues and recommendations from the community, SDMC, and standing committees, and makes decisions based on those recommendations.

### Shared Decision Making Process

Consensus is the ultimate goal of the SDMC. Agreement by all participants is not always possible or necessary for consensus. Consensus is a collective process that provides a forum for full dialogue on appropriate/applicable responses to issues.

Members of the committees discuss and make recommendations to the SDMC. The SDMC reviews recommendations and reaches consensus. Sufficient consensus is defined as a willingness to settle an issue in favor of the majority. All points of view will be considered and general agreement must be reached before decisions will be implemented. If general agreement is not reached, further study of the issue will occur and alternatives will be presented until agreement is reached. After all alternatives have been explored, a deadlock can be broken by a majority vote. As issues come up for discussion, the chairperson is responsible for ensuring that all present have a legitimate opportunity to state their case. The principal retains the authority to exercise a veto over decisions made by the SDMC.

### Method of Communications

Members of the school community may submit non-personnel issues for consideration through the shared decision-making process. Written issues or concerns are submitted to any SDMC member or placed in the SDMC box located in the main office. A school community member may attend a meeting of any committee to discuss or present an issue. All meetings are on the monthly calendar. The SDMC delivers issues to appropriate standing committees for action. Communications from all committees is transmitted to faculty, staff, and parents.

### Membership Composition of the SDMC

Number of Classroom Teachers	<b>4</b>	Number of Parents (at least 2)	<b>2</b>
Number of School-based Staff (Half the number of classroom teachers)	<b>1</b>	Number of Community Members (at least 2)	<b>2</b>
Number of Non-Instructional Staff	<b>1</b>	Number of Business Members	<b>1</b>

*(Modify or insert additional lines as needed)*

<b>Name of SDMC Member</b>	<b>Position (Term expires)</b>
LaKeisha Taylor	Classroom Teacher (6/15)
Alicia Edwards	Classroom Teacher (6/15)
Quinton Chapman	School-based Staff (6/16)
Candice Franklin	Non-Instructional Staff (6/15)
Monica Johnson	Business Member (6/16)
Leslie Smith	Community Member (6/16)
Kwame Brown	Community Member (6/16)
Kenyetta Richardson	Parent (6/16)
Henry Wilson	Parent (6/16)
Clayton D Crook	Principal

Yolanda Young	Classroom Teacher
Keith Carpenter Jr.	Classroom Teacher
Elections were held August 21 <sup>th</sup> for the new members	<a href="#">Click here to enter text.</a>

**Other Campus Intervention Team members (non-SDMC):**

For campuses designated for *Improvement Required*, *Focus* or *Priority* for 2014-2015:

Name	Position
<a href="#">Click here to enter text.</a>	School Support Officer (SSO) or Lead Principal (LP)
<a href="#">Click here to enter text.</a>	Professional Service Provider (PSP)
<a href="#">Click here to enter text.</a>	Teacher Development Specialist (TDS)
<a href="#">Click here to enter text.</a>	Other district personnel – position: <a href="#">Click here to</a>
<a href="#">Click here to enter text.</a>	Other district personnel – position: <a href="#">Click here to</a>
<a href="#">Click here to enter text.</a>	Other: <a href="#">Click here to enter text.</a>

### ***Narrative of Data Analysis and Root Causes (causal factors)***

#### **Student Performance Data Analysis**

Cullen Middle School is performing average in most areas but needs to improve in specific grade levels and specific sub populations such as ESL and Special Education. When analyzing the STAAR, Stanford 10, EVAAS Data, TELPAS, and Campus Based Assessments, the assessments show a need for improvement in 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade Reading, Math, 7<sup>th</sup> grade Writing and 8<sup>th</sup> grade Science. The Stanford 10 assessment shows a decrease in all tested areas. Cullen continues to have average EVAAS Data with the majority of our staff earning NDD (No Detectable Difference). Even though Cullen MS consolidated with a campus that was Improvement Required during the 2012-2013 school year, we still earned a TEA rating of “Met Standards” for the second year the state has assigned accountability ratings to schools under the new accountability system.

#### **Demographic Data Analysis**

Cullen Middle School has a zoned population that extends from 610 and Scott to 45 South and Dowling. Due to the closure of Ryan Middle School, the Cullen Middle School zone is significantly larger. The ethnic distribution includes 83% African American, 16% Hispanic, 0.5% White, and 0.4% Asian. Students identified as Limited English Proficient comprised 8.3% of the total population. Special Education programs served 18% of the student population and 4% were identified as gifted and talented. Students identified as immigrants comprised 0% of the student population. Students identified as economically disadvantaged receiving free/reduced lunch comprised 86.5% of the student population and 64% were identified as being at-risk. The student mobility rate was 26.4%. Over the past three years, Cullen continues to receive students who are performing one to two grade levels below in Reading and Math. Cullen’s attendance rate decreased from 95.2% during the 2012-2013 school year to 92.8% during the 2013-2014 school year.

#### **School Processes Analysis**

##### **Teacher Practices:**

Cullen Middle School teachers will meet twice weekly to collaborate and plan math and reading instruction. Teachers meet in PLC’s and vertical teams, assess student learning, develop campus based common assessments, and attend meaningful and relevant professional development training according to Leverage Leadership Principles. Teachers will participate in implementing best practices, analyzing data, and re-teaching math and reading objectives to ensure that students are academically prepared for the next grade level. Strategic and immediate interventions will occur for the students that do not meeting expectations. Cullen is a small school community. Delivering a quality education each and every day with the focus on “learning” helps us continue to be competitive with several HISD Tier II schools. We provide a differentiated instructional learning environment for students who have various learning levels. Data Driven Instruction drives our teaching and is a tool used to monitor student success. Intervention classes are provided in Math and Reading for students in need of extra help. Istation provides direction and data for teachers in the area of Reading. Reading teachers utilize Neuhaus and Language! strategies to improve student reading skills. Think Through Math assist in providing interventions in the area of Math. Teachers strive to work in a partnership with parents daily. Professional Development is on-going and specific to the needs of our staff. Teach Like a Champion strategies are incorporated into our daily instruction along with “The Fundamental Five”. Five critical practices that are at the core of highly effective instruction: 1) Frame the Lesson, 2) Work in the Power Zone, 3) Frequent, Small-Group, Purposeful Talk about the Learning, 4) Recognize and Reinforce and 5)

Write Critically. Teachers are provided content planning time and interdisciplinary planning during the instructional day. Best practices are used through the work of Paul Bambrick-Santoyo, author of *Leverage Leadership: "A Practical Guide to Building Exceptional Schools"*. All staff members will participate in Rigor Training. All new teachers will complete the HISD new teacher Training.

**Acts of Leadership:**

An assistant principal or grade level administrator is stationed in each grade level hallway. Each hallway makes up a Grade Level PLC. The Asst. Principal evaluates the teachers he or she is assigned by the school principal. Walk throughs, observations with feedback, PLC meetings, and a shared understanding of best practices are held at high standards to support a strong and consistent learning environment across all curriculums. Interdisciplinary and content teams meet weekly to provide a rigorous and aligned curriculum for all students. An administrator is assigned to a specific content to support the learning and progress.

**Perceptions Analysis**

Cullen Middle School has a low percent of parents who volunteer and participate in their child's education. Only 4% of all Cullen parents participated in the HISD "It's Your Voice" survey. Since the survey has to be completed online by all secondary students' parents, we see a low rate of participation due to the lack of internet access in low-income family homes. Continuous efforts along with the 21<sup>st</sup> Century After-School Program will help us involve more parents in the coming year. Our students expressed that they want Cullen Middle School students to respect adults and respect each other. Students want us to continue to focus on eliminating drugs, gangs and student bullies from the school environment. The parents would like to see Cullen improve the overall climate and make it more positive for student learning. We will hold grade level parent meetings during the fall semester to address these concerns. We will continue to send home the Bobcat Tracks Newsletter every progress report and every report card. Communication is always a high priority at Cullen Middle School.

## Narrative of Identified Needs

Cullen Middle School is an average performing middle school that is continuously driven to improve. Student performance in Reading and Math at Cullen decreased slightly during the 2013-2014 school year. The percentage of all students who met standard decreased in Reading from 67% in 2013 to 63% in 2014. The percentage of all students who met standard increased in Math from 66% in 2013 to 67% in 2014. The percentage of all 7<sup>th</sup> grade students who met standard decreased in Writing from 61% in 2013 to 57% in 2014. The percentage of all 8<sup>th</sup> grade students who met standard decreased in Science from 59% in 2013 to 50% in 2014. The percentage of all 8<sup>th</sup> grade students who met standard decreased in Social Studies from 69% in 2013 to 42% in 2014.

The areas in need of improvement for the 2014-2015 school year include: 1) Increasing the overall percentage of 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade students performing at or above grade level in Reading and Math. 2) Increasing the overall percentage of all students meeting standards on the STAAR Math and STAAR Reading Tests. 3) Increasing the overall percentage of all students meeting standards on the 7<sup>th</sup> Grade STAAR Writing Test, the 8<sup>th</sup> Grade STAAR Science and Social Studies Tests. 4) Achieve the required improvement in Reading and Math for (AYP) Annual Yearly Progress in the following areas: All students, African American, Economically Disadvantaged, Special Education and LEP. We will focus on improving our instructional program for students receiving Special Education services in Reading and Math to assure that all have access to the general education curriculum. The Title IA, Special Education and "Apollo-Like" funds will enhance and add to our ability to improve the instruction our students receive and significantly increase the teaching capacity of our instructional staff. The uses of these funds are detailed in the other sections of the School Improvement Plan. The community's expectation for student performance is high, thus the focus at Cullen is not just on passing rates but rather on the percentage of students who attain the Advanced Level III Academic Performance rating on the STAAR Tests.

Following the in-depth data analysis, needs assessment and development of the campus SIP, the campus must indicate on this table that any unmet or barely met accountability standards have been addressed:

Performance Index	Met? Y/N	Unmet or barely met Subject(s) / Measure(s)?	Student Group(s) Below Standard?	Needs addressed in the following SIP Goal(s):
<b>Texas Accountability System</b>				
I. Student Achievement	Yes	ELL Reading 8 <sup>th</sup> Grade Science 8 <sup>th</sup> Grade Social Studies 7 <sup>th</sup> Grade Writing	- All ELL - Science – AA, Hisp, ED - Social Studies – AA, HISP, ED - Writing – All Students, AA, Hisp, ED.	- Reading Goal - Math Goal
II. Student Progress	Yes	Click here to enter text.	Click here to enter text.	Click here to enter text.
III. Closing Gaps	Yes	Click here to enter text.	Click here to enter text.	Click here to enter text.
IV. Postsecondary Readiness	Yes	Click here to enter text.	Click here to enter text.	Click here to enter text.
<b>Federal System Safeguards</b>				
Reading Performance	No	Reading 6 <sup>th</sup> Grade 7 <sup>th</sup> Grade 8 <sup>th</sup> Grade	- All Students, AA, Hisp., ED., ELL	-Reading Goal

Performance Index	Met? Y/N	Unmet or barely met Subject(s) / Measure(s)?	Student Group(s) Below Standard?	Needs addressed in the following SIP Goal(s):
Reading Participation	Yes		Click here to enter text.	Click here to enter text.
Reading Alt/Mod	No	Reading 6 <sup>th</sup> Grade 7 <sup>th</sup> Grade 8 <sup>th</sup> Grade	- All AA, Hisp, ED.	- Reading Goal - Special Populations Goal
Math Performance	No	Math 6 <sup>th</sup> Grade 7 <sup>th</sup> Grade 8 <sup>th</sup> Grade	- Math – All Students, AA, Hisp., ED., ELL	-Math Goal
Math Participation	Yes	Click here to enter text.	Click here to enter text.	Click here to enter text.
Math Alt/Mod	Yes	Click here to enter text.	Click here to enter text.	Click here to enter text.
4 Year Graduation	n/a	Click here to enter text.	Click here to enter text.	Click here to enter text.
5 Year Graduation	n/a	Click here to enter text.	Click here to enter text.	Click here to enter text.

## STAFF DEVELOPMENT PLANS

2014 - 2015 Staff Development Plan		
Date	Who should attend	Purpose
<b>Full Day Staff Development</b>		
August 11, 2014 - Welcome Back Message - Team Introductions - New Staff Members - 2013-2014 School Year in Review - Academic Achievement Celebrations from 2013-2014 - New Initiatives – Leverage Leadership, Race To the Top, New Math Adoption, Schoolwide Literacy Plan - State Accountability – STAAR 2014-2015 Teacher Appraisal and Development System Update Training Professional Expectations Instructional Practice Student Performance	All Staff	<ul style="list-style-type: none"> <li>▪ Know their new team members and returning team members and their roles.</li> <li>▪ Review the academic accomplishments and challenges from the 2013-2014 School year.</li> <li>▪ Understand several new school wide initiatives that will be implemented during 14-15.</li> <li>▪ Understand the TEA State Accountability System (S.T.A.A.R.).</li> <li>▪ Understand the purpose of the Teacher Development and Appraisal System.</li> <li>▪ Learn the Local Policy that governs the Teacher Development and Appraisal System.</li> <li>▪ Learn the Teacher Development and Appraisal System process.</li> </ul>



		<ul style="list-style-type: none"> <li>▪ <i>Learn the Teacher Development and Appraisal System performance criteria areas.</i></li> <li>▪ <i>Learn how Teacher Summative Ratings are calculated in the Teacher Development and Appraisal System.</i></li> <li>▪ <i>Learn the Teacher Development and Appraisal System Timelines and Calendar Dates.</i></li> </ul>
<p>August 12, 2014</p> <ul style="list-style-type: none"> <li>- Cullen Middle School Culture – Adult Culture – “Developing A Strong Staff Culture: Aligning Teammates to One Mission”</li> <li>- T.E.A.C.H. Training</li> </ul>	<p>All Staff</p>	<ul style="list-style-type: none"> <li>▪ <i>Articulate two actions you can take and phrases you can use to contribute to a positive adult culture.</i></li> <li>▪ <i>Articulate two phrases you can use to combat negative language from a colleague.</i></li> <li>▪ <i>Practice leading a mission minded conversation.</i></li> <li>▪ <i>Demonstrate two all-purpose classroom management strategies (from ENVoY by M. Grinder) for getting attention quickly and increasing student engagement.</i></li> <li>▪ <i>Describe two research-supported models that increase student achievement (Mindset by Dweck and Deliberate Practice by Lemov, Coyle and others) and they will have an action plan for incorporating the models into their daily teaching..</i></li> </ul>
<p>August 13, 2014</p> <p><b>Building a Strong Scholar Culture:</b>  <i>Teaching Habits for Success</i>  <b>Systems Lesson Plans - Practice, Rehearse, Feedback and Practice Again</b></p>	<p>All Staff</p>	<ul style="list-style-type: none"> <li>▪ <i>Establish a vision for scholar culture.</i></li> <li>▪ <i>Identify key systems needed for building scholar culture.</i></li> <li>▪ <i>Create minute-by-minute plans that will make their scholar culture visions into realities.</i></li> <li>▪ <i>Effectively execute minute by minute systems.</i></li> <li>▪ <i>Monitor and maintain their scholar culture.</i></li> <li>▪ <i>Practice, Rehearse, Feedback and Practice Again Minute by</i></li> </ul>

		<i>Minute Systems</i>
<p>August 14, 2014</p> <p>-OnCourse Lesson Plan Training – Webinar</p> <p>- Elements of an Effective Lesson Plan</p> <p>- Process of Lesson Planning</p> <p><b>Grade Level PLC –</b></p> <p>- Develop Morning Meeting/Assembly System Lesson Plan (Ritual)</p> <p>- Grade Level Expectations</p> <p>6<sup>th</sup> Grade</p> <p>7<sup>th</sup> Grade</p> <p>8<sup>th</sup> Grade</p> <p>Special Ed.</p> <p><b>Content PLC –</b></p> <p>Data Analysis/SMART Goals/Annual Learning Goals/Expectations/ Curriculum Documents</p> <p>- Science Dept.</p> <p>- ELA Dept.</p> <p>- Math Dept.</p> <p>- Social Studies Dept.</p> <p>- Special Ed. (Self-Contained)</p> <p>- Electives Dept.</p> <p>- Math Fellows</p>	All Faculty	<ul style="list-style-type: none"> <li>▪ <i>Learn how to develop their online lesson plans using the Web-based system “OnCourse Lesson Planner.</i></li> <li>▪ <i>Create minute-by-minute plans that will make their scholar culture visions into realities.</i></li> <li>▪ <i>Learn the elements of an effective lesson plan.</i></li> <li>▪ <i>Learn the process of Lesson Planning.</i></li> <li>▪ <i>Know the expectations of their grade level administrators.</i></li> <li>▪ <i>Analyze previous year student and teacher data.</i></li> <li>▪ <i>Develop Smart Goals and Annual Learning Goals for their content area.</i></li> <li>▪ <i>Know how to access and use HISD Curriculum Documents.</i></li> <li>▪ <i>Teachers will create Lesson Plans for the first two weeks of school.</i></li> </ul>
<p>August 15, 2014</p> <p><b>School Runner – Overview</b></p> <p>-First Day Procedures</p> <p>- GradeSpeed</p> <p>- Attendance Reporting</p> <p>- Sign In and Out procedures</p> <p>I.A.T. Process</p> <p>- “What you need to know to be <b>Effective</b> in working with At-Risk Students”</p> <p>Special Ed. &amp; General Ed.</p> <p>Special Ed. Modifications</p> <p>- Sexual Harassment Prevention</p> <p>- Child Abuse Prevention</p> <p>- Fire Drill/Emergency Procedures</p> <p>- Hazardous Materials</p> <p>- Bully Prevention</p>	All Faculty	<ul style="list-style-type: none"> <li>▪ <i>Gain a working knowledge of the School Runner Data Dashboard.</i></li> <li>▪ <i>Learn the First Day of School Procedures.</i></li> <li>▪ <i>Learn Effective Strategies for working with At-Risk Students.</i></li> <li>▪ <i>Learn Special Education and General Education Modifications and Accommodations.</i></li> <li>▪ <i>Learn strategies to prevent Sexual Harassment.</i></li> <li>▪ <i>Learn strategies to prevent Child Abuse.</i></li> <li>▪ <i>Learn Fire Drill and Emergency Procedures.</i></li> <li>▪ <i>Know which materials are hazardous and prohibited on the campus.</i></li> <li>▪ <i>Learn strategies to prevent student bullying.</i></li> </ul>

<p>- Math Training</p>		
<p>August 18, 2014  <b>Data Driven Instruction – “Using Data to Drive Scholar Achievement”</b>  <b>Teacher/Administrator Analysis Meeting</b>          -Role Play  <b>Grade Level PLC –</b>          -Faculty Handbook          - Grading Practices          - School Wide Discipline Management Plan</p>	<p>All Faculty</p>	<ul style="list-style-type: none"> <li>▪ <i>Identify the key foundations that make data-driven instruction powerful.</i></li> <li>▪ <i>Read and correctly interpret an assessment data report.</i></li> <li>▪ <i>Make the connection between deep analysis and effective action.</i></li> <li>▪ <i>Understand the specific systems needed for teacher-administrator analysis meetings to be effective.</i></li> <li>▪ <i>Practice participating in an effective teacher-administrator analysis meeting.</i></li> <li>▪ <i>Gain a clear understanding of Cullen Middle School’s policy, rules and regulations.</i></li> <li>▪ <i>Learn Effective Grading Practices.</i></li> <li>▪ <i>Gain a clear understanding of the Cullen Middle School Discipline Management Plan.</i></li> </ul>
<p>August 19, 2014  <b>“The Fundamental 5”</b>          - Overview          - Framing the Lesson          - Work in the Power Zone          - Frequent, Small- Group, Purposeful Talk About the Learning          - Recognize and Reinforce          - Write Critically  <b>Teach Like A Champion Strategies:</b>  <b>“The Cullen 12”</b>          Threshold – I-5, I-7          SLANT – I-5, I-9          The Hook – I-1, I-4, I-5,          100 Percent – I-8          No-Opt Out – I-4, I-7, I-8          Cold Call – I-2, I-4, I-7, I-8,          Right Is Right – I-4, I-6          Check For Understanding – PL-2          Strong Voice – I-9, I-10          Everybody Writes – I-2, I-4, I-5, I-7, I-8          Stretch It – I-2, I-4,</p>	<p>Teachers and Math Tutors</p>	<ul style="list-style-type: none"> <li>▪ <i>Learn how to implement the Fundamental 5 during classroom instruction.</i></li> <li>▪ <i>Have an opportunity to practice utilizing the Fundamental 5.</i></li> <li>▪ <i>Learn how to implement the Cullen 12 Teach Like A Champion Strategies.</i></li> <li>▪ <i>Have an opportunity to practice utilizing the Cullen 12 Teach Like A Champion Strategies.</i></li> </ul>

Exit Ticket – I-2		
<p>August 20, 2014  HISD Job-A-Like Day  <b>Grade Level PLC –</b>  - Refine Morning Meeting/Assembly System Lesson Plan (Ritual)  - Revisit Expectations  6<sup>th</sup> Grade  7<sup>th</sup> Grade  8<sup>th</sup> Grade  <b>Content Area PLC –</b>  Data Analysis/SMART Goals/Expectations/Curriculum Documents <b>OnCourse</b> Online Lesson Planner  Math  ELA  Science  Social Studies</p>	All Staff	<ul style="list-style-type: none"> <li>▪ Attend Job-a-Like Training designated for their content area (Elective and Special Education Teachers)</li> <li>▪ <i>Revisit the expectations of their grade level administrators.</i></li> <li>▪ <i>Continue to analyze previous year student and teacher data.</i></li> <li>▪ <i>Develop Smart Goals and Annual Learning Goals for their content area.</i></li> <li>▪ <i>Teachers will create Lesson Plans for the first two weeks of school.</i></li> <li>▪ <i>Know how to access and use HISD Curriculum Documents.</i></li> <li>▪</li> </ul>
<p>August 21, 2014  <b>Systems Lesson Plans - Practice, Rehearse, Feedback and Practice Again</b>  Cullen Middle School Campus Literacy Plan – 2014 – 2017  <b>Content PLC –</b>  - Lesson Planning  - Pacing Calendar  - Science Dept.  - ELA Dept.  - Math Dept.  - Social Studies Dept.  - Special Ed. (Self-Contained)  - Electives Dept.  - Math Fellows</p>	All Faculty	<ul style="list-style-type: none"> <li>▪ <i>Review the Cullen Middle School 3 Year Campus Literacy Plan.</i></li> <li>▪ <i>Learn the 6 components for all Tier I Instruction.</i></li> <li>▪ <i>Learn the component for Tier II and Tier III Instruction.</i></li> </ul>
<p>September 5, 2014  New Staff Members Demonstration Rigor Training</p>	All Faculty	<ul style="list-style-type: none"> <li>▪ <i>New Staff Members will demonstrate Systems, Lesson Planning, Accessing Curriculum documents, etc.</i></li> <li>▪ <i>Teachers will engage in a review of HISD 2013-2014 Rigor Training.</i></li> </ul>
<p>October 10, 2014  STAAR 3Di Training  Data/Decision-making/Development</p>	All Faculty	<ul style="list-style-type: none"> <li>▪ Determine focus TEKS direction.</li> <li>▪ Use content area eGuides</li> <li>▪ Use data heat maps</li> <li>▪ Use process standard</li> </ul>

		<p>frequency charts</p> <ul style="list-style-type: none"> <li>Analyze learning standards using a recording sheet</li> </ul>
<p>November 7, 2014 Review of Adult Culture – “Developing A Strong Staff Culture: Aligning Teammates to One Mission”</p>	All Staff	<ul style="list-style-type: none"> <li>Articulate two actions you can take and phrases you can use to contribute to a positive adult culture.</li> <li>Articulate two phrases you can use to combat negative language from a colleague.</li> <li>Practice leading a mission minded conversation.</li> </ul>
<p>December 5, 2014 <b>Review of Building a Strong Scholar Culture: Teaching Habits for Success</b></p>	All Staff	<ul style="list-style-type: none"> <li>Identify key systems needed for building scholar culture.</li> <li>Create minute-by-minute plans that will make their scholar culture visions into realities.</li> <li>Effectively execute minute by minute systems.</li> <li>Monitor and maintain their scholar culture.</li> <li>Practice, Rehearse, Feedback and Practice Again Minute by Minute Systems</li> </ul>
<p>January 16, 2015 Review T.E.A.C.H. Training</p>	All Staff	<ul style="list-style-type: none"> <li>Demonstrate two all-purpose classroom management strategies (from ENVoY by M. Grinder) for getting attention quickly and increasing student engagement.</li> <li>Describe two research-supported models that increase student achievement (Mindset by Dweck and Deliberate Practice by Lemov, Coyle and others) and they will have an action plan for incorporating the models into their daily teaching..</li> </ul>
<p>February 6, 2015 <b>Review Data Driven Instruction – “Using Data to Drive Scholar Achievement”</b></p>	All Faculty	<ul style="list-style-type: none"> <li>Identify the key foundations that make data-driven instruction powerful.</li> <li>Read and correctly interpret an assessment data report.</li> <li>Make the connection between deep analysis and effective action.</li> <li>Understand the specific</li> </ul>

		<i>systems needed for teacher-administrator analysis meetings to be effective.</i>
March 6, 2015 <b>Review “The Fundamental 5”</b> - Framing the Lesson - Work in the Power Zone - Frequent, Small- Group, Purposeful Talk About the Learning - Recognize and Reinforce - Write Critically	All Faculty	<ul style="list-style-type: none"> <li>▪ <i>Learn how to implement the Fundamental 5 during classroom instruction.</i></li> <li>▪ <i>Have an opportunity to practice utilizing the Fundamental 5.</i></li> </ul>
April 10, 2015	All Faculty	STAAR Testing Administrator Training
May 8, 2015	All Faculty	Iowa Testing Administrator Training

## SIP Part 2: Goals & Objectives – Planning, Implementing, Monitoring

Based on the Data Analysis and Needs Assessment, the following Goals and Objectives have been developed to address the identified needs:

### GOAL AREA I: Goal #1: Reading

On the 2014-2015 STAAR Reading assessments, 79% of our 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade students in all subpopulations will achieve Level II Satisfactory Academic Performance. Additionally, 79% of our 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade students will achieve Level II Satisfactory Academic Performance.

The 2014-2015 *Campus Literacy Plan* will serve as the Reading Goal for all schools. This plan must be developed in collaboration with the SDMC and submitted for review and approval along with the rest of the SIP document.

The campus may provide a brief summary of the attached document here:

The Cullen Middle School is organizing to ensure all struggling scholars have access to systematic, structured and differentiated literacy instruction in all content areas, thereby enabling scholars to be proficient or advanced as measured by STAAR Assessments. In all content areas, the Cullen Middle School Literacy Plan will focus on six components: Checking for Understanding, Use of Authentic and Purposeful Reading, Use of Authentic and Purposeful Writing, Use of Authentic and Purposeful Vocabulary Study, Use of Student Academic Discourse and Development of Digital Literacy and Research Skills. We have committed \$31,500.00 of our State Compensatory budget to partially fund an additional ELA Teacher. We have committed \$15,886.00 towards Reading instructional materials.

## GOAL AREA I: Mathematics

<b>Priority Need:</b>	Human Capital
<b>Critical Success Factor(s):</b>	Effective Teacher Capacity Building
<b>Goal #2:</b>	On the 2014-2015 STAAR Math assessments, 79% of our 6 <sup>th</sup> , 7 <sup>th</sup> and 8 <sup>th</sup> grade students in all subpopulations will achieve Level II Satisfactory Academic Performance. Additionally, 79% of our 6 <sup>th</sup> , 7 <sup>th</sup> and 8 <sup>th</sup> grade students will achieve Level II Satisfactory Academic Performance.



Milestone Monitoring to be completed by Campus Intervention Team/SDMC/Leadership

Fall					
Date of Review	11/20/2014				
Major intervention(s)					
Data reviewed					
Achievements?					
Challenges?					
On track?					
Modifications?					
Strategy	Objective	Responsible	Resources	Timeline	Milestones/
	Mid-Year				
Date of Review	1/29/2015	All 6 <sup>th</sup> Grade Scholars	Academic Trainer	"Apollo Like" Funds	September 2014-
Major intervention(s)	who did not pass the	And Math Fellows		May 2015	Results from:
Data reviewed	Math STAAR Test in				STAAR, Iowa, MOY,
Achievements?	2014 will meet standard				EOY, and grades
Challenges?	on the Math STAAR Test				each six weeks
On track?	in 2015				(Evidence of
Modifications?					increased student
Math Tutorials offered	Spring				
Date of Review	3/26/2015	Department Chair	Department Chair	sheets	May 2015
Major intervention(s)	assistance will			Materials specific to	STAAR, Iowa, MOY,
Data reviewed	receive additional			tutorial group	EOY, and grades
Achievements?	instructional time and				each six weeks
Challenges?	support to address any				(Evidence of
On track?	deficits in Math.				increased student
Modifications?					performance)
Double Block Math	All Cullen Scholars will	Administrators,	Master Schedule	September 2014-	Results from:
classes for all students.	End of Year				
Date of Review	5/21/2015	Department Chair	Department Chair		EOY, and grades each
Major intervention(s)	every day for 90				six weeks (Evidence of
Data reviewed	minutes to increase the				increased student
Achievements?	Scholars retention of				performance)
Challenges?	mastered learning.				
One 7 <sup>th</sup> Grade Math	To add an additional	Administrators,	Master Schedule	September 2014-	Results from:
Elective Teacher will	level of support, all	Classroom teacher, and	Think Through Math	May 2015	STAAR, Iowa, MOY,
Goal met?	Cullen 7 <sup>th</sup> grade	Department Chair			EOY, and grades each
participated in the Math	Scholars who				six weeks (Evidence of
Fellows Program in 6 <sup>th</sup>	participated in the Math				increased student
grade.	Fellows Program in 6 <sup>th</sup>				performance)
	grade will have a third				
	Math class.				



## GOAL AREA I: Attendance

<b>Priority Need:</b>	Central Office Support
<b>Critical Success Factor(s):</b>	Improve School Climate
<b>Goal #3:</b>	By May 2015, - the overall student attendance rate will increase from 92.8% to 96%.

Strategy	Objective	Responsible	Resources	Timeline	Milestones/ Evaluation
Saturday School for students missing over 8 days	Scholars who miss over 8 days of school will attend Saturday School to make up for the missed learning opportunities due to the absences.	Administrative Team and Attendance Clerk	Extra duty pay for teachers.	Ongoing	Annual Attendance Rate
Recognize perfect attendance by certificate and drawing.	Scholars will be recognized and incentivized to continue have perfect attendance	Administrative Team	Funds for rewards	Ongoing	Annual Attendance Rate
Contact parents of absent students by phone and letters	We will contact Parents of Scholars with noticeable attendance concerns by phone and mail to solicit parental support in encouraging Scholar daily attendance.	Administrative Team and attendance clerk	Chancery and Attendance Callout System	Ongoing	Annual Attendance Rate
Home visits for Scholars with 3 or more absences	We will complete a home visit to contact the parents of all Cullen Scholars that have 3 or more absences.	Senior Juvenile Case Manager – City of Houston Municipal Courts Dept.	Free	Ongoing	Annual Attendance Rate

Milestone Monitoring to be completed by Campus Intervention Team/SDMC/Leadership

	<b>Fall</b>
Date of Review	11/20/2014
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On track?	
Modifications?	
	<b>Mid-Year</b>
Date of Review	1/29/2015
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On track?	
Modifications?	
	<b>Spring</b>
Date of Review	3/26/2015
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On track?	
Modifications?	
	<b>End of Year</b>
Date of Review	5/21/2015
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
Goal met?	

## GOAL AREA II: Safety, Public Support, Public Confidence

<b>Priority Need:</b>	Human Capital
<b>Critical Success Factor(s):</b>	Improve School Climate
<b>Goal #4:</b>	Students' perception of gang activity and bullying will decrease by 10% as measured by the "It's Your Voice" Survey taken in the Spring of 2015.

Strategy	Objective	Responsible	Resources	Timeline	Milestones/ Evaluation
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Bullying Prevention Change Happens Non-Profit organization and programs. This is a mentoring program for students who need support.	All Cullen Scholars in need of additional support will participate in the Change Happens Mentoring program.	Change Happens mentoring program coordinator. Monitored by the principal	Sign In sheets from the students participating	September 2014-May 2015	Campus Surveys  District Survey – Your Voice
Child Abuse Prevention All Cullen Faculty Members will be trained in Child Abuse Prevention	All Cullen Staff members will be able to effectively identify child and abuse and take appropriate actions	Administrative Team	Sign In Sheets for the Training	September 2014-May 2015	Completion of the Training
Sexual Abuse Prevention All Cullen Faculty Members will be trained in Sexual Abuse Prevention	All Cullen Staff members will know how to effectively prevent or report sex abuse	Administrative Team	Sign In Sheets for the Training	September 2014-May 2015	Completion of the Training
Dating Violence Awareness At the middle school level, it is not an expectation for 11 to 14 years to participate in dating.	N/A	N/A	N/A	N/A	N/A
Discipline Management Use Leverage Leadership Strategies to create Scholar Habits that will lend itself to decreased discipline management issues.	All Cullen Scholars will develop habits that will assist them with managing their behavior while in school.	All Staff	Leverage Leadership Program Support	Ongoing	Decrease in number of discipline referrals.
Drug, Tobacco, Alcohol Prevention Physical Education Teachers will teach Drug, Tobacco and Alcohol prevention	6 <sup>th</sup> , 7 <sup>th</sup> and 8 <sup>th</sup> grade Cullen Scholars will learn Drug, Tobacco and Alcohol prevention strategies.	Physical Education Teachers	District Level Grant Funded	September 2014 – December 2014	Completion of the Course

during a 6 week Health Unit called "It's Your Game"					
Suicide Prevention Physical Education Teachers will teach Suicide prevention during a 6 week Health Unit called "It's Your Game"	6 <sup>th</sup> , 7 <sup>th</sup> and 8 <sup>th</sup> grade Cullen Scholars will learn suicide prevention strategies.	Physical Education Teachers	District Level Grant Funded	September 2014 – December 2014	Completion of the Course
Decrease DAEP Referrals Leadership Strategies to create Scholar Habits that will lend itself to decreased discipline management issues.	All Cullen Scholars will develop habits that will assist them with managing their behavior while in school.	All Staff	Leverage Leadership Program Support	Ongoing	Decrease in number of DAEP referrals.
Decrease Special Education In-School Suspension Leadership Strategies to create Scholar Habits that will lend itself to decreased discipline management issues.	All Cullen Special Education Scholars will develop habits that will assist them with managing their behavior while in school.	All Staff	Leverage Leadership Program Support	Ongoing	Decrease in number of In school suspensions.
Decrease Special Education Out-of-School Suspension	All Cullen Special Education Scholars will develop habits that will assist them with managing their behavior while in school.	All Staff	Leverage Leadership Program Support	Ongoing	Decrease in number of Out of school suspensions.
Coordinated Health Program The School Nurse will facilitate a Health Fair during the Cullen Middle School Fall	Cullen Parents and Scholars will learn how to access free Health Maintenance programs offered in the City of Houston and the State	School Nurse	No Cost	October 2014	Completion of Successful parent and scholar participation.

Festival	of Texas.				
Other:					

Milestone Monitoring to be completed by Campus Intervention Team/SDMC/Leadership

Fall	
Date of Review	11/20/2014
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On track?	
Modifications?	
Mid-Year	
Date of Review	1/29/2015
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On track?	
Modifications?	
Spring	
Date of Review	3/26/2015
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On track?	
Modifications?	
End of Year	
Date of Review	5/21/2015
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
Goal met?	





## GOAL AREA III: Special Populations

<b>Priority Need:</b>	Human Capital and Central Office Support				
<b>Critical Success Factor(s):</b>	Effective Teacher Capacity Building				
<b>Goal #5:</b>	On the 2014-2015 STAAR Math and Reading assessments, 79% of our 6 <sup>th</sup> , 7 <sup>th</sup> and 8 <sup>th</sup> grade Special Ed. students in all subpopulations will achieve Level II Satisfactory Academic Performance.				
Strategy	Objective	Responsible	Resources	Timeline	Milestones/ Evaluation

Gifted & Talented Program Train Teachers to on how to differentiate instruction for GT Learners.	Teachers will participate in trainings that will teach them differentiated instructional strategies for the GT Learner.	8th Grade Asst. Principal	HISD Trainings	May 2015	Course Completions
Special Education STAAR/EOC Participation Train Teachers to on how to differentiate instruction for Special Education Learners.	Teachers will participate in trainings that will teach them differentiated instructional strategies for the Sped. Learner.	Special Ed. Dept. Chair	HISD Trainings	May 2015	Course Completions
Special Education Representation Increase equality in Special Education and General Education	The Special Education Learners will receive equal access to a quality education.	Special Ed. Dept. Chair	Special Ed. Fund 146 \$60,392.49	May 2015	
Special Education Instructional Setting Enhance Sped. Learners Learning environment	Sped. Learners will be served in the least restrictive environment	Special Ed. Dept. Chair Special Ed. Support Staff	N/A	May 2015	ARD Process Completion
Eco. Disadv. STAAR/EOC Participation Train Teachers to on how to differentiate instruction for Economically Disadvantaged Learners.	Teachers will participate in trainings that will teach them differentiated instructional strategies for the Economically Disadvantaged Learner.	Instructional Specialist	Region IV Trainings	May 2015	Course Completion
ELL STAAR/EOC Participation Train Teachers to on how to differentiate instruction for ELL Learners.	Teachers will participate in trainings that will teach them differentiated instructional strategies for the ELL Learner.	7 <sup>th</sup> Grade Asst. Principal	HISD Trainings	May 2015	Course Completions
Dyslexia Interventions Train select teachers to	Teachers will participate in trainings that will	Instructional Specialist	HISD Training	September 2014	Course Completion

utilize research based instructional strategies for Learners identified with Dyslexia.	teach them how to utilize researched based strategies for Scholars with Dyslexia.				
Other:					

Milestone Monitoring to be completed by Campus Intervention Team/SDMC/Leadership

	<b>Fall</b>
Date of Review	11/20/2014
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On track?	
Modifications?	
	<b>Mid-Year</b>
Date of Review	1/29/2015
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On track?	
Modifications?	
	<b>Spring</b>
Date of Review	3/26/2015
Major intervention(s)	
Data reviewed	
Achievements?	
Challenges?	
On track?	
Modifications?	
	<b>End of Year</b>
Date of Review	5/21/2015
Major intervention(s)	
Data reviewed	

Achievements?	
Challenges?	
Goal met?	

## Special Funding Goals

### Goal Area: Title I Ten Components

- 1. Comprehensive needs assessment** – All data were reviewed for all students and student groups. The results and conclusions of this review are reflected in the SMART goals and the Executive Summary for the next school year. The components of the campus needs assessment include the: establishment of a school wide planning team, clarification of the campus vision with a focus on reform, creation of the school profile, identification of data sources and analysis of the data.
- 2. School-wide reform strategies** – The continued use of the student information system to identify and monitor student growth; the continued use of district Unit Planning Guides and the staff development which accompanies it; the use of Exemplar Lessons and the meeting by content and grade level to monitor; and develop instructional plans are part of our school-wide reform strategies.
- 3. Instruction by highly qualified teachers** –100% of our teachers are certified for the position they hold. They have varying levels of experience, and support is given to less experienced teachers by their colleagues. Parents are notified if a teacher is not certified and the teacher must either be working toward certification or efforts continue to hire someone who is certified.
- 4. High-quality and on-going professional development** – Lead Teachers who receive training during the summer and during the school year, provide on-site training and monitoring to assist in professional development. The Shared Decision-Making Committee identifies areas in which staff development is needed. Staff members participate in staff development offered by the District. Staff development may also be done on site by in-house instructional leaders and also by administrative district instructional support staff.
- 5. Strategies to attract high-quality highly qualified teachers** – Recruitment and retention of teachers who are certified for positions for which they are appropriately certified is ongoing. We closely work with our district's HISD Personnel officer and network with other principals to help in this effort; our own teachers also serve as recruiters. The result has been that 100% of our classroom teachers are appropriately certified for the position they hold.
- 6. Strategies to increase parental involvement** – Family Math, Science and Literacy Nights are held to increase parents in the school's programs. Open Houses, frequent telephone contact and weekly folder updates/newsletters are methods of recognizing parents as partners. In addition, parents are offered classes to meet their needs, for example ESL classes or STAAR information programs.
- 7. Transition from early childhood programs** – Early Childhood Centers collaborate with receiving elementary schools to coordinate parent and student visits to kindergarten programs. Elementary schools conduct community awareness campaigns, on-site meetings at the ECCs and Head Start programs, and round up and registration days to distribute information about programs and registration. Newsletters are distributed from receiving elementary schools. Not applicable to secondary schools.
- 8. Measures to include teachers in the decisions regarding the uses of academic assessments** – Ongoing staff development is available on site to analyze assessment data, whether national, state or teacher produced, to use in making instructional decisions. Grade level or departmental meetings and the SDMC provide forums to discuss assessment issues.
- 9. Effective, timely additional assistance** – The use of formative and summative assessments allow for individual student progress to be monitored at the teacher level, building and administrative district levels so that interventions and assistance will be timely.

**Coordination and integration of Federal, State, and local services and programs** – At the building level, federal, state and local services and programs are coordinated to best address student needs; this coordination of services and programs is reflected in the activities listed in the campus goals and activities.

**Goal Area: State Compensatory Education**(standard language provided, update data)

Total amount of State Compensatory Education funds: \$\$47,386.00

Personnel funded with State Compensatory Education funds:

List names here: Yolanda Young

Total number of FTE's funded with State Compensatory Education funds: 1.0

Brief description of how these funds are utilized on your campus: State Compensatory Funds are used at Cullen Middle School to assist with Reading Interventions. ELA is an area that our campus has worked to improve. Specifically our 7<sup>th</sup> grade ELA. This position provides Reading intervention for the 7<sup>th</sup> grade students in need of assistance.

State Compensatory Education funds are coded in the Resources column of the SIP Part 2 as SCE. \$15,886.00.

For Title I schools: These supplemental State Compensatory Education funds are used to enhance the Title I School Program at our campus.

## **Campus Name:**Cullen Middle School

The mission of Cullen Middle School is to provide a success-oriented learning environment that addresses each student's unique academic, behavioral, and social needs; thereby, ultimately developing productive citizens in an expanding technological and multicultural society. The vision of Cullen Middle School is we embrace high levels of learning for all students as both the reason our organization exists and the fundamental responsibility of those who work within it. We acknowledge that students learn at different rates and with different levels of support. Therefore, we are willing to examine all practices in light of their impact on learning. Consequently, every adult member of our learning community is committed to ensuring that every child that sits before us is smarter and stronger, by doing whatever it takes to be sure that failure is not an option for any child.

Cullen Middle School is a neighborhood school-serving students in grades sixth through eighth grade from diverse socio-economic backgrounds. The boundaries for attendance include economically disadvantaged single-family homes and apartment complexes. Cullen is a Title I school. There were 665 students enrolled during the 2013-2014 school year. The ethnic distribution included 83% African American, 16% Hispanic, 0.5% White, and 0.4% Asian. Students identified as Limited English Proficient comprised 8.3% of the total population. Special Education programs served 18% of the student population and 4% were identified as gifted and talented. Students identified as immigrants comprised 0% of the student population. Students identified as economically disadvantaged receiving free/reduced lunch comprised 86.5% of the student population and 64% were identified as being at-risk. The student mobility rate was 26.4%.

Currently, there are 594 students enrolled at the beginning of the 2014-2015 school year. A significant increase in enrollment began as a result of the expansion of the Cullen Middle School attendance zone due to the closure of neighboring Ryan Middle School. All the elementary schools in the former Ryan Middle School zone are now zoned to Cullen.

## **Needs Assessment Summary**

Cullen Middle School is performing average in most areas but needs to improve in specific grade levels and specific sub populations such as ESL and Special Education. When analyzing the STAAR, Stanford 10, EVAAS Data, TELPAS, and Campus Based Assessments, the assessments show a need for improvement in 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade Reading, Math, 7<sup>th</sup> grade Writing and 8<sup>th</sup> grade Science. The Stanford 10 assessment shows a decrease in all tested areas. Cullen continues to have average EVAAS Data with the majority of our staff earning NDD (No Detectable Difference). Even though Cullen MS consolidated with a campus that was Improvement Required during the 2012-2013 school year, we still earned a TEA rating of "Met Standards" for the second year the state has assigned accountability ratings to schools under the new accountability system.

Cullen Middle School is an average performing middle school that is continuously driven to improve. Student performance in Reading and Math at Cullen decreased slightly during the 2013-2014 school year. The percentage of all students who met standard decreased in Reading from 67% in 2013 to 63% in 2014. The percentage of all students who met standard increased in Math from 66% in 2013 to 67% in 2014. The percentage of all 7<sup>th</sup> grade students who met standard decreased in Writing from 61% in 2013 to 57% in 2014. The percentage of all 8<sup>th</sup> grade students who met standard decreased in Science from 59% in 2013 to 50% in



2014. The percentage of all 8<sup>th</sup> grade students who met standard decreased in Social Studies from 69% in 2013 to 42% in 2014.

The areas in need of improvement for the 2014-2015 school year include: 1) Increasing the overall percentage of 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade students performing at or above grade level in Reading and Math. 2) Increasing the overall percentage of all students meeting standards on the STAAR Math and STAAR Reading Tests. 3) Increasing the overall percentage of all students meeting standards on the 7<sup>th</sup> Grade STAAR Writing Test, the 8<sup>th</sup> Grade STAAR Science and Social Studies Tests. 4) Achieve the required improvement in Reading and Math for (AYP) Annual Yearly Progress in the following areas: All students, African American, Economically Disadvantaged, Special Education and LEP. We will focus on improving our instructional program for students receiving Special Education services in Reading and Math to assure that all have access to the general education curriculum. The Title IA, Special Education and "Apollo-Like" funds will enhance and add to our ability to improve the instruction our students receive and significantly increase the teaching capacity of our instructional staff. The uses of these funds are detailed in the other sections of the School Improvement Plan. The community's expectation for student performance is high, thus the focus at Cullen is not just on passing rates but rather on the percentage of students who attain the Advanced Level III Academic Performance rating on the STAAR Tests.

### **List of Measurable Objectives**

After studying the 2014 Spring STAAR results, (including the EOC), the Stanford 10 administered in May, the HISD Voice Survey and district student attendance reports, we have identified the following areas to focus on:

- On the 2014-2015 STAAR Reading assessments, 79% of our 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade students in all subpopulations will achieve Level II Satisfactory Academic Performance. Additionally, 79% of our 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade students will achieve Level II Satisfactory Academic Performance.
- On the 2014-2015 STAAR Math assessments, 79% of our 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade students in all subpopulations will achieve Level II Satisfactory Academic Performance. Additionally, 79% of our 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade students will achieve Level II Satisfactory Academic Performance.
- On the 2014-2015 STAAR Math and Reading assessments, 79% of our 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade Special Ed. students in all subpopulations will achieve Level II Satisfactory Academic Performance.
- By May 2015, - the overall student attendance rate will increase from 92.8% to 96%.
- Students' perception of gang activity and bullying will decrease by 10% as measured by the "It's Your Voice" Survey taken in the Spring of 2015.

### **Major Strategies and Initiatives Summary**

Cullen Middle School is committed to accomplishing the goals in this School Improvement Plan (SIP). We will act on the following agreed upon strategies and initiatives to achieve the goals:

#### Reading and Math:

- Implement Principles of Leverage Leadership Program with fidelity.
- Instructional school day has been extended one additional hour.
- Double Block Reading and Math classes for all 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade students.
- 7<sup>th</sup> and 8<sup>th</sup> Grade students who were not successful on the STAAR Math Assessment during the 2013-2014 school year will participate in a STAAR Math Elective Class.
- 6<sup>th</sup> Grade students will receive 3:1 tutoring 90 minutes each day.
- All students will participate in a 50-minute Math and Reading Intervention Period during the school day.
- Meet with Data Team to review comprehensive data on targeted students.
- Reading and Math Tutorials offered before school and after school for all students participating in the 21<sup>st</sup> Century Afterschool Program.



## SIP APPROVAL 2014-2015

**Campus:** Clayton D. Crook

**Principal:** Clayton D. Crook

This School Improvement Plan for school name was developed according to the procedures described in this document. The final draft of the plan was submitted to the Shared Decision Making Committee on 9/25/2014 as evidenced by the SDMC agenda. Through the SDMC the SIP was reviewed with parents, community members, and the professional staff. The plan was presented to the professional staff for a vote of approval by secret ballot on 9/26/2014. The plan received at least two-thirds approval. I attest that if this school is under a designation as Required Improvement, Focus, or Priority, an on-site needs assessment has been conducted in compliance with TEC §39.106(b) and recommendations were made by the intervention team when considered appropriate. In addition, these findings have been recorded and are available upon request.

\_\_\_\_\_  
Principal

\_\_\_\_\_  
Date

***Signatures below indicate review and approval of this document.***

\_\_\_\_\_  
PTO/PTA or other Parent Representative

\_\_\_\_\_  
Date

\_\_\_\_\_  
SDMC Teacher Representative

\_\_\_\_\_  
Date

\_\_\_\_\_  
School Support Officer / Lead Principal (DCSI)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Chief School Officer

\_\_\_\_\_  
Date

\_\_\_\_\_  
Professional Service Provider (for IR, Focus, Priority)

\_\_\_\_\_  
Date