



Denton Creek Elementary  
**CAMPUS IMPROVEMENT PLAN**  
**2010- 2011**

**BRYAN McLAIN**  
**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 - 11 COMMITTEE MEMBERS**

<b>NAME OF PARTICIPANT</b>	<b>COMMITTEE ROLE</b>
<b>BRYAN McLAIN</b>	<b>PRINCIPAL</b>
<b>SHERI SHELTON</b>	<b>ASSISTANT PRINCIPAL</b>
<b>KATHY STRUCK</b>	<b>5<sup>TH</sup> GRADE REPRESENTATIVE</b>
<b>BARBRA VANRIPER</b>	<b>4<sup>TH</sup> GRADE REPRESENTATIVE</b>
<b>JERI FOUTS</b>	<b>3<sup>RD</sup> GRADE REPRESENTATIVE</b>
<b>MARTHA BROWN</b>	<b>2<sup>ND</sup> GRADE REPRESENTATIVE</b>
<b>ALISON WILKINSON</b>	<b>1<sup>ST</sup> GRADE REPRESENTATIVE</b>
<b>TAMMY MANDEL</b>	<b>KINDERGARTEN REPRESENTATIVE</b>
<b>VIVIAN DEHART</b>	<b>SPECIALS' TEACHER REPRESENTATIVE</b>
<b>BARBARA LARSEN</b>	<b>COUNSELOR</b>
<b>BECKY ADAMS</b>	<b>PARENT REPRESENTATIVE</b>
<b>LISA JOHNSON</b>	<b>PTO REPRESENTATIVE</b>
<b>TERESA TATE</b>	<b>DISTRICT REPRESENTATIVE</b>



# COPPELL INDEPENDENT SCHOOL DISTRICT

Reading/ELA TAKS Scores (%)	All Students	African American	White	Hispanic	Econ Disadv	LEP	Spec Ed	At-Risk	CATE- (Secondary Only)	GT
<b>2008-2009 Results</b>	99	100	99	96	80	100	99	95		100
<b>2009-2010 Results</b>	100	100	99	100	100	100	-	100		100
<b>Improvement Status</b>	+1	-	-	+4	+20	-	-	+5		-
<b>2010-2011 Goals</b>	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.	Even with high scores, almost all areas were still able to show a gain to meet the goal of 100%.
2.	Staff members were able to meet the needs of all students through differentiated instruction and RtI interventions.
3.	Sub-populations are small, so the impact can be great in regard to ratings. Specific attention needs to be given to all sub-populations to maintain and/or improve scores.

<b>Math TAKS Scores (%)</b>	<b>All Students</b>	<b>African American</b>	<b>White</b>	<b>Hispanic</b>	<b>Econ Disadv</b>	<b>LEP</b>	<b>Spec Ed</b>	<b>At-Risk</b>	<b>CATE- (Secondary Only)</b>	<b>GT</b>
<b>2008-2009 Results</b>	98	71	99	100	-	-	-	85		100
<b>2009-2010 Results</b>	97	83	97	100	100	100	-	87		100
<b>Improvement Status</b>	-1	+12	-2	-	-	-	-	+2		-
<b>2010-2011 Goals</b>	100	100	100	100	100	100	100	100	100	100

	<b>Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders.</b>
1.	Continue to focus attention on sub-populations in order to maintain and/or improve scores.
2.	The at-risk population made gains this year, but additional support is needed for these students.
3.	Continue to focus on increasing the number of students receiving a commended score.

Writing TAKS Scores (%)	All Students	African American	White	Hispanic	Econ Disadv	LEP	Spec Ed	At-Risk	CATE- (Secondary Only)	GT
2008-2009 Results	99	-	100	100	-	-	-	83		100
2009-2010 Results	100	100	100	100	-	-	-	-		100
Improvement Status	+1	-	-	-	-	-	-	-		-
2010-2011 Goals	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.	Quality instruction is occurring as high scores are being maintained.
2.	Continue to focus on increasing the number of students receiving a commended score.
3.	Staff members were able to meet the needs of all students through differentiated instruction and Rtl interventions.

Science TAKS Scores (%)	All Students	African American	White	Hispanic	Econ Disadv	LEP	Spec Ed	At-Risk	CATE- (Secondary Only)	GT
2008-2009 Results	99	-	100	88	-	-	-	80		100
2009-2010 Results	95	-	96	89	-	-	-	57		100
Improvement Status	-4	-	-4	+1	-	-	-	-23		-
2010-2011 Goals	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.	Focus attention on sub-populations, especially the at-risk group, in order to improve scores.
2.	Review science benchmark assessments and determine if any areas of concern need to be addressed through interventions.
3.	Promote the use of the Outdoor Learning Center and the Science Lab to encourage more hands-on science instruction.



<b>Social Studies TAKS Scores (%)</b>	<b>All Students</b>	<b>African American</b>	<b>White</b>	<b>Hispanic</b>	<b>Econ Disadv</b>	<b>LEP</b>	<b>Spec Ed</b>	<b>At-Risk</b>	<b>CATE- (Secondary Only)</b>	<b>GT</b>
<b>2008-2009 Results</b>	N/A									
<b>2009-2010 Results</b>	N/A									
<b>Improvement Status</b>	N/A									
<b>2010-2011 Goals</b>	N/A									

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

	Attendance: Discuss your attendance concerns and celebrations. List any actions and resources.
1.	Denton Creek has very few attendance problems. Most students get to school on time and attend school every day. Students with perfect attendance are recognized every nine weeks.
2.	Attendance policies are addressed in the student handbook, which is accessible on the campus website. Also, a parent attendance letter is sent home at the beginning of the year to review the policy.
3.	Attendance reports are run weekly and letters are sent when necessary to remind parents of the attendance policy.

	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.	Fewer students were retained this year compared to last year. Rtl interventions met the needs of students that were not making sufficient academic progress.
2.	
3.	

	Culture and Climate: Discuss your culture and climate concerns and celebrations. List any actions and resources.
1.	The staff implemented a "Laugh Committee" that was given the task to keep morale high throughout the year.
2.	Pre-K and the Dual Language Kindergarten class celebrated cultural diversity with a multi-cultural celebration.
3.	There was an increase in bullying incidents, so the campus will participate in a Region X Behavior Cohort to develop a campus-wide behavior plan. The campus will also implement the R-time program.

<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>	AEIS & TAKS Summary Report, Local Assessments							
<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>
AEIS, TAKS Summary Reports and Local Assessments	All grade levels will use Investigations for Math instruction	K-5	K-5 Teachers	August 2010	June 2011	Director of Mathematics Investigations training	Lesson Plans District Assessments TAKS results Walk throughs	
AEIS, TAKS Summary Reports and Local Assessments	Implement Write From the Beginning in all grade levels	K-5	K-5 Teachers	August 2010	June 2011	Director of English Language Arts Write From the Beginning kit/notebooks	Lesson Plans TAKS results Walk throughs	
Campus Feedback	Provide vertical alignment planning time through PLC days	Campus Administration All Teachers	Campus Administration All Teachers	August 2010	June 2011	TEKS District Scope and Sequence	PLC logs Vertical Alignment document	
AEIS, TAKS Summary Reports and Local Assessments	Expand intervention resources to accelerate at risk students	K-5 at-risk students	PST Committee Campus Administration K-5 Teachers	August 2010	June 2011	SCE funds \$4030.32 Rtl Specialist ESL Facilitator	Budget Summary for SCE funds	

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<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>	AEIS & TAKS Summary Report, Local Assessments							
<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>
AEIS, TAKS Summary Reports and Local Assessments	Customize tutoring for students not meeting standards on local assessments or TAKS	K-5	PST Committee Campus Administration K-5 Teachers	August 2010	June 2011	SCE funds \$4030.32 Rtl Specialist ESL Facilitator	Budget Summary for SCE funds Extra Duty Pay forms for tutoring	
AEIS, TAKS Summary Reports and Local Assessments	Analyze data and develop a plan to ensure continued gains in commended scores in all subject areas	K-5	K-5 Teachers Campus Administration	August 2010	June 2011	District Curriculum Directors GT Teacher	Lesson Plans District Assessments TAKS results Grade level plans to increase commended scores	
AEIS, TAKS Summary Reports and Local Assessments	Target and monitor LEP and Special Ed. students in all subject areas	K-5 LEP and Special Ed. Students	K-5 Teachers ESL Facilitator Special Education Teachers	August 2010	June 2011	Director of ESL Director of Special Ed. Lead ESL Facilitator Title III Funds	District Assessments TAKS/TELPAS results	







<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>	Documentation of office referrals and Good Citizen recognition on announcements							
<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	Implement R-Time weekly to build positive relationships within the classrooms	All	All Staff	August 2010	June 2011	R-Time Campus Trainers R-Time Manual Region 10	Lesson Plans Office referrals	
Campus Feedback	Develop, train and implement school-wide behavior plan	All	All Staff	August 2010	June 2011	Region 10 District Behavior Specialists Campus Behavior Committee	Training dates/sign in sheets Committee meeting dates/minutes School-wide behavior plan	
Community Feedback	Increase parent awareness about bullying by providing articles in the PTO newsletter	EC-5	Campus Administration Counselor Discipline Committee	August 2010	June 2011	Counselor Behavior Specialists Bullying resources on campus	PTO newsletters	



<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 21 <sup>st</sup> Century technology skills							
<b>Summative Evaluation:</b>	Documented staff development and evidence of staff growth and progress in achieving 21 <sup>st</sup> 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 feedback	Increase staff expertise in utilizing the Smart board in the classroom	All	Administrators Integration Specialist Campus Technology Teacher	August 2010	June 2010	Dr. Tim Tyson Technology Dept. Integration Specialist Smart Board Representative	Training dates Sign in sheets	
Campus feedback	Expand technology training to encompass new 21 <sup>st</sup> Century skills, such as Personal Learning Networks and Google Apps	All	Administrators Integration Specialist Campus Technology Teacher	August 2010	June 2010	Dr. Tim Tyson Technology Dept. Integration Specialist	Training dates Sign in sheets	

<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 21 <sup>st</sup> Century technology skills							
<b>Summative Evaluation:</b>	Documented staff development and evidence of staff growth and progress in achieving 21 <sup>st</sup> 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	Teachers will collaborate through a discussion forum to enrich instruction	All	All Staff	August 2010	June 2010	Dr. Tim Tyson Integration Specialist Cynthia Alaniz	Discussion forum	Campus feedback