

PLANO INDEPENDENT SCHOOL DISTRICT



Annual Report for 2006-2007 Campus Improvement Plan

**School-Based
Improvement
Committee**

Name of School: Razor Elementary

School Based Improvement Committee Members

2005-2006

Kathleen Braffman	Valerie Williams
Anita Corenblieth	Phyllis Stoup
Nithya Ramachandran	Meerena Bhandari
Raqchel Young	
Kathy Rodriguez	
Melissa McCary	
Gary Friedman	
Ashley Knell	
Athena West	
Sharolyn Headroe	
Felicia Donald	
Jayme Lynch	

New members for 2006-2007

Zack Pruett	
Katie Armstrong	
Bob Billman	
Ashley Green	
Missy Billman	
Karen Mckinney	
Alissa Pearce	

Meeting Dates 2006-2007

31-Oct-06
26-Feb-07
21-May-07

Public Meeting 2006-2007

21-May-07

Campus		Rasor Elementary						
Goal		Plan Page Reference	Indicator	Goal Measure	Formative Measure	Summative Measure	Improvement Measure	
Due by October 31, 2006					Due by Feb. 28, 2007	Due by May 31, 2007	Due by May 31, 2007	
Reading								
No State Acct								
All students		The percent of all students meeting TAKS expectations will increase.		% Met	95-98%			
African American		The percent of African American students meeting TAKS expectations will increase.		% Met	90-93%			
Hispanic		The percent of Hispanic students meeting TAKS expectations will increase.		% Met	95-98%			
White		The percent of White students meeting TAKS expectations will increase.		% Met	98-100%			
Econ Disadv		The percent of Economically Disadvantaged students meeting TAKS expectations will increase.		% Met	90-93%			
Writing								
All students		The percent of all students meeting TAKS expectations will increase.		% Met	95-98%			
African American		The percent of African American students commended on TAKS will increase.		% Comm	30-45%			
Hispanic		The percent of Hispanic students meeting TAKS expectations will increase.		% Met	93-95%			
White		The percent of White students meeting TAKS expectations will increase.		% Met	90-93%			
Econ Disadv		The percent of Econ Disadv students commended on TAKS will increase.		% Met	30-45%			
Mathematics								
All students		The percent of all students meeting TAKS expectations will increase.		% Met	93-95%			
African American		The percent of African American students meeting TAKS expectations will increase.		% Met	90-93%			
Hispanic		The percent of Hispanic students meeting TAKS expectations will increase.		% Met	90-93%			
White		The percent of White students meeting TAKS expectations will increase.		% Met	93-95%			
Econ Disadv		The percent of Economically Disadvantaged students meeting TAKS expectations will increase.		% Met	90-93%			
Science								
All students		The percent of all students meeting TAKS expectations will increase.		% Met	90-93%			
African American		The percent of African American students meeting TAKS expectations will increase.		% Met	90-93%			
Hispanic		The percent of Hispanic students meeting TAKS expectations will increase.		% Met	93-95%			
White		The percent of White students meeting TAKS expectations will increase.		% Met	90-93%			
Econ Disadv		The percent of Economically Disadvantaged students meeting TAKS expectations will increase.		% Met	90-93%			

Campus Improvement Plan				
				2006-2007
Goal Indicator: Writing To increase the number of African American student passing the TAKS writing test at a commended rate of 30%.				
Student Group: African American Students				
	Person	Due	Resources	Date
Action Step	Responsible	Date	Required	Completed
Students will participate in a minimum of 30 minutes a day of writing time, including mini-lessons, independent writing and sharing time.	1-5 Teachers	ongoing	Books, Lessons and Ideas Creating Writers Craft Lessons Building a Writing Community Time for Kids (3-5), Literacy Library, Rasor's Library	
Each student will keep a Writer's Workshop folder with his or her current writing.	K-5 teachers		Folders	
Each student will periodically reflect, in writing, on the strengths, weaknesses and improvements in the writing in their portfolio, and set writing goals for the upcoming period (Their writing will also be displayed for their parent's viewing at least once during the year.	K-5 teachers	ongoing	Folders	
Each teacher/student will keep a writing portfolio of the student's writing to be displayed for the Rasor Community at least once a year at an Author's Celebration.	K-5 teachers	ongoing	To be determined by the Vertical Teams	
The students will be exposed to literaure and teacher /student writing samples during teacher-led minilessons in the Writer's Workshop setting.	K-5 teachers	ongoing	Mentor Texts in the Literacy Library, Creating Writer's Building a Writing Community	
Each teacher will develop, implement and display the use of a grade level no excuse list for spelling, grammar and usage standards, conventions etc. for which students are held accountable.	K-5 teachers	ongoing	Grade level TEKS	
Following minilessons and individual teacher /student writing conferences, each student will show evidence of editing their own writing for grade level spelling and other conventions, i.e. capitalizations, punctuation etc. using grade level editing tools.	K-5 teachers	ongoing	Grade level TEKS	

Following minilessons and individual teacher /student writing conferences, each student will show evidence of editing/revising their own writing for grade level grammar and usage skills, i.e. complete sentences, compound sentences, proper use of verb tense etc.	K-5 teachers	ongoing	Grade level TEKS	
Following minilessons and individual teacher /student writing conferences, each student will show evidence of revising their own writing for grade level appropriate word choice and organization.	K-5 teachers	ongoing	Professional Resources; <u>Creating Writer's</u> , Curriculum Guide	
Based on student need, teachers will differentiate instruction through the use of personal word walls, word banks (i.e. the Word Detective Book for ESL)and targeted goals etc.	K-5 teachers	ongoing	PAR guides, Teacher Reading Academy	
A Literacy Night will be held each year for all grade levels for the Rasor Community	K-5 teachers, Instructional Specialists and support staff	ongoing	Grade level Materials and Teacher developed handouts.	
New teachers will be provided with the training and observation time to effectively implement the components of a Balanced Writing plan, i.e Writer's Workshop Minilessons, Modeled, Shared and Indepepndent Writing and Writer's conferences and sharing time.	Administrators, K-5 teachers and Specialists and support staff	ongoing	Professional Resources; Steps to Guided Reading, On the Road to Curriculum implementation, etc	

Campus Improvement Plan				2006-07
Goal Indicator: Writing To increase the % of Economically Disadvantaged students passing at a commended rate of 30%.				
Student Group: Economically Disadvantaged Students				
	Person	Due	Resources	Date
Action Step	Responsible	Date	Required	Completed
Students will participate in a minimum of 30 minutes a day of writing time, including mini-lessons, independent writing and sharing time.	1-5 Teachers	ongoing	<u>Books, Lessons and Ideas Creating Writers , Building a Writing Community</u>	
Each student will keep a Writer's Workshop folder with his or her current writing.	K-5 teachers		Folders	
Each student will periodically reflect, in writing, on the strengths, weaknesses and improvements in the writing in their portfolio, and set writing goals for the upcoming period (Their writing will also be displayed for their parent's viewing at least once during the year.	K-5 teachers	ongoing	Folders	
Each teacher/student will keep a writing portfolio of the student's writing to be displayed for the Rasor Community at least once a year at an Author's Celebration.	K-5 teachers	ongoing	To be determined by the Vertical Teams	
The students will be exposed to literature and teacher /student writing samples during teacher-led mindlessness in the Writer's Workshop setting.	K-5 teachers	ongoing	<u>Mentor Texts in the Literacy Library, Creating Writer's, Building a Writing Community</u>	
Each teacher will develop, implement and display the use of a grade level no excuse list for spelling, grammar and usage standards, conventions etc. for which students are held accountable.	K-5 teachers	ongoing	Grade level TEKS	
Following mini lessons and individual teacher /student writing conferences, each student will show evidence of editing their own writing for grade level spelling and other conventions, i.e. capitalization, punctuation etc. using grade level editing tools.	K-5 teachers	ongoing	Grade level TEKS	
Following minilessons and individual teacher /student writing conferences, each student will show evidence of editing/revising their own writing for grade level grammar and usage skills, i.e. complete sentences, compound sentences, proper use of verb tense etc.	K-5 teachers	ongoing	Grade level TEKS	

Following minilessons and individual teacher /student writing conferences, each student will show evidence of revising their own writing for grade level appropriate word choice and organization.	K-5 teachers	ongoing	Professional Resources; <u>Creating Writer's</u> , Curriculum Guide	
Based on student need, teachers will differentiate instruction through the use of personal word walls, word banks (i.e. the Word Detective Book for ESL) and targeted goals etc.	K-5 teachers	ongoing	PAR guides, Teacher Reading Academy	
A Literacy Night will be held each year for all grade levels for the Rasor Community	K-5 teachers, Instructional Specialists and support staff	ongoing	Grade level Materials and Teacher developed handouts.	
New teachers will be provided with the training and observation time to effectively implement the components of a Balanced Writing plan, i.e. Writer's Workshop Minilessons, Modeled, Shared and Independent Writing and Writer's conferences and sharing time.	Administrators, K-5 teachers and Specialists and support staff	ongoing	Professional Resources; <u>Steps to Guided Reading</u> , On the Road to Curriculum implementation, etc	

Campus Improvement Plan

Goal Indicator: Writing To increase the number of student passing the TAKS writing test in 4th grade, from 88-90%.				2006-07
Student Group: White				
	Person	Due	Resources	Date
Action Step	Responsible	Date	Required	Completed
Students will participate in a minimum of 30 minutes a day of writing time, including mini-lessons, independent writing and sharing time.	1-5 Teachers	ongoing	<u>Books, Lessons and Ideas</u> <u>Creating Writer's</u> , <u>Craft Lessons</u> , <u>Building a Writing Community</u>	
Each student will keep a Writer's Workshop folder with his or her current writing.	K-5 teachers		Folders	
Each student will periodically reflect, in writing, on the strengths, weaknesses and improvements in the writing in their portfolio, and set writing goals for the upcoming period (Their writing will also be displayed for their parent's viewing at least	K-5 teachers	ongoing	Folders	
Each teacher/student will keep a writing portfolio of the student's writing to be displayed for the Rasor Community at least once a year at an Author's Celebration.	K-5 teachers	ongoing	To be determined by the Vertical Teams	
The students will be exposed to literature and teacher /student writing samples during teacher-led minilessons in the Writer's Workshop setting.	K-5 teachers	ongoing	Mentor Texts in the Literacy Library, <u>Creating Writer's</u> , <u>Building a Writing Community</u>	
Each teacher will develop, implement and display the use of a grade level no excuse list for spelling, grammar and usage standards, conventions etc. for which students are held accountable.	K-5 teachers	ongoing	Grade level TEKS	
Following minilessons and individual teacher /student writing conferences, each student will show evidence of editing their own writing for grade level spelling and other conventions, i.e. capitalizations, punctuation etc. using grade level editing tools	K-5 teachers	ongoing	Grade level TEKS	
Following minilessons and individual teacher /student writing conferences, each student will show evidence of editing/revising their own writing for grade level grammar and usage skills, i.e. complete sentences, compound sentences, proper use of verb ten	K-5 teachers	ongoing	Grade level TEKS	
Following minilessons and individual teacher /student writing conferences, each student will show evidence of revising their own writing for grade level appropriate word choice and organization.	K-5 teachers	ongoing	Professional Resources; <u>Creating Writer's</u> , Curriculum Guide	
Based on student need, teachers will differentiate instruction through the use of personal word walls, word banks (i.e. the Word Detective Book for ESL) and targeted goals etc.	K-5 teachers	ongoing	PAR guides, Teacher Reading Academy	
A Literacy Night will be held each year for all grade levels for the Rasor Community	K-5 teachers, Instructional Specialists and support staff	ongoing	Grade level Materials and Teacher developed handouts.	
New teachers will be provided with the training and observation time to effectively implement the components of a Balanced Writing plan, i.e. Writer's Workshop Minilessons, Modeled, Shared and Independent Writing and Writer's conferences and sharing ti	Administrators, K-5 teachers and Specialists and support staff	ongoing	Professional Resources; <u>Steps to Guided Reading</u> , On the Road to Curriculum implementation, etc	

Campus Improvement Plan

Goal Indicator: Writing To increase the number of student passing the TAKS writing test in 4th grade, from 91-95%.				2006-07
Student Group: All Students				
	Person	Due	Resources	Date
Action Step	Responsible	Date	Required	Completed
Students will participate in a minimum of 30 minutes a day of writing time, including mini-lessons, independent writing and sharing time.	1-5 Teachers	ongoing	<u>Books, Lessons and Ideas</u> <u>Creating Writer's</u> , <u>Craft Lessons</u> , <u>Building a Writing Community</u>	
Each student will keep a Writer's Workshop folder with his or her current writing.	K-5 teachers		Folders	
Each student will periodically reflect, in writing, on the strengths, weaknesses and improvements in the writing in their portfolio, and set writing goals for the upcoming period (Their writing will also be displayed for their parent's viewing at least once during the year.	K-5 teachers	ongoing	Folders	
Each teacher/student will keep a writing portfolio of the student's writing to be displayed for the Rasor Community at least once a year at an Author's Celebration.	K-5 teachers	ongoing	To be determined by the Vertical Teams	
The students will be exposed to literature and teacher /student writing samples during teacher-led minilessons in the Writer's Workshop setting.	K-5 teachers	ongoing	Mentor Texts in the Literacy Library, <u>Creating Writer's</u> , <u>Building a Writing Community</u>	
Each teacher will develop, implement and display the use of a grade level no excuse list for spelling, grammar and usage standards, conventions etc. for which students are held accountable.	K-5 teachers	ongoing	Grade level TEKS	
Following minilessons and individual teacher /student writing conferences, each student will show evidence of editing their own writing for grade level spelling and other conventions, i.e. capitalizations, punctuation etc. using grade level editing tools.	K-5 teachers	ongoing	Grade level TEKS	
Following minilessons and individual teacher /student writing conferences, each student will show evidence of editing/revising their own writing for grade level grammar and usage skills, i.e. complete sentences, compound sentences, proper use of verb tense etc.	K-5 teachers	ongoing	Grade level TEKS	
Following minilessons and individual teacher /student writing conferences, each student will show evidence of revising their own writing for grade level appropriate word choice and organization.	K-5 teachers	ongoing	Professional Resources; <u>Creating Writer's</u> , Curriculum Guide	
Based on student need, teachers will differentiate instruction through the use of personal word walls, word banks (i.e. the Word Detective Book for ESL) and targeted goals etc.	K-5 teachers	ongoing	PAR guides, Teacher Reading Academy	
A Literacy Night will be held each year for all grade levels for the Rasor Community	K-5 teachers, Instructional Specialists and support staff	ongoing	Grade level Materials and Teacher developed handouts.	
New teachers will be provided with the training and observation time to effectively implement the components of a Balanced Writing plan, i.e. Writer's Workshop Minilessons, Modeled, Shared and Independent Writing and Writer's conferences and sharing time.	Administrators, K-5 teachers and Specialists and support staff	ongoing	Professional Resources; <u>Steps to Guided Reading</u> , On the Road to Curriculum implementation, etc	

Campus Improvement Plan

Goal Indicator: Writing To increase the % of Hispanic Students passing the Writing Taks in grade 4 from 90% to 94%.

2006-07

Student Group: Hispanic Students

Action Step	Person Responsible	Due Date	Resources Required	Date Completed
Students will participate in a minimum of 30 minutes a day of writing time, including mini-lessons, independent writing and sharing time.	1-5 Teachers	ongoing	<u>Books, Lessons and Ideas Creating Writers Craft Lessons Building a Writing Community</u>	
Each student will keep a Writer's Workshop folder with his or her current writing.	K-5 teachers		Folders	
Each student will periodically reflect, in writing, on the strengths, weaknesses and improvements in the writing in their portfolio, and set writing goals for the upcoming period (Their writing will also be displayed for their parent's viewing at least once during the year).	K-5 teachers	ongoing	Folders	
Each teacher/student will keep a writing portfolio of the student's writing to be displayed for the Razor Community at least once a year at an Author's Celebration.	K-5 teachers	ongoing	To be determined by the Vertical Teams	
The students will be exposed to literature and teacher /student writing samples during teacher-led minilessons in the Writer's Workshop setting.	K-5 teachers	ongoing	<u>Mentor Texts in the Literacy Library, Creating Writer's, Building a Writing Community</u>	
Each teacher will develop, implement and display the use of a grade level no excuse list for spelling, grammar and usage standards, conventions etc. for which students are held accountable.	K-5 teachers	ongoing	Grade level TEKS	
Following minilessons and individual teacher /student writing conferences, each student will show evidence of editing their own writing for grade level spelling and other conventions, i.e. capitalizations, punctuation etc. using grade level editing tools.	K-5 teachers	ongoing	Grade level TEKS	
Following minilessons and individual teacher /student writing conferences, each student will show evidence of editing/reviving their own writing for grade level grammar and usage skills, i.e. complete sentences, compound sentences, proper use of verb tense etc.	K-5 teachers	ongoing	Grade level TEKS	

Following minilessons and individual teacher /student writing conferences, each student will show evidence of revising their own writing for grade level appropriate word choice and organization.	K-5 teachers	ongoing	Professional Resources; <u>Creating Writer's</u> , PISD Curriculum Guide	
Based on student need, teachers will differentiate instruction through the use of personal word walls, word banks (i.e. the Word Detective Book for ESL)and targeted goals etc.	K-5 teachers	ongoing	PAR guides, Teacher Reading Academy	
A Literacy Night will be held each year for all grade levels for the Rasor Community	K-5 teachers, Instructional Specialists and support staff	ongoing	Grade level Materials and Teacher developed handouts.	
New teachers will be provided with the training and observation time to effectively implement the components of a Balanced Writing plan, i.e Writer's Workshop Minilessons, Modeled, Shared and Indepepndent Writing and Writer's conferences and sharing time.	Administrators, K-5 teachers and Specialists and support staff	ongoing	Professional Resources; <u>Steps to Guided Reading</u> , <u>On the Road to Curriculum</u> implementation, etc	

Campus Improvement Plan				
			2006-2007	
Goal Indicator: Reading To increase the % of Economically Disadvantaged Students passing the Reading TAKS in grades 3,4 and 5 from 86% to 90%.				
Student Group: Economically Disadvantaged				
	Person	Due	Resources	Date
Action Step	Responsible	Date	Required	Completed
Teachers will receive training in comprehension strategies such as determining importance, visualizing, making connections, inferencing and synthesizing.	K-5 teachers, Instructional Specialists and support staff	on going	<u>Strategies That Work</u> , Curriculum Guide etc.	
Students will be exposed to a variety of genre (tall tales, poetry, diaries, fairy tales etc.) within the read aloud , shared, guided and independent reading times .	K-5 teachers, Instructional Specialists and support staff	on going	Library, McGraw Hill Reading Series, Social Studies and Science Browsing Boxes	
Students will receive guided reading instruction several times a week at their instructional reading level	K-5 teachers, Instructional Specialists and support staff	on going	Library, McGraw Hill Leveled Readers, Time for Kids, Social Studies and Science Browsing Boxes, PAR materials	
Students will receive targeted instruction in comprehension strategies for nonfiction text during the read aloud, shared, guided and independent reading times.	K-5 teachers, Instructional Specialists and support staff	on going	<u>Strategies That Work</u> , Time For Kids, Social Studies and Science Browsing Boxes, PAR manual	
Student will participate weekly in student selected reading using books at their independent reading level.	K-5 teachers, Instructional Specialists and support staff	on going	Library, Time for Kids, Social Studies and Science Browsing Boxes, PAR materials	
Student will have the opportunity to choose books/passages of interest and engage in guided and independent literature response.	K-5 teachers, Instructional Specialists and support staff	on going	Library, McGraw Hill Leveled Readers, Time for Kids, PAR materials	
Students will demonstrate mastery of skills or reading strategies through a variety of formats (i.e., oral, open ended written response and multiple choice.)	K-5 teachers, Instructional Specialists and support staff	on going	Professional Resources; Strategies that Work, Writing about Reading, Guiding Readers and Writers in grades 3-5 etc.	
New teachers will be provided the training and observation time to effectively implement all the components of the Balanced Literacy Plan.	Administrators, K-5 teachers, Instructional Specialists and support staff	on going	Professional Resources; <u>Steps to Guided Reading</u> , On the Road to Curriculum implementation etc	
Students will respond to various levels of questions in a variety of formats (guided reading lessons, written open ended responses, etc) and provide text evidence to support their responses.	K-5 teachers, Instructional Specialists and support staff	on going	Region 10 TAKS Preparation Book, Margaret Kilgo Resources, Bloom's Taxonomy, Literacy Library books, Access materials, Time for Kids, PAR materials	
Teachers will differentiate instruction and target the students' individual instructional needs.	K-5 classroom teacher collaborating with specialists (ESL, Title	on going	PAR materials, Region 10 TAKS Preparation Book, Literacy Library books, Access materials, Time for Kids, PAR	

Students will receive tutoring structured around their individual needs in a small group setting , during or after school hours, with transportation provided by the district (if students are within the Rasor busing boundaries).	K-5 teachers and support staff		PAR materials, Region 10 TAKS Preparation Book, Literacy Library books, Access materials, Time for Kids, PAR materials	
Teachers will teach use of vocabulary-building and other word meaning strategies such as concept word maps, word wizard and word banks.	K-5 classroom teachers collaborating with specialists and support staff	on going	PAR manual and materials, Region 10 TAKS Preparation Book, Making Content Comprehensible for English Language Learners The Siop Model	
Teachers will analyze individual data of students falling below the standard and choose an instructional focus based on the assessment results and analysis.	K-5 teachers, Instructional Specialists and support staff	on going	Teacher Made Assessment Tools, Plano Assessments, State Assessments	
For students who are provided support (ESL, Title One, Special Education, etc.), a reading folder will be used as a tool to maintain communication between support and general education staff to monitor the child's instruction and progress.	K-5 teachers, Instructional Specialists and support staff	on going	A Variety of Data analysis Tools	
Support and general education staff will attend quarterly meetings to discuss instructional strategies, student progress and progress monitoring.	K-5 teachers and Specialist and support staff	on going	PAR manual and materials, Region 10 TAKS Preparation Book, materials, <u>Making Content Comprehensible for</u>	
A Literacy Night will be held each year for all grade levels and the Rasor parent community..	K-5 teachers, Instructional Specialists and support staff	By the end of the school year	Grade level Materials and Teacher developed handouts.	
A Multicultural Night will be held each year.	ESL , K-5 teachers, PTA, Instructional Specialists and Support staff	By the end of the school year	To be determined by the committee	
A special session will be held twice a year for the parents of the students participating in our Title One	Title One, K-5 teachers, Instructional Specialists and Support staff	By the end of the school year	Teacher developed handouts	

Campus Improvement Plan

2006-2007

Goal Indicator: Reading To increase the % of all students passing the Reading TAKS in grades 3,4 and 5 from 97% to 98%.

Student Group: White

Action Step	Person Responsible	Due Date	Resources Required	Date Completed
Teachers will receive training in comprehension strategies such as determining importance, visualizing, making connections, inferencing and synthesizing.	K-5 teachers, Instructional Specialists and support staff	on going	Strategies That Work, Guided Comprehension Strategies etc.	
Students will be exposed to a variety of genre (tall tales, poetry, diaries, fairy tales etc.) within the read aloud , shared, guided and independent reading times .	K-5 teachers, Instructional Specialists and support staff	on going	Literacy Library, Library, MacGraw Hill Reading Series, Social Studies and Science Browsing Boxes, Professional Resources	
Students will receive guided reading instruction several times a week at their instructional reading level	K-5 teachers, Instructional Specialists and support staff	on going	Literacy Library, MacGraw Hill Leveled Readers, Time for Kids, Rasor Library, Social Studies and Science Browsing Boxes, PAR materials	
Students will receive targeted instruction in comprehension strategies for nonfiction text during the read aloud, shared, guided and independent reading times.	K-5 teachers, Instructional Specialists and support staff	on going	Strategies That Work, Time For Kids, Social Studies and Science Browsing Boxes, PAR manual	
Student will participate weekly in student selected reading using books at their independent reading level.	K-5 teachers, Instructional Specialists and support staff	on going	Literacy Library, Time for Kids, Rasor Library, Social Studies and Science Browsing Boxes, PAR materials	
Student will have the opportunity to choose books/passages of interest and engage in guided and independent literature response.	K-5 teachers, Instructional Specialists and support staff	on going	Literacy Library, MacGraw Hill Leveled Readers, Time for Kids, Rasor Library, PAR materials	
Students will demonstrate mastery of skills or reading strategies through a variety of formats (i.e., oral, open ended written response and multiple choice.)	K-5 teachers, Instructional Specialists and support staff	on going	Professional Resources; <u>Strategies that Work</u> , Guiding Readers and Writers in grades 3-5 etc.	
New teachers will be provided the training and observation time to effectively implement all the components of the Balanced Literacy Plan.	Administrators, K-5 teachers, Instructional Specialists and support staff	on going	Professional Resources; <u>Steps to Guided Reading</u> , On the Road to Curriculum implementation etc	
Students will respond to various levels of questions in a variety of formats (guided reading lessons, written open ended responses, etc) and provide text evidence to support their responses.	K-5 teachers, Instructional Specialists and support staff	on going	Region 10 TAKS Preparation Book, Margaret Kilgo Resources, Bloom's Taxonomy Resources, Literacy Library books, Access materials, Time for Kids, PAR materials	

Teachers will differentiate instruction and target the students' individual instructional needs.	K-5 classroom teacher collaborating with specialists (ESL, Title One, Special Education, Literacy PACE/Differentiation) or other appropriate staff	on going	Plano Accelerated Reading (PAR) Region 10 TAKS Preparation Book, Literacy Library books, Access materials, Time for Kids, PAR materials
Students will receive tutoring structured around their individual needs in a small group setting, during or after school hours, with transportation provided by the district (if students are within the Rasor busing boundaries).	K-5 teachers and support staff	ongoing	Plano Accelerated Reading (PAR) Regional 10 TAKS Preparation Book, Literacy Library books, Access materials, Time for Kids, PAR materials
Teachers will teach vocabulary-building and other word meaning strategies such as concept word maps, word wizard and word banks.	K-5 classroom teachers collaborating with specialists and support staff	on going	PAR manual and materials, Region 10 TAKS Preparation Book, materials, <u>Making Content Comprehensible for English Language Learners</u> , <u>The Siop Model</u>
Teachers will analyze individual data of students falling below the standard and choose an instructional focus based on the assessment results and analysis.	K-5 teachers, Instructional Specialists and support staff	on going	Teacher Made Assessment Tools, Plano Assessments, State Assessments
For students who are provided support (ESL, Title One, Special Education, etc.), a reading folder will be used as a tool to maintain communication between support and general education staff to monitor the child's instruction and progress.	K-5 teachers, Instructional Specialists and support staff	on going	A Variety of Data analysis Tools
Support and general education staff will attend quarterly meetings to discuss instructional strategies, student progress and progress monitoring.	K-5 teachers and Specialist and support staff	on going	PAR manual and materials, Region 10 TAKS Preparation Book, materials, <u>Making Content Comprehensible for English Language Learners</u> , <u>The Siop Model</u>

Campus Improvement Plan

2006-2007

Goal Indicator: Reading To increase the % of all students passing the Reading TAKS in grades 3,4 and 5 from 93% to 95%.

Student Group: All Students

Action Step	Person Responsible	Due Date	Resources Required	Date Completed
Teachers will receive training in comprehension strategies such as determining importance, visualizing, making connections, inferencing and synthesizing.	K-5 teachers, Instructional Specialists and support staff	on going	Strategies That Work, Guided Comprehension Strategies etc.	
Students will be exposed to a variety of genre (tall tales, poetry, diaries, fairy tales etc.) within the read aloud , shared, guided and independent reading times .	K-5 teachers, Instructional Specialists and support staff	on going	Literacy Library, Library, MacGraw Hill Reading Series, Social Studies and Science Browsing Boxes, Professional Resources	
Students will receive guided reading instruction several times a week at their instructional reading level	K-5 teachers, Instructional Specialists and support staff	on going	Literacy Library, MacGraw Hill Leveled Readers, Time for Kids, Rasor Library, Social Studies and Science Browsing Boxes, PAR materials	
Students will receive targeted instruction in comprehension strategies for nonfiction text during the read aloud, shared, guided and independent reading times.	K-5 teachers, Instructional Specialists and support staff	on going	Strategies That Work, Time For Kids, Social Studies and Science Browsing Boxes, PAR manual	
Student will participate weekly in student selected reading using books at their independent reading level.	K-5 teachers, Instructional Specialists and support staff	on going	Literacy Library, Time for Kids, Rasor Library, Social Studies and Science Browsing Boxes, PAR materials	
Student will have the opportunity to choose books/passages of interest and engage in guided and independent literature response.	K-5 teachers, Instructional Specialists and support staff	on going	Literacy Library, MacGraw Hill Leveled Readers, Time for Kids, Rasor Library, PAR materials	
Students will demonstrate mastery of skills or reading strategies through a variety of formats (i.e., oral, open ended written response and multiple choice.)	K-5 teachers, Instructional Specialists and support staff	on going	Professional Resources; <u>Strategies that Work</u> , Guiding Readers and Writers in grades 3-5 etc.	
New teachers will be provided the training and observation time to effectively implement all the components of the Balanced Literacy Plan.	Administrators, K-5 teachers, Instructional Specialists and support staff	on going	Professional Resources; <u>Steps to Guided Reading</u> , On the Road to Curriculum implementation etc	
Students will respond to various levels of questions in a variety of formats (guided reading lessons, written open ended responses, etc) and provide text evidence to support their responses.	K-5 teachers, Instructional Specialists and support staff	on going	Region 10 TAKS Preparation Book, Margaret Kilgo Resources, Bloom's Taxonomy Resources, Literacy Library books, Access materials, Time for Kids, PAR materials	

Teachers will differentiate instruction and target the students' individual instructional needs.	K-5 classroom teacher collaborating with specialists (ESL, Title One, Special Education , Literacy PACE/Differentiation) or other appropriate staff	on going	Plano Accelerated Reading (PAR) Region 10 TAKS Preparation Book, Literacy Library books, Access materials, Time for Kids, PAR materials	
Students will receive tutoring structured around their individual needs in a small group setting , during or after school hours, with transportation provided by the district (if students are within the Rasor busing boundaries).	K-5 teachers and support staff	ongoing	Plano Accelerated Reading (PAR) Regional 10 TAKS Preparation Book, Literacy Library books, Access materials, Time for Kids, PAR materials	
Teachers will teach vocabulary-building and other word meaning strategies such as concept word maps, word wizard and word banks.	K-5 classroom teachers collaborating with specialists and support staff	on going	PAR manual and materials, Region 10 TAKS Preparation Book, materials, <u>Making Content Comprehensible for English Language Learners</u> , <u>The Siop Model</u>	
Teachers will analyze individual data of students falling below the standard and choose an instructional focus based on the assessment results and analysis.	K-5 teachers, Instructional Specialists and support staff	on going	Teacher Made Assessment Tools, Plano Assessments, State Assessments	
For students who are provided support (ESL, Title One, Special Education, etc.), a reading folder will be used as a tool to maintain communication between support and general education staff to monitor the child's instruction and progress.	K-5 teachers, Instructional Specialists and support staff	on going	A Variety of Data analysis Tools	
Support and general education staff will attend quarterly meetings to discuss instructional strategies, student progress and progress monitoring.	K-5 teachers and Specialist and support staff	on going	PAR manual and materials, Region 10 TAKS Preparation Book, materials, <u>Making Content Comprehensible for English Language Learners</u> , <u>The Siop Model</u>	
A Literacy Night will be held each year for all grade levels and the Rasor parent community..	K-5 teachers, Instructional Specialists and support staff	By the end of the school year	Grade level Materials and Teacher developed handouts.	
A Multicultural Night will be held each year.	ESL , K-5 teachers, PTA, Instructional Specialists and Support staff	By the end of the school year	To be determined by the committee	
A special session will be held twice a year for the parents of the students participating in our Title One Program.	Title One, K-5 teachers, Instructional Specialists and Support staff	By the end of the school year	Teacher developed handouts	

Campus Improvement Plan

2006-2007

Goal Indicator: Reading To increase the % of Hispanic students passing the Reading TAKS in grades 3,4 and 5 from 91-95%.

Student Group: Hispanic

Action Step	Person Responsible	Due Date	Resources Required	Date Completed
Teachers will receive training in comprehension strategies such as determining importance, visualizing, making connections, inferencing and synthesizing.	K-5 teachers, Instructional Specialists and support staff	on going	Strategies That Work, Guided Comprehension Strategies etc.	
Students will be exposed to a variety of genre (tall tales, poetry, diaries, fairy tales etc.) within the read aloud , shared, guided and independent reading times .	K-5 teachers, Instructional Specialists and support staff	on going	Literacy Library, Library, McGraw Hill Reading Series, Social Studies and Science Browsing Boxes, Professional Resources	
Students will receive guided reading instruction several times a week at their instructional reading level	K-5 teachers, Instructional Specialists and support staff	on going	Literacy Library, McGraw Hill Leveled Readers, Time for Kids, Rasor Library, Social Studies and Science Browsing Boxes, PAR materials	
Students will receive targeted instruction in comprehension strategies for nonfiction text during the read aloud, shared, guided and independent reading times.	K-5 teachers, Instructional Specialists and support staff	on going	Strategies That Work, Time For Kids, Social Studies and Science Browsing Boxes, PAR manual	
Student will participate weekly in student selected reading using books at their independent reading level.	K-5 teachers, Instructional Specialists and support staff	on going	Literacy Library, Time for Kids, Rasor Library, Social Studies and Science Browsing Boxes, PAR materials	
Student will have the opportunity to choose books/passages of interest and engage in guided and independent literature response.	K-5 teachers, Instructional Specialists and support staff	on going	Literacy Library, McGraw Hill Leveled Readers, Time for Kids, Rasor Library, PAR materials	
Students will demonstrate mastery of skills or reading strategies through a variety of formats (i.e., oral, open ended written response and multiple choice.)	K-5 teachers, Instructional Specialists and support staff	on going	Professional Resources; Strategies that Work, Writing about Reading, Guiding Readers and Writers in grades 3-5 etc.	
New teachers will be provided the training and observation time to effectively implement all the components of the Balanced Literacy Plan.	Administrators, K-5 teachers, Instructional Specialists and support staff	on going	Professional Resources; Steps to Guided Reading, On the Road to Curriculum implementation etc	
Students will respond to various levels of questions in a variety of formats (guided reading lessons, written open ended responses, etc) and provide text evidence to support their responses.	K-5 teachers, Instructional Specialists and support staff	on going	Margaret Kilgo Resources, Bloom's Taxonomy Resources, Literacy Library books, Access materials, Time for Kids, PAR materials	

Teachers will differentiate instruction and target the students' individual instructional needs.	K-5 classroom teacher collaborating with specialists (ESL, Title One, Special Education , Literacy PACE/Differentiation) or other appropriate staff	on going	Plano Accelerated Reading (PAR) Regional 10 TAKS Preparation Book, Literacy Library books, Access materials, Time for Kids, PAR materials	
Students will receive tutoring structured around their individual needs in a small group setting , during or after school hours, with transportation provided by the district (if students are within the Rasor busing boundaries).	K-5 teachers and support staff		Plano Accelerated Reading (PAR) Regional 10 TAKS Preparation Book, Literacy Library books, Access materials, Time for Kids, PAR materials	
Teachers will teach vocabulary-building and other word meaning strategies such as concept word maps, word wizard and word banks.	K-5 classroom teachers collaborating with specialists and support staff	on going	PAR manual and materials, Region 10 TAKS Preparation Book, materials, <u>Making Content Comprehensible for English Language Learners, The Siop Model</u>	
Teachers will analyze individual data of students falling below the standard and choose an instructional focus based on the assessment results and analysis.	K-5 teachers, Instructional Specialists and support staff	on going	Teacher Made Assessment Tools, Plano Assessments, State Assessments	
For students who are provided support (ESL, Title One, Special Education, etc.), a reading folder will be used as a tool to maintain communication between support and general education staff to monitor the child's instruction and progress.	K-5 teachers, Instructional Specialists and support staff	on going	A Variety of Data analysis Tools	
Support and general education staff will attend quarterly meetings to discuss instructional strategies, student progress and progress monitoring.	K-5 teachers and Specialist and support staff	on going	PAR manual and materials, Region 10 TAKS Preparation Book, materials, <u>Making Content Comprehensible for English Language Learners, The Siop Model</u>	
A Literacy Night will be held each year for all grade levels and the Rasor parent community..	K-5 teachers, Instructional Specialists and support staff	By the end of the school year	Grade level Materials and Teacher developed handouts.	
A Multicultural Night will be held each year.	ESL , K-5 teachers, PTA, Instructional Specialists and Support staff	By the end of the school year	To be determined by the committee	
A special session will be held twice a year for the parents of the students participating in our Title One Program.	Title One, K-5 teachers, Instructional Specialists and Support staff	By the end of the school year	Teacher developed handouts	

Campus Improvement Plan

2006-2007

Goal Indicator: Reading To increase the % of African American students passing the Reading TAKS in grades 3,4 and 5 from 85% to 90%.

Student Group: African American

	Person	Due	Resources	Date
Action Step	Responsible	Date	Required	Completed
Teachers will receive training in comprehension strategies such as determining importance, visualizing, making connections, inferencing and synthesizing.	K-5 teachers, Instructional Specialists and support staff	on going	Strategies That Work, Guided Comprehension Strategies etc.	
Students will be exposed to a variety of genre (tall tales, poetry, diaries, fairy tales etc.) within the read aloud , shared, guided and independent reading times .	K-5 teachers, Instructional Specialists and support staff	on going	Literacy Library, Library, MacGraw Hill Reading Series, Social Studies and Science Browsing Boxes, Professional Resources	
Students will receive guided reading instruction several times a week at their instructional reading level	K-5 teachers, Instructional Specialists and support staff	on going	Readers, Time for Kids, Rasor Library, Social Studies and Science Browsing Boxes, PAR materials	
Students will receive targeted instruction in comprehension strategies for nonfiction text during the read aloud, shared, guided and independent reading times.	K-5 teachers, Instructional Specialists and support staff	on going	Strategies That Work, Time For Kids, Social Studies and Science Browsing Boxes, PAR manual	
Student will participate weekly in student selected reading using books at their independent reading level.	K-5 teachers, Instructional Specialists and support staff	on going	Literacy Library, Time for Kids, Rasor Library, Social Studies and Science Browsing Boxes, PAR materials	
Student will have the opportunity to choose books/passages of interest and engage in guided and independent literature response.	K-5 teachers, Instructional Specialists and support staff	on going	Literacy Library, MacGraw Hill Leveled Readers, Time for Kids, Rasor Library, PAR materials	
Students will demonstrate mastery of skills or reading strategies through a variety of formats (i.e., oral, open ended written response and multiple choice.)	K-5 teachers, Instructional Specialists and support staff	on going	Professional Resources; Strategies that Work, Writing about Reading, Guiding Readers and Writers in grades 3-5 etc.	
New teachers will be provided the training and observation time to effectively implement all the components of the Balanced Literacy Plan.	Administrators, K-5 teachers, Instructional Specialists and support staff	on going	Professional Resources; Steps to Guided Reading, On the Road to Curriculum implementation etc	
Students will respond to various levels of questions in a variety of formats (guided reading lessons, written open ended responses, etc) and provide text evidence to support their responses.	K-5 teachers, Instructional Specialists and support staff	on going	Region 10 TAKS Preparation Book, Margaret Kilgo Resources, Bloom's Taxonomy Resources, Literacy Library books, Access materials, Time for Kids, PAR materials	

Teachers will differentiate instruction and target the students' individual instructional needs.	K-5 classroom teacher collaborating with specialists (ESL, Title	on going	Plano Accelerated Reading (PAR) Regional 10 TAKS Preparation Book, Literacy Library books, Access materials,	
Students will receive tutoring structured around their individual needs in a small group setting , during or after school hours, with transportation provided by the district (if students are within the Rasor busing boundaries).	K-5 teachers and support staff		Plano Accelerated Reading (PAR) Region 10 TAKS Preparation Book, Literacy Library books, Access materials, Time for Kids, PAR materials	
Teachers will teach use of vocabulary-building and other word meaning strategies such as concept word maps, word wizard and word banks.	K-5 classroom teachers collaborating with specialists and support staff	on going	PAR manual and materials, Region 10 TAKS Preparation Book, materials, <u>Making Content Comprehensible for English Language Learners, The Siop Model</u>	
Teachers will analyze individual data of students falling below the standard and choose an instructional focus based on the assessment results and analysis.	K-5 teachers, Instructional Specialists and support staff	on going	Teacher Made Assessment Tools, Plano Assessments, State Assessments	
For students who are provided support (ESL, Title One, Special Education, etc.), a reading folder will be used as a tool to maintain communication between support and general education staff to monitor the child's instruction and progress.	K-5 teachers, Instructional Specialists and support staff	on going	A Variety of Data analysis Tools	
Support and general education staff will attend quarterly meetings to discuss instructional strategies, student progress and progress monitoring.	K-5 teachers and Specialist and support staff	on going	PAR manual and materials, Region 10 TAKS Preparation Book, materials, <u>Making Content Comprehensible for English Language Learners, The Siop Model</u>	
Each child, when functioning below grade level will receive instruction with his or her t instructional, grade and independent level texts.	K-5 teachers, Instructional Specialists and support staff	on going	Region 10 TAKS Preparation Book, Literacy Library books, Access materials, Time for Kids, PAR materials	
A Literacy Night will be held each year for all grade levels and the Rasor parent community..	K-5 teachers, Instructional Specialists and support staff	By the end of the school year	Grade level Materials and Teacher developed handouts.	
A Multicultural Night will be held each year.	ESL , K-5 teachers, PTA, Instructional Specialists and Support staff	By the end of the school year	To be determined by the committee	
A special session will be held twice a year for the parents of the students participating in our Title One Program.	Title One, K-5 teachers, Instructional Specialists and Support staff	By the end of the school year	Teacher developed handouts	

Campus Improvement Plan

Document B

2006-2007

Math

Goal: To increase the number of African American student passing the TAKS math test in 3rd-5th grades, from 70-90%.

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Student Group: African American

Action Step	Person Responsible	Due Date	Resources Required	Date Completed
1. Apply CGI philosophy to instruction in all grade levels.	K-5 teachers	on going	CGI training, CGI Problem Bank, Problem Solver, Multiple Step Problem Bank	
2. Apply UPS ^v problem solving strategy, when solving problems through CGI strategies.	K-5 teachers	on going	CGI training, CGI Problem Bank, Problem Solver, Multiple Step Problem Bank	
3. Use math journals to record CGI strategies and reasoning ability.	K-5 teachers	on going	Journal for each student	
4. Analyze assessment information to provide targeted instruction.	K-5 teachers/Math Specialist	on going	Assessment, SAS, Curriculum, Math Specialist	
5. Differentiate instruction to meet all students needs.	K-5 teachers/Math Specialist	on going	Resource Team	
6. As needed, students will participate in AIM instruction.	K-5 teachers	on going	3-5 AIM kits K-2 manipulatives, Math Specialist	
7. Provide weekly opportunities for individualized/small group instruction, through flexible grouping for each student.	K-5 teachers	on going	Math Curriculum Planner, manipulatives, AIM	
8. Provide tutoring as needed to all students including at-risk, economically disadvantaged and ESL.	K-5 teachers	on going	Bussing	
9. Utilize math centers/stations in all grades as a tool to reinforce targeted objectives.	K-5 teachers	on going	Curriculum planner	
10. Encourage community involvement through interactive activities at math night.	K-5 teachers/Math Specialist	on going	Math Specialist, Grade level activities, math literature connections, take home resources	
11. Use questioning strategies to raise the cognition of students through CGI and other problem solving opportunities.	K-5 teachers	on going	CGI questions, Questioning stems	
12. Lead students to make real world connections that lead to college readiness for future careers.	K-5 teachers	on going		
13. Encourage parents to check out laptops to utilize Math software.	K-5 teachers	on going	laptops	
14. Allow for exploration of materials as new concepts are introduced.	K-5 teachers	on going	math manipulatives	
15. Postively Reinforce creative thinking for various methods of problem solving.	K-5 teachers	on going		
16. Use data to scaffold instruction as needed.	K-5 teachers	on going	Assessment, SAS, Curriculum, Math Specialist	

Campus Improvement Plan

Document B

2006-2007

Math

Goal : To increase the number of Hispanic students passing the TAKS test in grades 3-5 from 77%-90%

Page ___ of ___

Student Group: Hispanic

Action Step	Person Responsible	Due Date	Resources Required	Date Completed
1. Apply CGI philosophy to instruction in all grade levels.	K-5 teachers	on going	CGI training, CGI Problem Bank, Problem Solver, Multiple Step Problem Bank	
2. Apply UPSV problem solving strategy, when solving problems through CGI strategies.	K-5 teachers	on going	CGI training, CGI Problem Bank, Problem Solver, Multiple Step Problem Bank	
3. Use math journals to record CGI strategies and reasoning ability.	K-5 teachers	on going	Journal for each student	
4. Analyze assessment information to provide targeted instruction.	K-5 teachers/Math Specialist	on going	Assessment, SAS, Curriculum, Math Specialist	
5. Differentiate instruction to meet all students needs.	K-5 teachers/Math Specialist	on going	Resource Team	
6. As needed, students will participate in AIM instruction.	K-5 teachers	on going	3-5 AIM kits K-2 manipulatives, Math Specialist	
7. Provide weekly opportunities for individualized/small group instruction, through flexible grouping for each student.	K-5 teachers	on going	Math Curriculum Planner, manipulatives, AIM	
8. Provide tutoring as needed to all students including at-risk, economically disadvantaged and ESL.	K-5 teachers	on going	Bussing	
9. Utilize math centers/stations in all grades as a tool to reinforce targeted objectives.	K-5 teachers	on going	Curriculum planner	
10. Encourage community involvement through interactive activities at math night.	K-5 teachers/Math Specialist	on going	Math Specialist, Grade level activities, math literature connections, take home resources	
11. Use questioning strategies to raise the cognition of students through CGI and other problem solving opportunities.	K-5 teachers	on going	CGI questions, Questioning stems	
12. Lead students to make real world connections that lead to college readiness for future careers.	K-5 teachers	on going		
13. Encourage parents to check out laptops to utilize Math software.	K-5 teachers	on going	laptops	
14. Provide ESL with hands on activities with manipulatives and extra time for exploration	K-5 teachers	on going	math manipulatives	
15. Develop math vocabulary by repetitive and real world application	K-5 teachers	on going	ESL teachers	
16. Allow for exploration of materials as new concepts are introduced.	K-5 teachers	on going	math manipulatives	
17. Positively Reinforce creative thinking for various methods of problem solving.	K-5 teachers	on going		
18. Use data to scaffold instruction as needed.	K-5 teachers	on going	Assessment, SAS, Curriculum, Math Specialist	

Campus Improvement Plan

Science Document B 2006-2007
Goal: To increase the percentage of All students passing the Science TAKS test from 82%-90%.

Page ___ of ___

Student Group: All Students

Action Step	Person Responsible	Due Date	Resources Required	Date Completed
1. Participate in hands-on activities through demonstrations with the classroom and science lab.	K-5 teachers	on going	Science Lab/ Integrated Curriculum Planner	
2. Use science notebook to observe and draw conclusions to raise the cognition of student thinking.	K-5 teachers	on going	Notebooks for K-5 students	
3. Utilize Science Daily Reinforcers.	3-5 teachers	on going	Science Daily Reinforcers	
4. Implement Region IV Science Materials within the Science Curriculum.	3-5 teachers	on going	Region IV TAKS Materials/ Curriculum Planner	
5. Increase opportunities for students to use measurement tools.	K-5 teachers	on going	Measurement tools: balance, ruler, thermometers, triple beam balance,	
6. Increase opportunities to integrate IC content into other content areas, including Reading, Language Arts, and Math	K-5 teachers	on going		
7. Teachers will increase exposure to science vocabulary through word walls, poster, graphs and graphic organizers	K-5 teachers	on going	Science vocabulary	
8. Utilize the science word wall.	K-5 teachers	on going	Science vocabulary	
9. Differentiate as needed to meet the needs of all students.	K-5 teachers	on going		
10. Utilize higher level questioning strategies.	K-5 teachers	on going	PBS question stems/ Blooms Taxonomy	
11. Involve parents in the preparation of activities in the Science Lab.	K-5 teachers	on going	Parents/Curriculum Specialist	
12. Lead students to make real world connections that lead to college readiness for future careers.	K-5 teachers	on going		
13. Use of scaffolded and advanced gifted curriculum planner.	4-5 teachers	on going	Curriculum planner/differentiated specialist	
14. Target Instruction using MAP Assessment.	3-5 teachers	on going	MAP data/ Descartes' Continuum	

Campus Improvement Plan

Science Document B 2006-2007
Goal: To increase the number of African American student passing the TAKS Science test in 5th grade, from 67-90%. Page ___ of ___

Student Group: African American

Action Step	Person Responsible	Due Date	Resources Required	Date Completed
1. Participate in hands-on activities through demonstrations with the classroom and science lab.	K-5 teachers	on going	Science Lab/ Integrated Curriculum Planner	
2. Use science notebook to observe and draw conclusions to raise the cognition of student thinking.	K-5 teachers	on going	Notebooks for K-5 students	
3. Utilize Science Daily Reinforcers.	3-5 teachers	on going	Science Daily Reinforcers	
4. Implement Region IV Science Materials within the Science Curriculum.	3-5 teachers	on going	Region IV TAKS Materials/ Curriculum Planner	
5. Increase opportunities for students to use measurement tools.	K-5 teachers	on going	Measurement tools: balance, ruler, thermometers, triple beam balance,	
6. Increase opportunities to integrate IC content into other content areas, including Reading, Language Arts, and Math	K-5 teachers	on going		
7. Teachers will increase exposure to science vocabulary through word walls, poster, graphs and graphic organizers	K-5 teachers	on going	Science vocabulary	
8. Utilize the science word wall.	K-5 teachers	on going	Science vocabulary	
9. Differentiate as needed to meet the needs of all students.	K-5 teachers	on going		
10. Utilize higher level questioning strategies.	K-5 teachers	on going	PBS question stems/ Blooms Taxonomy	
11. Involve parents in the preparation of activities in the Science Lab.	K-5 teachers	on going	Parents/Curriculum Specialist	
12. Lead students to make real world connections that lead to college readiness for future careers.	K-5 teachers	on going		
13. Allow for exploration of materials as new concepts are introduced.	K-5 teachers	on going		
14. Informally preassess and incorporate scaffolded instruction as needed.	K-5 teachers	on going		
15. Positively reinforce scientific thinking.	K-5 teachers	on going		
16. Use of scaffolded and advanced gifted curriculum planner.	4-5 teachers	on going	Curriculum planner/differentiated specialist	
17. Target Instruction using MAP Assessment.	3-5 teachers	on going	MAP data/ Descartes' Continuum	

Campus Improvement Plan

Science Document B 2006-2007

Goal: To increase the number of Economically Disadvantaged student passing the Science TAKS test from 70%-90%.

Page ___ of ___

Student Group: Economically Disadvantaged

Action Step	Person Responsible	Due Date	Resources Required	Date Completed
1. Participate in hands-on activities through demonstrations with the classroom and science lab.	K-5 teachers	on going	Science Lab/ Integrated Curriculum Planner	
2. Use science notebook to observe and draw conclusions to raise the cognition of student thinking.	K-5 teachers	on going	Notebooks for K-5 students	
3. Utilize Science Daily Reinforcers.	3-5 teachers	on going	Science Daily Reinforcers	
4. Implement Region IV Science Materials within the Science Curriculum.	3-5 teachers	on going	Region IV TAKS Materials/ Curriculum Planner	
5. Increase opportunities for students to use measurement tools.	K-5 teachers	on going	Measurement tools: balance, ruler, thermometers, triple beam balance,	
6. Increase opportunities to integrate IC content into other content areas, including Reading, Language Arts, and Math	K-5 teachers	on going		
7. Teachers will increase exposure to science vocabulary through word walls, poster, graphs and graphic organizers	K-5 teachers	on going	Science vocabulary	
8. Utilize the science word wall.	K-5 teachers	on going	Science vocabulary	
9. Differentiate as needed to meet the needs of all students.	K-5 teachers	on going		
10. Utilize higher level questioning strategies.	K-5 teachers	on going	PBS question stems/ Blooms Taxonomy	
11. Involve parents in the preparation of activities in the Science Lab.	K-5 teachers	on going	Parents/Curriculum Specialist	
12. Lead students to make real world connections that lead to college readiness for future careers.	K-5 teachers	on going		
13. Allow for exploration of materials as new concepts are introduced.	K-5 teachers	on going		
14. Informally preassess and incorporate scaffolded instruction as needed.	K-5 teachers	on going		
15. Positively reinforce scientific thinking.	K-5 teachers	on going		
16. Use of scaffolded and advanced gifted curriculum planner.	4-5 teachers	on going	Curriculum planner/differentiated specialist	
17. Target Instruction using MAP Assessment.	3-5 teachers	on going	MAP data/ Descartes' Continuum	

Campus Improvement Plan

Science Document B 2006-2007
Goal: To increase the percentage of Hispanic students passing the Science TAKS from 88%-95%. Page ___ of ___

Student Group: Hispanic

Action Step	Person Responsible	Due Date	Resources Required	Date Completed
1. Participate in hands-on activities through demonstrations with the classroom and science lab.	K-5 teachers	on going	Science Lab/ Integrated Curriculum Planner	
2. Use science notebook to observe and draw conclusions to raise the cognition of student thinking.	K-5 teachers	on going	Notebooks for K-5 students	
3. Utilize Science Daily Reinforcers.	3-5 teachers	on going	Science Daily Reinforcers	
4. Implement Region IV Science Materials within the Science Curriculum.	3-5 teachers	on going	Region IV TAKS Materials/ Curriculum Planner	
5. Increase opportunities for students to use measurement tools.	K-5 teachers	on going	Measurement tools: balance, ruler, thermometers, triple beam balance,	
6. Increase opportunities to integrate IC content into other content areas, including Reading, Language Arts, and Math	K-5 teachers	on going		
7. Teachers will increase exposure to science vocabulary through word walls, poster, graphs and graphic organizers	K-5 teachers	on going	Science vocabulary	
8. Utilize the science word wall.	K-5 teachers	on going	Science vocabulary	
9. Differentiate as needed to meet the needs of all students.	K-5 teachers	on going		
10. Utilize higher level questioning strategies.	K-5 teachers	on going	PBS question stems/ Blooms Taxonomy	
11. Involve parents in the preparation of activities in the Science Lab.	K-5 teachers	on going	Parents/Curriculum Specialist	
12. Lead students to make real world connections that lead to college readiness for future careers.	K-5 teachers	on going		
13. Allow for exploration of materials as new concepts are introduced.	K-5 teachers	on going		
14. Informally preassess and incorporate scaffolded instruction as needed.	K-5 teachers	on going		
15. Positively reinforce scientific thinking.	K-5 teachers	on going		
16. Utilize Word Detective (Grades 2-5 ESL student made vocabulary booklets.)	K-5 teachers	on going		
17. Provide more opportunities for ESL students to interact with technology.	K-5, ESL teachers	on going		
13. Use of scaffolded and advanced gifted curriculum planner.	4-5 teachers	on going	Curriculum planner/differentiated specialist	
14. Target Instruction using MAP Assessment.	3-5 teachers	on going	MAP data/ Descartes' Continuum	

Campus Improvement Plan

Science **Document B** **2006-2007**

Goal: To increase the percentage of White students passing the Science TAKS from 83%-90%.

Page ___ of ___

Student Group: White

Action Step	Person Responsible	Due Date	Resources Required	Date Completed
1. Participate in hands-on activities through demonstrations with the classroom and science lab.	K-5 teachers	on going	Science Lab/ Integrated Curriculum Planner	
2. Use science notebook to observe and draw conclusions to raise the cognition of student thinking.	K-5 teachers	on going	Notebooks for K-5 students	
3. Utilize Science Daily Reinforcers.	3-5 teachers	on going	Science Daily Reinforcers	
4. Implement Region IV Science Materials within the Science Curriculum.	3-5 teachers	on going	Region IV TAKS Materials/ Curriculum Planner	
5. Increase opportunities for students to use measurement tools.	K-5 teachers	on going	Measurement tools: balance, ruler, thermometers, triple beam balance,	
6. Increase opportunities to integrate IC content into other content areas, including Reading, Language Arts, and Math	K-5 teachers	on going		
7. Teachers will increase exposure to science vocabulary through word walls, poster, graphs and graphic organizers	K-5 teachers	on going	Science vocabulary	
8. Utilize the science word wall.	K-5 teachers	on going	Science vocabulary	
9. Differentiate as needed to meet the needs of all students.	K-5 teachers	on going		
10. Utilize higher level questioning strategies.	K-5 teachers	on going	PBS question stems/ Blooms Taxonomy	
11. Involve parents in the preparation of activities in the Science Lab.	K-5 teachers	on going	Parents/Curriculum Specialist	
12. Lead students to make real world connections that lead to college readiness for future careers.	K-5 teachers	on going		
13. Utilize Word Detective (Grades 2-5 ESL student made vocabulary booklets.)	K-5 teachers	on going	Word detective notebooks made in ESL classes	
14. Provide more opportunities for ESL students to interact with technology.	K-5, ESL teachers	on going	Software programs	
15. Use of scaffolded and advanced gifted curriculum planner.	4-5 teachers	on going	Curriculum planner/differentiated specialist	
16. Target Instruction using MAP Assessment.	3-5 teachers	on going	MAP data/ Descartes' Continuum	