



CAMPUS IMPROVEMENT PLAN

2011- 2012

Valley Ranch Elementary

CYNTHIA ARTERBERY

CISD MISSION STATEMENT:

The mission of the Coppel Independent School District, as a committed and proven leader in educational excellence, is to ensure our learners achieve personal success, develop strong moral character, and become dynamic leaders and global citizens with a zeal for service by engaging each individual through innovative learning experiences led by a visionary staff and progressive community.

CISD DISTRICT IMPROVEMENT PLAN

STRATEGIC OBJECTIVE/GOAL 1: We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.

- **Performance Objective 1:** Align the written, taught and assessed curriculum.
- **Performance Objective 2:** Sustain district-wide EC-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas.
- **Performance Objective 3:** Communicate district assessment plan to parents and teachers and report outcomes individually to parents and collectively to stakeholders.
- **Performance Objective 4:** Expand district educational and business partnerships with the local and global community.
- **Performance Objective 5:** Implement a system or systems to assess 21st Century skills.
- **Performance Objective 6:** Integrate 21st century learning skills within the district.
- **Performance Objective 7:** Increase connections between real world experiences and authentic classroom instruction.
- **Performance Objective 8:** Prepare student for post-secondary education success.
- **Performance Objective 9:** Expand program options and the learning continuum to reinforce strengths, needs, and interests of students served in the gifted and talented program.
- **Performance Objective 10:** Sustain district-wide EC-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all Special Education curricular areas.
- **Performance Objective 11:** Sustain a district-wide effective School Health Advisory Council (SHAC).
- **Performance Objective 12:** Implement the requirements and purposes to meet State and Federal targets Special Education.
- **Performance Objective 13:** Improve student performance and program effectiveness by meeting State and Federal standards
 - Meet or exceed the state target percentage of students graduating with a Recommended High School Program (RHSP) who are receiving Special Education services
 - Maintain acceptable percentage related to state target of In-School Suspension (ISS) placements for students receiving Special Education services.
- **Performance Objective 14:** Maintain 100% highly qualified teachers at each campus.

STRATEGIC OBJECTIVE/GOAL 2: We will identify CISD character traits to be integrated throughout the district and develop means to assess student demonstration of those traits.

- **Performance Objective 1:** Promote the development and demonstration of positive character traits including (but not limited to): Courage, Trustworthiness, Integrity, Respect & Courtesy, Responsibility, Fairness, Caring, Good Citizenship, School Pride consistent with the terms of the TEC Section 29.906.
- **Performance Objective 2:** Embed Character Education within the CISD Curriculum and service learning project in order to reach all students.
- **Performance Objective 3:** Sustain a District-wide safe and drug free school program.

STRATEGIC OBJECTIVE/GOAL 3: We will increase efficiency in the district operations and educational delivery system through the use of technology, and further develop business and community partnerships in order to best achieve our mission and objectives.

- **Performance Objective 1:** Increase CISD staff's level of technology integration expertise (proficiencies) through a differentiated staff development program that addresses 21st Century technology skills.
- **Performance Objective 2:** Ensure the availability of resources necessary for students to create digital portfolios, and utilize communication tools such as wikis, blogs, and social networking.
- **Performance Objective 3:** Develop a "green" IT strategy and promote "green" initiatives to reduce energy costs and appropriately manage electronic waste.
- **Performance Objective 4:** Enhance the communication system to provide district staff, parents, community members, and business partners with secure, effective and efficient communication via a reliable and dynamic infrastructure.

CAMPUS SITE-BASED COMMITTEE 2011 - 12 COMMITTEE MEMBERS

| NAME OF PARTICIPANT | COMMITTEE ROLE |
|---------------------|-------------------------------|
| CYNTHIA ARTERBERY | PRINCIPAL |
| DANA MCMILLIN | ASSISTANT PRINCIPAL |
| JENNIFER COLLIEN | COUNSELOR |
| BETH MEADOR | PRE K |
| KATIE KENNEDY | KINDER |
| MARY RODRIGUEZ | 1 ST GRADE |
| JEANNIE SANCHEZ | 2 ND GRADE |
| APRIL OWEN | 3 RD GRADE |
| NADYA GULAM | 4 TH GRADE |
| KIM MCCALMONT | 5 TH GRADE |
| LINDA MULKEY | SPECIALS REPRESENTATIVE |
| PENNY TRAMMEL | DISTRICT LEVEL CAMPUS LIAISON |
| DEBRA ROARK-MACRAE | PARENT REPRESENTATIVE |
| OMNI HOTEL | COMMUNITY BUSINESS PARTNER |
| CATHY BENNETT | VRE COMMUNITY MEMBER |



COPPELL INDEPENDENT SCHOOL DISTRICT

| Reading/ELA TAKS Scores (%) | All Students | African American | White | Hispanic | Econ Disadv | LEP | Spec Ed | At-Risk | CATE- (Secondary Only) | GT |
|-----------------------------|--------------|------------------|-------|----------|-------------|------|---------|---------|------------------------|------|
| 2009-2010 Results | 99% | 100% | 100% | 100% | 100% | 98% | 100% | 100% | | 100% |
| 2010-2011 Results | 98% | 90% | 99% | 100% | 96% | 90% | 89% | 95% | | 100% |
| Improvement Status | -1% | -10% | -1% | 0% | -4% | -8% | -11% | -5% | | 0% |
| 2011-2012 Goals | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | | 100% |

| Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders. | |
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| 1. | Continue to intervene early and with fidelity with students after benchmarks are completed. Teachers will continue to bring concerns to PST for a needs assessment. Continue to make next step decisions based on progress monitoring and other assessment data. |
| 2. | The At-Risk population fell nearly 20%. It was the largest decline in any subpopulations. |
| 3. | |

| Math TAKS Scores (%) | All Students | African American | White | Hispanic | Econ Disadv | LEP | Spec Ed | At-Risk | CATE- (Secondary Only) | GT |
|---------------------------|--------------|------------------|-------|----------|-------------|------|---------|---------|---------------------------|------|
| 2009-2010 Results | 95% | 70% | 96% | 100% | 87% | 94% | 43% | 84% | | 100% |
| 2010-2011 Results | 97% | 86% | 100% | 94% | 94% | 86% | 100% | 80% | | 100% |
| Improvement Status | +2% | +16% | +4% | -6% | +7% | -8% | +67% | -4% | | 0% |
| 2011-2012 Goals | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 90% | | 100% |

| Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders. | |
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| 1. | Strengthen fidelity and resources for math intervention. |
| 2. | Use comp ed funds for a math interventionist to deliver Tier II, off grade level instruction to targeted students in October after beginning of year assessments are given. |
| 3. | The African American and LEP students saw large gains in their math skills. |

| Writing TAKS Scores (%) | All Students | African American | White | Hispanic | Econ Disadv | LEP | Spec Ed | At-Risk | CATE- (Secondary Only) | GT |
|-------------------------|--------------|------------------|-------|----------|-------------|------|---------|---------|------------------------|------|
| 2009-2010 Results | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | N/A | 100% |
| 2010-2011 Results | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | N/A | 100% |
| Improvement Status | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | N/A | 0% |
| 2011-2012 Goals | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | N/A | 100% |

| Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders. | |
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| 1. | Continue use of thinking maps, Write from the Beginning, and Write Traits to enhance the writing program. |
| 2. | Have 4 th grade attend trainings regarding new STAAR writing test. A new push would be for the increase of expository writing. The 4 th grade team will give training to the faculty to ensure that across the grade levels, everyone is working toward the same goal. |
| 3. | |

| Science TAKS Scores (%) | All Students | African American | White | Hispanic | Econ Disadv | LEP | Spec Ed | At-Risk | CATE- (Secondary Only) | GT |
|-------------------------|--------------|------------------|-------|----------|-------------|------|---------|---------|------------------------|------|
| 2009-2010 Results | 97% | 75% | 100% | 100% | 100% | 100% | 67% | ----- | | 100% |
| 2010-2011 Results | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | N/A | 100% |
| Improvement Status | +3% | +25% | 0% | 0% | 0% | 0% | +33% | 100% | | 0% |
| 2011-2012 Goals | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | | 100% |

| Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders. | |
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| 1. | Continue to attend science trainings that enhance hands on and inquiry based learning. |
| 2. | Have content science specialist continue to share new elements of TEKS based teaching in relationship to STAAR. |
| 3. | |

| Social Studies TAKS Scores (%) | All Students | African American | White | Hispanic | Econ Disadv | LEP | Spec Ed | At-Risk | CATE- (Secondary Only) | GT |
|---------------------------------------|---------------------|-------------------------|--------------|-----------------|--------------------|------------|----------------|----------------|-------------------------------|-----------|
| 2009-2010 Results | N/A | | | | | | | | | |
| 2010-2011 Results | | | | | | | | | | |
| Improvement Status | | | | | | | | | | |
| 2011-2012 Goals | | | | | | | | | | |

| | Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders. |
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| 1. | |
| 2. | |
| 3. | |

| Attendance: Discuss your attendance concerns and celebrations. List any actions and resources. | |
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| 1. | Sending out of tardy and absence letters when progress reports and report cards are sent home has reduced the number of excessive attendance issues. When looking at each report between letters that were sent out, most students had stayed the same regarding their numbers of tardies and absences. |
| 2. | We had one attendance meeting for a student that did not meet the 90% attendance law this past year. We also had one student that was about to be sent to truancy court, and through numerous conversations with the parent, that situation never went any further. |

| Dropouts (if applicable): Discuss your dropout rates, concerns and celebrations. List any actions and resources. | |
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| 1. | N/A |

| Retention (if applicable): Discuss your retention concerns and celebrations. List any actions and resources. | |
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| 1. | We have 9 students, 1st-3 rd that will be retained for the 2011-2012 school year. Each student has an extensive intervention plan for next year, and parents have been an active participant throughout the year in the decision making process, as four retention cases were at a strong parent and committee request. Many students are young both socially and academically and the committee felt that they needed more educational opportunity. Two students were transferred in this past year, and some basic foundations of learning were lacking. Two additional students were assessed in August after summer school and were retained. |
| 2. | Early interventions will be monitored closely especially for these students, as well as all other students. |

| Culture and Climate: Discuss your culture and climate concerns and celebrations. List any actions and resources. | |
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| 1. | The VRE scheduling committee met for its second year after taking input from the staff about scheduling issues versus instructional time. We were able to review what changes were made last year, and determine whether that change was still working, needed tweaking, or needed to be deleted completely. All team members had spoken with their teams to get feedback in these important decisions for our campus, and felt as everyone was being represented. |
| 2. | Our teachers were able to visit many neighboring and local schools to gain information on teaching strategies. They were also given planning time to debrief about their learning. |
| 3. | VRE will participate in the Region X campus culture training. |

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| Strategic Objective/Goal 1: | We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences. | | | | | | | |
| Performance Objective 1 | Align the written, taught and assessed curriculum. | | | | | | | |
| Summative Evaluation: | Unit plans, lesson plans, student growth and program audit data. | | | | | | | |
| Needs Assess. | Action Step(s) | Sp. Pop. | Person(s) Responsible | Timeline Start | Timeline End | Resources Human/Material/Fiscal | Formative Evaluation | Docu mented |
| Campus & community feedback and state/local assessment , Performance Series data and budget constraints. | Implement the District Assessment Plan in order to more effectively monitor student growth, program effectiveness and to drive instruction. | All | Curriculum Team, Campus Admin and Teachers | August 2011 | June 2012 | Aware data and Performance Series Data, and local funds | Data analysis, lesson plans, campus improvement plans, and campus visits | |
| Campus observations and administrative discussions. | Align accelerated instruction practices with research-based best practices, including 21 st century learning skills and tools | All | Curriculum Team, Campus Admin and Teachers | August 2011 | June 2012 | Performance Series Data, DRA2 Data, Title I fund allotment = \$32,832; Comp Ed fun allotment = \$6,307 | Campus Improvement plans, intervention plans and accelerated instruction plans | |
| PBL books, Teacher and grade level input | Study the research of Project Based Learning and begin 3 rd year of PBL implementation | K-5 | Classroom teachers, literacy/GT/SPED support personnel, Admin | August 2011 | June 2012 | TEKS, scope and sequence, grade level planning, faculty updates, entry documents, Books/Resources on PBL: Title I \$832 | Lesson plans, grade level planning, student showcases of products, admin observations, visits from experts/feedback | |

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| Performance Objective 1 | Align the written, taught and assessed curriculum. | | | | | | | |
| Summative Evaluation: | Unit plans, lesson plans, student growth and program audit data. | | | | | | | |
| Needs Assess. | Action Step(s) | Sp. Pop. | Person(s) Responsible | Timeline Start | Timeline End | Resources Human/Material/Fiscal | Formative Evaluation | Docum ented |
| Teacher and grade level input | Plan grade level PBL units to incorporate TEKS and soft skills | K-5 | Classroom teachers, campus admin | August 2011 | June 2012 | Plannings days for grade level teams, campus trainings during instructional day, TEKS, scope and sequence, grade level planning, subs needed for planning,; Title I \$4,000, | Completed PBL units, | |
| Campus feedback | Provide for a comparison of Project Based Learning and STEM in a presentation for staff by Town Center teachers | K-5 | Town Center Teachers, Classroom teachers, campus admin | August 2011 | June 2012 | Compensation for the presenters: Title I \$150 | Sign in sheet, Agenda for the speaker | |

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| Performance Objective 1 | Align the written, taught and assessed curriculum. | | | | | | | |
| Summative Evaluation: | Unit plans, lesson plans, student growth and program audit data. | | | | | | | |
| Needs Assess. | Action Step(s) | Sp. Pop. | Person(s) Responsible | Timeline Start | Timeline End | Resources Human/Material/Fiscal | Formative Evaluation | Docum ented |
| Campus feedback | Provide for a Project Based Learning presentation for staff by a national educational leader in PBL | K-5 | Classroom teachers, campus admin | August 2011 | June 2012 | Compensation for the presenters: Title I \$3,300 | Sign in sheet, Agenda for the speaker | |
| District and Campus Feedback | Teachers upload Aware data to make informed curriculum choices | All | Classroom teachers, campus admin | August 2011 | June 2012 | Aware computer systems, Aware handouts and trainings, | Staff sign in sheet, Agenda for the trainings | |
| Campus feedback and administrative discussions | Travel to Spring ISD to observe the schoolwide model of Project Based Learning (PBL) and establish a partnership with Spring ISD | K-5, and Specials Teachers, Admin. | Campus Admin. | August 2011 | June 2012 | CISD Transportation, classroom walkthroughs by teacher to observe other teachers at Spring ISD, meal reimbursement: Title I \$1200; substitute teachers needed Title1: \$4,000 | Teacher notes and implementation of those ideas | |

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| Strategic Objective/Goal 1: | We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences. | | | | | | | |
| Performance Objective 1 | Align the written, taught and assessed curriculum. | | | | | | | |
| Summative Evaluation: | Unit plans, lesson plans, student growth and program audit data. | | | | | | | |
| Needs Assess. | Action Step(s) | Sp. Pop. | Person(s) Responsible | Timeline Start | Timeline End | Resources Human/Material/Fiscal | Formative Evaluation | Documented |
| CISD Strategic Plan 2009 | Create tools for evaluating student choices in learning experiences and seek ways to expand student choice in all curricular areas | All | Assistant Superintendent of Curriculum and Instruction, Classroom teachers, GT/literacy/ESL/SPED support with grade level teams | August 2011 | June 2012 | Directors of Curriculum and Teachers, Gizmos, Title I: \$2500 | Student Satisfaction Survey Data, rubrics, results of pretesting, interest inventories, student differentiated products | CISD Strategic Plan 2009 |

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| Strategic Objective/Goal 1: | We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences. | | | | | | | |
| Performance Objective 2: | Sustain district-wide EC-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas. | | | | | | | |
| Summative Evaluation: | Eduphoria records, on-line/paper evaluations, walkthroughs, and evaluations of campus needs assessments | | | | | | | |
| Needs Assess. | Action Step(s) | Sp. Pop. | Person(s) Responsible | Timeline Start | Timeline End | Resources Human/Material/Fiscal | Formative Evaluation | Docu mented |
| Quantitative data such as AEIS, TAKS Summary Reports, and Local Assessments. Qualitative data such as surveys, department meetings, instructional leader meetings, team leader meetings, and classroom walkthroughs. | Participate in initial/advanced training in: <ul style="list-style-type: none"> Assessment for learning Grading practices Assessment management system's role in data collection Assessment management system's role in Rtl DRA 2 Tier I instruction Engagement, rigor, and individualization Math curricular blocks Rtl updates Data disaggregation STAAR training PBL | Curriculum team, Special Ed. Team, and campus admin. team | Director of Staff Development, Curriculum Directors, Director of School Improvement, Director of Elementary Curriculum and Assistant Superintendent of Curriculum, Instruction, and Assessment, math content specialist, AP, literacy coach, GT teacher, SPED teachers, MTA teacher, CISD PBL leaders | June 2011 | July 2012 | Assessment management system, Outside consultants, in-district presenters, books, manuals, Region 10 workshops, etc., TEKS, AP/IB standards, Title I \$1,000 for instructional materials and supplies, local & IDEA Stimulus funds, and D.A.T.E. grant | Eduphoria records, classroom walkthroughs, Rtl Tier 1 documentation, and campus needs assessment | |

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| Strategic Objective/Goal 1: | We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences. | | | | | | | |
| Performance Objective 2: | Sustain district-wide EC-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas. | | | | | | | |
| Summative Evaluation: | Eduphoria records, on-line/paper evaluations, walkthroughs, and evaluations of campus needs assessments | | | | | | | |
| Needs Assess. | Action Step(s) | Sp. Pop. | Person(s) Responsible | Timeline Start | Timeline End | Resources Human/Material/Fiscal | Formative Evaluation | Docu mented |
| Quantitative data such as AEIS, TAKS Summary Reports, local assessments. Qualitative data such as surveys, department meetings, instructional leader meetings, team leader meetings, classroom walkthroughs. | Provide additional opportunities to supplement training and improve instruction for targeted populations. | All CISD Instructional Staff of Title I Campuses, Director of School Improvement and Curriculum Directors | Title I Campus Administrators | August 2011 | June 2012 | Plannings days for grade level teams, campus trainings during instructional day, State Parent Involvement Conference, Title I: \$2,000, Nat'l Title One Conference Title I : \$4,000 | Campus Needs Assessment and documentation of additional staff development opportunities | |
| Campus AEIS report and campus assessment data. | Create and implement an Rtl transition plan aligned to District initiative. | Campus admin team and staff. | Curriculum Department and Campus Administrators | June 2011 | July 2012 | Curriculum department, intervention services, compensatory education funds \$2307 and local funds, for tutoring, and interventions, grade level Rtl binders, Rti brochure shared at curriculum night, monthly faculty Rtl updates | Local and state assessments and campus visits. | |
| Math TAKS 3-5, Math Benchmarks K-1, and PS tests 2-5 | Strengthen focused math differentiated small groups | PreK-5 | Classroom teachers | Aug 2011 | June 2012 | IStations and Reading A to Z, Title I \$8850 increased Neufeld training and student/teacher program use, | Lesson plans, walkthroughs, student products, math benchmarks, PST intervention plans/minutes | |

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| Strategic Objective/Goal 1: | We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences. | | | | | | |
| Performance Objective 3: | Communicate district assessment plan to parents and teachers and report outcomes individually to parents and collectively to stakeholders. | | | | | | |
| Summative Evaluation: | Copies of documents used to communicate to parents, teachers, students and stakeholders | | | | | | |
| Needs Assess. | Action Step(s) | Sp. Pop. | Person(s) Responsible | Timeline Start | Timeline End | Resources Human/Material/Fiscal | Formative Evaluation |
| Campus Feedback | Provide targeted instruction and guidance to help students take responsibility for their individual performance and progress on state/local assessments. | All | Campus Administrators | August 2011 | June 2012 | Classroom visits, announcements, teachers, campus administration, counselors, Local funds and State Comp Ed funds: \$4000 to support instructional needs for students based on individual needs and goal setting | Student goal setting (grades 4-5 math, all middle school, & Algebra I), teacher communication and lesson plans |
| Campus Feedback, Community Feedback | Provide a parent night to share 21 st century learning strategies that will be used in the classroom through the use of PBL. Invite a speaker to address how best to support your student at home | All | Campus Administrators and teachers | August 2011 | June 2012 | Materials needed for parent night from Title I \$1,000, Teachers, PTOs, parents and guardians | Sign in sheet |

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| Strategic Objective/Goal 1: | We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences. | | | | | | | |
| Performance Objective 6: | Integrate 21 st Century learning skills within the district. | | | | | | | |
| Summative Evaluation: | Documentation of staff development offerings, updated teacher walkthrough, snapshot, grading rubrics and Student Satisfaction Survey | | | | | | | |
| Needs Assess. | Action Step(s) | Sp. Pop. | Person(s) Responsible | Timeline Start | Timeline End | Resources Human/Material/Fiscal | Formative Evaluation | Document ed |
| CISD Strategic Plan 2009 | Create and pilot the utilization of rubrics that address 21 st Century learning skills and character traits and soft skills that will be embedded in the PBL prompts. | PreK-5 | Curriculum Directors, CHS academy teachers, and 4 th & 5 th Grade Reporting Committee | June 2011 | May 2012 | Campus Administrators, Director of New Tech High, PBL content specialists, I-Team, Head Librarian, cross discipline CCRS, partnership for 21 st Century Learning, and Buck Institute., | 21 st Century rubric | |

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| Strategic Objective/Goal 1: | We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences. | | | | | | | |
| Performance Objective 7: | Increase connections between real world experiences and authentic classroom instruction. | | | | | | | |
| Summative Evaluation: | Documentation of lessons containing real world experiences, service learning and authentic classroom instruction | | | | | | | |
| Needs Assess. | Action Step(s) | Sp. Pop. | Person(s) Responsible | Timeline Start | Timeline End | Resources Human/Material/Fiscal | Formative Evaluation | Docum ented |
| CISD Strategic Plan 2009 | Access parent talent pool at the beginning of the year or as needed to support PBL needs. | All | Campus Administrators, Classroom Teachers | August 2011 | June 2012 | Teachers, PTOs, parents and guardians | Campus improvement plans. PTO, lists of parent assets | |
| CISD Strategic Plan 2009 and CISD Middle School Strategic Plan 2010 | Establish campus schedules allowing for time within the instructional day for students to explore and reflect on various and engaging learning experiences. | All | Campus Administrators | June 2011 | August 2012 | Curriculum department, model schedules, VRE modified schedule | Campus schedules 2011-2012 and student reflections | |
| Campus Feedback | Provide a SIOP staff development presentation, tutoring, and materials to meet the needs of our immigrant students. | Immigrant students, all staff | Campus Administrators at VRE and Austin | August 2011 | June 2012 | Teachers, immigrant students; materials, tutoring and staff development from Title I \$2997 | Tutoring logs, staff development ideas to implement | |
| Administrative discussions and staff feedback | To encourage the positive relationship of student and teacher, each student will complete a student interest inventory | All | Classroom Teacher | August 2011 | June 2012 | Student interest inventory, grade level discussions, | Student completed inventory | |

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| Strategic Objective/Goal 1: | We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences. | | | | | | | |
| Performance Objective 11: | Sustain a district-wide effective School Health Advisory Council (SHAC). | | | | | | | |
| Summative Evaluation: | CIP checklists | | | | | | | |
| Needs Assess. | Action Step(s) | Sp. Pop. | Person(s) Responsible | Timeline Start | Timeline End | Resources Human/Material/Fiscal | Formative Evaluation | Documented |
| Student Satisfaction Survey | Implement SHAC recommended indicators for improving Coordinated School Health Programs on all campuses. | All | Asst. Supt. Or designee and Campus Administrators, campus nurse, campus PE teacher | August 2011 | June 2012 | SHAC Committee indicators, members, and SHAC campus reps | CIPs | |

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| Strategic Objective/Goal 1: | We will effectively deliver a rigorous and relevant curriculum using technology, and other effective instructional strategies to engage all students in meaningful experiences. | | | | | | | |
| Performance Objective 13 | Improve student performance and program effectiveness by meeting state and federal standards <ul style="list-style-type: none"> • Meet or exceed the state target percentage of students graduating with a Recommended High School Program (RHSP) who are receiving special education services. • Maintain acceptable percentage related to state target of In-School Suspension (ISS) placements for students receiving special education services. | | | | | | | |
| Summative Evaluation: | Public Education Information Management System (PEIMS) reports, Performance Based Monitoring Analysis System (PBMAS) reports, Academic Excellence Indicator System (AEIS), and SPED referral reports | | | | | | | |
| Needs Assess. | Action Step(s) | Sp. Pop. | Person(s) Responsible | Timeline Start | Timeline End | Resources Human/Material/Fiscal | Formative Evaluation | Documented |
| PEIMS | Provide training on Positive Behavioral Supports cohorts, training through Region X. | All | ampus AP, Directors of SpEd Intervention Specialists | August 2011 | June 2012 | Incident codes per campus, positive behavior support plan template, campus staff, Specialist/LSSP Region 10 (School wide PBS), and SpEd local and federal funds | Eduphoria records | |
| PEIMS | Implement and provide advanced training on alternative options to In-School Suspension. | SpEd | Campus Administration, Directors of SpEd | August 2011 | June 2012 | Campus administration, Directors of SpEd, Region 10, Intervention Specialist/LSSP and SpEd local and federal funds | Eduphoria records, input from administrative staff, and input from teachers | |

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| Strategic Objective/Goal 2: | We will identify CISD character traits to be integrated throughout the district and develop means to assess student demonstration of those traits. | | | | | | | |
| Performance Objective 2 | Embed Character Education within the CISD Curriculum and service learning projects in order to reach all students. | | | | | | | |
| Summative Evaluation: | Documentation of campus character education program within each Campus Improvement Plan and Curriculum Management System | | | | | | | |
| Needs Assess. | Action Step(s) | Sp. Pop. | Person(s) Responsible | Timeline Start | Timeline End | Resources Human/Material/Fiscal | Formative Evaluation | Documented |
| CISD Strategic Plan 2009 | Align and assess character education programs. | All | Curriculum directors, admins and classroom teachers | August 2011 | June 2012 | List of Character Education best practices and resources, instructional specialists, content curriculum writers and local funds | CISD curriculum documents, lesson plans, classroom visits | |
| CISD Strategic Plan 2009 | Develop reflection methods within appropriate content areas which guide students to recognize Character Traits. | All | Curriculum Directors, Classroom teachers | August 2011 | June 2012 | List of Character Education best practices and resources, instructional specialists, content curriculum writers and local funds | CISD curriculum documents, lesson plans, classroom visits | |
| CISD Strategic Plan 2009 | Align the character traits rubric and the global proficiency skills within the 4/5 and CHS academy report cards. | All | Curriculum directors, admins and classroom teachers | August 2011 | June 2012 | List of Character Education best practices and resources, instructional specialists, content curriculum writers and local funds | CISD curriculum documents, lesson plans, classroom visits | |

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| Strategic Objective/Goal 2: | We will identify CISD character traits to be integrated throughout the district and develop means to assess student demonstration of those traits. | | | | | | | |
| Performance Objective 2 | Embed Character Education within the CISD Curriculum and service learning projects in order to reach all students. | | | | | | | |
| Summative Evaluation: | Documentation of campus character education program within each Campus Improvement Plan and Curriculum Management System | | | | | | | |
| Needs Assess. | Action Step(s) | Sp. Pop. | Person(s) Responsible | Timeline Start | Timeline End | Resources Human/Material/Fiscal | Formative Evaluation | Documented |
| Campus/service learning coordinator feedback | Integrate Service Learning and other Character Ed. projects into each content area curriculum. | All | Curriculum Directors, Service Learning Coordinator | August 2011 | June 2012 | CISD curriculum writers, Service Learning Reps and Service Learning Grant | Classroom visits, curriculum documents | |

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| Strategic Objective/Goal 2: | We will identify CISD character traits to be integrated throughout the district and develop means to assess student demonstration of those traits. | | | | | | | |
| Performance Objective 3: | Sustain a district-wide safe and drug free program. | | | | | | | |
| Summative Evaluation: | Discipline referrals, secondary student satisfaction survey and safe schools survey | | | | | | | |
| Needs Assess. | Action Step(s) | Sp. Pop. | Person(s) Responsible | Timeline Start | Timeline End | Resources Human/Material/Fiscal | Formative Evaluation | Docum ented |
| Discipline Referrals, Anecdotal campus reports | Provide on-going staff training on drug and relationship abuse awareness, detection and prevention. | All | Director of School Improvement, Director of Elementary Curriculum, Counselors, campus Administrators | August 2011 | June 2012 | PEIMS data, SROs, Counselors, parents and Campus Administrators | Discipline Referrals, Anecdotal campus reports | |
| Discipline Referrals, Anecdotal campus reports Parent/community feedback | Research and recommend an effective drug prevention program district wide. | All | Director of School Improvement and Director of Elementary Curriculum | August 2011 | June 2012 | PEIMS, Library, Exemplary Programs, YMCA C.A.R.E | Recommended plan | |
| Discipline Referrals, anecdotal campus reports and the CISD Strategic Plan 2009 | Organize a committee at each school that will create a culture where character qualities are demonstrated daily. <ul style="list-style-type: none"> • Representation from all stakeholders • Tasked with web-site, logo, recognition program, anti-bullying and positive culture. | All | Curriculum department and campus staff | August 2011 | June 2012 | Campus counselors, campus administrators, Director of School Improvement, anti-bullying programs and CISD web-site | Discipline referrals and anecdotal reports | |

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| Strategic Objective/Goal 2: | We will identify CISD character traits to be integrated throughout the district and develop means to assess student demonstration of those traits. | | | | | | | |
| Performance Objective 3: | Sustain a district-wide safe and drug free program. | | | | | | | |
| Summative Evaluation: | Discipline referrals, secondary student satisfaction survey and safe schools survey | | | | | | | |
| Needs Assess. | Action Step(s) | Sp. Pop. | Person(s) Responsible | Timeline Start | Timeline End | Resources Human/Material/Fiscal | Formative Evaluation | Docum ented |
| Discipline Referrals, Anecdotal campus Reports | Participate in a district wide anti-bullying program based upon the principles of the OLWEUS bullying prevention program. <ul style="list-style-type: none"> • CISD certified trainer • Train campus committees | All | Director of School Improvement, Counselors, Teen Leadership teachers | August 2011 | June 2012 | Support materials, Teen Leadership curriculum, School Resource Officers (SROs), and Region X CISSS, Rachel's Challenge | Curriculum documents, counselor & nurse feedback, discipline data | |
| Student Satisfaction Survey and Discipline Reports | Review the Bullying Reporting Process on each campus and create a district process. Process should include the reporting of sexual harassment, dating violence, sexual abuse and other forms of bullying. | All | Director of School Improvement, campus administrators and campus counselors | August 2011 | June 2012 | Counselors, Administrators, bullying research and Region X CISSS | New district procedures and 2012 Student Satisfaction Survey | |

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| Strategic Objective/Goal 3: | We will increase efficiency in the district operations and educational delivery system through the use of technology, and further develop business and community partnerships in order to best achieve our mission and objectives. | | | | | | | |
| Performance Objective 1: | Increase CISD staff's level of technology integration expertise (proficiencies) through a differentiated staff development program that addresses 21st Century technology skills. | | | | | | | |
| Summative Evaluation: | Documented cumulative evidence of staff growth and progress over time in achieving 21st Century technology skills | | | | | | | |
| Needs Assess. | Action Step(s) | Sp. Pop. | Person(s) Responsible | Timeline Start | Timeline End | Resources Human/Material/Fiscal | Formative Evaluation | Documented |
| Meetings with department and/or campus personnel | All CISD staff members will develop annual technology goals using a proficiency objectives document. | All | Campus Administrators | August 2011 | June 2012 | Staff members, proficiency objectives document, annual review materials and Integration Specialists | Evaluations by supervisor and/or Principal, annual goal setting form documentation | |
| Meetings with department and/or campus personnel | Annually assess and evaluate staff proficiencies using developed assessment. | All | Executive Director of Technology, Principals | August 2011 | June 2012 | Integration Specialists, and Proficiency objectives document | District and Campus level walkthroughs/ campus visits, Evaluations by trained staff | |
| Technology proficiency needs assessment, student learning styles | Continue updating staff tech knowledge | All | District IT reps, Campus librarian, Campus team trainers | June 2011 | June 2012 | January technology speaker: Educ Foundation Grant District training, Region X, librarian , campus updates in faculty monthly meetings | District and campus walkthroughs, lesson plans, student products | |