

PLANO INDEPENDENT SCHOOL DISTRICT



Annual Report for 2007-2008 Campus Improvement Plan

**School-Based
Improvement
Committee**

Name of School: *Weatherford Elementary*

School Based Improvement Committee Members

2006-2007

Sue Bond	_____
Kelly Hunter	_____
Guadalupe Alvarenga	Sarah Hutchinson
Shari Strong	Connie Lewellen
Cody McMahon	Myrtle Hightower
Arron Moeller	Edward McMillan
Cindy Parker-Stevens	Joseph Oviedo
Shelli Stutzman	Leslie Davis
ChiChi Hoquee	_____
Monica Luna	_____
Elly Ried	_____
_____	_____

New members for 2007-2008

Elaine Forrest	Sofia Hohnholt
Guadalupe Alvarenga	Beth Simmons
Julie Webster	Maria G. Robles
Andrea Erwin	_____
_____	_____
_____	_____
_____	_____

Meeting Dates 2006-2007

_____	10/30/06
_____	3/28/07
_____	5/16/07
_____	_____

Public Meeting 2006-2007

_____	5/16/2007
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Campus Improvement Plan

Document B

2007-2008

Long Term Performance Goal: Proficiency rate will meet targeted expectations

Measure: >90%

Student Group: All Students

Action Step	Person / Team Responsible	Resources Required	Time Required For Completion
Improve in our ability to fully implement accelerated instruction in mathematics and Plano AIM curriculum.	Principal Vertical team leader/members classroom teachers	substitute teachers	On-going
Improve implementation of above level mathematics curriculum for students with demonstrated need.	Principal Vertical team leader/members classroom teachers	Plano curriculum and resources, training	On-going
Plan and hold a school-wide family math night to provide parents with strategies, activities, and materials to further their students learning at home.	Principal Vertical team leader/members classroom teachers	Professional Development Training	Nov-06
Construct math take home boxes (K-2) to extend students learning days and acquaint parents with math manipulatives and cognitively guided instruction problem types that students utilize at school.	Principal Vertical team leader/members classroom teachers	campus budget classroom teachers	On-going
Use state, map & district assessment results to identify and monitor progress of ESOL/Bilingual students.	Principal Asst. Principal District Tech.	SAS reports State Reports Map reports Des Cartes	On-going
Provide additional support to AIM students during class time.	Principal ESOL/Bil. Coordinator ESOL Teachers	Training time Planning time	On-going
Provide instructional training methods and strategies for Bilingual assistants	Principal ESOL/Bil. Coordinator	Training time Planning time	On-going
Provide tutoring for Bilingual/ESOL students who are low performing in math which will include bus transportation.	Principal, Bil/ESOL Teachers, Transportation	Planning time Funding	On-going
Provide visual aids to assist in the comprehension and vocabulary development of ESOL/Bilingual students.	Bil/ESOL Teachers Math Title I	Planning time	On-going
Use state, map, & district assessment results to identify and monitor progress of ESOL/Bilingual students.	Principal, SAS	Staffing allotment	On-going
K-5 bilingual teachers meet to discuss performance , interventions, dicuss what is mastered at each grade level and check to see that knowledge and skills are being being retained into the next grade level.	Principal, Vertical team, classroom teachers	Planning time, after school	On-going

Campus Improvement Plan			
Document B		2007-2008	
Long Term Performance Goal: Proficiency rate will meet targeted expectations			
Measure: >90%			
Student Group: Hispanic			
Action Step	Person / Team Responsible	Resources Required	Time Required For Completion
Improve in our ability to fully implement accelerated instruction in mathematics and Plano AIM curriculum.	Principal Vertical team leader/members classroom teachers	substitute teachers	On-going
Improve implementation of above level mathematics curriculum for students with demonstrated need.	Principal Vertical team leader/members classroom teachers	Plano curriculum and resources, training	5/2007
Plan and hold a school-wide family math night to provide parents with strategies, activities, and materials to further their students learning at home.	Principal Vertical team leader/members classroom teachers	campus budget classroom teachers	10/2006
Continue circulation of math take home boxes (K-2) to extend students learning days and acquaint parents with math manipulatives and cognitively guided instruction problem types that students utilize at school.	Principal, Counselors, District Technology Team Leaders	SAS, State Reports, Planning Time	1/2005
Use state, map & district assessment results to identify and monitor progress of ESOL/Bilingual students.	Math Vertical Team Teachers	August Inservice	1/2005
Continue to provide additional support to AIM students during class time.	CARE Team, Counselor, Teachers	SAS, State Reports, Planning Time	1/2005

Provide tutoring for Bilingual/ESOL students who are low performing in math which will include bus transportation.	Teachers	SFAW Manipulatives, Teacher Manipulatives, TEXTTEAMS, AIM, Strategic Math	1/2005
Provide visual aids to assist in the comprehension and vocabulary development of ESOL/Bilingual students.	Bil/ESOL Teachers, Instructional Support Teachers	Planning time	On-going
Use state, map, & district assessment results to identify and monitor progress of ESOL/Bilingual students.	Principal, SAS	Staffing allotment	On-going
K-5 bilingual teachers meet to discuss student performance , interventions, and verify that knowledge and skills are being retained into the next grade level.	Principal, Vertical team, classroom teachers	Planning time, after school	On-going

Campus Improvement Plan			
Document B		2007-2008	
Long Term Performance Goal: Proficiency rate will meet targeted expectations			
Measure: >90%			
Student Group: Economically Disadvantaged			
Action Step	Person / Team Responsible	Resources Required	Time Required For Completion
Improve in our ability to fully implement accelerated instruction in mathematics and Plano AIM curriculum.	Principal Vertical team leader/members classroom teachers	substitute teachers	On-going
Improve implementation of above level mathematics curriculum for students with demonstrated need.	Principal Vertical team leader/members classroom teachers	plano curriculum and resources, training	On-going
Construct math take home boxes (K-2) to extend students learning days and acquaint parents with math manipulatives and cognitively guided instruction problem types that students utilize at school.	Principal Vertical team leader/members classroom teachers	campus budget, classroom teachers	On-going
Use state and district assessment results to identify and monitor progress of at-risk students such as Econ Dis, ESOL, Dyslexic and provide tutoring as needed.	Principal Counselors District Technology Team Leaders	SAS, State Reports, Planning Time	Ongoing
Emphasize Tactile to Pictorial to Abstract for all at-risk students.	Math Vertical Team Teachers	August Inservice	Ongoing
Target students at each grade level who need significant intervention and follow students' progress from year to year.	CARE Team Counselors Teachers	SAS, State Reports, Planning Time	Ongoing
Provide multi-tasking, reteaching, AIM activities targeting specific weaknesses and areas of need.	Teachers	SAS, State Reports, Classroom Assessments, Planning Time	Ongoing

Weatherford Elementary

Mathematics

Econ Dis

Instruct with a variety of resources: manipulatives, technology, literature, and calculators.	Teachers	SFAW Manipulatives, Teacher Manipulatives, TEXTEAMS, AIM, Strategic Math	Ongoing
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Campus Improvement Plan 2007-2008			
Document B		2007-2008	
Long Term Performance Goal: Proficiency rate will meet targeted expectations			
Measure: >90%			
Student Group: Special Education			
Action Step	Person / Team Responsible	Resources Required	Time Required For Completion
Provide reteaching, strategic math, AIM activities, and multi-tasking targeting specific IEP goals and objectives	General Ed. teachers, Special Ed teachers	IEP, SAS, Classroom assessment	On-Going
Instruct with a variety of resources, manipulatives, literature, technology, calculators	General Ed. teachers, Special Ed teachers	AIM material, Literature, SFAW manipulatives, TEXTEAMS activities, Strategic math manipulatives	On-Going
Emphasize the progression of tactile/kinesthetic to pictorial to abstract	General Ed. teachers, Special Ed teachers	AIM material, Literature, SFAW manipulatives, TEXTEAMS activities, Strategic math manipulatives	On-Going
Improve students' problem solving skills and their ability to explain, interpret, reason, and process answers.	General Ed. teachers, Special Ed teachers	CGI, manipulatives	On-Going

<p>Use state, map & district assessment results to identify and monitor progress of ESOL/Bilingual students.</p>	<p>Principal Asst. Principal District Tech.</p>	<p>SAS reports State Reports Map reports Des Cartes</p>	<p>On-going</p>
<p>Provide additional support to AIM students during class time.</p>	<p>Principal ESOL/Bil. Coordinator ESOL Teachers</p>	<p>Training time Planning time</p>	<p>On-going</p>

Long Term Performance Goal: Proficiency rate will meet targeted expectations					
Measure(s): >90%					
Specific AEIS Group: All Students					
Action Step	Person Responsible	Due Date	Resources Required	Formative Evaluation	Date Completed
Use diagnostic data to establish, monitor, and realign guided reading groups based upon instruction needs and reading levels.	Classroom teachers, principal	Jan-05	staff training and professional support	MAP, TPRI	On-going
Implement an at home reading incentive program to increase independent reading.	Classroom teachers, principal, Literacy Specialist	Jan-05	Book It, Six Flags Reading, Campus Incentives	MAP, TPRI, running records	On-going
Provide at least 15 minutes daily for all students to read at their independent level to build fluency.	Classroom teachers, principal	Dec-05	Leveled books, browsing boxes	MAP, TPRI	On-going
Continue to provide a strong guided reading program in all grades.	Classroom teachers, principal, Literacy Specialist	Jan-05	Training, planning time, Early release time	MAP, TPRI	On-going
Provide lessons on letter sound relationships, spelling strategies, spelling patterns, word meaning, and high frequency words based on individual student needs.	Classroom teachers, Literacy Specialist	Jan-05	Planning time	MAP, TPRI	On-going
Language Arts vertical team will collaborate with the Integrated Curriculum Vertical Team to provide literature and materials to support science and social students instruction.	Classroom teachers, Literacy Specialist, and Principal	Jan-05	Instructional materials Budget funds	MAP	On-going

Work with vertical teams to enhance curriculum and instruction depth, complexity, and pacing for students with advanced needs	Classroom teachers, Literacy Specialist, Gifted Specialist	Jan-05	Instructional materials	MAP	On-going
Utilize laptops and reading software to extend the learning day for all students.	Literacy Specialist, Classroom Teachers, Librarian	Jan-05	Instructional materials	MAP, TPRI	On-going
Implement Reading Response Journals to provide opportunities for applying deeper meaning and writing practice.	Classroom Teachers, Classroom Teachers, Principal	Jan-05	laptops, training time	Independent reading levels	May-07

Long Term Performance Goal: Proficiency rate will meet targeted expectations					
Measure(s): >90%					
Specific AEIS Group: Hispanic					
Action Step	Person Responsible	Due Date	Resources Required	Formative Evaluation	Date Completed
Provide teachers with strategies from SIOB to help increase comprehension in content areas.	All teachers, Principal, SIOB Team	Jan-05	staff training train the trainer training	PISD assessments Teacher Observation	7-May
Continue to successfully provide dual language in grades K-5.	K-5 Dual Language teachers	Jan-05	Staff Development PISD Training	PISD assesments, Running Records	On-going
Develop parent training that will focus on their children's reading needs at home.	All teachers Literacy Specialist	Dec-05	Instructional materials, videos	Improved Diagnostic scores	On-going
Increase non-fiction titles in Spanish available in the content areas in the literacy library.	Librarian Literacy Specialist	Jan-05	Budget	# of books in literacy library	On-going
Offer after school tutoring at least twice a week from October to May for students who need additional support in reading.	Teachers, support staff and Principal	Jan-05	Instructional materials Budget funds	District and grade level assessments	On-going
Continue PAR and guided reading groups in grades K-5.	Support Staff K-5 Teachers Literacy Specialist	Jan-05	Instructional materials	District and grade level assessments	On-going
Utilize the literacy specialist and reading/Title I support to meet at risk needs through the CARE committee.	Literacy Specialist Reading Support Title I teachers	Jan-05	Instructional materials	District and grade level assessments	On-going

Continue the supplemental home reading program to increase comprehension and fluency (Listen and Learn/Escuela y Aprende.)	Librarian	Jan-05	Books, backpacks, stop watch, tape recorder	Independent reading levels	May-07
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Long Term Performance Goal: Proficiency rate will meet targeted expectations					
Measure(s): >90%					
Specific AEIS Group: Economically Disadvantaged					
Action Step	Person Responsible	Due Date	Resources Required	Formative Evaluation	Date Completed
Continue PAR and guided reading groups in grades K-5.	Support Staff K-5 Teachers Literacy Specialist	Jan-05	Instructional materials	District and grade level assessments	On-going
Offer after school tutoring at least twice a week from October to May for students who need additional support in reading.	Teachers, support staff and Principal	Jan-05	Instructional materials Budget funds	District and grade level assessments	On-going
Utilize the literacy specialist and reading/Title I support to meet at risk needs through the CARE committee.	Literacy Specialist Reading Support Title I teachers	Jan-05	Instructional materials	District and grade level assessments	On-going
Effectively implement a supplement at home reading program to increase comprehension and fluency (Listen and Learn/Escuela y Aprende).	Librarian	Jan-05	Books, backpacks, stop watch, tape recorder	Independent reading levels	On-going

Long Term Performance Goal: Proficiency rate will meet targeted expectations					
Measure(s): >90%					
Specific AEIS Group: Limited English Proficient Speakers					
Action Step	Person Responsible	Due Date	Resources Required	Formative Evaluation	Date Completed
Provide teachers with strategies from SIOp to help increase comprehension in content areas.	All teachers Principal	Jan-05	staff training train the trainer training	MAP	May-07
Continue to successfully provide dual language in grades K-5.	K-5 Dual Language Teachers	Jan-05	Staff Development PISD Training	MAP, TPRI, Tejas Lea	On-going
Develop parent training that will focus on their children's reading needs at home.	All teachers and Literacy Specialist	Dec-05	Instructional materials and videos	MAP, TPRI, Tejas Lea	On-going
Increase non-fiction titles available in the content areas in the literacy library.	Librarian and Literacy Specialist	Jan-05	Budget	Number of books in literacy library	May-07
Offer after school tutoring at least twice a week from October to May for students who need additional support in reading.	Teachers, support staff and Principal	Jan-05	Instructional materials and budget	District and grade level assessments	On-going
Continue PAR and guided reading groups in grades K-5.	Support staff, K-5 Teachers and Literacy Specialist	Jan-05	Instructional materials	District and grade level assessments	On-going
Utilize the literacy specialist and reading/Title I support to meet at risk needs through the CARE committee.	Literacy Specialist , Reading Support and Title I Teachers	Jan-05	Instructional materials	District and grade level assessments	On-going
Effectively implement a supplemental at home reading program to increase comprehension and fluency (Listen and Learn/Escuela y Aprende).	Librarian	Jan-05	Books, backpacks, stop watch, tape and recorder	Independent reading levels	May-07

Long Term Performance Goal: Proficiency rate will meet targeted expectations					
Measure(s): >90%					
Specific AEIS Group: Special Education					
Action Step	Person Responsible	Due Date	Resources Required	Formative Evaluation	Date Completed
Continue PAR and guided reading groups in grades K-5.	All teachers	Jan-05	PAR materials	MAP, TPRI, Strategic Reading Assessments	On-going
Continue IEP implementation and strategic reading strategies to support individualized reading development	General Ed and Special Ed teachers	Jan-05	Strategic reading PAR materials	MAP, TPRI, Strategic Reading Assessments	On-going

Campus Improvement Plan				
Document B				2007-2008
Goal Indicator: Proficiency rating will meet targeted expectations				
Measure: >90%				
Student Group: All Students				
Action Step	Person Responsible	Due Date	Resources Required	Date Completed
Use state and district assessments to identify student growth and needs.	Team Leaders Counselor Principal	Aug-05	state and SAS Reports	On-going
Focus collaboration in science and math vertical teams to identify overlap in concepts.	Team Leaders	Jan-06	planning time	On-going
Use TAKS item analyses and those from district assessments to determine instructional strategies and address areas of concern in science.	Team Leaders Counselor Principal Classroom Teachers	Sep-05	state and SAS Reports	On-going
Increase use of hands-on activities to improve understanding of science concepts and processes. Kindergarten "Fiesta Fridays"	Vertical Team Principal Classroom teachers	Oct-06	planning time, funding, volunteers	On-going
Complete "Daily Science Review" for students to review science concepts.	Classroom teachers grades 3 - 5	Oct-06	Daily Science Review curriculum	On-going
Emphasize current district vocabulary lists throughout all grade levels.	Vertical Team Teachers	Ongoing	planning time	On-going
Collaborate with Language Arts vertical teams to provide literacy materials to support the science curriculum.	Vertical Team Leaders	Ongoing	planning time	On-going
Increase application of online curriculum planner and fully implement the curriculum.	Classroom teachers	Ongoing	planning time	Aug-06

<p>Use existing curriculum guides to facilitate differentiated instruction to work above grade level.</p>	<p>Classroom teachers</p>	<p>Ongoing</p>	<p>differentiated instruction</p>	<p>On-going</p>
<p>Provide extracurricular opportunities for students to use the scientific method.</p>	<p>Classroom teachers Vertical Team Leader</p>	<p>Ongoing</p>	<p>planning time, funding for experiments</p>	<p>On-going</p>
<p>Create math and IC support specialist for bilingual programs that will work with at-risk groups</p>	<p>Principal, Human Resource Dept</p>	<p>Aug-06</p>	<p>staffing allotment</p>	<p>On-going</p>
<p>Offer Extended Day Tutoring twice a week for nine weeks in the spring for students who need additional support in science, which will include transportation. Offer "Science Club" throughout first semester to students to assist them in the process of completing a science project. Offer "Science Camp" to students. This is a two week summer program offered to students who will be entering the 5th grade.</p>	<p>Extended Day Teachers Principal</p>	<p>Jan.-06, Oct. 06, July 06</p>	<p>planning time, budget funds, instructional materials</p>	<p>On-going</p>

Campus Improvement Plan				
Document B			2007-2008	
Goal Indicator: Proficiency rating will meet targeted expectations				
Measure: >90%				
Student Group: Hispanic				
Action Step	Person Responsible	Due Date	Resources Required	Date Completed
Utilize SIOP strategies in the science classrooms for all students.	Classroom teacher, SIOP trainers	Aug-06	training time, planning time	on-going
Increase use of hands-on activities to improve understanding of science concepts and processes. Kindergarten "Fiesta Fridays," "Family Science Night Take Home Boxes," Science Extended Day	Classroom teacher, Principal	Oct-06	Funding for tutors, Program development, Planning, Volunteers	4/1/2007, On-going
Utilize gifted specialist to assist teachers in full implementation of district curriculum, modeling of instructional best practices, and identification of students in need of district advanced curriculum.	Gifted Specialist, classroom teachers	Aug-06		On-going
Offer Extended Day Tutoring twice a week for nine weeks in the spring for students who need additional support in science, which will include transportation. Offer "Science Club" throughout first semester to students to assist them in the process of completing a science project.	Extended Day Teachers, Principal	Jan.-06, Oct. 06	Planning time Budget funds Instructional Materials	On-going
Utilize SIOP strategies in the science classrooms for all students.	Classroom teacher, SIOP trainers	Aug-06	training time, planning time	On-going

Weatherford Elementary

Science

Hispanic

Provide "Science Club" targeted science intervention, consisting of two weeks of instruction (four hours daily) prior to the start of school for fifth grade students identified as having gaps in science learning.	Fifth Grade Teacher, Principal	Aug-06	Planning time Budget funds Instructional Materials	Aug-06
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Campus Improvement Plan				
Document B			2007-2008	
Goal Indicator: Proficiency rating will meet targeted expectations				
Measure: >90%			Page 1 of 5	
Student Group: African American				
Action Step	Person Responsible	Due Date	Resources Required	Date Completed
Increase use of hands-on activities to improve understanding of science concepts and processes. Kindergarten "Fiesta Fridays," "Family Science Night Take Home Boxes," Science Extended Day	Classroom teacher, Principal	8/6/2006, Oct. 06	Funding for tutors, Program development, Planning, Volunteers	4/1/2007, On-going
Utilize gifted specialist to assist teachers in full implementation of district curriculum, modeling of instructional best practices, and identification of students in need of district advanced curriculum.	Gifted Specialist, classroom teachers	Aug-06	Staffing allotment	On-going
Offer "Science Club" throughout first semester to assist students in the process of completing a science project.	Teachers Principal	Jan.-06, Oct. 06	Planning time Budget funds Instructional Materials	On-going
Utilize gifted specialist to assist teachers in full implementation of district curriculum, modeling of instructional best practices, and identification of students in need of district advanced curriculum.	Gifted Specialist, classroom teachers	Aug-06	Staffing allotment	On-going
Provide "Science Camp" targeted science intervention consisting of two weeks of instruction (four hours daily) prior to the start of school for fifth grade students identified as having gaps in science learning.	Fifth Grade Teacher, Principal	Aug-06	Planning time Budget funds Instructional Materials	Aug-06
"Science Night" will model and provide activities families can do together at home allowing for additional time with concepts and skills as well as positive family interactions.	Teachers Principal	Nov-07	Planning time Budget funds Instructional Materials	Nov-07

Campus Improvement Plan

Document B

2007-2008

Goal Indicator: Proficiency rating will meet targeted expectations

Measure: >90%

Student Group: Economically Disadvantaged

Action Step	Person Responsible	Due Date	Resources Required	Date Completed
Utilize SIOP strategies to help insure make knowledge and skills more accessible for LEP students.	Classroom teacher, SIOP trainers	Aug-06	training time, planning time	on-going
Offer extended day program to remediate science skills for 5th grade students.	Classroom teacher, Principal	Aug-06	funding for tutors, program development	Apr-07
Utilize gifted specialist to assist teachers in full implementation of district curriculum, modeling of instructional best practices, and identification of students in need of district advanced curriculum.	Gifted Specialist, classroom teachers	Aug-06	staff, planning time	on-going
Provide "Science Club" targeted science intervention consisting of two weeks of instruction (four hours daily) prior to the start of school for fifth grade students identified as having gaps in science learning.	Fifth Grade Teacher, Principal	Aug-06	planning time, budget funds, instructional materials	on-going

Goal Indicator: Proficiency rating will meet targeted expectations					
Measure(s): >90%					
Specific AEIS Group: All Students					
Action Step	Person Responsible	Due Date	Resources Required	Formative Evaluation	Date Completed
Provide daily opportunities for students to write on a variety of topics including self selected writing.	All teachers and support staff	Aug-05	Journal, word walls	Teacher observation, State and District assessments	On-going
Teachers will model use of graphic organizers as well as compositions which can be provided to students as exemplary model for reference during the writing process.	All teachers and support staff	Jan-05	Modeled student work, Teacher resources	Teacher observation, State and District assessments	On-going
Construct a writing handbook to be utilized at home and at school that includes 6-Trait writing rubrics, 6-Trait written information, graphic organizers, student composition examples (scored 1,2,3,4).	Third and Fourth grade teachers, literacy specialist	May-06	6-traits rubrics and materials, student sample compositions, graphic organizers	handbook, assessment data	Oct-07
Provide opportunities for students to share their writing as well as publish their writing.	All teachers and support staff	Jan-05	class time	Teacher observation, State and District assessments	On-going
Provide small group, peer, or individual conferencing focusing on the 6-Trait Writing Rubric.	All teachers	Aug-05	planning time, professional development	Teacher observation, State and District assessments	On-going

Provide weekly guided writing on a variety of genres.	All teachers	Aug-05	Modeling Opportunities to write	Teacher observation, State and District assessments	On-going
Utilize the computer to aide students in various steps of the writing process.	All teachers	Aug-05	Keyboarding skills knowledge of software	Teacher observation, State and District assessments	On-going
Use Targeted Writing Skills across all grade levels.	All teachers	Jan-05	Planning time	Teacher observation	On-going
Implement Lucy Calkin's Writing Workshop.	K-2 teachers and literacy specialists	Aug. 07	Lucy Calkins Writing Book	Teacher Observation	On-going
Provide writing tutoring twice a week.	4th grade teachers and literacy specialist	Oct. 07	Planning time	Teacher Observation	On-going
Provide motivational incentives for quality work.	All teachers and support staff	Nov. 07	Bulletin board display, incentives and recognition	Teacher observation	On-going
Implement reading response journals.	All teachers and support staff	Aug. 07	Spiral notebook	Teacher observation	On-going
Continue to provide teachers with professional development in the Six Traits of Writing.	All teachers and support staff	Nov. 07	Region X and literacy specialists	Teacher observation, State and District Observation.	On-going
Provide a writing night for parents that will encourage writing at home.	3rd and 4th grade teachers and literacy specialists	Nov. 07	District trainer and literacy specialists	Teacher	Nov. 07

Goal Indicator: Proficiency rating will meet targeted expectations

Measure(s): >90%

Specific AEIS Group: Hispanic

Action Step	Person Responsible	Due Date	Resources Required	Formative Evaluation	Date completed
Provide teachers with strategies from SIOP to help develop their writing instructional skills with English Language Learners.	All teachers and support staff	8/2005	Professional development, SIOP trainers, Dual lang. Materials	Teacher observation	On-going
Provide opportunities for students to observe and participate in interactive writing in English and Spanish as well as modeled writing utilizing the six traits of writing.	All teachers and support staff	8/2005	Professional Development, Multilingual department, Dual Language materials	Teacher observation	On-going
Provide reteaching, small group instruction, and peer conferencing.	All teachers and support staff	8/2005	Student and teacher writing	Teacher observation	On-going
Teachers will model use of graphic organizers as well as compositions which can be provided to students as exemplary model for reference during the writing process.	All teachers and support staff	8/2006	Modeled student work, Teacher resources	Teacher observation, State and District assessments	On-going

Construct a writing handbook to be utilized at home and at school that includes 6-Trait writing rubrics, 6-Trait written information, graphic organizers, student composition examples (scored 1,2,3,4).	Third and Fourth grade teachers, literacy specialist	8/2007	6-traits rubrics and materials, student sample compositions, graphic organizers	handbook, assessment data	10/2007
Provide positive community experiences that students can use to enhance their writing and background knowledge.	All teachers and support staff	8/2005	Cultural nights, field trips, storytellers, multicultural guest speakers	Teacher observation	On-going
Provide a writing night for parents that will encourage writing at home.	3rd and 4th grade teachers and literacy specialists	10/07	District trainer and literacy specialists	Teacher	7-Oct

Goal Indicator: Proficiency rating will meet targeted expectations

Measure(s): .90%

Specific AEIS Group: Low Socioeconomic/At Risk

Action Step	Person Responsible	Due Date	Resources Required	Formative Evaluation	Date Completed
Provide reteaching, small group instruction, and peer conferencing.	All teachers and support staff	Aug 05	Student and teacher writing	Teacher observation	On-going
Teachers will model use of graphic organizers as well as compositions which can be provided to students as exemplary model for reference during the writing process.	All teachers and support staff	Aug 05	Modeled student work, teacher resources	Teacher observation, State and District assessments	On-going
Construct a writing handbook to be utilized at home and at school that includes 6-Trait writing rubrics, 6-Trait written information, graphic organizers, student composition examples (scored 1,2,3,4).	Third and Fourth grade teachers, literacy specialist	Aug 06	6-traits rubrics and materials, student sample compositions, graphic organizers	handbook, assessment data	Oct. 2007
Provide positive community experiences that students can use to enhance their writing and background knowledge.	All teachers and support staff	Aug 05	Cultural nights, field trips, storytellers, multicultural guest speakers	Teacher observation	On-going

Provide opportunities for students to use graphic organizers to assist them in the stages of writing.	All teachers and support staff	Aug 05	Curriculum guides, PAR materials	Teacher observation	On-going
Provide a writing night for parents that will encourage writing at home.	3rd and 4th grade teachers and literacy specialists	10/07	District trainer and literacy specialists	Teacher	7-Oct

Goal Indicator: Proficiency rating will meet targeted expectations

Measure(s): >90%

Specific AEIS Group: Limited English Proficient Students

Action Step	Person Responsible	Due Date	Resources Required	Formative Evaluation	Date Completed
Provide teachers with strategies from SIOP to help develop their writing skills.	All teachers and support staff SIOP team	Jan-05	Professional development, SIOP trainers, Dual lang. Materials	Teacher observation	May-07
Provide opportunities for students to observe and participate in interactive writing in English and Spanish as well as modeled writing.	All teachers and support staff	Jan-05	Professional development, Multilingual Department, dual language materials	Teacher observation	On-going
Provide reteaching, small group instruction, and peer conferencing.	All teachers and support staff	Jan-05	Student and teacher writing	Teacher observation, MAP results	On-going
Teachers will model use of graphic organizers as well as compositions which can be provided to students as exemplary model for reference during the writing process.	All teachers and support staff	Jan-05	Modeled student work, teacher resources	Teacher observation, State and District assessments	On-going
Construct a writing handbook to be utilized at home and at school that includes 6-Trait writing rubrics, 6-Trait written information, graphic organizers, student composition examples (scored 1,2,3,4).	Third and Fourth grade teachers, literacy specialist	May-06	6-traits rubrics and materials, student sample compositions, graphic organizers	handbook, assessment data	Oct. 2007
Provide positive community experiences that students can use to enhance their writing and background knowledge.	All teachers and support staff	Jan-05	Cultural nights, field trips, storytellers, multicultural guest speakers	Teacher observation	On-going

Provide opportunities for students to use graphic organizers to assist them in the stages of writing.	All teachers and support staff	Jan-05	Curriculum guides, PAR materials	Teacher observation	On-going
Provide a writing night for parents that will encourage writing at home.	3rd and 4th grade teachers and literacy specialists	10/07	District trainer and literacy specialists	Teacher	7-Oct

Campus Improvement Plan: 2005 - 2010

WEATHERFORD ELEMENTARY SCHOOL

Long Term Performance Goal: Attain exemplary writing rating					
Measure(s): TAKS/TAKS Alternative met standard/ARD expectations / 90-100					
Specific AEIS Group: Special Education					
Action Step	Person Responsible	Due Date	Resources Required	Formative Evaluation	Date Completed
Provide opportunities for students to use graphic organizers to assist them in stages of writing	All teachers	Jan-05	Journals, modeling, word walls, graphic organizers	Teacher observation	On-going
Provide reteaching, small group instruction, and peer conferencing.	All teachers	Jan-05	Journals, modeling, word walls, graphic organizers	Teacher observation	On-going
Continue to implement strategies to support IEP goals and objectives.	All teachers	Jan-05	Journals, modeling, word walls, graphic organizers	Teacher observation	On-going
Teachers will model use of graphic organizers as well as compositions which can be provided to students as exemplary model for reference during the writing process.	All teachers and support staff	Jan-05	Modeled student work, Teacher resources	Teacher observation, State and District assessments	On-going
Construct a writing handbook to be utilized at home and at school that includes 6-Trait writing rubrics, 6-Trait written information, graphic organizers, student composition examples (scored 1,2,3,4).	Third and Fourth grade teachers, literacy specialist	May-06	6-traits rubrics and materials, student sample compositions, graphic organizers	handbook, assessment data	Oct. 2007

