

# PLANO INDEPENDENT SCHOOL DISTRICT



## Annual Report for 2007-2008 Campus Improvement Plan

**School-Based  
Improvement  
Committee**

Name of School: Christie

### School Based Improvement Committee Members

#### 2007-2008

|                                       |                                  |
|---------------------------------------|----------------------------------|
| <u>Emelia Ahmed-Principal</u>         | <u>Mark Parales-parent</u>       |
| <u>Marilyn Plisowski-staff</u>        | <u>Brian Thesis-parent</u>       |
| <u>Christine Kallman-staff</u>        | <u>Lori Maucieri-parent</u>      |
| <u>Mariam Madill-staff</u>            | <u>Belinda Beuerlein-staff</u>   |
| <u>Lilly Jensby-staff</u>             | <u>Moira Haynes-parent/staff</u> |
| <u>Michele Taylor-Asst. Principal</u> | <u>Tish Hall-staff</u>           |
| <u>Kristi Whaley-Business Member</u>  | <u>Matt Jacunski-PTA/parent</u>  |
| <u> </u>                              | <u> </u>                         |
| <u> </u>                              | <u> </u>                         |
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#### New members for 2007-2008

|                                      |          |
|--------------------------------------|----------|
| <u>Greg Ward-staff</u>               | <u> </u> |
| <u>Brenda Beard-Community Member</u> | <u> </u> |
| <u> </u>                             | <u> </u> |
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### Meeting Dates 2007-2008

|                  |
|------------------|
| <u>16-Oct-07</u> |
| <u>19-Feb-08</u> |
| <u>15-May-08</u> |
| <u> </u>         |

### Public Meeting 2007-2008

|                  |
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| <u>15-May-08</u> |
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2007-2008

Goal: Math

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Student Group: All students

| Action Step   | Person Responsible                       | Due Date | Resources Required                               | Date Completed |
|---|--|----------|--|----------------|
| Technology will be utilized as part of the instructional program            | Teachers                                 | Ongoing  | District networked software                      |                |
| Direct instruction of a consistent, school-wide common math vocabulary      | Teachers, Vertical team                  | 5/08     | Vocabulary booklet                               |                |
| Utilize the "Problem Solving Strategy List"                                 | Teachers                                 | Ongoing  | list   |                |
| Provide Title 1 Math support to students who qualify for this intervention  | Title I math teacher, classroom teachers | Ongoing  | Title I funds (salary)                           |                |
| Continue with "Target the Question" (grades 3-5), and daily analogies (1-2) | Teachers                                 | Ongoing  | Target math, analogies                           |                |
| Students will use math journals in class                                    | K-5, title 1 math                        | Ongoing  | journals   |                |
| Provide AIM (accelerated math instruction)                                  | Classroom teachers                       | Ongoing  | AIM materials                                    |                |
| Use of FASTT Math program grades 2-5 10 min a day 2-3 times per week        | all 2-5 classroom teachers               | Ongoing  | PFASTT Math program                              |                |
| Use review boxes in all classrooms (grades 1-5)                             | Classroom teachers                       | Ongoing  | Review boxes                                     |                |
|   |  |          |  |                |
| Utilize CGI, Cognitive Guided Instruction, strategy                         | Classroom teachers                       | Ongoing  | CGI training                                     |                |
|   |  |          |  |                |
| Challenge Club - PACE/Discover  | PACE Teacher                             | 5/08     | Continental Math League forms, Registration fee  |                |
|   |  |          |  |                |
| Participate in grade level advanced curriculum through differentiation      | Classroom teachers                       | 5/08     | Advanced math curriculum                         |                |
|   |  |          |  |                |
| Fun fact Friday's once per six weeks  | All Staff                                | Ongoing  | District math curriculum, supplemental materials |                |

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Goal: Math

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Student Group: African American

| <b>Action Step</b>            | <b>Person Responsible</b> | <b>Due Date</b> | <b>Resources Required</b>             | <b>Date Completed</b> |
|-------------------------------|---------------------------|-----------------|---------------------------------------|-----------------------|
| Provide extended day tutoring | Teachers                  | 5/08            | Title I funds, school stipends        |                       |
|                               |                           |                 |                                       |                       |
| Title I math support          | Title I teacher           | Ongoing         | Title 1 funds                         |                       |
|                               |                           |                 |                                       |                       |
| AIM instruction               | Teachers                  | Ongoing         | AIM training (central); AIM materials |                       |
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Goal: Math

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Student Group: Hispanic

| Action Step  | Person Responsible  | Due Date | Resources Required      | Date Completed |
|--|---------------------|----------|-------------------------|----------------|
| Teachers will receive training in ESOL strategies (SIOP) | Principal/ESOL team | Ongoing  | SIOP books              |                |
|  |                     |          |                         |                |
| Extended day tutoring                                    | Teachers            | 5/08     | title 1 funds; stipends |                |
|  |                     |          |                         |                |
| Title I math support                                     | Title I teacher     | Ongoing  | Title 1 funds           |                |
|  |                     |          |                         |                |
| Provide AIM (accelerated math instruction)               | Classroom teachers  | Ongoing  | AIM materials           |                |
|  |                     |          |                         |                |
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Goal: Math

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Student Group: White

| <b>Action Step</b>                         | <b>Person Responsible</b> | <b>Due Date</b> | <b>Resources Required</b> | <b>Date Completed</b> |
|--|---------------------------|-----------------|---------------------------|-----------------------|
| Provide Title 1 Math support               | Title I math teacher      | Ongoing         | Title I funds (salary)    |                       |
|  |                           |                 |                           |                       |
| Provide AIM (accelerated math instruction) | Classroom teachers        | Ongoing         | AIM materials             |                       |
|  |                           |                 |                           |                       |
| Extended day tutoring                      | Classroom teachers        | Ongoing         | Review boxes, AIM         |                       |



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Goal: Reading

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**Student Group: All Students**

| Action Step  | Person Responsible                         | Due Date | Resources Required  | Date Completed |
|--|--|----------|---|----------------|
| Implement Guided Reading instruction K-5 daily.  | All teachers                               | Ongoing  | PISD Curriculum/Fiction and Nonfiction  |                |
| Implement differentiated instruction   | All teachers, Literacy Specialist-PACE     | Ongoing  | PISD training, coordinators,  |                |
| Instruction will include Kilgo's 4 level of questions  | All teachers, Principal                    | Ongoing  | Kilgo level of questions  |                |
| Plan higher level questions using Blooms Taxonomy  | All teachers, administrators               | Ongoing  | Staff development, TEKS flip charts   |                |
| Technology will be utilized as part of the instructional program   | All teachers                               | Ongoing  | District networked software   |                |
|  |  |          |   |                |
| Provide parent training and support  | Literacy specialists                       | Ongoing  | door prizes, games, refreshments  |                |
|  |  |          |   |                |
| Direct instruction in weekly vocabulary and analogies  | All teachers                               | Ongoing  | Vertical team list of words, announcements                                      |                |
|  |  |          |   |                |
| Provide accelerated reading instruction K-5 (PAR)  | Classroom teachers                         | Ongoing  | PAR materials   |                |
|  |  |          |   |                |
| Train Teachers to develop comprehension and vocabulary through the use of graphic organizers, SIOP, fiction and non-fiction texts. | Literacy specialists, Vert. and SIOP teams | Ongoing  | PAR Training, Substitutes   |                |
|  |  |          |   |                |
| Extended day tutoring  | Teachers, Title I                          | Ongoing  | Curriculum materials, supplemental materials                                    |                |
|  |  |          |   |                |
| Teacher reads aloud daily and employs Bloom's taxonomy higher level  | Teachers                                   | Ongoing  | Library books, fiction/nonfiction selections, flip charts with Bloom's taxonomy |                |
| <i>Interactive</i> word wall for all content areas   | Teachers                                   | Ongoing  | "no excuses" lists, academic vocabulary lists                                   |                |
|  |  |          |   |                |

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**Goal: Reading**

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**Student Group: African American**

| <b>Action Step</b>                                    | <b>Person Responsible</b> | <b>Due Date</b> | <b>Resources Required</b>                     | <b>Date Completed</b> |
|---|---------------------------|-----------------|---|-----------------------|
| Provide extended day tutoring                         | Teachers                  | 5/08            | Supplemental materials, PAR, nonfiction texts |                       |
|   |                           |                 |   |                       |
| Provide accelerated reading instruction K-5 (KAR/PAR) | Classroom teachers        | 5/08            | KAR/PAR materials                             |                       |
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Goal: Reading

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Student Group: Hispanic

| Action Step  | Person Responsible  | Due Date | Resources Required                           | Date Completed |
|--|---------------------|----------|--|----------------|
| Teachers will receive training in ESOL strategies (SIOP) | Principal/SIOP team | 5/08     | SIOP books                                   |                |
|  |                     |          |  |                |
| Provide accelerated reading instruction K-5 (KAR/PAR)    | Classroom teachers  | 5/08     | KAR/PAR materials                            |                |
|  |                     |          |  |                |
| Extended day tutoring                                    | Teachers            | 5/08     | Curriculum materials, supplemental materials |                |
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**Goal: Reading**

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**Student Group: White**

| <b>Action Step</b>                                    | <b>Person Responsible</b> | <b>Due Date</b> | <b>Resources Required</b>                    | <b>Date Completed</b> |
|---|---------------------------|-----------------|--|-----------------------|
| Extended day tutoring                                 | Teachers                  | Ongoing         | Curriculum materials, supplemental materials |                       |
|   |                           |                 |  |                       |
| Provide accelerated reading instruction K-5 (KAR/PAR) | Classroom teachers        | 5/08            | KAR/PAR materials                            |                       |
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**Goal: Reading**

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**Student Group: Economically Disadvantaged**

| <b>Action Step</b>                                    | <b>Person Responsible</b> | <b>Due Date</b> | <b>Resources Required</b> | <b>Date Completed</b> |
|---|---------------------------|-----------------|---------------------------|-----------------------|
| Provide extended day tutoring                         | Teachers                  | 5/08            | Supplemental materials    |                       |
|   |                           |                 |                           |                       |
| Provide accelerated reading instruction K-5 (KAR/PAR) | Classroom teachers        | 5/08            | KAR/PAR materials         |                       |
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Goal: Science

Page 20 of 20**Student Group: Economically Disadvantaged**

|  | <b>Person</b>  | <b>Due</b>  | <b>Resources</b>  | <b>Date</b>      |
|--|--|-------------|---|------------------|
| <b>Action Step</b>   | <b>Responsible</b>   | <b>Date</b> | <b>Required</b>   | <b>Completed</b> |
| Provide ESOL reading support in understanding science vocabulary   | K-5 classroom teachers, ESOL teachers                                | Ongoing     | science vocabulary lists, IC Browsing Box materials (non-negotiable)        |                  |
| Incorporate IC Browsing Box materials into science instruction/implement training  | K-5 classroom teachers, science vertical team                        | Ongoing     | Non-fiction reading materials   |                  |
| Plan and write higher order questions to address IC concepts and students' cognition levels  | K-5 classroom teachers, district coordinators, science vertical team | Ongoing     | TEKS flip charts, IC curriculum , staff development                         |                  |
| Teach IC vocabulary through word wall strategies and/or journal activities.  | K-5 classroom teachers   | Ongoing     | word walls, journals  |                  |
| Increase student learning and application of science vocabulary as it relates to concepts through direct teaching and use of word wall | K-5 classroom teachers, curriculum coordinators                      | Ongoing     | science vocabulary lists, district curriculum, reteaching/tutorials, K-5 IC |                  |
| Utilize technology as part of the instructional program (science tools and processes)(goal)  | District Technology  | Ongoing     | District networked software   |                  |
| Provide instruction in the Scientific Method steps and application   | Classroom teachers   | Ongoing     | IC curriculum   |                  |
| Use Science Reinforcers (Essential Science Concepts) for instruction   | K-5 classroom teachers   | Ongoing     | Essential Science Concepts  |                  |
| Use graphic organizers for instruction   | K-5 classroom teachers   | Ongoing     | graphic organizers  |                  |
| Provide an opportunity for parental involvement through a Science Curriculum Parent Night  | Teachers, parents, students, science vertical team                   | 12/07       | food, science experiment materials, tri-fold backboards                     |                  |
| Provide hands-on science opportunities for students through Science Sleuths enrichment program (grade 5)                               | Science Sleuths teacher  | Ongoing     | \$200 consumable supplies, science experiment materials, Foss Science kits  |                  |
| Provide hands-on environmental science experiences for students through Science Club (grade 5)   | 5th grade teachers   | Ongoing     | district curriculum, reteaching/tutorials, science vocabulary lists         |                  |
| Provide science tutoring (grade 5)   | 5th grade teachers   | Ongoing     | IC Curriculum, MAP diagnostic data  |                  |
| Require students (K-5) to keep a comprehensive science notebook  | K-5 classroom teachers   | 05/08       | notebooks   |                  |
| Increase number of students participating in Science Fair  | K-5 classroom teachers, parents, and students                        | Ongoing     | science boards  |                  |
| Participate in enrichment opportunities through "I Wonder" questions in IC (non-negotiable)  | PACE and K-5 classroom teachers                                      | Ongoing     | "I Wonder" questions  |                  |

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Goal: Writing

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Student Group: All Students

| Action Step  | Person Responsible                      | Due Date | Resources Required  | Date Completed |
|--|---|----------|---|----------------|
| Implement 6-Traits of writing, grades K-5 through writing workshop               | K-5 Teachers, literacy specialists, ESL | Ongoing  | 6-Traits Curriculum, Region 10 6 traits staff development |                |
|  |   |          |   |                |
| Technology will be utilized as part of the instructional program                 | K-5 Teachers                            | Ongoing  | District networked software/keyboarding                   |                |
|  |   |          |   |                |
| Provide tutoring (grade 4)   | Teachers                                | 5/08     | Curriculum and supplemental materials                     |                |
| Students in 1-5 will keep a collection of writing samples throughout the 6 weeks | Teachers                                | 5/08     | collection of writing samples                             |                |
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**Goal: Writing**

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**Student Group: African American**

| <b>Action Step</b>   | <b>Person Responsible</b>               | <b>Due Date</b> | <b>Resources Required</b>                                 | <b>Date Completed</b> |
|--|---|-----------------|---|-----------------------|
| Provide tutoring (grade 4)   | Teachers                                | 5/08            | Writing curriculum  |                       |
|  |   |                 |   |                       |
| Small group support in writing   | Literacy teachers , ESL                 | 5/08            | Writing curriculum  |                       |
|  |   |                 |   |                       |
| Implementation of writing workshop (K-5)   | Teachers, literacy specialists          | 5/08            | curriculum  |                       |
|  |   |                 |   |                       |
| Students in 1-5 will keep a collection of writing samples throughout the 6 weeks | Teachers                                | 5/08            | collection of writing samples                             |                       |
|  |   |                 |   |                       |
| Implement 6-Traits of writing, grades K-5 through writing workshop               | K-5 Teachers, literacy specialists, ESL | Ongoing         | 6-Traits Curriculum, Region 10 6 traits staff development |                       |
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Goal: Writing

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Student Group: Hispanic

| Action Step  | Person Responsible                      | Due Date | Resources Required  | Date Completed |
|--|---|----------|---|----------------|
| Provide tutoring (grade 4)   | Teachers. Literacy specialists          | 5/08     | Curriculum, supplemental materials                        |                |
|  |   |          |   |                |
| Teachers will receive training in ESOL strategies (SIOP)                         | Principal. ESOL team                    | Ongoing  | SIOP books  |                |
|  |   |          |   |                |
| Implement 6-Traits of writing, grades K-5 through writing workshop               | K-5 Teachers, literacy specialists, ESL | Ongoing  | 6-Traits Curriculum, Region 10 6 traits staff development |                |
|  |   |          |   |                |
| Students in 1-5 will keep a collection of writing smaples throughout the 6 weeks | Teachers                                | 5/08     | collection of writing smaples                             |                |
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Goal: Writing

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Student Group: White

| <b>Action Step</b>   | <b>Person Responsible</b>               | <b>Due Date</b> | <b>Resources Required</b>                                 | <b>Date Completed</b> |
|--|---|-----------------|---|-----------------------|
| Provide tutoring (grade 4)   | Teachers                                | 5/08            | Curriculum and supplemental materials                     |                       |
|  |   |                 |   |                       |
| Students in 1-5 will keep a collection of writing samples throughout the 6 weeks | Teachers                                | 5/08            | collection of writing samples                             |                       |
|  |   |                 |   |                       |
| Implement 6-Traits of writing, grades K-5 through writing workshop               | K-5 Teachers, literacy specialists, ESL | Ongoing         | 6-Traits Curriculum, Region 10 6 traits staff development |                       |
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Goal: Writing

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Student Group: Economically Disadvantaged

| Action Step  | Person Responsible                      | Due Date | Resources Required  | Date Completed |
|--|---|----------|---|----------------|
| Provide tutoring (grade 4)   | Teachers                                | 5/08     | Writing curriculum  |                |
|  |   |          |   |                |
| Implement 6-Traits of writing, grades K-5 through writing workshop               | K-5 Teachers, literacy specialists, ESL | Ongoing  | 6-Traits Curriculum, Region 10 6 traits staff development |                |
|  |   |          |   |                |
| Students in 1-5 will keep a collection of writing samples throughout the 6 weeks | Teachers                                | 5/08     | collection of writing samples                             |                |
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