



# **CAMPUS IMPROVEMENT PLAN**

## **2010- 2011**

**PRINCIPAL**  
**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 21<sup>st</sup> Century skills.
- **Performance Objective 6:** Integrate 21<sup>st</sup> century learning skills within the district.
- **Performance Objective 7:** Increase connections between real world experiences and authentic classroom instruction.
- **Performance Objective 8:** Expand the Career and Technology programs to increase opportunities to all CISD students.
- **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 curricular areas.
- **Performance Objective 11:** Sustain a district-wide effective School Health Advisory Council (SHAC).
- **Performance Objective 12:** Implement the requirements and purposes of IDEA by meeting State and Federal targets.
- **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:** Ensure equitable distribution of highly qualified teachers.
- **Performance Objective 15:** Expand opportunities for student choice (elementary/secondary) in meaningful learning experiences.

**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 in order to reach all students.
- **Performance Objective 3:** Create a culture where positive character qualities are demonstrated daily.
- **Performance Objective 4:** Sustain a District-wide safe and drug free school program.
- **Performance Objective 5:** Meet Chapter 37 TEC guidelines: student suspension needs to be a maximum of 3 days.

**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 21<sup>st</sup> 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.
- **Performance Objective 5:** Provide an adequate and equitable infrastructure, through an appropriate replacement schedule, to meet the instructional and technological needs of all staff and students.
- **Performance Objective 6:** Create a system for providing online learning opportunities for all stakeholders, which incorporates such tools as a video portal solution for parents, online professional development resources for staff members, distance learning and partnerships for dual credit opportunities for students.
- **Performance Objective 7:** Expand the Career and Technology Education (CTE) within CISD to provide additional opportunities to the entire student population.
- **Performance Objective 8:** Establish a method for all stakeholders to obtain appropriate skills needed to be effective consumers and producers of information.

**CAMPUS SITE-BASED COMMITTEE  
2009 -10 COMMITTEE MEMBERS**

<b>NAME OF PARTICIPANT</b>	<b>COMMITTEE ROLE</b>
<b>CYNTHIA ARTERBERY</b>	<b>PRINCIPAL</b>
<b>ANGIE HUX</b>	<b>ASSISTANT PRINCIPAL</b>
<b>SANDY BURRELL</b>	<b>COUNSELOR</b>
<b>ERIN RAITH</b>	<b>SPECIALS</b>
<b>SANDRA BRADEN</b>	<b>PRE K</b>
<b>JEANNIE SANCHEZ</b>	<b>2<sup>ND</sup> GRADE</b>
<b>PARRISH NOLAN</b>	<b>4<sup>TH</sup> GRADE</b>
<b>EMILY JAMES</b>	<b>5<sup>RD</sup> GRADE</b>
<b>JOY SMARTT</b>	<b>DISTRICT REPRESENTATIVE</b>
<b>DEBRA ROARK-MACRAE</b>	<b>VRE PARENT REPRESENTATIVE</b>
<b>JODI CARTER</b>	<b>KINDER</b>
<b>DEBBIE LUKERT</b>	<b>1<sup>ST</sup></b>
<b>KATHLEEN WINFREY</b>	<b>3<sup>RD</sup></b>
<b>ROSALIND SMITH</b>	<b>OMNI HOTELS—COMMUNITY MEMBER</b>



# 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
<b>2008-2009 Results</b>	100%	91.5%	100%	100%	100%	100%	--	100%	N/A	100%
<b>2009-2010 Results</b>	99%	100%	100%	100%	100%	98%	100%	100%		100%
<b>Improvement Status</b>	-1%	+8.5%	Even	Even	Even	-2%		Even		
<b>2010-2011 Goals</b>	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.
1.	Attend trainings and work with grade levels to implement new reading curriculum
2.	Continue to disaggregate benchmark and testing data to drive instruction
3.	Work with content specialists to fill resource and training needs



<b>Math TAKS Scores (%)</b>	<b>All Students</b>	<b>African American</b>	<b>White</b>	<b>Hispanic</b>	<b>Econ Disadv</b>	<b>LEP</b>	<b>Spec Ed</b>	<b>At-Risk</b>	<b>CATE- (Secondary Only)</b>	<b>GT</b>
<b>2008-2009 Results</b>	99%	79.5%	100%	100%	89.5%	100%	100%	93%	N/A	100%
<b>2009-2010 Results</b>	95%	70%	96%	100%	87%	94%	43%	84%		100%
<b>Improvement Status</b>	-4%	-9.5%	-4%	Even	-2.5%	-6%	-57%	-9%		
<b>2010-2011 Goals</b>	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.
4.	Campus wide implementation of Investigations, attend initial and specific unit trainings, attain resources and manipulatives that are needed
5.	Hold monthly data meetings with admin to discuss benchmarks, subgroups, and at risk students from PST lists. Intervention plans will be more concisely written based on specific needs.
6.	Train staff on differentiation and the use of small groups during math that mirror reading block. Continue to integrate computer based interventions for problem solving, math facts, and concepts.

Writing TAKS Scores (%)	All Students	African American	White	Hispanic	Econ Disadv	LEP	Spec Ed	At-Risk	CATE- (Secondary Only)	GT
<b>2008-2009 Results</b>	100%	--	100%	--	--	--	--	100%	N/A	100%
<b>2009-2010 Results</b>	100%	100%	100%	100%	100%	100%	-----	100%	N/A	100%
<b>Improvement Status</b>	Even		Even					Even		Even
<b>2010-2011 Goals</b>	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.
1.	Align daily classroom writing expectations for teachers and students in all grades K-5.
2.	Raise composition scores for all.....specifically improving students that are scoring 2's to 3's
3.	Continue focused writing, modeling, and conferencing with students on daily basis. Continue with Erik Cork writing project in October, and provide staff development to align writing expectations for all grades.



Science TAKS Scores (%)	All Students	African American	White	Hispanic	Econ Disadv	LEP	Spec Ed	At-Risk	CATE- (Secondary Only)	GT
<b>2008-2009 Results</b>	96%	86%	96%	100%	100%	-----	-----	-----	N/A	100%
<b>2009-2010 Results</b>	98%	80%	100%	-----	100%	-----	-----	-----	N/A	100%
<b>Improvement Status</b>	+2%	-6%	+4%		Even	-----				Even
<b>2009-2010 Goals</b>	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.
1.	Review new science TEKS, align with current curriculum, and provide campus and district trainings to supplement new learning.
2.	Continue providing and increase opportunities for experiential, inquiry-based learning at all grade levels.
3.	Continue training with all grade levels involving content specialists to ensure rigor and depth is being reached at all grade levels

Social Studies TAKS Scores (%)	All Students	African American	White	Hispanic	Econ Disadv	LEP	Spec Ed	At-Risk	CATE- (Secondary Only)	GT
2008-2009 Results	N/A									
2009-2010 Results										
Improvement Status										
2010-2011 Goals										

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

	Attendance: Discuss your attendance concerns and celebrations. List any actions and resources.
1.	VRE recognizes students monthly for high attendance and weekly for low amounts of tardies. This is acknowledged over the morning announcements and students are given stickers and/or certificates.
2.	We had 3 attendance meetings throughout the year as absences exceeded the 90% rule. Attendance and tardy letters were sent out after each 4 weeks, and then reviewed at the end of each 9 weeks to see if additional notes needed to be sent. Assistant principal also made phone calls to parents regarding attendance. In reviewing the students that received letters, most had improved their attendance and no further attention was needed.
3.	A continuing issue is that many students go out of the country during the school year. Often times, the students are gone for more than two weeks. We explain the state and district policy at curriculum night, our front office staff are well versed in the attendance policy, and at times, we meet with parents to discuss the school calendar and possible implications of being gone for an extended time period.

	Dropouts (if applicable): Discuss your dropout rates, concerns and celebrations. List any actions and resources.
1.	N/A
2.	
3.	

	Retention (if applicable): Discuss your retention concerns and celebrations. List any actions and resources.
1.	We retained one kindergarten student based on not meeting benchmarks throughout the year. The student's absences also exceeded the required Texas attendance law. With all the absenteeism, the student was not able to regain foundational skills. We retained a first grader at the request of a parent as they felt that foundations skills from the previous school were not appropriate. Through the PST committee, a third grader was retained due to not meeting third grade benchmarks. All students will continue to be monitored through PST and closely through parent/teacher communication.
2.	The amount of retainees constitutes less than 1% of our student population.
3.	

Culture and Climate: Discuss your culture and climate concerns and celebrations. List any actions and resources.	
1.	After listening to staff concerns regarding campus issues, a team was formed to minimize concerns and create positive change that all staff could be proud of. The team worked very well and we accomplished our goals with input from all staff members. It solidified to our staff that they had a voice that was important and we can work together to offer reasonable solutions for change.
2.	We have created a School Climate committee to implement positive ways to recognize students that exhibit character traits throughout the year.
3.	Our campus climate committee continues to promote a positive environment through staff activities within the school day and after school.

<b>Strategic Objective/Goal 1:</b>	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.							
<b>Performance Objective 1</b>	Align the written, taught and assessed curriculum							
<b>Summative Evaluation:</b>	Unit plans, Forethought lesson plans, Performance Series Data and curriculum-based assessment (CBA) data							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
Campus & community feedback, state & local assessment and Performance Series/CPAA data, and classroom walkthroughs.	Monitor the delivery of instruction to ensure alignment with CISD curriculum.	All	Curriculum Team and Campus Admin	August 2010	June 2011	Extended planning time, assessment preview process, TEKS, Forethought documents, Rigor/ Relevance Framework, Mid-Year Planning PK-5 Subs, Title I: \$1445	Forethought lesson plans, classroom walkthroughs, campus visits, Monthly grade level meetings with admin	
Campus & community feedback and state/local assessment & Performance Series/CPAA data.	Utilize pre-assessment and growth model data to inform instruction.	All	Curriculum Team, Campus Admin and Teachers	August 2010	June 2011	Achievement Series data and Performance Series Data, AWARE data system, D.A.T.E. Grant and local funds, Campus Pretesting workshop	Data analysis, Forethought lesson plans and campus visits, Data conferences with teachers and admin	
PBL trainings, Teacher and grade level input	Implement PBL units of study based on TEKS	PreK-5	Classroom teachers, literacy/GT/SPED support personnel, Admin	August 2010	June 2011	TEKS, scope and sequence, grade level planning, faculty updates, entry documents, Schoolwide PBL Evaluation Committee, Title I \$850	Lesson plans, grade level planning, student showcases of products, admin observations, visits from experts/feedback	

<b>Strategic Objective/Goal 1:</b>	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.							
<b>Performance Objective 2</b>	Sustain district-wide EC-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas							
<b>Summative Evaluation:</b>	Eduphoria records, on-line/paper evaluations, walkthroughs, evaluations of campus needs assessments and disaggregation of walk through data							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
Quantitative data such as AEIS, TAKS Summary Reports, and Local Assessment.  Qualitative data such as surveys, department meetings, instructional leader meetings, team leader meetings, and classroom walkthroughs.	Provide training in and participate: <ul style="list-style-type: none"> <li>▪ Research-based best practices, such as differentiated instruction, 21<sup>st</sup> Century literacy, brain-based instruction, customized learning, writing rigorous assessment items, Pretesting, Writing Inquiry Based Unit Design, PBL, etc.</li> <li>▪ Response to Intervention process (Rtl)</li> <li>▪ Co-Teach Model of Instruction</li> <li>▪ ELPS</li> </ul>	All	Campus administrators, Curriculum Directors, Literacy Coach, ESL facilitator, Rtl Specialist, Content Specialists	August 2010	June 2011	Bi-monthly admin/grade level student meetings, PD360, Outside consultants, in-district presenters, books, manuals, Region 10 workshops, etc., TEKS, focused faculty meetings, AP/IB standards, Title I, II, III, local & IDEA Stimulus funds, and D.A.T.E. grant, faculty meeting SD, grade level SD	Eduphoria records, classroom walkthroughs, Rtl Tier 1 documentation, and campus needs assessment	

<b>Strategic Objective/Goal 1:</b>	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.							
<b>Performance Objective 2</b>	Sustain district-wide EC-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas							
<b>Summative Evaluation:</b>	Eduphoria records, on-line/paper evaluations, walkthroughs, evaluations of campus needs assessments and disaggregation of walk through data							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
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 Title I Campuses 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 Content Specialists, Rtl specialist	August 2010	June 2011	Title I Funds Speakers School-wide interest Survey Parent Involvement Conference, Title I, Ind teacher meetings to identify ESL student needs, ESL facilitator campus workshops on ELPS, National Title I Conference, Title I, \$6245 Pre K training/supplies, Comp Ed: \$1000	Campus Needs Assessment and Documentation of Additional Staff Development Opportunities.	
PST minutes, District expectations, district trainings	Write Intervention Plans for targeted at-risk students	3-5	3-5 teachers, AP, counselor, Rtl Specialist	October 2010	June 2011	½ day subs: Comp Ed funds \$1000 PST files, Marzano's resources, I-suite	PST Intervention Plans, Benchmarks, Data results from progress monitoring	
Staff input	Implement master schedule to maximize instruction time	PreK-5	AP, scheduling committee, specials team members	May 2010	June 2011	Full day subs (paid last year)	Lesson plans, walkthroughs, increased instruction and Rtl focused time	

District Strategic Plan, Needs Assessment	Implement literacy/science/math curriculum	PPCD, PreK classrooms	Karen Turner, Beth Meador, Juanell Isaac	May 2010	June 2011	Hatch literacy/math/science curriculum and , manipulatives: SPED funds	Classroom walkthroughs, Lesson Plans, Benchmark assessments	
---	--	-----------------------	--	----------	-----------	--	---	--

<b>Strategic Objective/Goal 1:</b>	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.							
<b>Performance Objective 2</b>	Sustain district-wide EC-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas							
<b>Summative Evaluation:</b>	Documentation of CISD staff development offerings, Eduphoria records, on-line/paper evaluations, walkthroughs, evaluation of campus improvement plans and disaggregation of data							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
Quantitative data such as AEIS, TAKS Summary Reports, and local assessments.  Qualitative data such as surveys, department meetings, instructional leader meetings, team leader meetings, classroom walkthroughs.	Monitor the implementation of Research-Based Best Practices & Response to Intervention (Rtl) Process.	PreK-5	Director of School Improvement, Rtl Specialist, AP, Counselor, All staff	June 2010	July 2011	Bi monthly grade level meetings with admin, Curriculum Department, Rtl Specialists, Intervention Services, Campus Admin, Counselors and IDEA Stimulus Funding, I-suite, I-Station: District Title , Small group tutoring(3-5) supplies, Comp Ed: \$3000	Classroom walkthroughs, Forethought lesson plans, PST meeting minutes, Rtl documentation, and local/state assessment data.	
Math TAKS 3-5, Math Benchmarks K-1, and PS tests 2-5	Implement Investigations math program campus wide	K-5	Classroom teachers, content specialists	Aug 2010	June 2011	Title Funds, CompFunds Summer math training, Training throughout year from content specialist and district offerings, Grade level planning units	Math Benchmarks, Lesson plans, PS testing	



Math TAKS 3-5, Math Benchmarks K-1, and PS tests 2-5	Strengthen focused math differentiated small groups	PreK-5	Classroom teachers	Aug 2010	June 2011	FASTT math, Go, Solve Word Problems, Title I \$2000 increased Neufeld training and student/teacher program use, Marzano	Lesson plans, walkthroughs, student products, math benchmarks, PST intervention plans/minutes	
CISD Strategic Plan, CIP	Strengthen role of campus content specialists: LA, Sci, SS, Math	All	Specified content specialists, District Curriculum Directors	August 2010	June 2011	Weekly Faculty meeting updates/trainings, Monthly District Meetings, Resource Materials: Comp Ed: \$545.48, Title I: 4191.97 Training/Materials, Comp Ed: \$500	Pretesting, benchmarks, data review, lesson plans, walkthroughs	

<b>Strategic Objective/Goal 1:</b>	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.
------------------------------------	--

<b>Performance Objective 3</b>	Communicate district assessment plan to parents and teachers and report outcomes individually to parents and collectively to stakeholders							
<b>Summative Evaluation:</b>	Copies of documents used to communicate to parents, teachers, students and stakeholders							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
Campus feedback	Provide targeted instruction for students to track and take responsibility for their individual performance and progress on state/local assessments.	All	Campus Administrators	August 2010	June 2011	PS reporting graphs, Read Naturally Graphs, FASST math graphs, Classroom visits, announcements, teachers, campus administration, counselor, Local funds and SCE funds	Student goal setting (grades 4-5 math)	
CISD Strategic Plan	Students will participate in Elementary Personal Project	3-5	Classroom teachers, admin, support teachers	August 2010	June 2011	Project parameters and rubrics, IT, Librarian, Todd Kettler, admin, Big 6 Research Strategy, Campus Teacher training	Rubric data collection, Teacher and student feedback, end product	

<b>Strategic Objective/Goal 1:</b>	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.							
<b>Performance Objective 6</b>	Integrate 21 <sup>st</sup> century learning skills within the district							
<b>Summative Evaluation:</b>	Documentation of staff development offerings, updated teacher walkthrough, snapshot, grading rubrics and Student Satisfaction Survey							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
CISD Strategic Plan 2009	Pilot the utilization of rubrics that address 21 <sup>st</sup> Century learning skills and character traits.	Grades 4 and 5	Curriculum Directors, 4 <sup>th</sup> & 5 <sup>th</sup> Grade Reporting Committee	June 2010	May 2011	Campus Administrators, Director of New Tech High, PBL content specialists, I-Team, Head Librarian, cross discipline CCRS, partnership for 21 <sup>st</sup> Century Learning, and Buck Institute.	The 21 <sup>st</sup> Century skill rubric.	
CISD Strategic Plan 2009	Increase the number of physical and/or virtual learning environments that foster technology literacy and collaboration.	All	Assistant Superintendent for Curriculum and Instruction and Campus Administration, I-team, Librarian	August 2010	June 2011	Executive Director of Technology, I-Team, Curriculum Directors, Smartboards: MTA, IDEA stimulus, bond funds, and local funds Electronic pens, Skype, Podcasts, Service Learning Grants	Classroom walkthroughs, budget, student engagement surveys, and lesson plans.	

<b>Strategic Objective/Goal 1:</b>	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.							
<b>Performance Objective 7</b>	Increase connections between real world experiences and authentic classroom instruction							
<b>Summative Evaluation:</b>	Documentation of lessons containing real world experiences, service learning and authentic classroom instruction							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
Campus Feedback	Deliver and participate in professional learning series and support PLCs targeted to: <ul style="list-style-type: none"> <li>• Real world application</li> <li>• Service Learning</li> <li>• Differentiation inside/outside the classroom</li> <li>• Project-based, problem-based teaching/learning</li> <li>• Inquiry based instruction</li> <li>• Instructional technology</li> <li>• Concept based instruction</li> <li>• Tier I instruction</li> <li>• Authentic assessment</li> </ul>	All	Director of Staff Development, Classroom teachers, support staff, Administration	June 2010	July 2011	Curriculum directors, campus administrators, and teachers. Title I, II, III, IDEA stimulus, D.A.T.E. grant, Learn & Serve grant, Carl D. Perkins grant and local funds, PBL monthly meetings, GL updates, PD 360, Region X	Staff development offerings in Eduphoria and in (CIP) campus improvement plan	

CISD Strategic Plan 2009	Access parent talent pool at the beginning of the year or as needed to determine assets.	All	Campus Administrators, Classroom teachers	August 2010	June 2011	Teachers, PTOs, parents and guardians, Sign in sheet at Meet the Teacher/Curriculum Night	Campus improvement plans. PTO, lists of parent assets	
CISD Strategic Plan 2009	Increase opportunities for students to connect to the global community using technology tools such as distance learning, podcasting, and online courses.	All	Director of Advanced Academics, Director of School Improvement and Executive Director of Technology, Classroom teachers, librarian, campus IT	August 2010	June 2011	I Team, Club 21, and teachers. Title II, IDEA stimulus, and local funds, SD campus and district trainings	Lesson plans and Campus Improvement Plans, walkthroughs, Eduphoria participation, student products	
CISD Strategic Plan 2009	Provide varied learning experiences focusing on student choices.	All	Campus Administrators, Classroom teachers	August 2010	June 2011	Campus-wide student interest survey, K-5 Clubs, After school enrichments opportunities, Curriculum Directors, 21 <sup>st</sup> Century Learning White Paper, Bridges, Naviance, and ICLE Resources	CIP, lesson plans, and student/ teacher reflections	

District expectation	Student groups will represent each area within UIL	2-5	Director of School Improvement, UIL campus representative, team sponsors	Aug 2010	Jan 2011	Local Funds, Title Funds, resources/materials	January competition	

<b>Performance Strategic Objective 9:</b>	Expand program options and the learning continuum to reinforce strengths, needs, and interests of students served in the gifted and talented program							
<b>Summative Evaluation:</b>	The CISD GT Program Guide reflects an array of learning opportunities for gifted and talented students both within the school day as well as out of school options.							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
2010 Program Evaluation	Implement GT Scope and Sequence of Skills.	GT	Director of Advanced Academics and GT Committee	Sept 2010	Dec 2010	GT Committee Members and local funds	Copy of Revised Scope and Sequence	

GT State Plan Standards	Initiate additional out of school learning opportunities for students in their areas of interest.	GT	Director of Advanced Academics and GT Committee	September 2010	May 2011	GT Faculty, Coppell Gifted Association	List of out of school learning opportunities for students and enrollment numbers from Mosaic	
GT State Plan Standards	Develop a program to cultivate reading and writing talents.	GT and Advanced Academic Students	Director of Advanced Academics; Director of K-12 ELAR	September 2010	May 2011	GT Faculty and local funds	Program Description and Learning Opportunities	

<b>Strategic Objective/Goal 1:</b>	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.							
<b>Performance Objective 10:</b>	Sustain district-wide EC-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all special education curricular areas							
<b>Summative Evaluation:</b>	Annual, Review, and Dismissal (ARD) Committee paperwork, Individual Education Plans (IEP)							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
Special Ed. Permanent folder review; classroom walkthroughs; department meetings.	Continue advanced training in Standards-Based IEPs utilizing SpEd Management System (SEMS).	Special Ed	Directors of SpEd, Lead Diagnostician, Lead Speech Pathologist, SpEd Team Leaders	August 2010	June 2011	SpEd Teachers, Lead diagnostician, Lead Speech Pathologist, SpEd Team Leaders, SpEd Local and Federal Funds, PS Series suggested learning outcomes	ARD committee reports, IEP reviews	
CISD Strategic Plan, Research Based Practices	Continue to increase opportunities for SPED inclusion	All	All teachers and students, admin, counselor			Autism conference, Pemberton Co-teach training, Circle of Friends, Inclusion Week, ½ day planning per 9 wks: SPED funds	Parent/teacher conference notes, ARD meeting minutes, informal observations	



<b>Strategic Objective/Goal 1:</b>	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.							
<b>Performance Objective 11:</b>	Sustain a district-wide effective School Health Advisory Council (SHAC).							
<b>Summative Evaluation:</b>	CIP checklists							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
Student Satisfaction Survey	Implement SHAC recommended indicators for improving Coordinated School Health Programs on all campuses.	All	Director of Elementary Curriculum and Campus Administrators, Counselor, Nurse	July 2010	June 2011	SHAC Committee indicators, members, and SHAC campus reps	CIPs	

<b>Strategic Objective/Goal 1:</b>	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.							
<b>Performance Objective 12:</b>	Implement the requirements and purposes of IDEA by meeting State and Federal targets							
<b>Summative Evaluation:</b>	Annual, Review, and Dismissal (ARD) Committee paperwork, Individual Education Plans (IEP), Full and Individual Evaluations (FIE), Annual Performance Report (APR)							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
State Performance Plan (SPP) Indicators Referral Logs Child Find Logs	Participate in advanced training on State and Federal timelines/guidelines.	SpEd	Directors of SpEd, Lead Diagnostician, Lead Speech Pathologist	July 2010	June 2011	Intervention Services Personnel, Region 10, SpEd Local and Federal funds	Documentation of Intervention Services staff development Eduphoria records	

<b>Strategic Objective/Goal 1:</b>	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.							
<b>Performance Objective 13:</b>	Improve student performance and program effectiveness by meeting State and Federal standards <ul style="list-style-type: none"> <li>• Meet or exceed the state target percentage of students graduating with a Recommended High School Program (RHSP) who are receiving special education services.</li> <li>• Maintain acceptable percentage related to state target of In-School Suspension (ISS) placements for students receiving special education services.</li> </ul>							
<b>Summative Evaluation:</b>	Public Education Information Management System (PEIMS) reports, Performance-Based Monitoring Analysis System (PBMAS) reports, Academic Excellence Indicator System (AEIS) reports, SpEd Referral Reports							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
AEIS Reports PEIMS Reports PBMAS Reports SpEd Referral Reports.	Participate in advanced training on disproportionate representation in SpEd to all stakeholders.	All	Directors of SpEd, Curriculum Department, Diagnosticians, Speech Pathologists	July 2010	June 2011	Intervention Services Personnel, Region 10, Curriculum Department, Campus Administrators, Promoting Success Teams (PST), Rtl, SpEd Local and Federal Funds	PST Reports, SpEd Referral Reports, Eduphoria records, Agendas	

<b>Strategic Objective/Goal 1</b>	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.							
<b>Performance Objective 14:</b>	Ensure equitable distribution of highly qualified teachers.							
<b>Summative Evaluation:</b>	Teacher retention rates							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
Teacher Turnover Rates and exit interviews.	Mentor beginning educators to improve effective teaching and performance and promote the personal and professional well-being of beginning teachers.	Beginning Educators (0-1 years of experience)	Executive Director of HR, Director of Staff Development, Director of School Improvement, BEAM team, Mentors	Aug 2010	July 2011	BTIM grant, Title II funds, local funds, technology/Google Apps training	Teacher retention rate, Teacher exit interviews and Beginning Teacher and Mentor Journals	

<b>Strategic Objective/Goal 1:</b>	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.							
<b>Performance Objective 15:</b>	Expand opportunities for student choice (elementary/secondary) in meaningful learning experiences							
<b>Summative Evaluation:</b>	Student and Teacher Reflections on the educational impact associated with student choice in learning experiences.							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
CISD Strategic Plan 2009	Provide varied learning experiences focusing on student choice using a variety of teaching methods such as PBL	All	Assistant Superintendent of Curriculum and Instruction	Aug 2010	June 2011	Director of Staff Development, PD360, Curriculum Directors and Campus Admin, PBL lead campus events per grade levels, Clubs, After school enrichment	Course offerings and teacher lesson plans	
CISD Strategic Plan 2009	Train teachers in a variety of learning methods that give more options for student choice in academic experiences	All	Assistant Superintendent of Curriculum and Instruction	Aug 2010	June 2011	Director of Staff Development, PD360, Curriculum Directors and Campus Admin, Addition of SmartBoards,  Matching Funds: Local Funds:	Eduphoria records, classroom walkthroughs, and campus needs assessment	

<b>Strategic Objective/Goal 1:</b>	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.							
<b>Performance Objective 15:</b>	Expand opportunities for student choice (elementary/secondary) in meaningful learning experiences							
<b>Summative Evaluation:</b>	Student and Teacher Reflections on the educational impact associated with student choice in learning experiences.							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
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	Aug 2010	June 2011	Directors of Curriculum and Teachers, Gizmos, Title I: \$2500	Student Satisfaction Survey Data, rubrics, results of pretesting, interest inventories, student differentiated products	



<b>Strategic Objective/Goal 2:</b>	We will identify CISD character traits to be integrated throughout the district and develop means to assess student demonstration of those traits.							
<b>Performance Objective 2:</b>	Embed Character Education within the CISD Curriculum, including through service learning projects, in order to reach all students							
<b>Summative Evaluation:</b>	Documentation of campus character education program within each Campus Improvement Plan and Curriculum Management System							
<b>Needs Assessment</b>	<b>Action steps</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
CISD Strategic Plan 2009	Develop reflection methods within appropriate content areas which guide students to recognize Character Traits.	All	Curriculum Directors, Classroom teachers, Service Learning Reps	August 2010	June 2011	List of Character Education best practices and resources, instructional specialists, content curriculum writers and local funds	CISD curriculum documents, lesson plans, classroom visits, use of project rubrics	
CISD Strategic Plan 2009	Embed the assessment of character traits into existing grading practices utilizing project rubrics.	All	Classroom Teacher	August 2010	June 2011	Rubrics for Assessing Character Traits, Curriculum Directors, Service Learning Coordinator and local funds	Project Rubrics	
Campus/service learning coordinator feedback	Integrate Service Learning and other Character Ed. projects into existing content area curriculum where appropriate.	All	Curriculum Directors, Service Learning Coordinator	August 2010	June 2011	CISD curriculum writers, Service Learning Reps and Service Learning Grant, Slant 45	Classroom visits, curriculum documents	
CISD Strategic Plan 2009	Establish and publish the process for a campus based system for recognizing students exhibiting positive character traits and for reporting character concerns.	All	Campus Administrative Staff and Teachers, Counselor	August 2010	June 2011	Director of School Improvement, Character Education List of Resources	Newsletters and Recognition Ceremonies	

<b>Strategic Objective/Goal 2:</b>	We will identify CISD character traits to be integrated throughout the district and develop means to assess student demonstration of those traits.							
<b>Performance Objective 3:</b>	Create a culture where positive character qualities are demonstrated daily							
<b>Summative Evaluation:</b>	Documentation on shared community/CISD website							
<b>Needs Assessment</b>	<b>Action steps</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
Community and Campus Feedback	Provide students with opportunities that foster character development outside of the campus and within the community.	All	Campus Administrator, Climate Team, Grade levels with PBL	August 2010	June 2011	Site-based or other existing committees representative of the school's community	Publicized list of student opportunities	
CISD Strategic Plan, NCLB requirement	Provide parental involvement activities to enhance the school/home connection	All	PTO, Admin, VRE staff and students	August 2010	June 2011	Adult ESL, parent trainings, PTO and campus after school programs, Parental Involvement Conference, Title I: \$2755 Parent Involvement Materials, Title I: \$500	Attendance sheets, increased attendance, survey feedback	



<b>Strategic Objective/Goal 2:</b>	<b>We will identify CISD character traits to be integrated throughout the district and develop means to assess student demonstration of those traits.</b>							
<b>Performance Objective 4:</b>	Sustain a District-wide safe and drug free school programs							
<b>Summative Evaluation:</b>	Post-instruction assessment							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
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	June 2010	July 2011	PEIMS data, SROs, Counselors, parents and Campus Administrators	Discipline Referrals, Anecdotal campus reports	
Discipline Referrals, Anecdotal campus Reports	Increase the effectiveness of the relational aggression prevention program <ul style="list-style-type: none"> <li>• Bullying</li> <li>• Dating/relational violence</li> </ul>	All	Director of School Improvement, Counselors, Teen Leadership teachers	August 2010	June 2011	Support materials, Teen Leadership curriculum, School Resource Officers (SROs), and Region X CISSS, School Climate Committee	Curriculum documents, counselor & nurse feedback, discipline data	

<b>Strategic Objective/Goal 2:</b>	<b>We will identify CISD character traits to be integrated throughout the district and develop means to assess student demonstration of those traits.</b>							
<b>Performance Objective 5:</b>	Sustain a district-wide safe and drug free school programs							
<b>Summative Evaluation:</b>	Post-instruction assessment							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
Student Satisfaction Survey and Discipline Reports	Provide small group anti-bullying counseling.	All	Counselors	August 2010	June 2011	Teachers, Assistant Principals, and anti-bullying program and research	Counseling log and discipline reports	
Student Satisfaction Survey	Provide parent education sessions on bullying prevention.	All	Counselors	August 2010	June 2011	Local Funds, District guidelines and anti-bullying program and research	Parent sign-in sheets and workshop evaluation feedback forms	

<b>Strategic Objective/Goal 3 :</b>	<b>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.</b>							
<b>Performance Objective 1:</b>	Increase CISD staff's level of technology integration expertise (proficiencies) through a differentiated staff development program that addresses 21st Century technology skills.							
<b>Summative Evaluation:</b>	Documented cumulative evidence of staff growth and progress over time in achieving 21st Century technology skills.							
<b>Needs Assessment</b>	<b>Action steps</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
Survey of surrounding districts; meetings with department and/or campus personnel.	Implement an assessment to determine technology integration proficiency levels of CISD staff and establish baseline proficiency.	All	Executive Director of Technology, Curriculum Department; Integration Specialists; classroom teachers	July 2010	June 2011	Data collection and planning time for Integration Specialists and technology local funds	Developed assessment product	
Meetings with department and/or campus personnel.	All CISD staff members will develop annual technology goals using a proficiency objectives document.	All	Campus Administrators	July 2010	June 2011	Staff members, proficiency objectives document, annual review materials and Integration Specialists	Evaluations by supervisor and/or principal, annual goals documentation	

Meetings with department and/or campus personnel.	Train all staff on how to use the proficiency objectives document.	All	Executive Director of Technology	July 2010	June 2011	Integration Specialists, Trainers, facilitators, Eduphoria Workshop, local funds and Proficiency objectives document	Eduphoria Transcripts, District and Campus visits	
Meetings with department and/or campus personnel.	Annually assess and evaluate staff proficiencies using developed assessment.	All	Executive Director of Technology, Principals	July 2010	June 2011	Integration Specialists, and Proficiency objectives document	District and Campus level walkthroughs/ campus visits, Evaluations by trained staff	

<b>Strategic Objective/Goal 3 :</b>	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.							
<b>Performance Objective 2:</b>	Ensure the availability of resources necessary for students to create digital portfolios, and utilize communication tools such as wikis, blogs, and social networking.							
<b>Summative Evaluation:</b>	Research evidence and data collected regarding 21st Century best practices, developed training documentation, Eduphoria training offerings, and all policies and procedures reflect current standards and recommendations.							
<b>Needs Assessment</b>	<b>Action steps</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
Meetings with Director of Staff Development, Integration Specialists, campus personnel.	Define and train teachers on the use of Web 2.0 communication tools, such as wikis, blogs, etc.	All	Executive Director of Technology	July 2010	June 2011	Director of Staff Development, Integration Specialists, various online resources and Title II, and local funds	Developed training materials, Eduphoria training sessions	
Meetings with Director of Staff Development, Integration Specialists, campus personnel.	Train teachers in use of Google Apps and Documents	All	Campus admin, Campus IT, librarian	Sept 2010	June 2011	Campus training, IT support, teacher incentives for usage	Student/teacher tech products, lesson plans, walkthroughs	

<b>Strategic Objective/Goal 3 :</b>	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.							
<b>Performance Objective 3:</b>	Develop a green IT strategy and promote green initiatives to reduce energy costs and appropriately manage electronic waste.							
<b>Summative Evaluation:</b>	District energy report, implementation of District-wide recycling program, and developed “green” initiatives and programs at all campuses.							
<b>Needs Assessment</b>	<b>Action steps</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
Meetings with department and/or campus personnel; Survey surrounding districts; Vendor feedback.	Develop, integrate and promote ways to conserve resources to all stakeholders.	All	Executive Director of Technology	July 2010	June 2011	Technology Integration Specialists, various online resources, third-party vendors, department/campus staff, students Paperless days/weeks, Google Apps, web-based LA adoption	Compiled research data and reports, developed implementation of campus “green” awareness programs, reduction in the amount of paper that is used across the District	

