



**Wilson Elementary**  
**CAMPUS IMPROVEMENT PLAN**  
**2010- 2011**

**PRINCIPAL**

**KATY COOPER**

**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.

**W.H. WILSON ELEMENTARY IS A RECOGNIZED CAMPUS SERVING 560 STUDENTS IN GRADES PRE-KINDERGARTEN THROUGH FIFTH GRADE. A BILINGUAL INSTRUCTIONAL OPTION IS AVAILABLE AT ALL GRADE LEVELS. THE FACULTY AND STAFF STRIVE NOT ONLY TO INSURE THE DIVERSE STUDENT POPULATION MEETS MINIMUM STANDARDS ON THE STATE ASSESSMENTS, BUT TO INDIVIDUALIZE EACH STUDENT'S EDUCATION BY SUPPORTING AND ENCOURAGING STUDENT'S INTERESTS AND CREATING OPPORTUNITIES FOR STUDENTS TO EXCEL IN THE FINE ARTS AND PARTICIPATE IN DESIGNING AND IMPLEMENTING SERVICE LEARNING PROJECTS. PARENTS AND COMMUNITY PARTNERSHIPS ARE AN ESSENTIAL PART OF WILSON'S VISION AS WE WORK "TOGETHER FOR CHILDREN."**

**THE CAMPUS IMPROVEMENT PLAN FOR 2010-2011 FOCUSES ON EXCELLENCE FOR ALL STUDENTS. WILSON WILL WORK TO BUILD COMMON MENTAL MODELS FOR STUDENTS AS THEY THINK AND PROBLEM-SOLVE. WE WILL WORK TO BRING THE COMMUNITY IN TO WILSON TO MAKE OUR SCHOOL A BETTER PLACE FOR ALL CHILDREN.**

**CAMPUS SITE-BASED COMMITTEE  
2010 - 11 COMMITTEE MEMBERS**

<b>NAME OF PARTICIPANT</b>	<b>COMMITTEE ROLE</b>
<b>KATY COOPER</b>	<b>PRINCIPAL</b>
<b>BRENDA CRAVEN</b>	<b>ASSISTANT PRINCIPAL</b>
<b>CATHRYN SUTTON</b>	<b>FIRST GRADE TEACHER</b>
<b>MEGAN RITZEL</b>	<b>SECOND GRADE TEACHER</b>
<b>CAROLINA CHRISTIANSEN</b>	<b>FOURTH GRADE TEACHER</b>
<b>COLLEEN WHITE</b>	<b>SECOND GRADE TEACHER</b>
<b>ERIC HANSON</b>	<b>MUSIC TEACHER</b>
<b>LISA DORMADY</b>	<b>KINDERGARTEN TEACHER</b>
<b>MEHELLE BRYSON</b>	<b>DISTRICT</b>
<b>BETH ROBB</b>	<b>PTO REPRESENTATIVE</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>	96%	100%	98%	92%	89%	75%	70%	77%	NA	100%
<b>2009-2010 Results</b>	96%	100%	99%	90%	89%	86%	86%	88%	NA	100%
<b>Improvement Status</b>	0	0	+1%	-2%	0	+11%	+16%	+11%	NA	
<b>2010-2011 Goals</b>	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.	Significant growth in our LEP, Special Education and At-Risk scores
2.	Continue to support classroom instruction with hybrid intervention model for students at-risk.
3.	Utilize READ 180 teacher and Title 1 teacher to provide support. Budget for campus tutor out of state compensatory education funds.

<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>	95%	100%	98%	84%	81%	77%	75%	81%	NA	100%
<b>2009-2010 Results</b>	92%	100%	97%	77%	71%	75%	66%	80%	NA	100%
<b>Improvement Status</b>	-3%	0	-1%	-7%	-10%	-2%	-9%	-1%	NA	0
<b>2010-2011 Goals</b>	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

	<b>Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders.</b>
1.	Monitor alignment and implementation of Investigations mathematics curriculum.
2.	Utilize Math content specialist to model lessons for mathematics teachers.
3.	Utilize Title 1 teacher to intervene with small groups of identified students.

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>	98%	100%	100%	89%	88%	89%	100%	94%	NA	100%
<b>2009-2010 Results</b>	96%	100%	97%	93%	100%	94%	60%	92%	NA	100%
<b>Improvement Status</b>	-2%	0	-3%	+4%	+12%	+5%	-40%	-2%	NA	0
<b>2010-2011 Goals</b>	100%	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.	Significant growth or maintenance of scores in our fourth grade (all student groups).
2.	Continue to provide training as needed in writing instruction.
3.	Provide time for teachers to collaborate during extending planning sessions to review student writing and collaborate on writing lessons.



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>	95%	100%	98%	89%	82%	78%	66%	80%	NA	100%
<b>2009-2010 Results</b>	97%	100%	100%	87%	90%	83%	75%	88%	NA	100%
<b>Improvement Status</b>	+2%	0	+2%	-1%	+8%	+5%		+8%	NA	0
<b>2010-2011 Goals</b>	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.	Continue to provide lab time and hands-on exploration for science instruction grades K-5.
2.	Support implementation of new science TEKS.
3.	Provide staff training on inquiry-based science instruction.

<b>Social Studies 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>	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
<b>2009-2010 Results</b>	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
<b>Improvement Status</b>	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
<b>2010-2011 Goals</b>	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

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

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

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

	Retention (if applicable): Discuss your retention concerns and celebrations. List any actions and resources.
1.	This was an unusual year for retentions in Kindergarten. We have 8 students who moved through the RtI process and were retained after review of their academic data and after conferences with their parents.
2.	Two students are being retained to provide them with the opportunity to fill gaps in their mastery of critical foundational skills.
3.	Two students with learning differences are being retained in their grade level and moved from the bilingual program to English-only classrooms where more interventions can be implemented.

	Culture and Climate: Discuss your culture and climate concerns and celebrations. List any actions and resources.
1.	Wilson's staff responded in a positive and committed fashion to the "Recognized" ranking the campus received from TEA in the summer of 2009.
2.	The campus leadership team met to discuss aligning of curriculum and instructional strategies for students at-risk.
3.	A community outreach team has been formed to encourage unrepresented parent populations to become involved in school activities and participate in making decisions in their children's education.

<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 and curriculum-based assessments (CBAs)							
<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>
CBA data, campus & community feedback, CBA data/local assessment comparison, RTI data	Monitor the delivery of instruction to ensure alignment with CISD curriculum	All	Campus Administration	June 2010	July 2011	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	Title 1 Requirement
Observations, CBA data/local assessment comparison	Utilize Performance Series and local assessment data to inform instruction	All	Campus Administration and Instructional Staff	August 2010	June 2011	Performance Series Data	Forethought lesson plans, Classroom walk-throughs, and Agendas from teacher/administration meetings, PST meetings and RTI data	Title 1 Requirement
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 2010	May 2011	Campus-wide scheduled intervention time, T1 funds, Comp Ed Funds \$14,298.04	Increased student achievement as indicated on report cards, CBAs and TAKS tests	Title 1 Requirement

TELPAS data, Observations, CBA data/local assessment comparison	Support teachers implementation of the English Language Proficiency Standards	All	Campus Administration, Instructional Staff, ESL /Bilingual /Dual Immersion Facilitator	August 2010	June 2011	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 2011 TELPAS data	
Observations, CBA data/local assessment comparison, TAKS scores	Monitor Hands-On Instructional time in order to comply with the new Science TEKS	All	Campus Administration and Instructional Staff	August 2010	June 2011	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 2010	June 2011	CISD Curriculum Handbook, CISD mathematics scope and sequence	Forethought lesson plans, student performance through standards based reporting and through teacher observation	
Observations, CBA data/local assessment comparison, TAKS scores	Provide all students and staff members with at-school and at-home access to Thinking Maps Software in order to integrate the common language into all content areas	All	Campus Administration	August 2010	June 2011	Thinking Maps Site License	Student work samples, teacher usage of Thinking Maps, decreased paper usage	

<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>	Aligned written, taught and assessed concept-based curriculum, walk-throughs, Forethought lesson plans							
<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>
PIEMS information, Quantitative data such as AEIS, TAKS Summary Reports, CBAs, Ruby Payne Student Resource Inventory, Campus Accountability Rating from the State	Implement Ruby Payne's <b><u>Strategies for Creating Student Success with Under Resourced Learners</u></b>	All	Campus Administration	August 2010	June 2011	Under Resourced Learner DVD series, team to attend Ruby Payne 2011 training, <b>Title 1 Funds?</b>	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: <b><i>Path to Proficiency</i></b> to provide additional differentiated strategy options for students through Thinking Maps.	All	Assistant Principal and Trainer of Trainers Staff	August 2010	June 2011	Path to Proficiency notebooks	Forethought lesson plans, student performance through standards based reporting, teacher observation, and administrative walk-throughs	Title 1 Requirement
AEIS data, TAKS data, CBAs, Meetings with grade level teachers, observation	Provide training in student engagement	All	Campus Administration	Oct 2010	Feb 2011	Coppell Education Foundation Staff Development Grant Monies	Increased student engagement, increased student achievement, decrease in paper usage	Title 1 Requirement

<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>	Aligned written, taught and assessed concept-based curriculum, walk-throughs, Forethought lesson plans							
<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, 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 Rtl Process	All	Campus Administration, Rtl Specialist	August 2010	June 2011	Curriculum Department, Intervention Services, Counselor	Instructional Snapshots, Forethought lesson plans, PST meeting minutes	
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.	Schedule monthly meetings between Rtl Specialists and Grade Level Teams to provide training opportunities and child-specific prescriptive interventions	All	Rtl Specialist	Sept 2010	June 2011	Research-based interventions, Rtl Specialists, Extended planning time	Teacher anecdotal notes, progress monitoring documentation	

<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>	Aligned written, taught and assessed concept-based curriculum, walk-throughs, Forethought lesson plans							
<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, CBAs, etc.  Qualitative data such as surveys, writing folder reviews, team meetings, team leader meetings, classroom walkthroughs, etc.	Utilize iStation as an intervention tool for students struggling to master grade level standards	All	Campus Administration, Grade Level Teachers, Title 1 Teacher	Sept 2010	June 2011	Research-based interventions, Rtl Specialists, iStation	Teacher anecdotal notes, progress monitoring documentation	
AEIS	Create a comprehensive plan to assist students transitioning to Pre-Kindergarten and to 6 <sup>th</sup> Grade	4 year olds, 5 <sup>th</sup> grade students	Campus Administration, Pre-Kindergarten Teacher, 5 <sup>th</sup> Grade Teachers, Counselor	Dec 2010	June 2011	Elementary Curriculum Director, Middle School Administration	Transition Plan, Meeting Agendas, Parent Information	Title 1 Requirement



<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>	Documentation of community attendance and feedback, parent conferences and PTO communication							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeli ne Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
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 2010	July 2011	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, RTI documentation	Continue monthly teacher meetings with campus admin.	All	Campus Administration	August 2010	June 2011	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)	DI students	Instructional Staff and Campus administration	August 2010	June 2011	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 2011 TELPAS data.	

<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>	Documentation of community attendance and feedback, parent conferences and PTO communication							
<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>
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 2010	June 2011	Newsletters, community information, district information	Parental involvement in school activities and volunteering. Student achievement in the classroom. Staff feedback	Title 1 Requirement
PEIMS Information, LEP student count, parent and community feedback, feedback from classroom teachers and staff, TAKS scores	Create a Wilson Outreach Committee designed to increase communication and involvement of the Hispanic community at the school	Hispanic Population	Counselor, ESL/BE/DI Facilitator, Committee members	August 2010	June 2011	Bilingual Staff Members, Latino Literacy Project Materials	Parental involvement in school activities and volunteering. Student achievement in the classroom. Staff 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 3:</b>	Communicate district assessment plan to parents and teachers and report outcomes individually to parents and collectively to stakeholders.							
<b>Summative Evaluation:</b>	Documentation of community attendance and feedback, parent conferences and PTO communication							
<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>
Qualitative data, TAKS summary reports, teacher and student input along with CBAs	Revise procedures for student-led conferences two times a year	All	Instructional staff	August 2010	June 2011	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,	

<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 4:</b>	Integrate 21 <sup>st</sup> learning skills within the district.							
<b>Summative Evaluation:</b>	Parent, student and teacher evaluation of implemented programs and activities							
<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, progress monitoring, AEIS, TAKS Individual Student Reports, CBAs, District Benchmark Data	Implement a school-wide, scheduled intervention time to meet the needs of targeted students	At-risk	Administration, Teachers	August 2010	June 2011	Master schedule, Title 1 Teacher, iStation, Rtl Specialist, Research-Based Interventions	Benchmark Assessments, Classroom performance, Progress Monitoring Data, Standards-Based Reporting	
Wilson Dual Immersion survey, parental feedback on 09-10 school year, Brown Bag lunch attendance, 19 TAC, chapter 89, Section 89.1205 requirement for districts to provide bilingual education	Continue Implementation of Dual Immersion program at Wilson in Kindergarten and First Grade	Bilingual, potential reg. ed. students and dual immersion students	Campus Administration Bilingual and Dual immersion Staff	August 2010	June 2011	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 2011 TELPAS data, Parental and student 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 4:</b>	Integrate 21 <sup>st</sup> learning skills within the district.							
<b>Summative Evaluation:</b>	Parent, student and teacher evaluation of implemented programs and activities							
<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>
Wilson Dual Immersion survey, parental feedback on 09-10 project, Brown Bag lunch attendance, 19 TAC, chapter 89, Section 89.1205 which requires districts to provide bilingual education.	Begin Program planning for second grade Dual Immersion addition in 11-12	Bilingual and dual immersion students	Campus Administration Bilingual and Dual immersion Staff	August 2010	June 2011	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 2011 TELPAS data.	

<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 5:</b>	Increase connections between real world experiences and authentic classroom instruction							
<b>Summative Evaluation:</b>	Parent, community and student participation							
<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>
TEKS, Rigor, Relevance and Relationship Framework, Teacher Feedback, 21 <sup>st</sup> Learning Research	Plan and hold a Career Fair for students in grades 3-5	Third – Fifth Grade Students	Counselor	October 2010	February 2011	Community Members, TWU Mobile Go Center	Student survey	

<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>	Ensure equitable distribution of highly qualified teachers							
<b>Summative Evaluation:</b>	Parent, student and teacher evaluation of implemented programs and activities							
<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>
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 2010	July 2011	Campus Committee Members	Job Fair Committee Meetings	Title 1 Requirement

<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>	Evaluation of implemented Health district plan.							
<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>
SHAC state requirements	Implement CISD coordinated school health plan	All students	All staff	August 2010	June 2010	District SHAC advisory team	Discussions	



<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 1:</b>	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.							
<b>Summative Evaluation:</b>	Reduced discipline referrals							
<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, suspensions, staff and parent feedback	Implement a weekly scheduled community meeting for all students	All	Campus Administration, Staff	August 2010	June 2011	<u>Monday Morning Meetings</u>	Student behavior, teacher and parent observations	
Discipline referrals, suspensions, staff and parent feedback	Integrate "R Time" into counseling lessons to better meet the needs of At Risk students (including but not limiting bullying, sexually abused children, etc)	All	Counselor All teachers	August 2010	June 2011	"R Time" instructional strategies, materials and games	Student behavior, teacher and parent observations	

<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>	Create a culture where positive character qualities are demonstrated daily.							
<b>Summative Evaluation:</b>	Reduced discipline referrals							
<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, suspensions, staff and parent feedback	Implement the campus created Positive Behavioral Support System	All	Campus Administration, Staff	August 2010	June 2011	Green folders, posters of Ranger Creed	Student behavior, teacher and parent observation	

<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 1 &amp; 3:</b>	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  3) 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							
<b>Summative Evaluation:</b>	PDAS evaluations –reduce in paper usage							
<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>
Budget review, staff and parent input	Provide parents with a “green” option for receiving communication from the school, classroom and district	All	Campus Administration, Office Staff, I-Team Member, Team Leaders, Content Specialists	August 2010	June 2011	Google Apps for Education	Reduction in paper usage, increase in budget monies for additional instructional materials	
21 <sup>st</sup> century learning Campus needs Technology TEKS	Technology Committee (meet to discuss campus needs)	All	Tech committee All staff	August 2010	June 2011	Discussions	Staff surveys	
Campus observations and discussions	Provide more staff development opportunities for the effective use of Smart boards	All	All staff, parents, administration	August 2010	June 2011	Teacher discussions	Surveys for teacher needs	