



# PLANO INDEPENDENT SCHOOL DISTRICT

**School-Based  
Improvement  
Committee**

## Annual Report 2007 - 2008 Campus Improvement Plan

### Bogges Elementary

Name of School

#### School Based Improvement Committee Members 2006-07

Tonya Gosnell (PTA) President  
Pam Seeger (Parent)  
Chris Blackwood (Parent)  
Sahera Ali (Parent)  
Gina Nelson (Parent)  
Victoria Feather (Parent)  
Shannon McEwoen (Business)  
Yolanda Sink (Business)  
Marshall Young (Community)  
Steve DeWoody (Community)  
Mark Speck (Principal)

Allyson Wolf (Staff)  
Melinda Bruno (Staff)  
Joannie Gragert (Staff)  
Sherry Newell (Staff)  
Tiffany Carroll (Staff)  
Kathy Severson (Staff)  
Stacey Overbey (Staff)  
Peggy Tometich (Staff)  
Debbie Dantzler (Staff)  
Rob Stewart (District Staff)  
Sharon Swanson (Asst. Princ)

#### New members for 2007-2008

Dickson Ewemade (Parent)  
Ashley Creed (Staff)  
Sally Mooter (Staff)  
Sherry Stevenson (Staff)

Rebecca Osborne (Parent)  
Rudi Kang (Staff)  
Bertha Rodarte (Staff)  
Bart Rosebure (District Staff)

#### Meeting Dates 2007-2008

October 17, 2007

February 20, 2008

#### Public Meeting

2007-2008

May 29, 2008



2007-2008 CIP Evaluation Form  
Document A

Campus		Goal	Plan Page Reference	Target	Range	Formative Measure	Summative Measure	Improvement Measure
Boggess Elementary		Due by October 31, 2007				Due by Feb. 29, 2008	Due by May 30, 2008	Due by May 30, 2008
<b>Reading</b>								
<b>No State Acct</b>								
All students		Proficiency rate will meet targeted expectations.	Pg.1	98	95-98			
African American	20	Proficiency rate will meet targeted expectations.	Pg.1	19				
Hispanic	16	Proficiency rate will meet targeted expectations.	Pg.1	14	14-15			
White	145	Proficiency rate will meet targeted expectations.	Pg.1	99	96-99			
Econ Disadv	13	Proficiency rate will meet targeted expectations.	Pg.1	11	11-12			
<b>Writing</b>								
All students		Proficiency rate will meet targeted expectations.	Pg. 2	99	99-99			
African American	4	Proficiency rate will meet targeted expectations.	Pg. 2	4				
Hispanic	5	Proficiency rate will meet targeted expectations.	Pg. 2	5				
White	61	Proficiency rate will meet targeted expectations.	Pg. 2	98	98-98			
Econ Disadv	5	Proficiency rate will meet targeted expectations.	Pg. 2	5				
<b>Mathematics</b>								
All students		Proficiency rate will meet targeted expectations.	Pg. 3	97	96-97			
African American	20	Proficiency rate will meet targeted expectations.	Pg. 3	19				
Hispanic	16	Proficiency rate will meet targeted expectations.	Pg. 3	13	13-14			
White	145	Proficiency rate will meet targeted expectations.	Pg. 3	97	97-97			
Econ Disadv	13	Proficiency rate will meet targeted expectations.	Pg. 3	12				
<b>Science</b>								
All students		Proficiency rate will meet targeted expectations.	Pg. 4	99	96-99			
African American	9	Proficiency rate will meet targeted expectations.	Pg. 4	8				
Hispanic	5	Proficiency rate will meet targeted expectations.	Pg. 4	4	4-5			
White	50	Proficiency rate will meet targeted expectations.	Pg. 4	100	98-100			
Econ Disadv	4	Proficiency rate will meet targeted expectations.	Pg. 4	3				
<b>Attendance</b>								
All students		Maintain a school wide attendance rate of 97%.	Pg. 7	97	97-98			
African American		Maintain a school wide attendance rate of 97%.	Pg. 7	97	97-98			
Hispanic		Maintain a school wide attendance rate of 97%.	Pg. 7	97	97-98			
White		Maintain a school wide attendance rate of 97%.	Pg. 7	97	97-98			
Econ Disadv		Maintain a school wide attendance rate of 97%.	Pg. 7	97	97-98			
<b>Citizenship</b>								
All students		All students will develop,display positive character traits	Pg. 6	100	100			

**Boggess Elementary CIP**

**Reading Document B 2007-2008**  
**Goal: To encourage life-long readers, all Boggess students will read at or above grade level in both expository and narrative texts. Boggess will maintain or exceed the current passing rate.**

Page 1 of 7**Student Group: All students**

<b>Action Step</b>	<b>Person Responsible</b>	<b>Due Date</b>	<b>Resources Required</b>	<b>Date Completed</b>
<b>Strategy: Increase the students' reading ability through fiction and nonfiction texts.</b>				
1. Utilize the literacy library to reach the reading levels of students in special populations (i.e.: PACE, Special Ed, ESOL, At Risk, and Economically Disadvantaged)	K-5 Teachers, special population teachers	2008	Literacy Library	
2. Utilize Guided Reading groups and literacy stations in the classroom	K-5 teachers	2008	Curriculum, PAR guides, Literacy Library	
3. Use Time For Kids in the classroom to reinforce expository text.	3rd -- 5th grade teachers	2008	Time For Kids- reading units	
4. Utilize the district approved software that encourages reading of fiction and nonfiction text for all students including those in special populations.(i.e.: PACE, Special Ed, ESOL, At Risk, and Economically Disadvantaged)	K-5 teachers, special population teachers	2008	Computers, district software	
5. Use SIOP techniques and strategies to differentiate instruction	K-5 teachers, special population teachers	2008		
<b>Strategy: Help student's develop a proficient vocabulary.</b>				
1. Use word walls in the classrooms.	K-5 teachers	2008	Curriculum	
2. Pre-teach vocabulary and incorporate vocabulary activities in various content areas.	K-5 teachers	2008	Curriculum,	
3. Utilize the district approved software that supports vocabulary development.	K-5 teachers, special population teachers	2008	Computers, district software	
4. Have multiple resource books such as a dictionary, picture dictionary, bi-lingual dictionary, or thesaurus available for student	K-5 classroom teachers, special	2008	Curriculum, resource materials	
<b>Strategy: Increase student's ability with summarizing and discovering the main idea of fiction and nonfiction text.</b>				
1. Model the creation of a summary and main idea.	K-5 classroom teachers	2008	Fiction and nonfiction text	
2. Use a variety of graphic organizers to help students recall specific parts of text they read.	K-5 classroom teachers	2008	graphic organizers	
3. Create a collection of graphic organizers and district approved software that can be used for students in the special population	Reading Vertical Team	2008	Note book	

<b>Campus Improvement Plan</b>				
<b>Writing</b>		<b>Document B</b>	<b>2007-2008</b>	
<b>Goal: All Boggess students will be able to produce fiction and non-fiction compositions in order to develop the skills necessary to become proficient adult communicators. Boggess will maintain or exceed current passing rate, and increase the combined %age of 3/4's on written compositions.</b>				
<b>Page 2 of 7</b>				
<b>Student Group: All students</b>				
<b>Action Step</b>	<b>Person Responsible</b>	<b>Due Date</b>	<b>Resources Required</b>	<b>Date Completed</b>
<b>Strategy: Students will write across the curriculum, grade level appropriate.</b>				
1. Students will write for a variety of purposes (ex.: journals, homework planners, note-taking, informational, letters, stories, poems,etc.)	Boggess Staff	2008	Journals, Pencils, graphic organizers, technology, paper, planners (PTA	
2. Students will learn and apply age appropriate targeted writing skills and the 6 Traits of Writing	Boggess Staff	2008	School-wide Writing Plan, Curriculum guide	
3. Utilize district appropriate software (Secret Writer's Society, Mavis Beacon, Word Processing, Grammar Rocks, Roots, Prefixes and Suffixes, Wiggle Works, St. Writing Center)	Boggess Staff	2008	District curriculum and technology	
4. Opportunity for small group and/or individualized instruction for all students including At-Risk, Economically Disadvantaged, Special Education, ESOL, and PACE using SIOP strategies and Ruby Payne modules.	Boggess Staff	2008	Journals, Pencils, Graphic Organizers, Technology, Paper	
<b>Strategy: Students will be exposed to all stages of the Writing Process.</b>				
1. Generate ideas on self-selected and assigned topics.	Boggess Staff	2008	paper, pencils	
2. Evaluate Writing (Ex:Self and Peer Revision/Editing, Teacher Conferencing, Rocket- grade app.)	Boggess Staff	2008	colored pencils, expectation check off sheets	
3. Publication - School wide writing prompt and Literacy Magazine	Boggess Staff	2008	paper, pencils, technology, crayons, construction paper, money for magazine	
4. Opportunity for small group and/or individualized instruction for all students including At-Risk, Economically Disadvantaged, Special Education, ESOL, and PACE using SIOP strategies and Ruby Payne modules.	Boggess Staff	2008		

**Campus Improvement Plan**

Math

Document B

2007-2008

**Goal:** Proficiency in math will increase annually for all students and for all AEIS student groups on TAKS and other measures. Boggess will maintain or exceed the current passing rate on TAKS and SDAA.

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Student Group: All students

Action Step	Person Responsible	Due Date	Resources Required	Date Completed
<b>Strategy: Daily problem solving in all grade levels.</b>				
1. Provide opportunity to solve weekly school-wide problem of the week.	K-5 Boggess Staff	2008	Problem solving books	
2. CGI problems implemented in the classroom and all staff trained.	K-5 Boggess Staff	2008-08	CGI Bank	
3. UPS- Check problem solving strategy/vocabulary	2-5 Boggess Staff	2008	None	
4. Implement math journal for students' math practice	1-5 Boggess Staff	2008	Spiral notebooks	
5. Provide opportunity for individualized instruction for all students including at-risk, economically disadvantaged, special ed, ESL, and PACE	K-5 Boggess Staff	2008	manipulatives, problem solving resources, SIOP strategies/ East Cluster Ruby Payne Modules, AIM	
<b>Strategy: Learn basic facts</b>				
1. Weekly timed fact fluency practice. Timed- in pencil, Untimed- in colored pencil	1-5 Boggess staff	2008	Mad Minutes Workbook, colored pencils	
2. Weekly practice with flash cards/ fact families (Home and School)	1-5 Boggess staff, parents	2008	Flash cards for addition, subtraction, multiplication, division, Triangle flash cards	
3. Provide opportunity for individualized instruction for all students including at-risk, economically disadvantaged, special ed, ESL, and PACE	K-5 Boggess Staff	2008	Manipulatives, SIOP Strategies, East Cluster Ruby Payne Modules, AIM	
<b>Strategy: Use manipulatives for concrete learning and understanding and show how math translates to everyday life.</b>				
1. Use a variety of manipulatives to introduce and reinforce concepts.	K-5 Boggess staff	2008	Money for sets of manipulatives for support staff	
2. Provide opportunity for individualized instruction for all students including at-risk, economically disadvantaged, special ed, ESL, and PACE	K-5 Boggess staff	2008	Manipulatives, SIOP Strategies, East Cluster Ruby Payne Modules, AIM	

<b>Campus Improvement Plan</b>				
<b>Science</b>		<b>Document B</b>	<b>2007-2008</b>	
<b>Goal: To create life-long scientific learners, students will develop an excitement for and understanding of science and achieve an annual increase in student TAKS scores. 90% of all students will meet the standard on the Science TAKS test.</b>				
Page <u>  4  </u> of <u>  7  </u>				
<b>Student Group: All students</b>				
<b>Action Step</b>	<b>Person Responsible</b>	<b>Due Date</b>	<b>Resources Required</b>	<b>Date Completed</b>
<b>Strategy: utilize instructional practices, materials, and strategies in science to enhance performance</b>				
1. Science assessments will include a minimum of 1 graphic organizer to be designed or completed by the student	K through 5 teachers	2008	campus resources, integrated vertical team	
2. A variety of graphics will be used (i.e.. Graphic organizers, tables, charts, diagrams, illustrations, and flowcharts)	K through 5 teachers	2008	campus resources, integrated vertical team	
3. Offer additional small group and/or individualized instruction and activities for special populations (i.e.: At Risk, Economically Disadvantaged, ELL, Resource, and PACE). Use resources developed by grade level/staff and strategies based on SIOP and Ruby Payne training	K-5 teachers, and support staff	2008	Campus and district resources, Student Science Notebooks	
4. Research and compile a list of guest speakers that can be accessible for grade levels to support curriculum	K-5 Teachers	2008	campus resources and PTA	
5. Reinforce/Extend Health concepts developed by grade levels	Fine Arts/P.E. K-5, School Nurse	2008	campus resources, community resources, district curriculum, School Nurse	
6. Use daily science warm-ups, reinforcers, Region 4 Science TAKS materials and coaching science concepts, Essential Science Concepts Book	1 through 5 teachers	2008	Region 4 Science TAKS materials and coaching science concepts and IC	
<b>Strategy: to have more tactile/ kinesthetic science activities</b>				
1. Provide more opportunities to use metric, standard, and non-standard measurement tools using the discovery approach (informal and formal)	K-5	2008	Campus resources and triple beam balances provide by PTA,	
2. Participate in a minimum of 1 tactile/kinesthetic activities a week per O.I.	K-5 Teachers	2008	integrated curriculum	
3. Provide opportunity to work in small groups a minimum of 2 times per O.I.	K-5 Teachers	2008	integrated curriculum	
4. Offer individualized instruction/activity for special populations (i.e.: At Risk, Economically Disadvantaged, ESOL, Special Ed, and PACE). Use activities developed by grade levels/staff and strategies based on SIOP and Ruby Payne training.	K-5 teachers, and support staff	2008	campus resources	
5. Select a science concept to develop a school wide "Health Day"	K-5 teachers, PTA, Specials Department	2008	campus resources, community resources	

## Campus Professional Development Hours 2007 - 2008

Campus \_\_\_\_\_ **Bogges Elementary** \_\_\_\_\_

Please indicate the Dates, Times, Number of Hours and Topics and related Campus Improvement Plan Goals you will include as your 6 hours of Campus Professional Development Hours (PDH) as submitted to Professional Development in June. Include your approved early release day topics.

Date	Time	PDH	Topic
1 8/21/07	10-3:30	5 hrs	CGI Problems implemented in all classrooms and all staff trained.  Related CIP Goal: Math, strategy #2
2 9/14/07	1-4	3 hrs	CGI Training for all staff.  Related CIP Goal: Math, strategy #2
3 10/12/07	1-4	3 hrs	Differentiated Instruction: Math goal, strategy #5 Reading goal, strategy #5 Writing goal, strategies #4 Science goal, strategies #3 and #4  Related CIP Goal:
4 11/16/07	1-4	3 hrs	CGI Training for all staff.  Related CIP Goal: Math goal strategy #2
5 12/14/07	1-4	3 hrs	District Related Goal  Related CIP Goal:
6 2/29/08 5/2/08	1-4 1-4	3 hrs 3 hrs	Differentiated Instruction  Related CIP Goal: See 10/12/07

Early Release Day Topics and related CIP Goal:

Day One: See above

Day Two:

Day Three:

Day Four:

*The School Based Improvement Committee approved this plan on:*

\_\_\_\_\_  
Date

\_\_\_\_\_  
Principal's Signature

Annual Report 2007 Campus Improvement Plan Boggess Elementary

Name of School

**Budget Implications: 2007-2008**

Please explain with dollar amounts included, any implications of the CIP Long Term Campus Performance Goals for the PISD Budget in the **upcoming** budget cycle for **2007-2008**. These implications will be presented to the District Improvement Council as they study budget recommendations to the Superintendent and Board for the 2007-2008 budget.

Goal	Budget Implication	Amount
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**Waivers**

Please list any **campus specific** waivers the campus had in place for the 2006-2007 school year and any that are in place for the 2007-2008 school year.

**Learner Centered Appraisal Process**

**School Awards**

Please list any awards or recognition your campus has received during the past year.

**Exemplary State Rating**

**Gold Performance Acknowledgments in the following areas:**

**Attendance**

**Commended in Reading**

**Commended in Math**

**Commended in Writing**

**Commended in Science**

*Please submit 4 copies of the Annual Report to the Cluster Area Asst. Superintendent by October 31st.*