

PLANO INDEPENDENT SCHOOL DISTRICT



Annual Report for 2006-2007 Campus Improvement Plan

**School-Based
Improvement
Committee**

Name of School: _____ Vines _____

School Based Improvement Committee Members

2005-2006

Rita Brown	Elise Gold
Roxanne Burleson	Janie Molina
Casie Fratt	Mark Post
Sherry Gleason	Cindy Powell
Peggy Marks	Cindy Stachiw
Francie Mikulas	_____
Rochelle Smith	_____
Linda Walkup	_____
Jim Wohlgehagen	_____
Noel Contrearas	_____
Emily Letzelter	_____
Janet Fields	_____

New members for 2006-2007

Anita Boyce	John Stack
Carol Cox	Gloriane Fernandez
Laurie Liefer	Dawna Mayorga
Kristi Wittman	Lynn McCoy
Dillon Bohrer	Brian Rast
Bennet Burt	_____
Mary Pavlas	_____

Meeting Dates 2006-2007

_____	10-Oct-06
_____	7-Jan
_____	_____
_____	_____

Public Meeting 2006-2007

_____	Jan-07
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Campus Improvement Plan				
	Document B		2006-07	
Goal Indicator: Raise as many TAKS scores to 2100 or better as possible				
Student Group: ninth and tenth graders needing assistance on the TAKS test				
	Person	Due	Resources	Date
Action Step	Responsible	Date	Required	Completed
1. We identified the at-risk students based on 2005-06 TAKS scores of 2100 or less in reading.	English teachers	11/ 30/ 06	Data on the students scores	11/ 30/06
2. Composed and sent letters to parents of identified students.	English teachers	12/20/06	Addresses of parents	12/20/06
3. TAKS tutorial sessions on Tuesday and Thursday from 4-5:15.	English teachers	1/9/07	TAKS booklets from Glenco, teacher-prepared materials, drinks, snacks	2/15/07
4. TAKS tutorials during study hall for identified ESL students taking the test for the first time.	B. Salonish, D. Roys	1/9/07	Glenco TAKS booklets and teacher-prepared materials	2/15/07
5. TAKS prep sessions in English classes one or two days a week.	English dept.	1/9/07	Glenco booklets and teacher-prepared materials	2/15/07
6. Tutorial sessions on February 9 th and 16 th for 10th graders.	10 th grade teachers	2/9 & 2/16	Teacher prepared	2/16/07

Campus Improvement Plan

Document B

2005-2006

Goal Indicator: Science

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Student Group:

Action Step	Person Responsible	Due Date	Resources Required	Date Completed
a) Use non-fiction science materials in reading and tutoring				
b) Implement daily oral science reinforcers in grades 1-5				
c) Participate in activities utilizing Mitchell's Galactic Gardens				
d) Differentiate instruction in science for gifted students through collaboration between gifted students through collaboration between gifted and classroom teachers				
e) Integrate appropriate strategies to ensure success of ESOL, at-risk and special education students				

2006-2007 CIP Evaluation Form
Document A

Campus		Goal	Plan Page Reference	Indicator	Goal Measure	Formative Measure	Summative Measure	Improvement Measure
							Due by May 26, 2007	Due by May 26, 2007
Reading								
No State Acct								
All students		The percent of Vines High School students achieving TAKS proficiency will be			97%		96	
African American		The percent of Vines High School students achieving TAKS proficiency will be			88%		83	
Hispanic		The percent of Vines High School students achieving TAKS proficiency will be			91%		84	
White		The percent of Vines High School students achieving TAKS proficiency will be			99%		98	
Econ Disadv		The percent of Vines High School students achieving TAKS proficiency will be			90%		79	
Writing								
All students		The percent of Vines High School students achieving TAKS proficiency will be			92%		92	
African American		The percent of Vines High School students achieving TAKS proficiency will be			83%		81	
Hispanic		The percent of Vines High School students achieving TAKS proficiency will be			85%		81	
White		The percent of Vines High School students achieving TAKS proficiency will be			95%		94	
Econ Disadv		The percent of Vines High School students achieving TAKS proficiency will be			80%		82	
Social Studies								
All students		The percent of Vines High School students achieving TAKS proficiency will be			97%		99	
African American		The percent of Vines High School students achieving TAKS proficiency will be			90%		92	
Hispanic		The percent of Vines High School students achieving TAKS proficiency will be			92%		94	
White		The percent of Vines High School students achieving TAKS proficiency will be			99%		99	
Econ Disadv		The percent of Vines High School students achieving TAKS proficiency will be			90%		94	
Mathematics								
All students		The percent of Vines High School students achieving TAKS proficiency will be			90%		88/87	
African American		The percent of Vines High School students achieving TAKS proficiency will be			75%		61/62	
Hispanic		The percent of Vines High School students achieving TAKS proficiency will be			75%		66/65	
White		The percent of Vines High School students achieving TAKS proficiency will be			90%		91/92	
Econ Disadv		The percent of Vines High School students achieving TAKS proficiency will be			75%		66/65	
Science								
All students		The percent of Vines High School students achieving TAKS proficiency will be			90%		87	
African American		The percent of Vines High School students achieving TAKS proficiency will be			75%		58	
Hispanic		The percent of Vines High School students achieving TAKS proficiency will be			75%		55	
White		The percent of Vines High School students achieving TAKS proficiency will be			95%		93	
Econ Disadv		The percent of Vines High School students achieving TAKS proficiency will be			75%		56	

2005-2006 CIP Evaluation Form
Document A

Campus							
Goal	Plan Page Reference	Indicator	Goal Measure	Formative Measure	Summative Measure	Improvement Measure	
							Due by May 26, 2006
SDAA							
All tests taken	The percent of Vines High School special ed students meeting SDAA ARD expectations will be			95%			
Completion Rate / Dropout Rate							
All students							
African American							
Hispanic							
White							
Econ Disadv							
Attendance							
All students	The attendance rate for Vines High School students will be			95%			
African American							
Hispanic							
White							
Econ Disadv							
Citizenship							
All students	Vines High School will improve individual citizenship, as well as the collective citizenship, of the Vines school community.						