



DISTRICT IMPROVEMENT PLAN

2008-2009

DR. JEFF TURNER
SUPERINTENDENT

MISSION STATEMENT:

The mission of the Coppel Independent School District, as a global leader in educational excellence, is to ensure our students achieve personal success, develop strong moral character, and become dynamic citizens through a customized, innovative learning experience led by a visionary staff and community.

CISD DISTRICT IMPROVEMENT PLAN

STRATEGIC OBJECTIVE/GOAL 1: EACH STUDENT MEETS OR EXCEEDS THE SET STANDARD ON STATE ACCOUNTABILITY TESTS.

- **Performance Objective 1:** Align the written, taught and assessed curriculum.
- **Performance Objective 2:** Sustain district-wide PreK-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas.
- **Performance Objective 3:** Increase performance for each student group in each subject assessed by TAKS to reflect:
 - no more than a 5% variance between groups and
 - at least 10% gain in commended performance
- **Performance Objective 4:** Continue assessment and evaluation program that provides information about individual students and measures students' continuous academic growth.

STRATEGIC OBJECTIVE/GOAL 2: THE DISTRICT WILL DEMONSTRATE EDUCATIONAL EXCELLENCE.

- **Performance Objective 1:** Establish learning environments most appropriate for the implementation of 21st century learning skills.
- **Performance Objective 2:** Focus all Career Technology Education (CTE) programs on rigorous and relevant career pathways.
- **Performance Objective 3:** Attract, retain and develop a diverse, highly qualified, innovative and visionary staff.
- **Performance Objective 4:** Improve the K-12 gifted and talented program to the level of "recognized" according to the State of Texas GT criteria.
- **Performance Objective 5:** Increase the number of students served in the least restrictive environment through a continuum of services.

STRATEGIC OBJECTIVE/GOAL 3: EACH STUDENT WILL CONSISTENTLY DEMONSTRATE IDENTIFIED CISD CHARACTER TRAITS WITHIN HIS/HER SCHOOL AND COMMUNITY.

- **Performance Objective 1:** Seamlessly integrate character education into Coppell ISD curriculum.
- **Performance Objective 2:** Establish consistent safe and drug-free school programs district-wide.

STRATEGIC OBJECTIVE/GOAL 4: ALL STUDENTS WILL ANNUALLY PARTICIPATE IN MEANINGFUL SERVICE ACTIVITIES WITHIN THEIR COMMUNITY.

- **Performance Objective 1:** Continue to integrate Service-Learning into curriculum focusing on best practices of authentic learning and student driven projects.

STRATEGIC OBJECTIVE/GOAL 5: EACH STUDENT SUCCESSFULLY COMPLETES OR MAKES APPROPRIATE PROGRESS TOWARD PERSONAL EDUCATIONAL GOALS.

- **Performance Objective 1:** Develop, monitor, adjust and evaluate student transition plans.
- **Performance Objective 2:** Improve access to student information through electronic database and management systems.

SUMMARY:

Coppell ISD is a suburban school district with an enrollment of 9,900 students located just north of the Dallas-Fort Worth Airport serving the students of the communities of Coppell and Valley Ranch. Coppell ISD has nine (9) elementary schools, three (3) middle schools, one (1) alternative campus and two (2) high schools. For information about the district achievements and the student demographics, please visit the district website at <http://www.coppellisd.com> or on the TEA website at <http://www.tea.state.tx.us/perfreport/aeis/>

The district improvement planning process is intended to serve as a collaborative planning tool by utilizing community and staff input to develop goals for the upcoming school year. For the 2008-2009 school year, the members of this team chose the strategic objectives listed above which are completely aligned with the district's five-year strategic plan.

DISTRICTWIDE EDUCATIONAL IMPROVEMENT COUNCIL (DEIC)

2007 - 08 COMMITTEE MEMBERS

AUSTIN ELEMENTARY

Amanda McGowan
Kirsten Hund
Beth Cook

PINKERTON ELEMENTARY

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Dana McMillin
Kristin Patterson

CMSW

Jeff Minn
LaTasha Goodwin
Gail Cotting

COTTONWOOD CREEK ELEMENTARY

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WILSON ELEMENTARY

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Marilyn Shannon
Lindsay Larson

PARENT/BUSINESS/COMMUNITY

Stephen Smith, Parent
Lee Foreman, Community
Steve Calvert, Community
Thom Hulme, Business
David Geeslin, Business
Anthony Hill, CISD Board

LEE ELEMENTARY

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Leah Schafer

CMSE

Christine Tiehen
Eddie Beal
Megan Wright

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Lynette Fortson
Terese Kitts
Terri Waddell

CMSN

Mickey Pangrac
Peggi Smothermon
Hailey Broadhead

Coppell ISD District Improvement Plan 2008-2009

Strategic Objective/Goal 1:	Each student meets or exceeds the set standards on state accountability tests.							
Performance Objective 1:	Align the written, taught and assessed curriculum.							
Summative Evaluation:	Unit plans, Forethought lesson plans and curriculum-based assessments (CBAs)							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Campus observations & discussions	Revise and implement written curriculum documents to align with research-based best practices	K-12 grade Science, 6-12 Social Studies, K-12 Math & 9-12 LOTE	Science, Social Studies, Math and Languages Other than English, (LOTE) Directors, Curriculum Writing Teams	June 2008	July 2009	Research-based best practice resources by authors such as Erickson, Wiggins & McTighe, Marzano, Stiggins, Daggett, etc., local funds, Title II	Curriculum Unit Plans, Instructional Snapshots	
CBA data, campus & community feedback, CBA data/local assessment comparison	Monitor the delivery of instruction to ensure alignment with CISD curriculum	All	Curriculum Team, Campus Admin, and Teachers on Special Assignment (TOSAs)	August 2008	June 2009	Extended planning time, CBA preview process, TEKS, Forethought documents, Rigor/Relevance Framework	Forethought lesson plans, Instructional Snapshots/campus visits	
Campus observations, CBA data/local assessment comparison	Utilize CBA data to inform instruction	All	Curriculum Team, Campus Admin and Teachers	August 2008	June 2009	Achievement Series data	Forethought lesson plans and campus visits	

Coppell ISD District Improvement Plan 2008-2009

Strategic Objective/Goal 1	Each student meets or exceeds the set standard on state accountability tests.							
Performance Objective 2:	Sustain district-wide PreK-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas							
Summative Evaluation:	Align the written, taught and assessed concept-based curriculum.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Document
Quantitative data such as AEIS, TAKS Summary Reports, CBAs, etc. Qualitative data such as surveys, writing folder reviews, department meetings, instructional leader meetings, team leader meetings, instructional snapshots, etc.	Provide training in: <ul style="list-style-type: none"> • Research-Based Best Practices such as differentiated instruction, brain-based instruction, cultural literacy, writing rigorous assessment items, 5E Model, role of literacy in learning, Inquiry Based Unit Design, etc. • Response to Intervention (RtI) process 	All CISD instructional staff	Director of Staff Development	August 2008	June 2009	Outside consultants, in-district presenters, books, manuals, Region 10 workshops, etc., TEKS, AP standards, Title I, II, III, and local funds	Documentation of CISD staff development offerings, Eduphoria records, on-line and paper evaluations	

Coppell ISD District Improvement Plan 2008-2009

Strategic Objective/Goal 1	Each student meets or exceeds the set standard on state accountability tests.							
Performance Objective 2:	Sustain district-wide PreK-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas							
Summative Evaluation:	Align the written, taught and assessed concept-based curriculum.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Document
Quantitative data such as AEIS, TAKS Summary Reports, CBAs, etc. Qualitative data such as surveys, writing folder reviews, department meetings, instructional leader meetings, team leader meetings, instructional snapshots, etc.	Monitor the implementation of Research-Based Best Practices & Rtl process	Instructional staff	Curriculum Team, Intervention Services, Campus Admin and TOSAs	August 2008	June 2009	Curriculum Department, Intervention Services, Campus Admin, Counselors	Instructional Snapshots, Forethought lesson plans, PST meeting minutes	
AEIS Report and local assessment data, campus discussions	Implement standards-based report cards leveling 3 rd grade	Grade 3	Campus Administrators & grade teachers; Curriculum Team	August 2008	June 2009	Standards-based report cards, Elementary Curriculum Director, Staff Development Director	Utilization of standards-based report cards	

Coppell ISD District Improvement Plan 2008-2009

Strategic Objective/Goal 1:	Each student meets or exceeds the set standard on state accountability tests.							
Performance Objective 3:	Increase performance for each student group in each subject assessed by TAKS to reflect: <ul style="list-style-type: none"> • no more than a 5% variance between groups and • at least 10% gain in commended performance 							
Summative Evaluation:	Academic Excellence Indicator System Report (AEIS), TAKS Summary Report							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
AEIS Report and Local Assessments, TAKS Summary Report	Analyze assessment data to determine target areas for instruction	All	Curriculum Directors, Assessment Director, campus administrators, and teachers	August 2008	June 2009	TAKS and local assessment data, Tetradata, Achievement Series	Instructional target area action plan	
AEIS Report and Local Assessments, TAKS Summary Report	Develop and monitor implementation of instructional target area action plans	All	Curriculum Directors, Assessment Director, Campus Administrators, Teachers	August 2008	June 2009	Instructional target area action plan, Tetradata, Achievement Series, Campus leadership team	Forethought lesson plans, District level walk throughs/campus visits, use of instructional target area action plan	
AEIS Report and Local Assessments, TAKS Summary Report	Require each campus to submit a comprehensive plan designed to increase commended performance in each student group in all subject areas assessed.	All	Campus Administrators	August 2008	October 2008	State Assessment Data, Cultural Literacy Resources and Best Practices, Tetradata, District Template	Campus Plan, Local Assessments, Campus Comprehensive Commended plan	

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Performance Objective 3:	Increase performance for each student group in each subject assessed by TAKS to reflect: <ul style="list-style-type: none"> • no more than a 5% variance between groups and • at least 10% gain in commended performance 							
Summative Evaluation:	Academic Excellence Indicator System Report (AEIS), TAKS Summary Report							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
AEIS, TAKS Summary Report	Analyze TAKS-M and TAKS-Alt data to target instruction and accelerate learning	Special Ed	Exec. Dir. of Intervention Services, Directors of Special Education, Campus Administrators, Sp. Ed Teachers	August 2008	June 2009	TAKS Alt and TAKS-M data Local Assessment Data	IEP Progress ARD Committee Reports	

Coppell ISD District Improvement Plan 2008-2009

Strategic Objective/Goal 1:	Each student meets or exceeds the set standard on state accountability tests.							
Performance Objective 4:	Continue assessment and evaluation programs that provide information about individual students and measures students' continuous academic growth.							
Summative Evaluation:	Documented cumulative evidence of student growth and progress over time.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
State Performance Plan Indicators (SPP)	Provide training on Early Childhood Outcomes (SPP 7)	Special Ed Ages 3-5	Exec. Dir. Of Intervention Services, Early Childhood Diagnostician, Speech Pathologists	August 2008	July 2009	Region 10, Intervention Services, Early Childhood, Outcome Center, Local & Federal Funds	Child Observation Summary Forms	

Coppell ISD District Improvement Plan 2008-2009

Strategic Objective/Goal 2	The district will demonstrate educational excellence.							
Performance Objective 1:	Establish learning environments most appropriate for the implementation of 21st century learning skills .							
Summative Evaluation:	International Baccalaureate Diploma Program (IBDP) Authorization Certification, College Board Advanced Placement (AP) Report, Dual Credit Enrollment Report							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
CHS evaluation of foreign language offerings, 21 st century learning research	Align foreign language opportunities to reflect future trends in a multilingual society and enhance student participation	8-12	Language Other than English (LOTE) Director, Secondary Admin, LOTE teachers	June 2008	June 2009	21 st Century Learning Framework, LOTE professional organizations, LOTE local budget	LOTE course offerings and curriculum	
Local assessment data	Determine and utilize assessments of oral language proficiency in languages other than English to meet oral proficiency standards	8-12	LOTE Director	August 2008	June 2009	LOTE teachers, assessment models, LOTE local budget, local rubrics, AP National rubric	Determined oral language proficiency assessment and results	
Enrollment numbers, AP and DAP statistics	Develop community partnerships to increase/initiate the offering of critical languages such as Arabic, Chinese, Japanese	8-12 LOTE	LOTE Director	August 2008	June 2009	LOTE Focus Group, community members	Focus group agenda/minutes, Evaluation report with recommendations	
21 st century learning research	Explore opportunities for the implementation of problem/project-based learning such as service learning	PreK-12	Curriculum Team, Campus Admin, Teachers	August 2008	June 2009	21 st century learning research, PLC studies, Service Learning curriculum, Local and Federal Funds	Evaluation of pilot programs	

Coppell ISD District Improvement Plan 2008-2009

Strategic Objective/Goal 2	The district will demonstrate educational excellence.							
Performance Objective 1:	Establish learning environments most appropriate for the implementation of 21st century learning skills .							
Summative Evaluation:	International Baccalaureate Diploma Program (IBDP) Authorization Certification, College Board Advanced Placement (AP) Report, Dual Credit Enrollment Report							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
21 st century learning research	Expand opportunities for small learning communities throughout the school day	PreK-12 students and staff	Campus Admin, Curriculum Team	August 2008	June 2009	Small Learning Community (SLC) and Professional Learning Community studies (PLC) Local and Federal Funds	Master schedules, meeting agendas, reflective feedback	
College Board AP Report, Pinnacle 2010 Committee conclusions & 21 st century learning research	Increase enrollment in advanced courses including under represented populations	6-12	Director of Advanced Academics, Campus Admin, Counselors, AP Teachers, IB Coordinator, CHS Principal, Director of Advanced Academics & Director of Secondary Education	August 2008	June 2009	College Board training, Online Course Curriculum (OCC), IB research & training, Local IB Budget	Pre-AP & AP class enrollment, IBDP Authorization Certification, IB training feedback & curriculum documents	

Coppell ISD District Improvement Plan 2008-2009

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Performance Objective 1:	Establish learning environments most appropriate for the implementation of 21st century learning skills .							
Summative Evaluation:	International Baccalaureate Diploma Program (IBDP) Authorization Certification, College Board Advanced Placement (AP) Report, Dual Credit Enrollment Report							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timelin e End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Dual Credit Enrollment Reports	Implement comprehensive dual enrollment program to include: <ul style="list-style-type: none"> • Senior Scholars • Early College High School • Online Courses • New Tech High requirements • On campus opportunities • Tech Prep 	9-12	Director of Advanced Academics, Director of Secondary Education, Campus Admin, Counselors, AP Teachers	August 2008	June 2009	Dallas County Community College District, online programs, CISD qualified staff, Dual Credit Handbook, Director of Student Services	Dual Enrollment at 55% or more	

Coppell ISD District Improvement Plan 2008-2009

Strategic Objective Goal 2	The district will demonstrate educational excellence							
Performance Objective 2	Focus all Career Technology Education (CTE) programs on rigorous and relevant career pathways.							
Summative Evaluation:	Performance Based Monitoring Assessment System (PBMAS), student enrollment, certification results, Perkins Evaluation Report							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
CTE Program Evaluation	Provide staff development on strategies for incorporating the CTE Curriculum Matrix	8-12	CTE Coordinator	August 2008	August 2009	ICLE Guides, CTE Coord., Perkins Grant, CTE Reading Strategies committee	Reflective evaluations by trained instructors	
TEA's CTE Program Evaluation	Continue to increase student career certification opportunities	8-12	CTE Coordinator	August 2008	August 2009	CTE Coord, CTE Instructors, Perkins Grant	Course catalog and syllabi	

Coppell ISD District Improvement Plan 2008-2009

Strategic Objective/Goal 2	The district will demonstrate educational excellence.							
Performance Objective 3:	Attract, retain and develop a diverse, highly qualified, innovative and visionary staff.							
Summative Evaluation:	Annual "State of the Staff" report, annual Highly Qualified Report to the Texas Education Agency and CISD Board of Trustees, TExES Scores							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
No Child Left Behind (NCLB)	Provide training for administrators regarding highly qualified guidelines	All	Director of Human Resources	September 2008	May 2009	Printed materials	Agendas, sign-in sheets	
Course enrollment, master schedule	Ensure that 100% of core academic subject area teachers are highly qualified on each campus	All	Director of Human Resources	September 2008	June 2009	Local funds, certification records	Hiring rosters	
NCLB	Provide TExEs support for PPR and core subject area	Staff seeking additional or initial certification	Director of Human Resources, Curriculum Team	September 2008	May 2009	TITLE II, Region 10	Eduphoria transcripts, informational flyers	

Coppell ISD District Improvement Plan 2008-2009

Strategic Objective/Goal 2	The District will demonstrate educational excellence.							
Performance Objective: 4	Improve the K-12 gifted and talented program to the level of "recognized" according to the State of Texas GT criteria.							
Summative Evaluation:	GT Program Strategic Plan							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
State GT Plan	Develop a strategic plan based on the program evaluation	GT evaluation team	Director of Advanced Academics	August 2008	June 2009	GT Team members, CISD GT Program Evaluation	Agendas, action plans	

Coppell ISD District Improvement Plan 2008-2009

Strategic Objective/Goal 2	The District will demonstrate educational excellence.							
Performance Objective: 5	Increase the number of students served in the least restrictive environment through a continuum of services.							
Summative Evaluation:	AEIS Report, Admission, Review and Dismissal (ARD) Committee paperwork, Individual Education Plans (IEP), Continuum of Services List							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Faculty Survey, Parent Survey	Provide ongoing training on Co-Teaching to general education and special education teachers	Special Ed	Exec. Dir of Intervention Services, Directors of SPED, Campus Administrators	June 2008	June 2009	SPED, Local and Federal Funds	Meeting Agenda, Handouts	
Parent Survey (PS), Parent and Community (PC), Legislative/Campus Oversight (LCO)	Monitor co-teach model for instruction	Special Ed	Exec. Dir of Intervention Services, Directors of SPED, Campus Administrators	June 2008	June 2009	SPED, Local and Federal Funds	Classroom Observation/walk-throughs	
PEIMS, Local Assessment	Establish parameters for each campus (K-12) to ensure that students are served in the least restrictive environment	Special Ed	Exec. Dir of Intervention Services, Directors of SPED, Campus Administrators	June 2008	June 2009	Exec. Dir of Intervention Services, Directors of SPED, Campus Administrators, Local and Federal Funds	ARD committee reports , PEIMS Report	

Coppell ISD District Improvement Plan 2008-2009

Strategic Objective/Goal 2	The District will demonstrate educational excellence.							
Performance Objective: 5	Increase the number of students served in the least restrictive environment through a continuum of services.							
Summative Evaluation:	AEIS Report, Admission, Review and Dismissal (ARD) Committee paperwork, Individual Education Plans (IEP), Continuum of Services List							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Local assessment, Faculty Survey, Parent Survey	Expand specialized programs to meet the unique needs of students that require specialized instruction	Special Ed	Exec. Dir of Intervention Services, Directors of SPED, Campus Administrators	June 2008	June 2009	SPED, Local and Federal Funds	ARD committee reports, IEP Progress	
Local assessment data	Implement reading/writing curriculum for student in Practical Academics	K-5 Special Ed	Exec. Dir of Intervention Services, Directors of SPED, (Elem & Sec) Special Education Teachers, Speech Pathologists, Behavior Specialist/Consultants	August 2008	June 2009	Training; Material (books, manuals, etc.) SPED, Local and Federal Funds	Curriculum Documents, Teacher Input, Student Performance, IEP Progress	
Local assessment data	Implement Applied Behavior Analysis programming in specialized programs (PA, ABC's, LS, SL) to improve social interaction and communication	K-12 Special Ed	Exec. Dir. Of Intervention Services, Director of Elementary Special Education, Lead Speech Pathologist, Speech Pathologist	August 2008	June 2009	Training; Material (books, manuals, etc.) SPED, Local and Federal Funds	Teacher input, Student Performance, IEP Progress	

Coppell ISD District Improvement Plan 2008-2009

Strategic Objective/Goal 2	The District will demonstrate educational excellence.							
Performance Objective: 5	Increase the number of students served in the least restrictive environment through a continuum of services.							
Summative Evaluation:	AEIS Report, Admission, Review and Dismissal (ARD) Committee paperwork, Individual Education Plans (IEP), Continuum of Services List							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
PST Meetings	Pilot Articulation Labs for “at risk” students	K-5	Exec. Dir. Of Intervention Services, Dir of Elem. Sp. Ed., Lead Speech Pathologist, Speech Pathologists	August 2008	June 2009	Training; Material (books, manuals, etc.) SPED, Local and Federal Funds	PST Meetings Student performance	

Coppell ISD District Improvement Plan 2008-2009

Strategic Objective/Goal 3	Each student will consistently demonstrate identified CISD character traits within the school and community.							
Performance Objective 1:	Seamlessly integrate character education into Coppell ISD curriculum.							
Summative Evaluation:	Assessment results, Character Ed Program recommendation							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Campus input	Review current PreK-12 character education program and make a recommendation.	All	Dir. Student Services	August 2008	June 2009	Current CISD character education program, Violent Criminal Incidents Report, counselors, Title IV	Professional discussions	
Faculty Survey	Establish a language acquisition and social skill program (LASSO) for early childhood students	Special Ed	Speech Pathologists, Early Childhood Diagnostician	June 2008	June 2009	SPED Local Funds	ARD, Documentation, IEP Progress	

Coppell ISD District Improvement Plan 2008-2009

Strategic Objective/Goal 3	Each Student Will Consistently Demonstrate Identified CISD Character Traits within the School and Community.							
Performance Objective 2:	Establish consistent safe and drug free school programs district wide.							
Summative Evaluation:	Post-instruction assessment							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Community feedback, current events, student survey	Continue to publicize safe and drug free programs.	All	Dir. Student Services, Dir Communications & Public Relations	August 2008	June 2009	Website, newsletters, Get Connected Committee, Title IV, Local Resources (Police, Assistance League, YMCA/ Care) Region 10 Texas Drug & Alcohol Survey	Newsletters, newspapers, campus & community feedback, student survey (6-12)	
Discipline Referrals, Anecdotal campus reports	Consistently implement a relational aggression prevention program <ul style="list-style-type: none"> • Bullying • Dating/Relational violence 	All	Dir. Student Services, Counselors, Teen Leadership teachers	August 2008	June 2009	Support materials, Teen Leadership curriculum, School Resource Officers (SROs), Title IV	Curriculum documents, counselor & nurse feedback, discipline data	

Coppell ISD District Improvement Plan 2008-2009

Strategic Objective/Goal 4:	All students will annually participate in meaningful service activities within their community.							
Performance Objective 1:	Continue to integrate Service-Learning into curriculum focusing on best practices of authentic learning and student-driven projects.							
Summative Evaluation:	Teacher lesson plans, course curricular collaboration, shared Service-Learning curriculum and resources on Service-Learning website							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Campus input	Continue tracking student participation in SL projects	All	District Service-Learning Director	August 2008	May 2009	Campus SL Leaders, Campus staff, Documentation of SL hours, campus listing of Projects, SL participation form	SL participation form, Report of SL projects	
Community needs, Teacher input, student voice	Identify SL projects that best align with written curriculum and following the STARS model	All	Service-Learning Director, Curriculum Team	August 2008	June 2009	Curriculum plans, <u>Project WILD, Complete Guide to Service Learning</u> , Campus SL Leaders, Local funds, SL grant	Report of SL projects	
Service Learning teacher input	Continue to provide staff development on using Service-Learning as a teaching methodology to promote problem-solving and higher-level thinking skills. Increase Staff Dev on Service Learning to teachers.	All	SL Director, Campus SL Leaders	August 2008	June 2009	SL grant, Staff Dev. Director, Region 10	Agendas, Documentation of training	

Coppell ISD District Improvement Plan 2008-2009

Strategic Objective/Goal 5	Each student successfully completes or makes appropriate progress toward personal educational goals. (IEP)							
Performance Objective 1:	Develop, monitor, adjust, and evaluate student transition plans. (IEP Students)							
Summative Evaluation:	Review sample of IEPs, documentation folders and performance data.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Faculty input specific to skills needed	Provide training on developing post-secondary outcomes (SPP13) as a part of the transition supplement	Special Ed	Transition Administrator, SE staff	August 2008	June 2009	Region 10 Transition ARD Supplement TEA Training Tools	Teacher Documentation IEP updates	
Parent Survey, Faculty input specific to skills needed	Organize and provide transition information to parents through Transition Expo	Special Ed	Transition Administrator	August 2008	June 2009	Region 10 ARC of Dallas Adult Service Providers	Attendee Survey, Feedback from Presenters	
Faculty input specific to skills needed	Provide staff development focusing on continuous process of transition planning and links to student IEP goals/objectives reflecting standards set forth in SPP indicator 13 and 14	Special Ed	Transition Administrator, SE staff	August 2008	June 2009	Training Materials, Transition Administrator, Campus Administration	Coordinated IEP document	
AEIS, Parent Survey, Faculty Survey, Student Survey	Increase participation of students with special education needs in general education curriculum through co-teach instructional delivery model as presented in "Career Connections" elective	Special Ed	CISD CO-Teachers, CISD Administration	August 2008	June 2009	Co-teach Staff Development, Co-Teachers, Campus Administration	Campus curriculum meetings, reflections from co-teachers, Campus Administration, Student Surveys, Parent Surveys, Updated Progress	

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Strategic Objective/Goal 5	Each student successfully completes or makes appropriate progress toward personal educational goals. (IEP)							
Performance Objective 1:	Develop, monitor, adjust, and evaluate student transition plans. (IEP Students)							
Summative Evaluation:	Review sample of IEPs, documentation folders and performance data.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
AEIS, Texas Effectiveness Student Teacher Input (TES)	Collect and analyze post-secondary outcome data as required by SPP indicator 13 & 14 standards	Special Ed	Transition Administrator	August 2008	June 2009	TES Surveys, Transition Administrator, SE Staff	TES Analysis	

Coppell ISD District Improvement Plan 2008-2009

Strategic Objective/Goal 5	Each student successfully completes or makes appropriate progress toward personal educational goals.							
Performance Objective 2:	Improve access to student information through electronic database and management systems.							
Summative Evaluation:	Eduphoria posting of training dates							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Faculty Survey, Parent Survey	Provide training on new Special Education data-based system	Special Ed	Executive Dir. Of Intervention Services, Directors of Special Education, Appraisal Staff, Special Education Teachers	June 2008	June 2009	SPED	Meeting agenda, handouts, feedback from campus staff; review of information of database	

Coppell ISD District Improvement Plan 2008-2009

APPENDIX

Needs Assessment:

AEIS =Academic Excellence Indicator System, CBA's =Curriculum Based Assessment, DR=Discipline Report, FS=Faculty Survey, O=Other (specify), PS=Parent Survey, PBMAS=Performance Based Monitoring Assessment System, SS=Student Survey

Special Populations (Sp. Pop):

ABC's=Academics, Behavior, Communication & Social Skills

AP=Advanced Placement

AR=At Risk

E=Ethnicity

ESL=English as a Second Language

GT=Gifted and Talented

IE =Individual Education Plan

IBDP=International Baccalaureate Diploma Program

ICLE=International Center for Leadership in Education

LASSO=Language Acquisition and Social Skills Opportunities

LOTE=Language Other than English

LS=Life Skills

PA=Practical Academics

PLC=Professional Learning Communities

PPR=Pedagogy and Professional Responsibility

PST =Promoting Success Teams

SE=Special Education

SL=Service Learning

SL=Structured Learning

SPP =State Performance Plan

TES=Texas Effectiveness Student Teacher

TOSA=Teachers on Special Assignment

YMCA/CARE=Chemical Awareness Resource Education

Committees: AC=Assessment, CC=Curriculum, LCO=Legislative/Campus Oversight, PC=Parent and Community, PD=Prof Dev

Federal Funds: T1=Title 1, TITLE II=Title 2, TITLE IID-Title 2D, T3=Title 3, T4= Title 4, SPED=Special Education