



PLANO INDEPENDENT SCHOOL DISTRICT

**School-Based
Improvement
Committee**

Annual Report for 2007-2008

Campus Improvement Plan

Name of School: Miller Elementary

Committee Members 2006-2007

Susan Dantzler	Ann Williams
Jennifer Paschal	Kay Williamson
Gretchen Tubbs	Janet White
Linda Maddon	Mica Thompson
Mesay Hailu	Kenny Allen
Karla Dickenson	Barbara Buchanan
Katie Dauenbaugh	Lydia Formby
Christy Jones	Sureka Patel
Amy Blank	Julie Lebovitz
Eddie Bueno	Patty Staupe
Debbie Cook	Cathy Barycki

New members for 2007 - 2008

<u>Debbie Brumit</u>	<u>Tricia Lancaster</u>
<u>Lori Iezek</u>	<u>Kim Garrett</u>
<u>Deanne May</u>	<u>Teresa Humphrey</u>
<u>Stephanie Stone</u>	<u>Pavitra Amin</u>
<u>Angela Austin</u>	<u>Christi Parker</u>
<u>Chris Bero</u>	<u>Debbie Dantzler</u>

Meeting Dates 2006-2007

<u>26-Oct-06</u>
<u>15-Mar-07</u>
<u>17-May-07</u>

Public Meeting 2006-2007

<u>15-Mar-07</u>

Campus Improvement Plan				
Document B			2007-2008	
Goal Indicator: Reading		Page 1 of 7		
Student Group: All Students/ All Subgroups				
Action Step	Person Responsible	Due Date	Resources Required	Date Completed
Strategy: Students will develop proficiency in critical thinking skills				
1. Use complete two-part questioning to develop comprehension skills	Teachers K-5	2008	On-line Curriculum, PAR guides, Questioning stems, District Reading Material	
2. Model strategies for revisiting specific sections to text in order to answer a question	Teachers K-5	2008	On-line Curriculum, PAR guides, Questioning stems, District Reading Material	
3. Students provide evidence from text to justify their reasoning	Teachers K-5	2008	On-line Curriculum, PAR guides, Questioning stems, District Reading Material	
4. Utilize mini-lessons to isolate reading strategies and increase student achievement.	Teachers 1-5, Literacy Specialist	2008	PAR guides, Trainings, Conferences, Monthly Lit Specialist Trainings, on-line curriculum	
5. Strengthen high order thinking skills by focusing on Blooms' Taxonomy questions at the analysis, synthesis and evaluation levels.	Teachers K-5	2008	Questioning Stems, Critical Thinking Reference Charts	
Strategy: Students will become proficient in summarization skills				
1. Model and scaffold thinking process and skills across curriculum through a variety of genre	Teachers K-5	2008	Model teachers' writings, on-line curriculum, student writing, district technology, district resources, non-fiction material	
2. Use a wide variety of graphic organizers to develop summarization skills	Teachers K-5	2008	Model teachers' writings, on-line curriculum, student writing, district technology, district resources, non-fiction material	
3. Use student writing to discuss and develop skills	Teachers K-5	2008	Model teachers' writings, on-line curriculum, student writing, district technology, district resources, non-fiction material	
4. Student Book Clubs	Librarian	2008	5th grade lunch book club; Bluebonnet Celebration	
Strategy: Identify and accelerate students who are at risk of reading failure				
1. Intervention strategies: PAR, literacy groups, tutorials, dyslexia screening and Herman program	Teachers K-5, Literacy Specialist, Pace Teachers, ESL	2008	PAR Guides, Multisensory Materials and Techniques, Kamaco resources for tutorials	
2. Utilize Miller Vertical Language Arts Team and Murphy Middle School Vertical Language Arts Team to develop strategies	Teachers K-5, Literacy Specialist, Pace Teachers, ESL	2008	Action plans developed by teams	
3. Differentiation strategies, such as The Framework for Understanding Students, SIOP and guided reading.	Teachers K-5, Literacy Specialist, Pace Teachers, ESL	2008	Framework For Understanding Students Modules, SIOP training, Materials received from Differentiation Training	

Campus Improvement Plan				
Goal Indicator: Writing		Document B	2007-08	
Page 2 of 7				
Student Group: All Students				
Action Step	Person Responsible	Due Date	Resources Required	Date Completed
Strategy: Improve school-wide writing program				
1. Kinder teachers will utilize Lucy Calkins methods	Kinder Teachers, Literacy Specialist	2008	Lucy Calkins materials	
2. 1-5 teachers will utilize materials by Ralph Fletcher	Teachers 1-5, Literacy Specialist	2008	Ralph Fletcher materials	
3. Teach mini-lessons on the six district Writing Traits, focusing on one trait per each six weeks	Teachers 1-5, Literacy Specialist	2008	District Writing Traits, Vertical Writing Team, Ruth Culham books	
4. Provide suggestions and examples of the focal writing trait (see #3) in weekly grade level newsletters	Teachers K-4	2008	District Writing Traits, Vertical Writing Team	
5. Provide an At-Home Writing Folder - parent/student responsibility - school could provide writing topics, story elements, etc.	Teachers - Grade Appropriate	2008	Vertical Writing Team	
Strategy: Increase number of 3's and 4's on Written Composition				
1. Investigate and study strategies of other high-performing schools in PISD	Teachers K-5, Literacy Specialist	2008	Resources and materials from the other schools	
2. Implement Writing Handbook as resource for students in grades 3-4.	Teachers 3-4, Literacy Specialist	2008	Create handbooks, 3-4	
3. Implement and select mini-lessons for 4th grade classrooms.	4th Grade Teachers, Literacy Specialist	2008	on-line curriculum, Ruth Culham books (book study)	
Strategy: Identify and accelerate students who are at risk of failing TAKS Writing				
1. Holistically score writing samples using the 6-trait rubric.	Teachers 1-5	2008	Writing samples three times each year 2-5, 2 times for 1st grade	
2. Individually work with students to improve the students at risk of failing.	Teachers K-5 , Literacy Specialist	2008	Identified students	

Campus Improvement Plan

Document B

2007-08

Goal Indicator: Math

Page 3 of 7

Student Group: All Students

Action Step	Person Responsible	Due Date	Resources Required	Date Completed
-------------	--------------------	----------	--------------------	----------------

Strategy: Emphasize problem solving, mathematical journal writing, CGI and Number Sense school wide.

1. Continue to train teachers K-5, special ed., and ESL in the CGI method and philosophy.	Teachers K-5, special ed, ESL	2008	CGI training	
2. Use Bloom's taxonomy questioning strategies to raise cognition levels of students	Teachers K-5	2008	Bloom's taxonomy question stems and phrases	
4. Teachers/students model thought process to solve word problems through charts, tables, drawings, and math writing journals. Students justify thinking in 2 or more ways.	Teachers K-5	2008	District curriculum/ CGI questioning stems	

Strategy: The students will understand and apply math vocabulary and terminology appropriate to their grade level

1. Use of vocabulary flash cards to increase comprehension level of vocabulary	Teachers K-5	2008	District curriculum, Vocabulary cards	
2. Teachers model and use appropriate vocabulary and terminology	Teachers K-5	2008	District curriculum, SIOP	
3. Differentiation strategies, such as The Framework for Understanding Students, SIOP, AIM, tutorials, and small group instruction	Teachers K-5	2008	Framework for Understanding, SIOP training AIM materials, District curriculum.	

Campus Improvement Plan				
Document B			2007-08	
Goal Indicator: Science				
Page 4 of 7				
Student Group: All Students				
Action Step	Person Responsible	Due Date	Resources Required	Date Completed
Strategy: Improve science process skills through modeled scientific thinking.				
1. Continue to use science notebooks.	Teachers K-5	2008	Notebooks, District Curriculum	
2. Encourage all students to enter the science fair. ESL will offer extra exposure to the scientific process. 5th graders will be required to complete either a history fair or science fair project.	Teachers K-5, ESL teachers	2008	Materials for ESL students, Science Night for students and parents.	
3. Provide hands on lab activities that encourage and extend scientific thinking.	Teachers K-5	2008	District Curriculum, science tools, Materials purchased by PTA and school	
4. Highlight a Scientist of the Month	Teachers K-5	2008	Science Vertical Team	
Strategy: Students become more proficient in understanding vocabulary used on diagnostic tests, TAKS, technical reading and lab procedures				
1. Make available to all teachers district science vocabulary - use vocabulary across grade level	Teachers K-5, ESL, Special Ed, Specials Teachers, All Teachers	2008	District curriculum	
2. Emphasize science vocabulary in word walls, in writing, with graphic organizers.	Teachers K-5	2008	District Curriculum, software, science vocabulary list in IC planner	
3. Differentiate strategies, such as The Framework for Understanding Students, SIOP, tutorials, and small group instruction	Teacher K-5, ESL teachers	2008	Review boxes, Science Concept Books, background knowledge books and materials, district training	
4. Teachers will use higher level questions to promote analytical thinking	Teachers K-5	2008	Teachers use Bloom Taxonomy, and Erickson's Structure of Knowledge	
5. Investigate sharing science activities across grade levels	Teachers K-5	2008	Classroom journals, notebooks, investigations, projects, etc.	

Campus Professional Development Hours 2007 - 2008

Campus Miller

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 8/20/07		7.5	Differentiation, Writing, TBSI, Handbook, Campus Updates Related CIP Goal: All pages of the CIP
2			Related CIP Goal:
3			Related CIP Goal:
4			Related CIP Goal:
5			Related CIP Goal:
6			Related CIP Goal:

Early Release Day Topics and related CIP Goal:

Day One: Differentiation, Writing TBSI (p. 1, 2, 3, 4, 5, 7)

Day Two: Team Building, Math Curriculum (p. 3)

Day Three: 6 Trait Writing (p. 1, 2)

Day Four: Team Building, Differentiation (P. 1, 2, 3, 4, 5)

The School Based Improvement Committee approved this plan on:

10/24/07

Date

Principal's Signature

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
------	--------------------	--------

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.

- Goal Setting for both years

School Awards

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

- Exemplary Rating

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