

# PLANO INDEPENDENT SCHOOL DISTRICT



Annual Report for 2007-2008  
Campus Improvement Plan Goals

Name of School: Skaggs Elementary

## School Based Improvement Committee Members

2007-2008

Jennifer Fitzgerald  
Kristin Ingram

Business Partner  
2007-2008

Pete Vanderburg and Shelly Hoy  
Walmart Neighborhood Market

New Members for  
2007-2008

Kristin Bishop  
Regina Carpenter  
Linda Hodge  
Megan Parks  
Sara Smisek  
Michelle Meeks  
Nancy Ray

Paula Thomas  
Indu Subramanian  
Nikki Parham  
Tami Ishii  
Heather Tibble  
Xuemei Jin

Meeting Dates 2007-2008

Nov. 8, 2007 @8:30am  
Jan. 29, 2008 @8:30am  
Mar. 27, 2008 @6:30pm

Sockwell Center  
Sockwell Center  
Skaggs

Public Meeting

Campus Improvement Plan				
	Document B	2007-2008		
Goal: INCREASE % OF STUDENTS REACHING COMMENDED ON READING TA				
		Page 1 of 6		
Student Group: ALL STUDENT GROUPS		(NO MONEY NEEDED)		
Action Step		Person / Team Responsible	Resources Required	Time Required for completion
Insure quality learning with teacher inservice on vocabulary and deeper, complex comprehension literacy stations for classroom teachers to view, take samples and understand new strategies and models for teaching vocabulary.		Literacy Specialist	Bertie Kingore Materials. Best Practices from Stephanie Harvey and Robert Marzano	5/08
Use state and district tests, TAKS data, MAP testing and line item analysis for third, fourth, and fifth grades to identify student growth and needs and to drive effective instruction.		Classroom Teacher	Test Data	5/08
Monitor K-2 students for continued growth on TEKS expectations through TPRI and MAP.		Classroom Teacher	Test Data	5/08
PACE and Literacy Specialist will distribute and teach the components of the district provided "Best Practices" in Education/Differentiated Instruction to teaching staff.		Literacy Specialist & PACE Teacher	Diff. Card	5/08
Develop a school-wide vocabulary plan that focuses on word acquisition and opportunities for any advanced student to participate in Word Master Challenges in grades 3-5.		Literacy Specialist	Wordmaster	11/07
Increase oral expression/verbal skills through differentiated partner literacy stations that focus on rereading and retelling stories.		Classroom Teacher	Literacy Station Materials	5/08
Use data-driven decision making to determine and focus instructional strategies needed for differentiated lessons and work		PACE Teacher, Literacy	Assessment Results	All Year
Use differentiation strategies in modeling of effective guided reading grouping, high level questioning strategies, and ideas to create literacy stations to include independent choices, non-fiction browsing boxes, and multi-tasking stations based on differentiated needs.		Literacy Specialist & Classroom Teacher	Access to information and ideas through current research, articles, books and training on research based best practices	All Year
***SAT Team= Strategic Alignment Team				

Campus Improvement Plan			
	Document B	2007-2008	
Goal: MAINTAIN OR INCREASE % OF STUDENTS REACHING COMMENDED ON MA			
		Page <u>2</u> of <u>6</u>	
Student Group: ALL STUDENT GROUPS			
Action Step	Person Responsible	Resources Required	Time Required For Completion
Use assessment data (TAKS, MAP, CogAT) to develop targeted instructional strategies.	SAT Team Teachers Administration	SAS, AIM, TAKS, District Diagnostic Tests, MAP, CogAT, Curriculum Planner, Math Instructional & ancillary resources. AllIM, manipulatives, Grade level resources given by district, tutorials	5/08
Utilize district personnel, resources, and trainings to extend staff knowledge on "Best Teaching Practices" (TXteams, M3, CGI, Connected Math, differentiated instruction, etc.).	Strategic Alignment Team, Teachers, Administration	District personnel, resources, staff development and trainings, Administration books on "Best Teaching Practices"	5/08
Increase math vocabulary that enhances understanding of math concepts.	Strategic Alignment Team Teachers	Curriculum Planner, TEKS, TAKS, District Personnel & Resources	5/08
Use Math MAP Scores to identify and challenge advanced students through curriculum compacting	Strategic Alignment Team Teachers Administration	Curriculum Planner, TEKS, TAKS, District Personnel & Resources	5/08
***SAT Team= Strategic Alignment Team			

Campus Improvement Plan			
	Document B	2007-2008	
Goal: MAINTAIN OR INCREASE % OF STUDENTS SCORING 3/4 ON TAKS WRITING			
		Page 3 of 6	
Student Group: ALL STUDENT GROUPS			
Action Step	Person Responsible	Resources Required	Time Required For Completion
Utilize staff alignment teaming (SAT Team) to ensure articulation and alignment of writing skills and collaborative teaching of targeted writing traits with grade level teachers.	Classroom Teachers, SAT Team, Literacy Specialist, PACE Teacher	Grade level TEKS	5/08
Align expectations of the PISD six point writing rubric at each grade level to ensure students' progress on targeted writing skills.	Classroom Teachers & Literacy Specialist	6 pt. writing rubric	5/08
Implement a daily writing warm up in order to review and maintain targeted writing skills throughout the school year.	Classroom Teachers	DOL resource. TAKS practice materials	5/08
Use whole group activities, literacy stations, and word banks to support building vocabulary plan.	Classroom Teachers	word boxes grades 3-5, literacy stations	5/08
Use research based "Best Practices" for teaching writing skills and vocabulary.	Classroom Teachers	professional writing publications, computer, Internet	5/08
Educate parents in the writing process by presenting a "Write Night" at which parents will receive information about the writing process and the TAKS Writing test.	Teachers, Literacy Specialist, Administrators		10/07
***SAT= Strategic Alignment Team			

**Campus Improvement Plan**

Document B

2007-2008

**Goal: MAINTAIN OR INCREASE % OF STUDENTS REACHING COMMENDED ON SCIE**

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**Student Group: ALL STUDENT GROUPS**

	<b>Person Responsible</b>	<b>Resources Required</b>	<b>Time Required For Completion</b>
<b>Action Step</b>			
Teachers in 2nd - 5th grades will further understand how to effectively use the PISD differentiated curriculum that includes pre-assessments and branching activities based on students' knowledge base.	2nd - 5th classroom teachers	Online curriculum guides	5/08
Teachers will utilize the district's curriculum strategies (adapt/remediate/reteach lessons) as needed for targeted students.	K-5 grade teachers and Sp. Ed. teachers	Scaffolding activities, textbooks, tutorials	5/08
Provide mini science experiments that will encourage interest and participation in the science process.	Motivation will come from classroom teachers	Science texts/online lesson plans/ streaming videos/library science books	5/08
Encourage students to present and share simple experiments that they have completed at home.	PACE certified teachers and PACE coordinator	Independent studies, library technology	5/08
Encourage PACE students to do at least one science research project during the year.	PACE Teacher PACE Classroom Teachers	Independent studies, library technology	5/08
Teachers will utilize Science journals so that students can explain their scientific thinking.	Classroom Teachers	Science journals	5/08



**Campus Improvement Plan**

Document B

2007-2008

Goal Indicator: **CITIZENSHIP GOAL**

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Student Group: **ALL STUDENTS**

<b>Action Step</b>	<b>Person Responsible</b>	<b>Resources Required</b>	<b>Time Required for Completion</b>
A. Increase student resiliency through communication regarding resiliency strategies, character education, drug prevention, and anti-bullying	PTA, Principal, and Counselors	Practical Parenting Ed., Staff Inservice, Newsletter, Counselor Newsletter, Character Ed., Bulletin Board	5/07
B. Develop student resiliency strategies through classroom guidance lessons.	Counselors	Kelso's Choice, Protecting You/Protecting Me, Guidance Lessons, Red Ribbon Week	Monthly
C. Build community spirit and citizenship traits through whole group assemblies.	All Staff	Assemblies	5/07
D. Use discipline management program for prevention, education , and intervention of aggression, harassment, and bullying.	All Staff	Research on effective practices	5/07
E. Develop a building wide classroom management plan that supports student resiliency.	All Staff	Research on effective practices	5/07

**Campus Improvement Plan**

**Document B** **2007-2008**

**Goal Indicator: ATTENDANCE** **Page 6 of 6**

**Student Group: ALL STUDENTS**

<b>Action Step</b>	<b>Person Responsible</b>	<b>Resources Required</b>	<b>Time Required for Completion</b>
A. All parents will be notified of their students attendance/tardies if not in compliance with the state attendance requirements.	Teacher, All Staff, Counselors	Building wide guidelines for addressing truancy. Phone call from counselor to parent. Letter to notify about attendance/tardies. CARE Meeting. Truancy referral.	5/08

2007-2008 CIP Evaluation Form  
Document A

Campus		Goal	Plan Page Reference	Target	Range	Formative Measure	Summative Measure	Improvement Measure
Due by October 31, 2007						Due by Feb. 29, 2008	Due by May 30, 2008	Due by May 30, 2008
<b>Reading</b>								
<b>No State Acct</b>								
All students		Proficiency rate will meet targeted expectations.		99%	97-99%			
All students		Commended rate will meet targeted expectations.		70%	69-70%			
African American	13	Proficiency rate will meet targeted expectations.						
African American	13	Commended rate will meet targeted expectations.						
Hispanic	11	Proficiency rate will meet targeted expectations.						
Hispanic	11	Commended rate will meet targeted expectations.						
White		Proficiency rate will meet targeted expectations.		99%	98-99%			
White		Commended rate will meet targeted expectations.		49%	48-49%			
Econ Disadv	6	Proficiency rate will meet targeted expectations.						
Econ Disadv	6	Commended rate will meet targeted expectations.						
<b>Writing</b>								
All students		Proficiency rate will meet targeted expectations.		98%	97-98%			
All students		Commended rate will meet targeted expectations.		75%	73-75%			
African American	3	Proficiency rate will meet targeted expectations.						
African American	3	Commended rate will meet targeted expectations.						
Hispanic	4	Proficiency rate will meet targeted expectations.						
Hispanic	4	Commended rate will meet targeted expectations.						
White		Proficiency rate will meet targeted expectations.		97%	95-98%			
White		Commended rate will meet targeted expectations.		45%	44-45%			
Econ Disadv	1	Proficiency rate will meet targeted expectations.						
Econ Disadv	1	Commended rate will meet targeted expectations.						
<b>Mathematics</b>								
All students		Proficiency rate will meet targeted expectations.		99%	99-99%			
All students		Commended rate will meet targeted expectations.		81%	78-81%			
African American	13	Proficiency rate will meet targeted expectations.						
African American	13	Commended rate will meet targeted expectations.						
Hispanic	11	Proficiency rate will meet targeted expectations.						
Hispanic	11	Commended rate will meet targeted expectations.						
White		Proficiency rate will meet targeted expectations.		98%	98-98%			
White		Commended rate will meet targeted expectations.		48%	46-48%			
Econ Disadv	6	Proficiency rate will meet targeted expectations.						
Econ Disadv	6	Commended rate will meet targeted expectations.						
<b>Science</b>								
All students		Proficiency rate will meet targeted expectations.		99%	97-99%			
All students		Commended rate will meet targeted expectations.		75%	73-75%			
African American	3	Proficiency rate will meet targeted expectations.						
African American	3	Commended rate will meet targeted expectations.						
Hispanic	5	Proficiency rate will meet targeted expectations.						
Hispanic	5	Commended rate will meet targeted expectations.						
White		Proficiency rate will meet targeted expectations.		100%	98-100%			
White		Commended rate will meet targeted expectations.		50%	50-50%			
Econ Disadv	2	Proficiency rate will meet targeted expectations.						
Econ Disadv	2	Commended rate will meet targeted expectations.						
<b>Attendance</b>								
All students		To meet and/or maintain AYP criteria for attendance		98%				
African American		To meet and/or maintain AYP criteria for attendance		98%				
Hispanic		To meet and/or maintain AYP criteria for attendance		98%				
White		To meet and/or maintain AYP criteria for attendance		98%				
Econ Disadv		To meet and/or maintain AYP criteria for attendance		98%				
<b>Citizenship</b>								
All students		All students will become more resilient through character education, drug prevention, and anti-bullying strategies		<5% referrals				