



COTTONWOOD CREEK ELEMENTARY

CAMPUS IMPROVEMENT PLAN

2011- 2012

**PRINCIPAL
DR. ANDRA PENNY**

CISD MISSION STATEMENT:

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

CISD DISTRICT IMPROVEMENT PLAN

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

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

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

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

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

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

CAMPUS SITE-BASED COMMITTEE
20011 - 12 COMMITTEE MEMBERS

NAME OF PARTICIPANT	COMMITTEE ROLE
CHANTEL KASTROUNIS	ASSISTANT PRINCIPAL
TORRIN GARRISON	KINDERGARTEN TEACHER
DEBBIE HEAD	FIRST GRADE TEACHER
KAREN GULLATT	SECOND GRADE TEACHER
STACIE NICKOLS	THIRD GRADE TEACHER
ROXANN KRAUTKRAMER	FOURTH GRADE TEACHER
BRIAN CHOATE	FIFTH GRADE TEACHER
STEPHANIE HAMMONS	SPECIALS TEACHER
MAY OLSEN	PTO PARENT
TODD KETTLER	CAMPUS LIAISON

GAIL REESER	BUSINESS PARTNER
ALAN MOORE	COMMUNITY MEMBER



COPPELL INDEPENDENT SCHOOL DISTRICT

Reading/ELA TAKS Scores (%)	All Students	African American	White	Hispanic	Econ Disadv	LEP	Spec Ed	At-Risk	CATE- (Secondary Only)	GT
2009-2010 Results	98%	88%	98%	97%	94%	94%	100%	95%	N/A	100%
2010-2011 Results	98%	86%	98%	100%	88%	95%	100%	94%	N/A	100%
Improvement Status	sustained	-2%	sustained	+3%	-6%	+1%	sustained	-1%	N/A	sustained
2011-2012 Goals	100%	100%	100%	100%	100%	100%	100%	100%	N/A	100%

	Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders.
1.	Closely monitor African American student population; implement intervention/acceleration if necessary.
2.	Closely monitor Economically Disadvantaged student population; implement intervention/acceleration if necessary.

Math TAKS Scores (%)	All Students	African American	White	Hispanic	Econ Disadv	LEP	Spec Ed	At-Risk	CATE- (Secondary Only)	GT
2009-2010 Results	97%	75%	98%	96%	100%	100%	100%	97%	N/A	100%
2010-2011 Results	96%	57%	98%	96%	75%	100%	71%	94%	N/A	100%
Improvement Status	-1%	-18%	sustained	sustained	-25%	sustained	-29%	-3%	N/A	sustained
2011-2012 Goals	100%	100%	100%	100%	100%	100%	100%	100%	N/A	100%

	Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders.
1.	Collect Individual math data on African American students; implement intervention/acceleration if necessary.
2.	Collect Individual math data on Economically Disadvantaged students; implement intervention/acceleration if necessary.
3.	Collect Individual math data on Special Education students; implement intervention/acceleration if necessary.

Writing TAKS Scores (%)	All Students	African American	White	Hispanic	Econ Disadv	LEP	Spec Ed	At-Risk	CATE- (Secondary Only)	GT
2009-2010 Results	98%	100%	97%	100%	67%	100%	100%	100%	N/A	100%
2010-2011 Results	96%	100%	95%	100%	100%	100%	100%	100%	N/A	96%
Improvement Status	-2%	sustained	-2%	sustained	+33%	sustained	sustained	sustained	N/A	-4%
2011-2012 Goals	100%	100%	100%	100%	100%	100%	100%	100%	N/A	100%

	Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders.
1.	Celebrate the improvement of our Economically Disadvantaged student group.
2.	Closely monitor G/T student population; implement intervention/acceleration if necessary.
3.	Closely monitor White student population; implement intervention/acceleration if necessary.

Science TAKS Scores (%)	All Students	African American	White	Hispanic	Econ Disadv	LEP	Spec Ed	At-Risk	CATE- (Secondary Only)	GT
2009-2010 Results	90%	67%	96%	77%	75%	38%	60%	59%	N/A	100%
2010-2011 Results	95%	100%	96%	78%	100%	75%	N/A	77%	N/A	97%
Improvement Status	+5%	+33%	sustained	+1%	+25%	+37%	N/A	+18%	N/A	+3%
2011-2012 Goals	100%	100%	100%	100%	100%	100%	100%	100%	N/A	100%

	Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders.
1.	Celebrate the improvement all student groups.
2.	Closely monitor Hispanic, LEP and At-Risk student populations; implement intervention/acceleration if necessary.
3.	

	Attendance: Discuss your attendance concerns and celebrations. List any actions and resources.
1.	A campus administrator will make a personal phone call with attendance concerns.
2.	Written documentation, in the form of a letter, will be sent home from the assistant principal when there is an attendance concern.
3.	Student incentives (rock star guitar bag tags) will be distributed each nine weeks to students with perfect attendance.

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

	Retention (if applicable): Discuss your retention concerns and celebrations. List any actions and resources.
1.	Our retentions were at the request of parents due to social and emotional issues. The students were strategically placed to set them up for success.
2.	
3.	

	Culture and Climate: Discuss your culture and climate concerns and celebrations. List any actions and resources.
1.	Celebration of our weekly student Rock Stars that incorporates character and behavior.
2.	Continue school wide service learning that focuses on giving back to the community.

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 1:	Align the written, taught and assessed curriculum.							
Summative Evaluation:	Unit plans, lesson plans, student growth and program audit data							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Campus observations & discussions, state requirements.	Implement written curriculum documents to align with research-based best practices including ELPS, Thinking Maps, and CCRS, scope/sequence rubrics.	All	Content Specialists, Team Leaders, Administration, Teachers	August 2011	June 2012	Research-based best practice resources by authors such as Erickson, Wiggins & McTighe, Marzano, Stiggins, Daggett, etc., local funds, Immigrant funds (\$500), lesson plans	Monthly vertical curriculum meetings, teacher lesson plans, walkthroughs	
Campus observations and administrative discussions.	Monitor accelerated instruction practices with research-based best practices, including 21 st century learning skills and tools.	All	Campus Admin and Teachers	August 2011	June 2012	Aware data, Performance Series data, iStation data, Immigrant Funds (\$1,000), Comp Ed funds (\$1,761), local funds	Rtl meetings, team meetings, ARDs, walkthroughs, lesson plans, monthly staff meetings	
21 st century learning profile CISD Strategic Plan Campus observations and discussions	Continue to incorporate Thinking Maps to build rigor and engage all learners in the classroom.	All	Staff, Administration	August 2011	June 2012	Thinking Maps manual, Thinking Maps	Spotlight of student samples at staff meetings, walkthroughs, photographs of student work	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 2:	Sustain district-wide EC-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas.							
Summative Evaluation:	Eduphoria records, on-line/paper evaluations, walkthroughs, and evaluations of campus needs assessments							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Quantitative data such as AEIS, TAKS summary reports, local assessments. Qualitative data such as vertical content specialist meetings, team leader meetings, classroom walkthroughs.	Provide teachers with additional opportunities to use data to improve instruction for targeted populations. (ie: Newcomer students, Migrant students, ESL students,)	Immigrant students, ESL students, Newcomer students	Newcomer Campus Administrators, ESL Facilitator, Director of School Improvement	August 2011	June 2012	Immigrant funds (\$4,000), Region 10, Comp Ed funds(\$1,761), TAKS data	Campus needs assessment and documentation of additional staff development opportunities	
Quantitative data such as AEIS, TAKS summary reports, and local assessments, weekly progress monitoring. Qualitative data such as minutes from PST meetings.	Implement campus Rtl transition plan.	Rtl students	PST committee, Teachers, Campus Administration	August 2011	June 2012	Intervention Services, Campus Administration, counselor	Classroom walkthroughs, lesson plans, PST meeting minutes, Rtl documentation, and local/state assessment data	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 2:	Sustain district-wide EC-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas.							
Summative Evaluation:	Eduphoria records, on-line/paper evaluations, walkthroughs, and evaluations of campus needs assessments							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Performance Series data	Provide small group tutoring to targeted students in reading and math.	At-risk students	Classroom Teachers, Campus Administration, tutors	August 2011	June 2012	Comp Ed funds (small group pull-out tutoring total: \$1,761.00), Immigrant funds (\$1000), TAKS data	Teacher observations, tutoring schedule, weekly assessments, progress monitoring	
Quantitative data such as AEIS, TAKS summary reports, local assessments. Qualitative data such as vertical content specialist meetings, team leader meetings, classroom walkthroughs.	Provide highly-qualified teachers additional opportunities to improve instruction for targeted populations. (ie: Newcomer students, Immigrant students, ESL students).	Immigrant students, ESL students, Newcomer students	Newcomer Campus Administration, ESL Facilitator, Director of School Improvement	August 2011	June 2012	Immigrant funds (\$1,000), Region 10, Comp Ed funds, TAKS data	Campus needs assessment, Eduphoria portfolios	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 3:	Communicate district assessment plan to parents and teachers and report outcomes individually to parents and collectively to stakeholders.							
Summative Evaluation:	Copies of documents used to communicate to parents, teachers, students and stakeholders							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Campus feedback	Provide targeted instruction and guidance to help students take responsibility for their individual performance and progress on state/local assessments.	All	Campus Administration, Teachers	August 2011	June 2012	Classroom visits, announcements, Teachers, Campus Administration, Counselor, TAKS data	Student goal setting, teacher communication, lesson plans	
Campus/Community feedback	Provide multiple communication pathways for parents to receive feedback on individual student assessment.	All	Teachers, Campus Administration, Counselor	August 2011	June 2012	Campus Administration, Counselor	Individual student reports, parent conferences	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 3:	Communicate district assessment plan to parents and teachers and report outcomes individually to parents and collectively to stakeholders.							
Summative Evaluation:	Copies of documents used to communicate to parents, teachers, students and stakeholders							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Campus/Community feedback	Provide opportunities to increase communication with our stakeholders. (monthly parent meetings, campus websites)	All	Teachers, Campus Administrators	August 2011	June 2012	Campus Administration, I Team Specialist, PTO, Visioning Institute Field Guide Initiatives	Meeting agendas, campus website, PTO/CCE electronic school newsletter: Weekly Watch	

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 increased community participation in campus partnerships in Campus Improvement Plans							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Community feedback	Increase school / community partnerships with local businesses.	All	Campus Administration, Teachers	Aug. 2011	June 2012	Campus Administration, Teachers, Parents, community members, PTO liaison , Visioning Institute Field Guide Initiatives	Dates, agendas, notes related to development of partnership activities, Weekly Watch communication	
Campus feedback	Host a Career Week inviting community members to participate in career awareness activities.	All	Campus Administration, Teachers, Counselor, Parents	Aug. 2011	June 2012	Campus Administration, Teachers, Parents, community members, PTO liaison, Visioning Institute Field Guide Initiatives	Dates, agendas, notes related to development of partnership activities, Weekly Watch communication, grade-level newsletters	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 6:	Integrate 21 st Century learning skills within the district.							
Summative Evaluation:	Documentation of staff development offerings, updated teacher walkthrough, snapshot, grading rubrics and Student Satisfaction Survey							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
CISD Strategic Plan	Pilot the utilization of rubrics that address 21 st Century learning skills and character traits.	Grades 4 and 5	4 th & 5 th Grade Pilot Teachers	June 2011	August 2012	Campus Administration, content specialists, I-Team specialist	4 th and 5 th grade standards based report card	
Campus feedback	Pilot a new teacher walkthrough system to include 21 st Century learning and communication skills.	Pilot group of teachers	Campus Administration, Pilot Group of Teachers	August 2011	June 2012	Assistant Superintendent of Curriculum and Instruction, Director of Strategic Initiatives, Director of Elementary Education, Director of Human Resources, Campus Administration, Ken Marshall Book	Updated walkthrough system	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 7:	Increase connections between real world experiences and authentic classroom instruction.							
Summative Evaluation:	Documentation of lessons containing real world experiences, service learning and authentic classroom instruction							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
CISD Strategic Plan	Incorporate opportunities for students to connect to the global community using technology tools such as distance learning, podcasting, Skyping, and virtual field trips.	All	ITeam specialist, technology committee, Teachers	August 2011	June 2012	I Team, teachers	Lesson plans, walkthroughs, team planning	
CISD Strategic Plan	Provide varied service learning experiences at each grade level.	All	Campus Administration, Teachers	August 2011	June 2012	Director of Elementary Education, Director of Strategic Initiatives, community partners, service learning committee	Lesson plans, student/ teacher reflections, Weekly Watch communication, local newspapers	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 7:	Increase connections between real world experiences and authentic classroom instruction.							
Summative Evaluation:	Documentation of lessons containing real world experiences, service learning and authentic classroom instruction							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timelin e Start	Timelin e End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
CISD Strategic Plan	Establish campus schedules allowing for time within the instructional day for students to explore and reflect on various and engaging learning experiences.	All	Campus Administration, Teachers	August 2011	June 2012	Daniel Pink's book <u>Drive</u> , Learning in Lovejoy conference	Lesson plans, student reflections and sharing	
CISD Strategic Plan	Provide time for campus staff members to explore and reflect on various and engaging learning practices.	All	Campus Administration, Teachers	August 2011	June 2012	Daniel Pink's book <u>Drive</u> , Learning in Lovejoy conference, Director of Strategic Initiatives	Staff reflections and sharing, staff meetings, professional dialogue	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 7:	Increase connections between real world experiences and authentic classroom instruction.							
Summative Evaluation:	Documentation of lessons containing real world experiences, service learning and authentic classroom instruction							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
CISD Strategic Plan	Provide varied learning experiences focusing on student choice using a variety of teaching methods such as Daily 5, Café, and differentiated instruction.	All	Teachers, Campus Administration, Literacy Coach, Daily 5 trainers	August 2011	June 2012	Teachers, Campus Administration, Literacy Coach, Daily 5 trainers, Director of Language Arts, Director of Elementary Curriculum	Walkthroughs, lesson plans, monthly vertical meetings, staff meetings, Rtl documentation	

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 9:	Expand and refine program options and the learning continuum to reinforce strengths, needs, and interests of students served in the gifted and talented program.							
Summative Evaluation:	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.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Campus feedback	Provide scheduled push-in support from campus G/T Specialist.	All	G/T teacher, Campus Administration, Teachers	August 2011	June 2012	G/T specialist, Director of Advanced Academics	G/T schedule, lesson plans, walkthroughs	
Campus feedback	Schedule opportunities for campus G/T Specialist to collaborate with grade level teams.	All	G/T teacher, Campus Administration, Teachers	August 2011	June 2012	G/T specialist, Director of Advanced Academics	G/T schedule, lesson plans, walkthroughs, team meeting agendas/minutes, campus master schedule	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 11:	Sustain a district-wide effective School Health Advisory Council (SHAC).							
Summative Evaluation:	CIP checklists							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
SHAC vision	Implement SHAC recommended indicators for improving Coordinated School Health programs on campus. (Such as implementing Jammin' Gym Mondays to incorporate fitness and promote health)	All	P.E. teacher, Music teacher, Campus Administration	August 2011	June 2012	SHAC committee indicators, campus SHAC members, campus SHAC representatives	Lesson plans, walkthroughs, videos	

Strategic Objective/Goal 2:	We will identify CISD character traits to be integrated throughout the district and develop means to assess student demonstration of those traits.							
Performance Objective 2:	Embed Character Education within the CISD Curriculum and service learning projects in order to reach all students.							
Summative Evaluation:	Documentation of campus character education program within each Campus Improvement Plan							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
CISD Strategic Plan	Provide weekly opportunities using R-time, to guide students in recognizing and practicing character traits.	All	Counselor, Campus Administration, Teachers	August 2011	June 2012	R-time manual, staff training, Counselor	lesson plans, classroom visits, observations	
CISD Strategic Plan	Provide varied service learning experiences in each grade level. (promoting a "heart of service" and other Character Ed qualities)	All	Campus Administration, Teachers	August 2011	June 2012	Director of Elementary Education, Director of Strategic Initiatives, community partners, service learning committee	Lesson plans, student/ teacher reflections, Weekly Watch communication, local newspaper coverage	
CISD Strategic Plan	Recognize students who exemplify Character Ed traits through "Rockstar of the Week" program.	All	Campus Administration, Teachers	August 2011	June 2012	Staff training, daily morning announcements	Certificates, recognition bulletin board, local newspaper articles	

Strategic Objective/Goal 2:	We will identify CISD character traits to be integrated throughout the district and develop means to assess student demonstration of those traits.							
Performance Objective 3:	Sustain a district-wide safe and drug free program.							
Summative Evaluation:	Student participation in awareness and prevention of drug abuse							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
CISD Strategic Plan	Provide on-going student and staff awareness about the detection and prevention of drug abuse.	All	Counselor, PTO, Teachers, Campus Administration	August 2011	June 2012	Red Ribbon Week activities, Counselor lessons, PTO funds	Weekly Watch, Counselor lesson plans, school calendar	

Strategic Objective/Goal 3 :	We will increase efficiency in the district operations and educational delivery system through the use of technology, and further develop business and community partnerships in order to best achieve our mission and objectives.							
Performance Objective 1	Increase CISD staff's level of technology integration expertise (proficiencies) through a differentiated staff development program that addresses 21st Century technology skills.							
Summative Evaluation:	Documented cumulative evidence of staff growth and progress over time in achieving 21st Century technology skills							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Campus needs assessment	All Cottonwood Creek staff members will develop annual technology goals that support seamless integration of technology across the curriculum. (ie: SmartBoards, iTouches, laptops, digital cameras, web 2.0 tools)	All	Campus Administration, I Team Specialist	August 2011	June 2012	Staff members, technology committee, district technology training, campus technology training, I Team Specialist, staff meetings	Goal setting meetings with administration, annual goal documentation, Eduphoria portfolio	
Campus needs assessment	All Cottonwood Creek staff will provide opportunities for students to participate in authentic, integrated technology lessons.	All	Campus Administration, Teachers, I Team Specialist	August 2011	June 2012	District technology proficiency assessment document, staff members, technology committee, district technology training, I Team Specialist, staff meetings	Walkthroughs, lesson plans, student work samples	

Strategic Objective/Goal 3 :	We will increase efficiency in the district operations and educational delivery system through the use of technology, and further develop business and community partnerships in order to best achieve our mission and objectives.							
Performance Objective 1	Increase CISD staff's level of technology integration expertise (proficiencies) through a differentiated staff development program that addresses 21st Century technology skills.							
Summative Evaluation:	Documented cumulative evidence of staff growth and progress over time in achieving 21st Century technology skills							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Campus needs assessment	All Cottonwood Creek students will meet or exceed the standard on the district technology proficiency assessment.	5 th grade	Teachers, I Team specialist	August 2011	June 2012	District technology proficiency assessment document, staff members, technology committee, district technology training, campus technology training, I Team Specialist, staff meetings	Walkthroughs, lesson plans, student work samples, District technology proficiency assessment document	