



# **CAMPUS IMPROVEMENT PLAN**

**2010- 2011**

**Kristi Mikkelsen**

**PRINCIPAL**

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## **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  
2010 - 2011 COMMITTEE MEMBERS**

**NAME OF PARTICIPANT**

**COMMITTEE ROLE**

|                       |                          |
|-----------------------|--------------------------|
| <b>DANA McMILLIN</b>  | <b>ASST. PRINCIPAL</b>   |
| <b>TODD KETTLER</b>   | <b>DISTRICT REP</b>      |
| <b>KATHY KIRKLEY</b>  | <b>COUNSELOR/TEACHER</b> |
| <b>KIM CONNER</b>     | <b>COMMUNITY REP</b>     |
| <b>JENNY REYNOLDS</b> | <b>PARENT REP</b>        |
| <b>GINGER DENTON</b>  | <b>TEACHER</b>           |
| <b>KATIE ROBINSON</b> | <b>TEACHER</b>           |
| <b>TRACEY KLING</b>   | <b>TEACHER</b>           |
| <b>LISA ROWE</b>      | <b>TEACHER</b>           |
| <b>MATT BESCHONER</b> | <b>TEACHER</b>           |
| <b>ANGELA BAKER</b>   | <b>TEACHER</b>           |
| <b>SARAH FEARS</b>    | <b>TEACHER</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  |
|-----------------------------|--------------|------------------|-------|----------|-------------|-----|---------|---------|------------------------|-----|
| 2008-2009 Results           | 97           | 89               | 99    | 82       | 86          | 100 | 83      | 91      |                        | 100 |
| 2009-2010 Results           | 97           | 82               | 100   | 93       | 89          | 86  | 100     | 96      |                        | 98  |
| Improvement Status          | 0            | -7               | +1    | +9       | +3          | -14 | +17     | +5      |                        | -2  |
| 2010-2011 Goals             | 98           | 90               | 100   | 94       | 90          | 90  | 100     | 97      |                        | 100 |

|    |  |
|----|--|
|    | Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders.  |
| 1. | Goal is to make gains with African American population.  |
| 2. | Third graders scored lower on the test when they moved to fourth grade than when they took it in third. Our goal would be to maintain or increase in performance levels from year to year. |

| Math TAKS Scores (%) | All Students | African American | White | Hispanic | Econ Disadv | LEP | Spec Ed | At-Risk | CATE- (Secondary Only) | GT  |
|----------------------|--------------|------------------|-------|----------|-------------|-----|---------|---------|------------------------|-----|
| 2008-2009 Results    | 94           | 63               | 99    | 73       | 81          | na  | 100     | 72      |                        | 100 |
| 2009-2010 Results    | 96           | 82               | 98    | 86       | 83          | 86  | 100     | 82      |                        | 98  |
| Improvement Status   | +2           | +19              | -1    | +7       | +2          | na  | 0       | +10     |                        | -2  |
| 2009-2010 Goals      | 98           | 90               | 100   | 90       | 90          | 90  | 100     | 90      |                        | 100 |

|    |   |
|----|---|
|    | Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders. |
| 1. | Overall, we made great gains. Would like to see this trend continue.  |
| 2. | This year we will implement Investigations in grades 2-5. Last year it was only taught in grades 2, 4 and 5.      |
| 3. |   |

| Writing TAKS Scores (%) | All Students | African American | White | Hispanic | Econ Disadv | LEP | Spec Ed | At-Risk | CATE- (Secondary Only) | GT  |
|-------------------------|--------------|------------------|-------|----------|-------------|-----|---------|---------|------------------------|-----|
| 2008-2009 Results       | 96           | 83               | 100   | 67       | 71          | na  | na      | 75      |                        | 100 |
| 2009-2010 Results       | 95           | 67               | 100   | 75       | 100         | na  | na      | 83      |                        | 100 |
| Improvement Status      | -1           | -16              | 0     | +8       | +29         | na  | na      | +8      |                        | 0   |
| 2010-2011 Goals         | 97           | 90               | 100   | 90       | 100         | na  | na      | 90      |                        | 100 |

| Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders. |   |
|---|---|
| 1.  | Goal is to move to more 3's and 4's on writing compositions. This year we had 50% 1's and 2's, and 50% 3's and 4's.             |
| 2.  | Goal is to increase scores in African American population and other sub populations.  |
| 3.  | Improve writing through the six traits and the use of Thinking Maps. Fourth grade will departmentalize for writing instruction. |

| Science TAKS Scores (%) | All Students | African American | White | Hispanic | Econ Disadv | LEP | Spec Ed | At-Risk | CATE- (Secondary Only) | GT  |
|-------------------------|--------------|------------------|-------|----------|-------------|-----|---------|---------|------------------------|-----|
| 2008-2009 Results       | 93           | 88               | 98    | 75       | 80          | na  | na      | 85      |                        | 100 |
| 2009-2010 Results       | 95           | 71               | 97    | 100      | 100         | na  | na      | 78      |                        | 100 |
| Improvement Status      | +2           | -17              | -1    | +25      | +20         | na  | na      | -7      |                        | 0   |
| 2010-2011 Goals         | 97           | 90               | 99    | 100      | 100         | na  | na      | 90      |                        | 100 |

| Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders. |  |
|---|--|
| 1.  | Gains were made in all areas except African American population. |
| 2.  | Goal is to have all students achieve at least 90% mastery.       |
| 3.  |  |



| Social Studies TAKS Scores (%) | All Students | African American | White | Hispanic | Econ Disadv | LEP | Spec Ed | At-Risk | CATE- (Secondary Only) | GT |
|--------------------------------|--------------|------------------|-------|----------|-------------|-----|---------|---------|------------------------|----|
| 2008-2009 Results              |              |                  |       |          |             |     |         |         |                        |    |
| 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. | Attendance percentages have remained consistent at 97% for the last four years.                              |
| 2. | Continue this trend.   |
| 3. | Goal would be to cut down on students leaving the country during the school year for extended visits abroad. |

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

|    | Retention (if applicable): Discuss your retention concerns and celebrations. List any actions and resources. |
|----|--|
| 1. | 08-09 schoolyear-5 retained  |
| 2. | 09-10- schoolyear-4 retained   |
| 3. | Meet students' needs through RtI, thus eliminating the need for retention.                                   |

|    | Culture and Climate: Discuss your culture and climate concerns and celebrations. List any actions and resources.                    |
|----|---|
| 1. | As our population becomes more diverse, we want to continue to maintain a high level of parent involvement and student achievement. |
| 2. | Eliminate office referrals through Positive Behavior Intervention Support initiative (PBIS).  |

|   |  |                 |   |                       |                     |  |  |                   |
|---|--|-----------------|---|-----------------------|---------------------|--|--|-------------------|
| <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> |
| Teacher Input                                     | Implement Handwriting without Tears Writing Program to kindergarten-2 <sup>nd</sup> grade students and send second grade teachers to training  | K,1,2 students  | K, 1,2 teachers, Literacy Specialist, Campus Admin. | August 2010           | June 2011           | Title Funds                            | Observation/Implementation; Lesson Plans |                   |
| TAKS  | Provide tutoring in the Learning Lab and homework help for at-risk students  | K-5 students    | All staff   | October 2010          | April 2011          | Comp Ed funds; Tutor                   | Tutoring rosters                         |                   |
| District assessments, Classroom assessments, SBRC | Provide targeted intensive intervention for students not meeting grade level standards   | Grades K-2      | Classroom teacher, Literacy Coach                   | August 2010           | June 2011           | Campus Administrators                  | Progress monitoring                      |                   |

|                                    |  |                 |                              |                       |                     |  |  |                   |
|------------------------------------|--|-----------------|------------------------------|-----------------------|---------------------|--|--|-------------------|
| <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> |
| Teacher Input                      | Provide on-going support for Write From the Beginning and Thinking Maps  | All             | Campus Admin; Trainers       | August 2010           | June 2011           | Write From the Beginning and thinking Maps binder; Trainer | Sign-in sheet; Forethought lesson plans  |                   |
| TAKS; Campus Feedback              | Provide opportunities for staff to attend trainings and conferences tailored to at-risk students   | All Staff       | Campus Admin                 | August 2010           | June 2011           | Title Funds  | Training certificates                    |                   |
| District Improvement Plan          | Implement Investigations math for grades 2-5   | All             | Teachers grades 2-5          | August 2010           | June 2011           | District level training; Campus Math Content Specialist    | Agendas, walkthrough data; meeting notes |                   |
| TAKS                               | Provide training on Six Traits of Writing through Region 10  | All             | Teachers                     | August 2010           | June 2011           | Region 10  | Training certificates                    |                   |

|                                    |  |                 |   |                       |                     |  |  |                   |
|------------------------------------|--|-----------------|---|-----------------------|---------------------|--|--|-------------------|
| <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> |
| Campus feedback                    | Provide ongoing support of the new Pearson Reading adoption  | All             | ELAR Teachers; ELAR Content Specialist              | August 2010           | June 2011           | Reading Adoption materials; ELAR Content Specialist      | Forethought planning documents;                      |                   |
| TEKS                               | Implement new Science TEKS in grades K-5   | All             | Science Teachers; Science Content Specialist        | August 2010           | June 2011           | TEKS; Science Content Specialist; Vertical team meetings | Forethought lesson plans; walkthroughs               |                   |
| TAKS                               | Increase the use of Thinking Maps and Rigor in daily instruction   | All             | Admin; Teachers                                     | August 2010           | June 2011           | Thinking Maps trainer; Thinking Maps binder              | Walkthrough data; forethought lesson plans           |                   |
| District Improvement Plan          | Continue use and training of Gizmos for Math and Science   | 3-5 students    | Science Curriculum Director; Admin; Teachers in 3-5 | August 2010           | June 2011           | Gizmo Trainer; Title Funds                               | Walkthrough data; lesson plans, training certificate |                   |

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|------------------------------------|--|-----------------|--|-----------------------|---------------------|--|--|-------------------|
| <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           | Classroom visits, announcements, teachers, campus administration, counselors, Title I funds, Local funds and SCE funds | Student goal setting (grades 4-5 math), teacher communication and lesson plans |                   |
| Community and/or campus feedback   | Conduct ongoing meetings to inform parents in K-5 about the SBRC and district assessment plans.  | Parents in K-5  | K-5 Instructional staff, campus administrators | August 2010           | June 2011           | Campus administrators, K-5 instructional staff   | Agendas, sign-in sheets  |                   |
| Campus feedback                    | Provide targeted instruction for students in understanding SBRC and district assessment plans.   | Students in K-5 | K-5 Instructional staff                        | August 2010           | June 2011           | Classroom visits, K-5 instructional staff, campus administrators, literacy coach, Director of School Improvement       | Forethought 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 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> |
| Campus Feedback                    | Provide teachers with 45 minutes of monthly extended planning time   | All staff       | Campus Admin                 | September 2010        | May 2011            | PLC Log, Meeting agendas               | Campus Schedule             |                   |
| Campus Feedback                    | Continue with daily implementation of Enrichment/Intervention time   | All             | All staff                    | September 2010        | May 2011            | Lesson Plans                           | Campus Schedule             |                   |

|                                    |  |                 |   |                       |                     |  |   |                   |
|------------------------------------|--|-----------------|---|-----------------------|---------------------|--|---|-------------------|
| <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> |
| District Feedback                  | Continue researching IB Primary Years Program  | All             | Campus Admin. District-Appointed Facilitators | August 2010           | June 2011           | School visits                          | Notes, Pictures, Info. gained from visits |                   |
| TAKS, Campus Feedback              | Provide High-Touch High Tech lessons to all students K-5   | All             | Campus Admin; HTHT staff                      | September 2010        | May 2011            | Title Funds                            | Lesson Plans; Observation                 |                   |



|                                    |  |                 |   |                       |                     |  |  |                   |
|------------------------------------|--|-----------------|---|-----------------------|---------------------|--|--|-------------------|
| <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> |
| CISD Strategic Plan 2009           | Access parent talent pool at the beginning of the year or as needed to determine assets.   | All             | Campus Administrators                       | August 2010           | June 2011           | Teachers, PTOs, parents and guardians              | Campus improvement plans, PTO, lists of parent assets, newsletters |                   |
| CISD Strategic Plan 2009           | Provide varied learning experiences focusing on student choices through bi-monthly Cowboy Camps  | All             | Campus Administrators                       | August 2010           | June 2011           | Cowboy Camp Syllabus, Student Choice sheet         | Cowboy Camp Schedule and roster; student/ teacher reflections      |                   |
| UIL Program                        | Provide opportunities for students to participate in areas of interest in UIL  | All             | Campus personnel and UIL campus coordinator | August 2010           | June 2011           | UIL materials, UIL coaches, UIL campus coordinator | List of UIL categories and enrollment numbers for UIL              |                   |

|                                    |  |                 |  |                       |                     |  |   |                   |
|------------------------------------|--|-----------------|--|-----------------------|---------------------|--|---|-------------------|
| <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 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> |
| 2009 Program Evaluation            | Increase opportunities for students to work on independent research projects on topics of interest.  | GT              | Director of Advanced Academics, Elementary GT teachers | September 2010        | May 2011            | GT Faculty                             | Curriculum documents showing opportunities for independent work; project presentation |                   |

|                                    |  |                 |   |                       |                     |  |                             |                   |
|------------------------------------|--|-----------------|---|-----------------------|---------------------|--|-----------------------------|-------------------|
| <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 | July 2010             | June 2011           | SHAC Committee indicators, members, and SHAC campus reps | Meeting 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 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, Sp Ed Referral Reports  |                 |   |                       |                     |  |   |                   |
| <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> |
| PEIMS                              | Provide Year One training and implementation of Positive Behavioral Intervention Supports (PBIS) at the campus level   | All             | Campus Administration; Directors of Special Education; Intervention Specialists; Campus PBIS Team | August 2010           | June 2011           | Incident codes per campus, Positive behavior intervention support plan template, Campus staff, Intervention Specialist/LSSP Region 10 (School wide PBIS) | Documentation of CISD staff development, Eduphoria records, On-line and paper evaluations, and PBIS Launch for Students and Faculty |                   |

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| <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> |
| Number of teachers retained from the previous school year | Provide buddy mentors for staff members new to campus.   | All             | Principal, Director of Human Resources | June 2011             | August 2011         | Local funds                            | Mentor/buddy list; meeting agendas |                   |

| <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>       | Data gathered from random visits to CISD campuses, community feedback including survey data from presenters, guest speakers, etc., on demonstration of character traits by CISD students  |          |   |                |              |   |   |            |
| Needs Assess.                      | Action Step(s)  | Sp. Pop. | Person(s) Responsible   | Timeline Start | Timeline End | Resources Human/Material/Fiscal   | Formative Evaluation                                      | Documented |
| Campus Feedback                    | Provide monthly Encore time for all grade levels through Guidance, HLT enrichment and Library Media activities  | All      | Counselor; GT Specialist; Library/ Media Specialist             | September 2010 | May 2011     | Lesson Plans  | Campus Schedule   |            |
| 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 |            |
| CISD Strategic Plan 2009           | Implement R Time across the campus.   | All      | Counselor, assistant principal, classroom teachers              | August 2010    | June 2011    | Local funds   | Surveys   |            |

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| <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 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           | 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  |                   |
| CISD Strategic Plan 2009           | Recognize students exhibiting positive character traits through monthly citizens' breakfast celebrations.  | All             | Campus Administrative Staff and Teachers | August 2010           | June 2011           | Director of School Improvement, Character Education List of Resources                                      | Newsletters and Recognition Ceremonies, Monthly Breakfast Celebrations |                   |

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| <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 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           | Establish a character education committee on each campus to review and promote campus character education program.                                 | All             | Campus Administrator         | August 2010           | June 2011           | Site-based or other existing committee representatives of the school's community | Minutes, sign-in sheets, and action plan |                   |
| Community and Campus Feedback      | Provide students with opportunities that foster character development outside of the campus and within the community.                              | All             | Campus Administration        | August 2010           | June 2011           | Site-based or other existing committees representative of the school's community | Publicized list of student opportunities |                   |



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| <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 4:</b>                    | Sustain a district-wide safe and drug free school program  |                 |  |                       |                     |  |  |                   |
| <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          |                   |
| Discipline Referrals, Anecdotal campus Reports     | Provide on-going staff training on drug and relationship abuse awareness, detection and prevention.  | All             | Director of School Improvement, Director of Elementary Curriculum, Counselors, campus Administrators | August 2010           | June 2011           | PEIMS data, SROs, Counselors, parents and Campus Administrators        | Discipline Referrals, Anecdotal campus reports |                   |

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| <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:</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 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> |
| 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. | 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 |                   |
| TAKS  | Provide technology-based curriculum and intervention programs such as Raz-Kids and Education City  | All             | K-5 Teachers                                 | August 2010           | June 2011           | Title Funds; web-based programs   | Walk-throughs; Lesson Plans;  |                   |

|                                     |  |                 |                              |                       |                     |   |   |                   |
|-------------------------------------|--|-----------------|------------------------------|-----------------------|---------------------|---|---|-------------------|
| <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:</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 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                     | Continue with classroom implementation of Student Response Systems   | All             | Instructional Technologist   | September 2010        | May 2011            | Campus IT Trainer; Turning Point Student Response Systems | Training roster; walkthrough observations |                   |
| Campus Feedback                     | Provide additional training for Smartboards  | All             | Instructional Technologist   | September 2010        | May 2011b           | District IT Trainer; Smartboard software                  | Training roster; walkthrough observations |                   |

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| <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 7:</b>    | Expand the Career and Technology Education (CTE) within CISD to provide additional opportunities to the entire student population.   |                 |                              |                       |                     |  |                                |                   |
| <b>Summative Evaluation:</b>       | Integration of career opportunities in 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> |
| Meetings with staff members        | Provide students with the opportunity to hear speakers from a variety of occupations discussing their careers.   | All             | Counselor                    | August 2010           | June 2011           | Counselor, staff, community            | Lesson plans; list of speakers |                   |