

PLANO INDEPENDENT SCHOOL DISTRICT



Annual Report for 2007-2008 Campus Improvement Plan

School-Based Improvement Committee

Name of School: Wyatt Elementary School

School Based Improvement Committee Members

2007-2008

Corinne Dias (Counselor)
Clint Fielding (Integrated Team Leader)
Catherine Clarke (LA Team Leader)
Stephanie Calhoun (Math Team Leader)
Beth Cluff (1st grade Teacher)
Kim Ramirez (PACE)
Heidi Batchelder (4th Grade teacher)
Debby Moilanen (Principal)
Mary Swinton (Curriculum / Admin.)
Tammie McCarra (Nurse)
Dave Seligsohn (AP)

Deirdre Wilson (PTA Pres./parent)
Michel Cosentino (Parent)
Ronald Agar (Parent)
Bill Wilson (Parent)
Julie Heidemann (Parent)
Sara Bramlett (Parent)
Sherry Zhang (Parent)
Mark Bryson (Pastor, Church of Christ)
Deenar Nayani (Huntington Learning Center)
Lynet Abbott (Ebby Halliday)

New members for 2007 - 2008

Clint Fielding (Integrated Team Leader)
Catherine Clarke (LA Team Leader)
Stephanie Calhoun (Math Team Leader)
Beth Cluff (1st grade Teacher)
Tammie McCarra (Nurse)
Julie Heidemann (Parent)
Sara Bramlett (Parent)
Sherry Zhang (Parent)
Mark Bryson (Pastor, Church of Christ)

Meeting Dates 2007- 2008

Monday, October 29, 2007
TBD

Public Meeting 2007 - 2008

TBD

Campus Improvement Plan - Math

Document B

2007-2008

<p>Goal: To improve math proficiency annually for all students.</p> <p>Student Group: All students</p> <p align="center">Action Step</p>	<p align="center">Person Responsible</p>	<p align="center">Due Date</p>	<p align="center">Resources Required</p>	<p align="center">Date Completed</p>
<p>1 Use MAP diagnostic test analysis information to determine specific strengths and weaknesses of students, form groups and to improve student growth and track individual progress from year to year.</p>	<p>Classroom teachers, Counselor, Literacy Specialist</p>	<p>Ongoing</p>	<p>MAP data; Organized tracking system</p>	
<p>2 Each grade level will implement "math minutes" to help students develop mastery of basic facts and computational skills.</p>	<p>Classroom teachers</p>	<p>Ongoing</p>	<p>Age appropriate incentives; District approved teaching materials</p>	
<p>3 Continue to utilize math journals to build problem solving skills and experience.</p>	<p>Classroom teachers</p>	<p>Maintain</p>	<p>Journals; District approved teaching materials</p>	
<p>4 Use diagnostic measures, teacher observation, and classroom tools teachers will differentiate to meet the mathematical needs of all students.</p>	<p>Classroom teachers</p>	<p>ongoing</p>	<p>District approved teaching materials</p>	
<p>5 Monthly School-wide Math Activity</p>	<p>V-Team Member (1 per grade level)</p>	<p>ongoing</p>		
<p>6 Supplemental materials will be implemented with the advanced / gifted math students in grades 3-5.</p>	<p>Classroom teachers; PACE teacher</p>	<p>ongoing</p>	<p>M3 Books; Think Tank Cards; Abacus Competition, etc.</p>	

Campus Improvement Plan -Reading / Writing

<p>Goal: To improve commended performance on TAKS reading and writing while maintaining Exemplary status.</p> <p>Student Group: All students</p> <p align="center">Action Step</p>	<p align="center">Document B</p> <p align="center">Person Responsible</p>	<p align="center">Due Date</p>	<p align="right">2007-2008</p> <p align="center">Resources Required</p>	<p align="center">Date Completed</p>
<p>1 Create awareness of different genres in literature</p>	<p>Classroom teachers</p>	<p>ongoing</p>	<p>Mandatory Reading Minutes Log in Grades 3-5, "Bubble Gum" Reading Incentive Program - Grade 2 , Leveled Readers with suggested activities in Grades K-5, "Book It", Reading Incentive Program-Grades 1-5, FC Dallas Reading Program , Bluebonnet Program, Six Flags Reading Program</p>	<p>ongoing</p>
<p>2 Use read alouds to model fluency and reading comprehension strategies.</p>	<p>Classroom teachers</p>	<p>ongoing</p>	<p>Grade Level appropriate reading material, 2x2 Books k-1 Library, charts to track student's reading choices based on genres</p>	<p>ongoing</p>
<p>3 Literature Night</p>	<p>LA Vertical Team</p>	<p>ongoing</p>	<p>Library/student athletes as role models, Target Literacy Night resource guide</p>	<p>ongoing</p>
<p>4 Daily written response across the curriculum</p>	<p>Classroom teachers</p>	<p>ongoing</p>	<p>Student Journals</p>	<p>ongoing</p>
<p>5.) Implementation of Wyatt's Writing website where student writing can be consistently posted.</p>	<p>Writing vertical team</p>	<p>ongoing</p>	<p>Quality student writing</p>	<p>ongoing</p>
<p>6 Monthly training with Literacy Specialist for teachers</p>	<p>Literacy Specialist</p>	<p>ongoing</p>	<p>Recent and Innovative Reading / Writing lessons and strategies</p>	<p>ongoing</p>

**Campus Improvement Plan - Integrated
Document B**

2007-2008

<p>Goal: Student proficiency in science and social studies will continually improve for all students on an annual basis.</p> <p>Student Group: All students</p> <p align="center">Action Step</p>	<p align="center">Person Responsible</p>	<p align="center">Due Date</p>	<p align="center">Resources Required</p>	<p align="center">Date Completed</p>
<p>1 Administer MAP science test grades 3-5 and use data analysis to find students strengths and weaknesses, form groups, etc.</p>	<p>Classroom teachers, Counselors</p>	<p>2007-08</p>	<p>MAP testing program, results</p>	<p>Jun-08</p>
<p>2 Require students in grades 4-5 to create a science fair project to demonstrate an understanding of the scientific method. In grades K-3, students will voluntarily participate in science fair and will be actively involved in numerous scientific explorations in the classroom.</p>	<p>Classroom teachers, Students</p>	<p>12-1/07-08</p>	<p>Science fair demos, projects, experiments, assemblies, models</p>	<p>Jan-08</p>
<p>3 Students in grades 4-5 will voluntarily participate in history fair and will be actively involved in numerous historical explorations in the classroom.</p>	<p>Classroom teachers, Students</p>	<p>9/11/2007</p>	<p>History fair demos, projects, assemblies, models</p>	<p>Nov-07</p>
<p>4 Continue to recycle as much as possible by diligent observation in the classroom and cafeteria, increasing the percentage of recycled material.</p>	<p>Staff, Students</p>	<p>2007-08</p>	<p>Recycling receptacles, diligent staff and students</p>	<p>Jun-08</p>
<p>5 Utilize power-point presentations on weekly basis displaying grade-level appropriate science questions and awarding prizes for participation, leading to an increased science knowledge and interest.</p>	<p>Staff, Students</p>	<p>2007-08</p>	<p>Power-point software, monitors, prizes, questions</p>	<p>Jun-08</p>
<p>6 Create and participate in a variety of science and social studies related activities/events designed to provide students with hands-on experience and deeper understanding of various people, places and times from both the scientific and historical worlds in which we live.</p>	<p>Staff, Students, Community</p>	<p>2007-08</p>	<p>Science and social studies related activities and events such as MLK Day, Veterans Day, Geography Bee and Awareness Week, Black History Month, etc.</p>	<p>Jun-08</p>

Campus Improvement Plan - Citizenship

Document B

2007-2008

<p>Goal Indicator: To ensure all students exhibit respect for themselves and others while demonstrating responsibility for their actions.</p> <p>Student Group: All students</p> <p align="center">Action Step</p>	<p align="center">Person Responsible</p>	<p align="center">Due Date</p>	<p align="center">Resources Required</p>	<p align="center">Date Completed</p>
<p>1 Use Character Traits to help promote positive social skills.</p>	<p>All staff</p>	<p>May 2006</p>	<p>Character Trait Assemblies/Guidance activities</p>	
<p>2 Provide guidance groups at all levels to promote the development of each student</p>	<p>Counselors</p>	<p>Ongoing</p>	<p>District counseling curriculum / WHO / Bully Free Classroom</p>	
<p>3 Use Community resources and information to help student with college readiness -guest speaker/university information</p>	<p>Counselors</p>	<p>Ongoing</p>		
<p>4 Provide several Parenting Classes: a. Life Lessons for kids b. Emotional Intelligence-Developing your Whole Child c. Homework and Responsibility</p>	<p>Counselors</p>	<p>Ongoing</p>	<p>PPE/Counselor</p>	
<p>5 Mother/Daughter Classes a. Little Things Long Remembered b. Changing Influences on Girls/Women through the Years c. Queen Bees and Wannabee's</p>	<p>Counselors</p>	<p>January</p>	<p>Guest Speaker</p>	
<p>6 Dad group: Aclass for Wyatt dad's- Choosing effective communication a. Dad's club - Dads working together to help students succeed</p>	<p>Counselor/Wyatt dad's</p>	<p>Ongoing</p>		

2006-2007 CIP Evaluation Form
Document A

Campus Wyatt Elementary School							
	Goal	Plan Page Reference	Indicator	Goal Measure	Formative Measure	Summative Measure	Improvement Measure
Reading							
All students	Increase the percentage of students performing at the commended level at each grade level.		% Commend	70%			
African American	Increase the number of students performing at the commended level at each grade level.		# Passing	7 of 8			
Hispanic	Increase the number of students performing at the commended level at each grade level.		# Passing	7 of 9			
White	Increase the percentage of students performing at the commended level at each grade level.		% Commend	70%			
Econ Disadv	Increase the number of students performing at the commended level at each grade level.		# Passing	NA			
Writing							
All students	Increase the percentage of students performing at the commended level at each grade level.		% Commend	60%			
African American	Increase the number of students performing at the commended level at each grade level.		# Passing	1 of 1			
Hispanic	Increase the number of students performing at the commended level at each grade level.		# Passing	3 of 3			
White	Increase the percentage of students performing at the commended level at each grade level.		% Commend	60%			
Econ Disadv	Increase the number of students performing at the commended level at each grade level.		# Passing	NA			
Social Studies							
All students	N/A						
African American	N/A						
Hispanic	N/A						
White	N/A						
Econ Disadv	N/A						
Mathematics							
All students	Increase the percentage of students performing at the commended level at each grade level.		% Commend	63%			
African American	Increase the number of students performing at the commended level at each grade level.		# Passing	7 of 8			
Hispanic	Increase the number of students performing at the commended level at each grade level.		# Passing	7 of 9			
White	Increase the percentage of students performing at the commended level at each grade level.		% Commend	63%			
Econ Disadv	Increase the number of students performing at the commended level at each grade level.		# Passing	NA			
Science							
All students	Increase the percentage of students performing at the commended level at each grade level.		% Commend	60%			
African American	Increase the number of students performing at the commended level at each grade level.		# Passing	3 of 4			
Hispanic	Increase the number of students performing at the commended level at each grade level.		# Passing	3 of 4			
White	Increase the percentage of students performing at the commended level at each grade level.		% Commend	60%			
Econ Disadv	Increase the number of students performing at the commended level at each grade level.		# Passing	NA			
SDAA							
Participation	Increase the number of students taking on grade level SDAA tests		% SDAA on grade level	90%			
Performance	Maintain the percentage of students meeting ARD expectations at the exemplary level		% Met ARD expectations	100%			
Citizenship							
All students	Decrease number of office referrals as per recorded in PEIMS		# PEIMS rep.	< 12			