



Wilson Elementary
CAMPUS IMPROVEMENT PLAN
2009- 2010

DEANA D. HARRELL
PRINCIPAL

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.

Summary:

W.H. Wilson Elementary is a recognized campus serving 505 students in grades Pre-Kindergarten through Fifth Grade, which includes a section of bilingual Pre-Kindergarten, First Grade, Second Grade and Third Grade. A dual immersion program is in place in Kindergarten and Fourth Grade. The faculty and staff strive not only to help the diverse student population meet minimum standards set forth by the State, but to individualize each student's education by supporting and encouraging the student's interests and creating opportunities for students to excel in the fine arts and participate in service learning. Parents and community partnerships are an essential part of Wilson's vision as we work "Together for Children."

The Campus Improvement Plan for 2009-2010 focuses on excellence for all students. Wilson will use a variety of differentiation strategies to tailor instruction to meet specific learning needs that will engage all learners. We will continue our commitment to refining and implementing instructional Best Practices in all content areas.

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 Early Childhood-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas.
- **Performance Objective 3:** We will 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 appropriate skills in categories such as critical thinking, goal setting, problem solving, organization/time management, and cooperation/presentation.
- **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:** Expand the Career and Technology programs to increase opportunities to all CISD students.

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:** Create a culture where positive character qualities are demonstrated daily.
- **Performance Objective 3:** Focus integration of service learning into curriculum as a means of authentic character development.

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.

CAMPUS SITE-BASED COMMITTEE

2008 - 09 COMMITTEE MEMBERS

DEANA HARRELL
BRENDA CRAVEN
ARACELY OCEGUEDA
COLLEEN WHITE
MEGAN RITZEL
TERRI RUTLEDGE
ERIC HANSON
LINDSAY MONTELEONE



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
2007-2008 Results	97%	100%	97%	93%	88%	94%	92%	86%	NA	100%
2008-2009 Results	96%	100%	98%	92%	89%	75%	70%	77%	NA	100%
Improvement Status	-1%	-----	+1%	-1%	+1%	-19%	-22%	-9%	NA	-----
2009-2010 Goals	100%	100%	100%	100%	100%	100%	100%	100%	NA	100%

		Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders.
		1. Struggling to meet the learning needs of our economically disadvantaged population. Will need to examine the interventions available and revise them to better meet the learning needs of this population.
		2. Continue to be strong in the performance of our GT population. Will compare TAKS data to the EOY MAP data for our campus.
		3. Had difficulty meeting the needs of all of our special education students this year with the number of special programs on campus and the shifting that had to occur to meet those needs. Will have to re-examine the special education teacher's case loads.

Math TAKS Scores (%)	All Students	African American	White	Hispanic	Econ Disadv	LEP	Spec Ed	At-Risk	CATE- (Secondary Only)	GT
2007-2008 Results	96%	100%	98%	90%	85%	88%	85%	84%	NA	100%
2008-2009 Results	95%	100%	98%	84%	81%	77%	75%	81%	NA	100%
Improvement Status	-1%	-----	-----	-6%	-4%	-11%	-10%	-3%	NA	-----
2009-2010 Goals	100%	100%	100%	100%	100%	100%	100%	100%	NA	100%

		Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders.
		1. Our Hispanic scores decreased slightly. This is not due to the addition of our Bilingual Third Grade section.
		2. Our Economically Disadvantaged and LEP scores also decreased. We need to monitor the process for students being granted exemptions and need to have a thorough review of the data available before making testing decisions for LEP students.
		3. The Investigations mathematics curriculum needs to be implemented with consistency across all grade levels.

Writing TAKS Scores (%)	All Students	African American	White	Hispanic	Econ Disadv	LEP	Spec Ed	At-Risk	CATE- (Secondary Only)	GT
2007-2008 Results	96%	100%	94%	100%	100%	100%	0%	91%	NA	100%
2008-2009 Results	98%	100%	100%	89%	88%	89%	100%	94%	NA	100%
Improvement Status	+2%	-----	+6%	-11%	-12%	-11%	100%	+3%	NA	-----
2009-2010 Goals	100%	100%	100%	100%	100%	100%	100%	100%	NA	100%

		Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders.
		1. Our TAKS writing numbers improved significantly this year. Implementation of Write from the Beginning has been constant in the building for 2 years now and may have contributed.
		2. With 4 th grade going to a self-contained model next year, it will be important that the experienced writing teachers share their successes with the teachers who have never taught writing.
		3. Need to review the interventions possible for students who attend READ 180 and spend the majority of the LA instructional time in the course. It does not have a strong writing component and we need to have an intervention plan to make that successful.

Science TAKS Scores (%)	All Students	African American	White	Hispanic	Econ Disadv	LEP	Spec Ed	At-Risk	CATE- (Secondary Only)	GT
2007-2008 Results	94%	-0-	95%	93%	89%	80%	67%	67%	NA	100%
2008-2009 Results	95%	100%	98%	89%	82%	78%	66%	80%	NA	100%
Improvement Status	+1%	-----	+3%	-4%	-7%	-2%	-1%	+13%	NA	-----
2009-2010 Goals	100%	100%	100%	100%	100%	100%	100%	100%	NA	100%

		Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders.
		1. At-risk scores went up as a whole, but there was a decline in both our Hispanic and Economically Disadvantaged groups.
		2. We will need to continue to implement and refine our science note booking practices.
		3. We need to look at intervention practices for students who are at-risk.

Social Studies TAKS Scores (%)	All Students	African American	White	Hispanic	Econ Disadv	LEP	Spec Ed	At-Risk	CATE- (Secondary Only)	GT
2007-2008 Results	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
2008-2009 Results	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Improvement Status	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
2009-2010 Goals	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

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

		Attendance: Discuss your attendance rate, concerns and celebrations. List any actions and resources
		Our attendance rate held steady this year. We filed truancy for students who were in violation of state attendance laws.
		We sent attendance and tardy letters to students who were at risk for exceeding the state's 90% rule at the end of each nine weeks. In addition, we made phone calls and had parent conferences to discuss ways to help improve specific students' problems with attendance and tardies.

		Retention (if applicable): Discuss your retention concerns and celebrations. List any actions and resources
		<p>We have nine retentions in the building for the 2008-2009 school year. Four of those are students in Kindergarten. One is a student without a foundational language who will be moving from an English-speaking 4th grade to the dual immersion 4th grade in the fall. The other retentions are student who have not met benchmarks this year, have received interventions and continue to struggle.</p>

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, Forethought lesson plans and curriculum-based assessments (CBAs)							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
CBA data, campus & community feedback, CBA data/local assessment comparison, RTI data	Monitor the deliver of instruction to ensure alignment with CISD curriculum	All	Campus Administration	June 2009	July 2010	Extended planning time, Performance Series data review process, TEKS, Forethought documents, Rigor/Relevance Framework, CISD Curriculum Handbook	Forethought lesson plans, Classroom walk-throughs, Agendas from teacher/administration meetings, PST meetings and RTI data	
Observations, CBA data/local assessment comparison	Utilize Performance Series and local assessment data to inform instruction	All	Campus Administration and Instructional Staff	August 2009	June 2010	Performance Series Data	Forethought lesson plans, Classroom walk-throughs, and Agendas from teacher/administration meetings, PST meetings and RTI data	
TAKS data, CBAs, AEIS data	Intervene with targeted students to increase academic performance	Identified students	Classroom teachers, Campus Title 1 Teacher, Tutor, Homework Help Center Staff	September 2009	May 2010	Grade level scheduled intervention time, \$28,100 T1, \$7000 SCE, \$6500 T1	Increased student achievement as indicated on report cards, CBAs and TAKS tests	

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Summative Evaluation:	Unit plans, Forethought lesson plans and curriculum-based assessments (CBAs)							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
TELPAS data, Observations, CBA data/local assessment comparison	Implementation of the English Language Proficiency Standards	All	Campus Administration, Instructional Staff, ESL /Bilingual Facilitator	August 2009	June 2010	Path to Proficiency, an extension of Thinking Maps, TEKS, and ELPS	Forethought lesson plans, Classroom walk-throughs, Oral language proficiency testing data, district benchmark tests and 2010 TELPAS data.	
Observations, CBA data/local assessment comparison, TAKS scores	Science Lab Requirements for new TEKS	All	Campus Administration and Instructional Staff	August 2009	June 2010	Foss Kits, CISD Curriculum Handbook, Forethought lesson plans, CISD nature park lessons	District Benchmark data and teacher observation and assessment	
Observations, CBA data/local assessment comparison, TAKS scores	Align grade level implementation of the Investigations Mathematics scope and sequence	All	Classroom teachers, Campus Administration	August 2009	June 2010	CISD Curriculum Handbook, CISD mathematics scope and sequence	Forethought lesson plans, student performance through standards based reporting and through teacher observation	

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 campus-wide Early Childhood-5 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas.							
Summative Evaluation:	Align the written, taught and assessed concept-based curriculum, walkthroughs, Forethought lesson planning							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
PIEMS information, Quantitative data such as AEIS, TAKS Summary Reports, CBAs, Ruby Payne Student Resource Inventory	Implement Ruby Payne's <u>Strategies for Creating Student Success with Under Resourced Learners</u>	All	Campus Administration	June 2009	July 2010	Under Resourced Learner DVD series, team to attend Ruby Payne 2010 training, \$5120 Title1; \$5000 SCE	Teacher observation, parent conferences, student performance on CBAs and through documentation of students 'achieved standards	
Qualitative data such as surveys, writing folder reviews, grade level meetings, team leader meetings, classroom walk-throughs, etc.	Provide training for staff in Thinking Maps: <i>Pathway to Proficiency</i> to provide additional differentiated strategy options for students through Thinking Maps.	All	Assistant Principal and Trainer of Trainers Staff	August 2009	June 2010	Path to Proficiency notebooks for each teacher, \$2000 Title 1	Forethought lesson plans, student performance through standards based reporting, teacher observation, and administrative walk-throughs	
AEIS data, TAKS data, CBAs, Meetings with grade level teachers, observation	Provide Quantum Learning Training in student engagement	All	Campus Administration	Oct 2009	March 2010	\$2455 SCE to be combined with Coppell Education Foundation Staff Development Grant from Spring of 2009	Increased student engagement, increased student achievement	

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Performance Objective 2:	Sustain campus-wide Early Childhood-5 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas.							
Summative Evaluation:	Align the written, taught and assessed concept-based curriculum, walkthroughs, Forethought lesson planning							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Quantitative data such as AEIS, TAKS Summary Reports, CBAs, etc. Qualitative data such as surveys, writing folder reviews, team meetings, team leader meetings, classroom walkthroughs, etc.	Monitor the implementation of Researched-Based Practices and the RtI Process	Instructional staff	Campus Administration	August 2009	June 2010	Curriculum Department, Intervention Services, Counselor	Instructional Snapshots, Forethought lesson plans, PST meeting minutes	
AEIS, Title 1 Requirement	Create a comprehensive plan to assist students transitioning to Pre-Kindergarten and to 6 th Grade	4 year olds and 5 th Grade Students	Campus Administration, Pre-Kindergarten Teacher, 5 th Grade Teachers, Counselor	Dec 2009	June 2010	Elementary Curriculum Director, Middle School Administration	Transition Plan, Meeting Agendas, Parent Information	

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Performance Objective 3:	We will communicate the district assessment plan to parents and teachers and report outcomes individually to parents and collectively to stakeholders.							
Summative Evaluation:	Documentation of community attendance and feedback, parent conferences and PTO communication through monthly meetings.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Observations, CBA data/local assessment comparison, TAKS scores	Inform parents on Curriculum Night through district presentations and grade level information packets	All	Instructional Staff	June 2009	July 2010	CISD Curriculum Handbook, CISD content area scope and sequences, TEKS, ELPS and SBRCs	Parent conferences, student success through standards based reporting	
Observations, CBA data/local assessment comparison, TAKS scores	Brown Bag Lunch and Dinner on SBRC	All	Instructional staff and campus administration	August 2009	June 2010	Classroom walkthroughs, district support videos on SBRC, Curriculum nights, parent conferences	Parental feedback and conferences, student success through standards based reporting	
Observations, CBA data/local assessment comparison, TAKS scores, RTI documentation	Continue monthly teacher meetings with campus admin.	All	Campus administration	August 2009	June 2010	PST meetings, monthly team meetings	RTI documentation, team minutes agendas	
Observations, CBA data/local assessment comparison, TAKS scores, participants in Dual Immersion program	Meet with Dual Immersion parents re: report cards, assessment data, TELPAS and, Coppell Spanish Language Proficiency Assessment System (CSLPAS)	Dual Immersion students	Instructional staff and campus administration	August 2009	June 2010	IPT tests, CISD Curriculum Handbook, CISD content area scope and sequences, TEKS, ELPS, and TELPAS	Forethought lesson plans, Classroom walk-throughs, Oral language proficiency testing data, district benchmark tests and 2010 TELPAS data.	

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Performance Objective 3:	We will communicate the district assessment plan to parents and teachers and report outcomes individually to parents and collectively to stakeholders.							
Summative Evaluation:	Documentation of community attendance and feedback, parent conferences and PTO communication through monthly meetings.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
PIEMS information concerning LEP students, parent conversations and inquiries, feedback from classroom teachers and staff	Continue quarterly meetings with Parents of English language learners to create a cultural connection between home and school.	Parents of English language learners	ESL/Bilingual/Dual Immersion Facilitator	August 2009	June 2010	Newsletters, community information, district information	Parental involvement in school activities and volunteering. Student achievement in the classroom. Staff feedback	
Qualitative data, TAKS summary reports, teacher and student input along with CBAs	Maintain implementation of student-led conferences two times a year	All	Instructional staff	August 2009	June 2010	Student created portfolios that represent concepts learned, PowerPoint presentations, data binders and other creative student products that show growth over time	Parental feedback, student participation and feedback, teacher observation and assessment, student,	

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 4:	Expand district educational and business partnerships with the local and global community.							
Summative Evaluation:	Documentation of community attendance and feedback, parent conferences and participation in school activities, PTO							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Conversations with parents and community, TEKS, Teacher requests	Introduce campus resource form to identify parents and community members that could provide information on a career or service to our school community.	All	Instructional staff, campus administration, and PTO	June 2009	July 2010	Parent volunteers, Newsletter requests for help, community information, district information	Utilization of Wilson family resources through volunteers, and vendors, family and Community involvement in career day and other relative curricular activities	
CBA data, campus & community feedback, CBA data/local assessment comparison	Introduce a community partnership with Your Federal Credit Union to begin teaching students about fiscal responsibility through opening savings accounts.	All	Assistant Principal, CISD School Board Liaison, Representative from Your Federal Credit Union	August 2009	June 2010	Student participation in savings accounts through Your Federal Credit Union	Student participation records from Your Federal Credit Union, staff and parental feedback	

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 4:	Expand district educational and business partnerships with the local and global community.							
Summative Evaluation:	Documentation of community attendance and feedback, parent conferences and participation in school activities, PTO							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
RTI documentation, Teacher referrals, PIEMS data, Ruby Payne Resource Assessment	Utilize IBM partnership for Hispanic Employee Promoting IBM to provide student mentors	At risk students	Assistant Principal, CISD School Board Liaison, IBM Employee	August 2009	June 2010	Student participation in IBM mentor program to increase student achievement.	Student achievement on district CBAs, classroom assessments and overall attitude and performance in school	
LPAC requirement, ESL Parent Meeting conversations, teacher request	Liaison for parent meetings, access resources for parents	All	ESL/Bilingual/Dual Immersion Facilitator	August 2009	June 2010	TEA LPAC district documentation and procedures, Spanish interpretations of documents in English	Parental involvement and feedback, student participation and feedback, teacher observation	
PIEMS LEP information, parent conversations and inquiries, feedback from classroom teachers and staff	Implement the Latino Literacy Project to support parents by providing them with skills and strategies to help their children at home with literacy.	All	ESL/Bilingual/Dual Immersion Facilitator, Trained Staff, and Campus Administration	August 2009	June 2010	Latino Family Literacy Kit providing books in English and Spanish, \$6500 T1, \$2500 T1	Parental involvement and feedback, student participation and feedback, teacher observation and literacy assessments	

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 5:	Implement a system or systems to assess appropriate skills in categories such as critical thinking, goal setting, problem solving, organization/time management, and cooperation/presentation.							
Summative Evaluation:	Parental and student feedback on student led conferences							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
SBRC, Observations, CBA data/local assessment comparison, TAKS scores, classroom observations and discussions	Teachers will facilitate student goal setting in student led conferences	All	Instructional Staff and students	June 2009	July 2010	Technology such as the use of iPods in podcasting, PowerPoint presentations	Teacher observation, parent conferences, student performance on CBAs and through documentation of students ' achieved standards	
SBRC, CBA data/local assessment comparison, TAKS scores, AEIS, classroom observations and discussions	Students will create Data Binders or Portfolios to track their progress for the instructional year	All	Instructional Staff and students	August 2009	June 2010	Data binders or Portfolios will be provided for students to track their academic progress throughout the year	Teacher observation, parent conferences, student performance on CBAs and through documentation of students ' achieved standards	

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:	Parent, student and teacher evaluation of implemented programs and activities							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Quantitative data such as AEIS, TAKS Summary Reports, CBAs,	Implement best practices from <i>Model Schools Conference</i> in Atlanta, June 09	All	Leadership Team and campus administration	June 2009	July 2010	Harry Wong DVD, book on The First Days of School, Information on brain research, utilizing the rigor and relevance framework for instruction, critical thinking strategies, using technology to enhance instruction	Test scores, campus climate and culture that support the Rigor, Relevance and Relationships framework	
Quantitative data such as AEIS, TAKS Summary Reports, CBAs,	Create a leadership team, "Forging the Future" to plan for 10-11	All	Staff attending Model Schools Conferences in 09-10 and Team leaders	August 2009	June 2010	Before school meetings, site visits to schools implementing a vertical instruction model, book study, Engaging the Future Grants	Test scores, campus climate and culture that support the Rigor, Relevance and Relationships framework	
Drill Down Technology needs assessment for 21 st Century Schools	Promote Technology Utilization and Integration Plan	All	Technology Integration Specialist, campus administration and instructional staff	August 2009	June 2010	Matching funds, local education money,	Increased proficiency levels in utilizing technology for instruction	

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Performance Objective 6:	Integrate 21 st century learning skills within the district							
Summative Evaluation:	Parent, student and teacher evaluation of implemented programs and activities							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Wilson Dual Immersion survey, parental feedback on 09-10 project, Brown Bag lunch attendance, 19 TAC, chapter 89, Section 89.1205 requires districts to provide bilingual education.	Continue Implementation of Dual Immersion program at Wilson in kinder.	Bilingual, potential reg. ed. students and dual immersion students	Campus Administration Bilingual and Dual immersion staff	August 2009	June 2010	Action research information collected from the teachers implementing the Dual Immersion model in kindergarten <u>Dual Language Essentials</u> by David and Yvonne Freeman	Forethought lesson plans, Classroom walk-throughs, Oral language proficiency testing data in Spanish and English, district benchmark tests and 2010 TELPAS data, Parental and student feedback	

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:	Parent, student and teacher evaluation of implemented programs and activities							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Wilson Dual Immersion survey, parental feedback on 09-10 project, Brown Bag lunch attendance, 19 TAC, chapter 89, Section 89.1205 requires districts to provide bilingual education.	Begin Program planning for first grade Dual Immersion addition in 10-11	Bilingual and dual immersion students	Campus Administration Bilingual and Dual immersion staff	August 2009	June 2010	Action research information collected from the teachers implementing the Dual Immersion model in kindergarten <u>Dual Language Essentials</u> by David and Yvonne Freeman, Site visits and additional training on dual language implementation	Forethought lesson plans, Classroom walk-throughs, Oral language proficiency testing data in Spanish and English, district benchmark tests and 2010 TELPAS data.	
Highly Qualified Report under NCLB	Create a campus interview team to participate in the CISD Job Fair and other staff recruiting opportunities to maintain district and campus philosophical alignment	Instructional staff	Campus Administration	December 2009	June 2010	Campus Committee Members	Job Fair Committee Meetings	

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Performance Objective 7:	Increase connections between real world experiences and authentic classroom instruction.							
Summative Evaluation:	Student participation and achievement as well as 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	Documented
TEKS, 3 rd grade scope and sequence, Rigor, Relevance and Relationship Framework	Continue implementation of the third grade Economics Fair to promote awareness and understanding of a free market economy through buying and selling products	All	Third grade team	June 2009	July 2010	Student created products are created bought and sold to teach an economics unit.	Assessment Rubrics, student understanding of the economic process	
Rigor, Relevance and Relationship Framework	Begin year two of Ranger University.	All	Instructional Staff and campus administration	August 2009	June 2010	Instructional strategies taught through university classes created by staff that reflect real life interests of students, "Trimester" elective schedule	Reflective evaluations by students, staff and parents	
Teacher observation, student involvement	Promote student leadership training	All	Fifth grade instructional staff	August 2009	June 2010	Leaders R US, Student Council Training	Student reflection, Parent participation and attendance, feedback from the community	

2008-2009, Ranger Chorale project through attendance requests from Hearthstone Assisted Living in Lewisville, and local malls for performances	Continue Ranger Chorale performances to sing as a service learning project for area assisted living homes and local malls	Ranger Chorale	Music Teacher, Campus Administration	August 2009	June 2010	Spaghetti dinner in the fall to raise money for the choir, PTO support, teacher and staff sponsors.	Student reflection, Parent participation and attendance, feedback from the community	
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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 8:	Expand the Career and Technology programs to increase opportunities to all CISD students.							
Summative Evaluation:	Student reflections and career goal setting for possible future careers							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
District Strategic Plan	Promote a spring Career Fair to highlight careers for students	All	Counselor	June 2009	July 2010	Wilson resource information collected on careers of Wilson parents. Student goal setting forms	Student goal setting forms and plans for the future	
District Strategic Plan	Promote a partnership with Career and College Mobil Program from TWU	4 th and 5 th grade students and their families	Assistant Principal, CISD School Board Liaison	August 2009	June 2010	Mobil Unit from TWU that visits a campus on a scheduled day for students and parents	Teacher, Student and, parental feedback on the program	

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.							
Summative Evaluation:	Evidence of reduced disciplinary problems characterized by a caring and learning environment							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Ruby Payne, resource surveys on students	Integrated counseling lessons targeted to support classroom needs and reduce incidents of bullying	All	Counselor	June 2009	July 2010	Project Wisdom: Helping Students Make Wiser Choices, and C3 Character, Curriculum and Community Program	Student behavior, teacher observation, and growth in student achievement	
Campus Input	Continue tracking student participation in service learning projects	All	Campus Administration and Service Learning Leaders	August 2009	June 2010	Campus staff, Documentation of SL hours, staff listing of projects, SL participation form	SL participation form, Report of SL projects	

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:	Create a culture where positive character qualities are demonstrated daily.							
Summative Evaluation:	Evidence of reduced disciplinary problems characterized by a caring and learning environment							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Staff observation and behavior data collected for PST meetings.	Promote the "Catch you doing good" and Citizens At-Large incentives at Wilson	All	Instructional Staff and Campus Administration	June 2009	July 2010	Wilson Tickets collected weekly, one per grade level, to have breakfast with the counselor, Citizens at large will be named at quarterly spirit assemblies	Behavioral data collected by teachers	
Staff observation and behavior data collected for PST meetings.	Begin Project Wisdom Program shared on Wilson Student led T.V. announcements through WRNG	All	Counselor and WRNG, 5 th grade student morning news team	August 2009	June 2010	Project Wisdom Program	Behavioral data collected by teachers	

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 4:	Focus integration of service learning into curriculum as a means of authentic character development.							
Summative Evaluation:	Student generated service learning projects							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
21 st Century Schools	Utilize the Green Team and Student Council through Ranger University to promote recycling and service learning activities	All	Instructional Staff	June 2009	July 2010	Recycling bins for plastics, paper, needs as identified by teachers, staff and students for Student Council	Amounts of recycled paper and plastic to promote future recycling projects, staff climate and culture	

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 Wilson staff's level of technology integration expertise (proficiencies) through a differentiated staff development program that addresses 21 st century technology skills.							
Summative Evaluation:	Teacher lesson plans and student products that reflect 21 st century learning through technology							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Drill Down Technology needs assessment for 21 st Century Schools	Utilize technology survey with all stakeholders	All	Campus technology specialist, and campus administration	June 2009	July 2010	Matching funds proposal	Products and student performance with technology, integration of technology to be used as a tool for learning as opposed to use for teaching	
Drill Down Technology needs assessment for 21 st Century Schools	Utilize Smart Boards, Student Response Systems, Podcasting and Distance Learning as a campus initiative	All	Campus technology specialist, campus administration, and librarian	August 2009	June 2010	Matching Funds project that provided smart boards, Tandberg Media, (Distance Learning) Training and technology instruction at monthly staff meetings and District Professional development website, IPOD carts	Lesson Plans and student products that reflect teacher and student proficiency in working with new hardware	

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 Wilson staff's level of technology integration expertise (proficiencies) through a differentiated staff development program that addresses 21 st century technology skills.							
Summative Evaluation:	Teacher lesson plans and student products that reflect 21 st century learning through technology							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Drill Down, Technology needs assessment for 21 st Century Schools	Share Techbytes at faculty meetings	All	Campus technology specialist	October 2009	June 2010	Training and technology instruction at monthly staff meetings	Products and student performance with technology, integration of technology to be used as a tool for learning as opposed to use for teaching	

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 2:	Ensure the availability of resources necessary for students to create digital portfolios, and utilize communication tools such as wikis, blogs, and social networking							
Summative Evaluation:	Student and staff participation in the Wilson Bluebonnet Blog							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Student interest and feedback, Grade level TEKS and 21 st Century Learning	Participate in Bluebonnet blogs through the Wilson Library.	All	Campus Librarian	June 2009	July 2010	Bluebonnet books and presentations,	Student and staff participation in the blog project. Circulation of Bluebonnet books read at Wilson	

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 3:	Develop a green IT strategy and promote green initiatives to reduce energy costs and appropriately manage electronic waste.							
Summative Evaluation:	The money saved from the campus budget expenses to help replace and reuse materials							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Campus budget	Utilize paper saving project to reduce paper needs at the campus level through only giving paper notes to the oldest or only child in the family, and use teacher websites to post news letters and documents to the portal	All	Office Staff and Instructional Staff with the support of IT staff.	June 2009	July 2010	Teacher Schoolwires websites	Money saved on paper purchases	
Campus budget	Recycle ink cartridges to replace ink in printers	All	Green team teacher leaders, instructional staff and students	August 2009	June 2010	Ranger University	Money earned will help replace ink cartridges in campus printers	
Campus budget	Participate in a school-wide plastic recycling project as a service learning project/	All	Green team teacher leaders, instructional staff and students	August 2009	June 2010	Ranger University	Money earned for green team projects to promote new projects	