



COPPELL INDEPENDENT SCHOOL DISTRICT

COPPELL MIDDLE SCHOOL WEST



West is the Best!

A National Blue Ribbon School

CAMPUS IMPROVEMENT PLAN

2010- 2011

**PRINCIPAL
VERN EDIN**

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.

COPPELL MIDDLE SCHOOL WEST CAMPUS 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:** 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 21st Century technology skills
- **Performance Objective 2:** 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 3:** Expand the Career and Technology Education (CTE) within CISD to provide additional opportunities to the entire student population.

COPPELL MIDDLE SCHOOL WEST

CAMPUS IMPROVEMENT PLAN – TITLE I

A CONTINUUM FOR SCHOOL-WIDE PLANNING AND DEVELOPMENT

2010-2011

Title I schools must address the following ten (10) Components:

- **COMPONENT 1:** Conduct a comprehensive needs assessment in order to design and implement a successful campus plan.
- **COMPONENT 2:** Implement school-wide reform strategies that are scientifically research based.
- **COMPONENT 3:** Provide instruction by highly qualified staff.
- **COMPONENT 4:** Provide high quality on-going professional development for teachers, principals, paraprofessionals and others.
- **COMPONENT 5:** Provide strategies to attract highly qualified teachers to high need students.
- **COMPONENT 6:** Utilize strategies to increase parental involvement.
- **COMPONENT 7:** Ensure smooth transition for students.
- **COMPONENT 8:** Include teachers in decisions regarding the use of assessments in order to provide information on, and to improve, the achievement of students and the overall program.
- **COMPONENT 9:** Implement a plan to ensure that all students master the state's achievement standards and provide effective, timely additional assistance for students that experience difficulty mastering state standards.
- **COMPONENT 10:** Coordinate and integrate federal, state and local services and programs.

Coppell Middle School West Site Based Committee 2009-2010

[Jeff Minn](#) – CMS West Asst. Principal / co - chair

[Julie Bailey](#) – Chairperson / 6th grade Math

Allison Hartzell – Choir Teacher

Colleen Charnock – 7th grade Math

Lisa Light – Special Education

Kendra Beck – 7th grade Science

Julie Carpenter – Read 180

Stefanie Howell – 8th grade Language Arts

Tim Hill – Community Member

Tonia Clark – Parent

Kelly Penney – District Representative

** 2009-2010 Committee wrote and approved this plan for the 2010-2011 school year.*



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	84	98	96	92	88	83	91	n/a	99
2009-2010 Results	98	97	99	96	98	67	98	89	n/a	100
Improvement Status	+1	+13	+1	0	+6	-21	+15	-2	n/a	+1
2010-2011 Goals	99	98	100	97	99	90	99	9	n/a	100

	Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders.
1.	Targeted areas for improvement: LEP and At-Risk to 90%
2.	Targeted areas for improvement: Reduce the difference in score between male and female
3.	Continue focus on African American sub-group

Math TAKS Scores (%)	All Students	African American	White	Hispanic	Econ Disadv	LEP	Spec Ed	At-Risk	CATE- (Secondary Only)	GT
2008-2009 Results	97	82	98	94	93	78	87	84	n/a	99
2009-2010 Results	97	86	98	96	93	81	86	82	n/a	100
Improvement Status	0	+4	0	+2	0	+3	-1	-2	n/a	+1
2010-2011 Goals	98	90	99	97	94	90	90	90	n/a	100

	Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders.
1.	Targeted areas for improvement: LEP, Spec. Ed., and At-Risk sub group to 90%
2.	Targeted areas for improvement: African Amer. sub group to 90%
3.	Continue focus on Econ. Disadv. population

Writing TAKS Scores (%)	All Students	African American	White	Hispanic	Econ Disadv	LEP	Spec Ed	At-Risk	CATE- (Secondary Only)	GT
2008-2009 Results	100	100	100	100	100	100	100	100	n/a	100
2009-2010 Results	100	100	100	100	100	100	100	100	n/a	100
Improvement Status	0	0	0	0	0	100	100	100	n/a	100
2010-2011 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.	Targeted areas for improvement: Increase percentage of Rated 4 Written Compositions.

Science TAKS Scores (%)	All Students	African American	White	Hispanic	Econ Disadv	LEP	Spec Ed	At-Risk	CATE- (Secondary Only)	GT
2008-2009 Results	92	58	96	80	76	N/A	80	72	93	100
2009-2010 Results	94	76	97	91	84	80	67	77	97	100
Improvement Status	+2	+18	+1	+11	+8	N/A	-13	+5	+4	0
2010-2011 Goals	95	76	97	91	84	90	90	90	98	100

	Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders.
1.	Targeted areas for improvement: African American sub group
2.	Targeted areas for improvement: Econ Disadvantage and At-Risk sub group to 90%
3.	Targeted areas for improvement: Spec. Ed. sub group to 90%

Social Studies TAKS Scores (%)	All Students	African American	White	Hispanic	Econ Disadv	LEP	Spec Ed	At-Risk	CATE- (Secondary Only)	GT
2008-2009 Results	98	89	100	100	90	N/A	89	92	100	100
2009-2010 Results	100	100	100	100	100	100	100	100	100	100
Improvement Status	+2	+11	0	0	+10	N/A	+11	+8	0	0
2010-2011 Goals	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.	Continue focus on Econ. Disadv. and At-Risk population
2.	
3.	

	Attendance: Discuss your attendance concerns and celebrations. List any actions and resources.
1.	Overall attendance rate 97%
2.	Campus has system in place for addressing student attendance including Saturday School to make up time.
3.	However, there is a break down in system in following up with students referred for truancy.

	Dropouts (if applicable): Discuss your dropout rates, concerns and celebrations. List any actions and resources.
1.	n/a

	Retention (if applicable): Discuss your retention concerns and celebrations. List any actions and resources.
1.	Retention rate is <1% due to multiple campus level interventions through RTI and district level summer school.

	Culture and Climate: Discuss your culture and climate concerns and celebrations. List any actions and resources.
1.	As reported by the student satisfaction survey: Students feel highly supported by their teachers when receiving help w/ work and feeling encouraged by their teachers.
2.	
3.	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 1:	Align the written, taught and assessed curriculum.							
Summative Evaluation:	Unit plans, Forethought lesson plans, Performance Series Data and curriculum-based assessments (CBAs)							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Campus observations & discussions	Implement written curriculum documents to align with research-based best practices, including ELPS	6-8 grade Science, 6-8 Social Studies, 6-8 Math, 6-8 ELA	Science, Social Studies, Math and ELA Directors, Curriculum Writing Teams	June 2010	July 2011	Research-based best practice resources by authors such as Erickson, Wiggins & McTighe, Marzano, Stiggins, Daggett, etc., local funds, Title II, Forethought	Curriculum Unit Plans, Instructional Snapshots	
CBA data, campus & community feedback, CBA data/local assessment comparison and Performance Series	Monitor the delivery of instruction to ensure alignment with CISD curriculum, including ELPS	All	Curriculum Team, Campus Admin.	August 2010	June 2011	Extended planning time, CBA preview process, TEKS, Forethought documents, Rigor/Relevance Framework	Forethought lesson plans, Instructional Snapshots/campus visits	
Campus observations, CBA data/local assessment comparison and Performance Series	Utilize CBA data and/or growth model data to inform instruction	All	Curriculum Team, Campus Admin. and Teachers	August 2010	June 2011	Achievement Series data and Performance Series Data	Forethought lesson plans and campus visits	

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 Early Childhood-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas.							
Summative Evaluation:	Documentation of CISD staff development offering, Eduphoria records, on-line/paper evaluations, walk-throughs, evaluation of campus needs assessments, and disaggregation of walk through data. Annual, Review, and Dismissal (ARD) Committee paperwork, Individual Education Plans (IEP)							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Quantitative data such as AEIS, TAKS Summary Reports, CBAs, etc. Qualitative data such as surveys, writing folder reviews, department meetings, instructional leader meetings, team leader meetings, instructional snapshots, etc.	Provide opportunity for initial/advanced training in: <ul style="list-style-type: none"> Research-Based Best Practices such as Customized Learning/Sustained Differentiated Instruction, Brain-Based Instruction, Pre AP Strategies, Thinking Maps, Problem /Project Based Learning (PBL), 21st Century Literacy,, Writing Rigorous Assessment Items,, Concept –Base Instruction, Inquiry Based Instruction , etc. Response to Intervention (Rtl) process Co-Teach Model of Instruction 	All CISD instructional staff	Campus Admin.	June 2010	July 2011	PD360, Outside consultants, in-district presenters, books, manuals, Region 10 workshops, etc., TEKS, AP standards, Title 1 Funds= \$5000 Compensatory= \$2500	Documentation of CISD staff development offerings, Eduphoria records, Curriculum Department Walk Throughs, Campus Needs Assessment on-line and paper evaluations	

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 Early Childhood-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas.							
Summative Evaluation:	Documentation of CISD staff development offering, Eduphoria records, on-line/paper evaluations, walk-throughs, evaluation of campus needs assessments, and disaggregation of walk through data. Annual, Review, and Dismissal (ARD) Committee paperwork, Individual Education Plans (IEP)							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Staff development committee feedback, campus feedback	Embed Professional Learning Communities (PLC) in campus-based professional development	All	Campus Admin., Dept. Heads	August 2010	June 2011	PLC documentation and forms, Eduphoria transcripts, local funds,	PLC documentation and forms, Eduphoria transcripts	
PC, Faculty Survey	Implement extended planning time for content collaboration and professional development within the regular school day	All	Campus Admin.	August 2010	June 2011	Master schedule planning	Meeting agendas, campus observation & participation in meetings, requests for participation, campus planning documents	
Quantitative data such as AEIS, TAKS Summary Reports, CBAs, etc. Qualitative data such as surveys, writing folder reviews, department meetings, instructional leader meetings, team leader meetings, instructional snapshots, etc.	Monitor the implementation of Research-Based Best Practices & Response to Intervention (RTI) Process	Instructional Staff	Curriculum Team, Campus Leadership Team, Intervention Services, RTI Specialist, and Campus Administrators	June 2010	July 2011	Curriculum Department, Intervention Services, Campus Admin., Counselors	Curriculum Instructional Walk-Throughs, Forethought lesson plans, PST meeting minutes	

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:	We will 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
Community/ Campus feedback	Conduct ongoing, at least annual, seminars to communicate campus assessment plans to partners, with particular attention given to new assessment programs in a language that parents understand.	All	Principal, Campus Testing Coordinator	June 2010	July 2011	Meeting times, facility set ups, Director of Assessment, parent letters, PTO connect	Posting of meeting times on websites and campus newsletters, agendas and handouts	
Campus feedback	Provide targeted instruction for students to help them understand the various assessment measures, including providing technology to allow them to understand, track and take responsibility for their individual performance and progress.	All	Instructional Staff	August 2010	June 2011	Classroom visits, announcements, teachers, campus administration, counselors	Campus newsletters, agendas, handouts and portal	

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 participation in campus partnerships in Campus Improvement Plans and business partnership survey feedback							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Community Feedback	Utilize an interactive website for business partners and CISD staff to share partnering experiences and resources.	All	Campus admin and teachers	Aug 2010	Nov 2010	Transition Coordinator, Communication Director, and CTE Coordinator, Web Master-Electronic Media Services and local funds	The online registration process	
Community Feedback	Provide training for CISD on best practice utilization of community business partners.	All	Transition Coordinator, Communication Director, and CTE Coordinator, Campus admin.	Jan 2011	June 2011	Campus Administrators, teachers, parents and community members	Dates, agendas, notes related to development of training activities	
Community Feedback	Organize event to recognize CISD business partners.	All	Transition Coordinator, Communication Director, and CTE Coordinator, Campus admin.	Feb 2011	April 2011	Campus Administrators, teachers, parents, community members and local funds	Organizational notes, event advertisements, newsletters and program invitations.	

Strategic Objective/Goal 1 :	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 5:	Implement a system or systems to assess 21 st century skills.							
Summative Evaluation:	Document assessment results; Documented cumulative evidence of student growth and progress over time							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
AEIS Report and Local Assessments, TAKS Summary Report	Provide during and after school programs to target instruction and accelerate learning	6-8	Administration team, Dept. Heads	June 2010	July 2011	Local/State Funds, Tutorial Stipend, Bus Transportation Title 1= \$11,000 Compensatory= \$1,000	Survey/Feedback	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 6:	Integrate 21 st century learning skills within the district							
Summative Evaluation:	Documentation of staff development offerings and updated teacher walkthroughs and snapshots, and grading rubrics.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Community and Campus Feedback	Create a physical learning environment that fosters technology literacy and collaboration	All	Campus Admin. and IT	August 2010	June 2011	Principals, teachers, funds for classroom needs	Observation of innovative classroom structures	
Campus and Community Feedback	Implement grading rubrics provided by curriculum directors that address 21 st century learning skills (oral and written communication, collaboration, technology literacy, critical thinking, global awareness exposure, and professional ethics and responsibilities).	All	Instructional Staff	August 2010	June 2011	Curriculum Directors, Campus administrators, teachers	Updated grading rubrics	

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
Community and Campus Feedback	Access parent talent pool at the beginning of the year or as needed to determine assets.	All	Leadership Team	August 2009	June 2010	Principals, teachers, PTOs, parents and guardians	Campus improvement plans. PTO, Lists of parent assets	
Curriculum meetings with campus teams	Provide additional professional development on the integration of the graphing calculator in the mathematics classroom	8 th grade math teachers	Campus Administration, Math Dept. Head	August 2009	June 2010	Texas Instruments graphing calculator, trainers, From Title 1 Funds= \$5000 Compensatory= \$2500	Eduphoria transcripts, Forethought lesson plans, District level walk-throughs/campus visits	

Strategic Objective/Goal 1	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 8:	Expand the Career and Technology programs to increase opportunities to all CISD students.							
Summative Evaluation:	Eduphoria posting of training dates; Feedback from campus staff; review of information of database							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Strategic Plan	Provide opportunities to allow students to explore various career options in the classroom.	All	Administrators Counselors Teachers	August 2010	June 2011	Administrators, Community members, Other Volunteers	Presenter evaluation.	
Strategic Plan	Develop opportunities for students to explore similar interests through club activities and special interest groups.	All	Club sponsors And group Advisors Campus Admin.	August 2010	June 2011	Teachers, volunteer Club sponsors	List of activities	

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 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
2009 Program Evaluation	Increase opportunities and participation for students to work on independent research projects on topics of interest.	GT	Director of Advanced Academics, Middle School GT teachers	September 2010	December 2010	GT Faculty	Curriculum documents showing participation in independent work	
GT State Plan Standards	Implement the Texas Performance Standards Projects as part of GT Curriculum and Assessment	GT	Director of Advanced Academics and GT Faculty	September 2010	May 2011	GT Faculty and TEA Website for Performance Standards Project	Curriculum Documents and Student Projects	
Registration Report	Increase the number of GT students participating in GT level courses	GT	GT faculty and Counselors	September 2010	May 2011	All Faculty	Registration Report; Attendance Report	

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 10:	Sustain district-wide EC-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas							
Summative Evaluation:	Annual, Review, and Dismissal (ARD) Committee paperwork, Individual Education Plans (IEP)							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Special Ed. Permanent folder review; classroom walkthroughs; department meetings.	Attend training in Standards-Based IEPs utilizing SpEd Management System (SEMS).	Special Ed	SpEd Teachers, Lead diagnostician, Lead Speech Pathologist, SpEd Team Leaders	August 2010	June 2011	SpEd Local and Federal Funds Directors of SpEd, Lead Diagnostician, Lead Speech Pathologist, SpEd Team Leaders	ARD committee reports, IEP reviews	

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
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	CIPs	

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 12:	Implement the requirements and purposes of IDEA by meeting State and Federal targets							
Summative Evaluation:	Annual, Review, and Dismissal (ARD) Committee paperwork, Individual Education Plans (IEP), Full and Individual Evaluations (FIE), Annual Performance Report (APR)							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
State Performance Plan (SPP) Indicators Referral Logs Child Find Logs	Utilize tracking system to monitor timelines established by State and Federal guidelines	Special Education	Diagnosticians, Special Ed. Staff	July 2010	June 2011	Intervention Services Personnel, Region 10, Regional Day School Program for the Deaf (RDSPD) Personnel, SpEd Local and Federal funds, Contract Services	ARD Committee paperwork FIE reports Referral Logs Child Find Logs	

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 13:	Improve student performance and program effectiveness by meeting State and Federal standards <ul style="list-style-type: none"> • 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. 							
Summative Evaluation:	Public Education Information Management System (PEIMS) reports, Performance-Based Monitoring Analysis System (PBMAS) reports, Academic Excellence Indicator System (AEIS) reports, Special Education Referral Reports							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
PEIMS	Provide training on Positive Behavioral Supports at campus level	All	Campus Administration Directors of Special Education Intervention Specialists	August 2010	June 2011	Incident codes per campus, Positive behavior support plan template, Campus staff, Intervention Specialist/LSSP Region 10 (School wide PBS); Rtl Specialist	Documentation of CISD staff development Eduphoria records On-line and paper evaluations	
PEIMS	Investigate alternate options to In-School Suspension	SpEd	Campus Administration Directors of Special Education	August 2010	June 2011	Campus Administration, Directors of Special Education, Region 10, Intervention Specialist/LSSP; Campus Staff	Input from Administrative staff Input from teachers	

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 13:	Improve student performance and program effectiveness by meeting State and Federal standards <ul style="list-style-type: none"> • 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. 							
Summative Evaluation:	Review sample of IEPs, documentation folders and performance data.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Faculty input specific to skills needed	Attend staff development focusing on continuous process of transition planning and links to student IEP goals/objectives reflecting standards set forth in SPP indicator 13 and 14	Special Ed	Campus Administration, Special Ed. Dept.	August 2010	June 2011	Training Materials, Transition Administrator, Campus Administration	Coordinated IEP document	
SS, PS, O (ARD/IEP Documentation)	Monitor and adjust documentation of student projected course of study/graduation plan to represent coordinated set of activities and coursework that are based on student desired post-school outcomes.	SE	Special Ed. Dept., Counselors	August 2010	June 2011	Transition ARD Supplement, Student/Parent Surveys, SPED, Goal-Setting Materials	ARD Supplement, ARD Deliberations/ Determinations, Texas Effectiveness Study Analysis	
AEIS, Texas Effectiveness Study, Teacher Input	Increase teacher involvement in transition planning process (data collection, IEP development)	SE	Special Ed. Dept.	August 2010	June 2011	SE Staff, Transition Planning Surveys, Sample IEP goals/objectives	Student IEP, Teacher reflections on involvement in process.	

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 14:	Ensure equitable distribution of highly qualified teachers.							
Summative Evaluation:	Annual "State of the Staff" report, annual Highly Qualified Report to the Texas Education Agency and CISD Board of Trustees, TExES Scores							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Course enrollment, master schedule	Ensure that 100% of core academic subject area and special ed. teachers are highly qualified on each campus	All	Campus Admin.	August 2010	June 2011	Local funds, certification records	Hiring rosters	
Teacher Turnover Rates and exit interviews.	Mentor beginning educators to improve effective teaching and performance and promote the personal and professional well-being of beginning teachers.	Beginning Educators (0-1 years of experience)	Campus Admin., mentor teachers	Aug 2010	July 2011	BTIM grant, Title II funds, local funds, Executive Director of HR, Director of Staff Development, Director of School Improvement	Teacher retention rate, Teacher exit interviews and Beginning Teacher and Mentor Journals	

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 15:	Expand opportunities for student choice (elementary/secondary) in meaningful learning experiences							
Summative Evaluation:	Student and Teacher Reflections on the educational impact associated with student choice in learning experiences.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
CISD Strategic Plan 2009	Provide varied learning experiences focusing on student choice using a variety of teaching methods such as PBL, Liberal Arts and Humanities	All	Classroom teachers	Aug 2010	June 2011	Director of Staff Development, PD360, Curriculum Directors and Campus Admin	Course offerings and teacher lesson plans	
CISD Strategic Plan 2009	Utilize learning methods that give more options for student choice in academic experiences	All	Classroom teachers	Aug 2010	June 2011	Director of Staff Development, PD360, Curriculum Directors and Campus Admin	Eduphoria records, classroom walkthroughs, and campus needs assessment	
CISD Strategic Plan 2009	Utilize tools for evaluating student choices in learning experiences and seek ways to expand student choice in all curricular areas	All	Classroom teachers	Aug 2010	June 2011	Directors of Curriculum and Teachers	Student Satisfaction Survey 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 15:	Expand opportunities for student choice (elementary/secondary) in meaningful learning experiences							
Summative Evaluation:	Student and Teacher Reflections on the educational impact associated with student choice in learning experiences.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
CISD Strategic Plan 2009	Educate parents and community about the variety of learning experiences and the benefits of student choice	All	Classroom teachers	Aug 2010	June 2011	Student Registration Materials, Counselors, Campus Admin and teachers	Parent Satisfaction Survey Data	
Community Feedback	Incorporate a Chinese Culture Class at West to learn about global issues with China	Sixth and Seventh Grade Students	Mandarin Chinese Teacher, Administration	August 2010	June 2011	Mandarin Chinese Grant, Counselors	Feedback from student involvement and experience	

Strategic Objective/Goal 2	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:	Promote the development and demonstration of positive character traits including (but not limited to) Courage, Trustworthiness, Integrity, Respect & Courtesy, Responsibility, Fairness, Caring, Good Citizenship, School Pride consistent with the terms of the TEC Section 29.906.							
Summative Evaluation:	Assessment results, Character Ed Program recommendation							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Campus/ Grade level Teams input	Support current PreK-12 character education through Teams advisory program (Character Ed. lessons determined by grade level needs)	All	All Staff	August 2010	June 2011	Current CISD character education program, counselors, Advisory programs	Professional discussions, lesson plans, advisory activities	

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 in order to reach all students.							
Summative Evaluation:	Teacher lesson plans, course curricular collaboration, shared Service-Learning curriculum and resources on Service-Learning website							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Community/ Campus feedback	Seamlessly integrate (campus-developed) Character Ed. program into existing school practices	All	Librarians, counselors, classroom teachers, assistant principals, principals	August 2010	June 2011	Library time, counselor visits, announcements, assemblies, advisory time, discipline programs	Campus visits	
Campus and community feedback	Embed the assessment of character traits into existing grading practices such as report card comments	All	Classroom teachers	August 2010	June 2011	Curriculum directors, Director of Student Services, Rubrics for assessing character traits, Classroom teachers	Report card documents	

Strategic Objective/Goal 2:	We will identify CISD character traits to be integrated throughout the district and develop means to assess student demonstration of those traits.							
Performance Objective 3:	Create a culture where positive character qualities are demonstrated daily							
Summative Evaluation:	Documentation on shared community/CISD website							
Needs Assessment	Action steps	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/ Fiscal	Formative Evaluation	Documented
Community/ campus Feedback	Review existing campus committees and programs and modify as needed to ensure that the result is a culture of character	All	Campus administrator	August 2010	June 2011	Site-based or other existing committees representative of the school's community	Goals, mission statements or bylaws of each committee posted	
Community/ campus Feedback	Provide students with opportunities that foster character development outside of the campus and within the community through student clubs and activities	All	Campus administrator, Club sponsors	August 2010	June 2011	Campus Admin. , Club Sponsors	Publicized list of student opportunities	
Community feedback, current events, student survey	Continue to publicize safe and drug free programs.	All	Campus Admin., Counselors	August 2010	June 2011	Website, newsletters, Get Connected Committee, Title IV, Local Resources (Police, Assistance League, YMCA/ Care) Region 10 Texas Drug & Alcohol Survey	Newsletters, newspapers, campus & community feedback, student survey	
Discipline Referrals, Anecdotal campus reports	Consistently implement a relational aggression prevention program <ul style="list-style-type: none"> Bullying 	All	Campus Admin., Counselors, Classroom teachers	August 2010	June 2011	Support materials, School Resource Officers (SROs), PTO	Discipline data, counselor feedback, bully reports, student survey	

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

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 5:	Sustain a district-wide safe and drug free school programs							
Summative Evaluation:	Post-instruction assessment							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Student Satisfaction Survey and Discipline Reports	Provide small group anti-bullying counseling.	All	Counselors	August 2010	June 2011	Teachers, Assistant Principals, and anti-bullying program and research	Counseling log and discipline reports	
Student Satisfaction Survey	Provide parent education sessions on bullying prevention.	All	Counselors	August 2010	June 2011	Local Funds, District guidelines and anti-bullying program and research	Parent sign-in sheets and workshop evaluation feedback forms	

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 5:	Meet Chapter 37 TEC guidelines: student suspension needs to be a maximum of 3 days.							
Summative Evaluation:	All student suspensions will be a maximum of 3 days.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Discipline Data Validation Indicator #1: Length of Student's Out-Of-School Suspension This indicator identifies districts with students reported as suspended out-of-school (OSS) for more than the three school days allowed under TEC §37.005.	Until a Due Process Hearing or a JJAEP Intake Conference can be held, the principal or other appropriate administrator will place the student in one of the following: <ol style="list-style-type: none"> 1. Another appropriate classroom 2. In-school suspension Coppell ISD Alternative Education Campus	All	Campus Administration	Aug. 2010	May 2011	Director of Student Services will provide ongoing training for campus administrators and the PEIMS coordinator based on Chapter 37 TEC. Dates/times/location will be provided for additional trainings occurring at our regional service center. The first training occurred August 2008 and will occur every August of each consecutive school year.	All suspensions monitored for student information; reports run quarterly within student information system to track consecutive days of suspension will show no student suspended more than 3 consecutive 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 st Century technology skills							
Summative Evaluation:	Communication reports, PTO reports							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Strategic Plan, Campus feedback, AEIS Report	Provide training to staff on the implementation and best practice of SMART Boards within the classroom.	All	Campus Admin.	August 2010	June 2011	Outside consultants, in-district presenters.	Documentation of CISD staff development Eduphoria records On-line and paper evaluations	

Strategic Objective/Goal 3	We will increase efficiency in the district operations and educational delivery system through the use of technology, and further develop business and community partnerships in order to best achieve our mission and objectives.							
Performance Objective 2:	Enhance the Coppell ISD communication system to provide district staff, parents, community members, and business partners with secure, effective, and efficient communication via a reliable and dynamic infrastructure.							
Summative Evaluation:	Communication reports, PTO reports							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
AEIS Report, Parent/Campus feedback	Utilize a variety of communications to inform parents of strategies being implemented to create learning environments that promote student success	All	Campus Admin.	August 2010	June 2011	Title 1 Funds: \$500	PTO minutes, communication 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 3:	Expand the Career and Technology Education (CTE) within CISD to provide additional opportunities to the entire student population.							
Summative Evaluation:	Integration of career opportunities in teacher lesson plans and school calendar							
Needs Assessment	Action steps	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Survey of campus personnel, surrounding districts and/or third party resources for K-8 career awareness	Provide career awareness opportunities at each middle and elementary campuses.	All	Service-Learning Coordinator, Counselors	August 2010	June 2011	Carl D. Perkins Grant; Service-Learning Coordinator	Survey results	

APPENDIX

Needs Assessment:

AEIS =Academic Excellence Indicator System, CBA's =Curriculum Based Assessment, DR=Discipline Report, FS=Faculty Survey, O=Other (specify), PS=Parent Survey, PBMAS=Performance Based Monitoring Assessment System, SS=Student Survey

Special Populations (Sp. Pop):

ABC's=Academics, Behavior, Communication & Social Skills
AP=Advanced Placement
AR=At Risk
E=Ethnicity
ELPS = English Language Proficiency Standards
ESL=English as a Second Language
FIE = Full and Individual Initial Evaluation
GT=Gifted and Talented
IEP =Individual Education Plan
IBDP=International Baccalaureate Diploma Program
ICLE=International Center for Leadership in Education
LASSO=Language Acquisition and Social Skills Opportunities
LOTE=Language Other than English
LS=Life Skills
PA=Practical Academics
PLC=Professional Learning Communities
PST =Promoting Success Teams
SE=Special Education
SHAC = School Health Advisory Council
SL=Service Learning
[SPP](#) =State Performance Plan
TES=Texas Effectiveness Student
TOSA=Teachers on Special Assignment
YMCA/CARE=Chemical Awareness Resource Education

Committees: AC=Assessment, CC=Curriculum, LCO=Legislative/Campus Oversight, PC=Parent and Community, PD=Prof Dev

Federal Funds: T1=Title 1, TITLE II=Title 2, TITLE IID-Title 2D, T3=Title 3, T4= Title 4, SPED=Special Education