



COPPELL INDEPENDENT SCHOOL DISTRICT

Austin Elementary

CAMPUS IMPROVEMENT PLAN

2009- 2010

LAURIE O'NEILL

PRINCIPAL

CISD MISSION STATEMENT:

The mission of the Coppell 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 Early Childhood-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas.
- **Performance Objective 3:** We will 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 appropriate skills in categories such as critical thinking, goal setting, problem solving, organization/time management, and cooperation/presentation.
- **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:** Implement the requirements and purposes of IDEA by meeting State and Federal targets
- **Performance Objective 12:** Improve student performance and program effectiveness by meeting State and Federal standards
 - Increase by 2.2% students graduating with a Recommended High School Program (RHSP) who are receiving special education services
 - Reduce by 20% the number of In-School Suspension (ISS) placements for students receiving special education services.

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:** Focus integration of service learning into curriculum as a means of authentic character development.
- **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:** 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 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.
- **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.

CAMPUS SITE-BASED COMMITTEE 2009-1010 COMMITTEE MEMBERS

**LAURIE O'NEILL
KINSEY WEEGER
TIM WU**

**ANNE BECKMAN
HOLLY SNYDER
IRENE EDWARDS**

**AMY LAPLANTE
KIM TRIPI
ALICIA MCGURK**

**JEAN GUIDRY
DAVID BARNETT
TRACEY WALLACE**



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
2007-2008 Results	99.6%	90%	99%	100%	95%	100%	100%	99%		100%
2008-2009 Results	98.0%	92.0%	98%	98%	95%	100%	100%	96%		100%
Improvement Status	(1.6)	2.0	(1.0)	(2.0)	-	-	-	(3.0)		
2009-2010 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. Overall Reading scores are excellent. African American sub pop and Hispanic sub pop must be closely monitored.
		2
		3

Math TAKS Scores (%)	All Students	African American	White	Hispanic	Econ Disadv	LEP	Spec Ed	At-Risk	CATE- (Secondary Only)	GT
2007-2008 Results	96%	78%	95%	97%	94%	-	92%	-		100%
2008-2009 Results	93%	85%	93%	97%	92%*		84%	82%		100%
Improvement Status	(3.0)	7.0	(2.0)	-	(2.0)		(8.0)			
2009-2010 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.
		1Celebrate: African American sub pop increased.
		2 As data is collected from CBAs and other forms of assessment, we must pay more attention to the Special Ed. Students and ensure that the correct State test is administered in the spring
		3 As data is collected from all forms of assessment, administrators/teachers must disaggregate the data immediately so all students are receiving the intervention from the start.

Writing TAKS Scores (%)	All Students	African American	White	Hispanic	Econ Disadv	LEP	Spec Ed	At-Risk	CATE- (Secondary Only)	GT
2007-2008 Results	100%	100%	100%	100%	100%	*	*			
2008-2009 Results	98%	100%	99%	93%	88%	83%	100%	96%		100%
Improvement Status	(2.0)	-	(1.0)	(7.0)	(12.0)					
2009-2010 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 Early identification of students who are Economically Disadvantaged students and also students in the Hispanic sub pop– as forms of assessment are administered during the year, those students will be closely monitored for improvement by administrators, PST and intervention will begin immediately to close the learning gap.
		2
		3

Science TAKS Scores (%)	All Students	African American	White	Hispanic	Econ Disadv	LEP	Spec Ed	At-Risk	CATE- (Secondary Only)	GT
2007-2008 Results	93.5%	60%	95%	100%	83%					
2008-2009 Results	97%	83%	98%	94%	100%	*	88%	91%		100%
Improvement Status	3.5	23.0	3.0	(6.0)	17.0					
2009-2010 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 Increase for All Students of 3.5%. Outstanding gains for the African American and Economically Disadvantaged sub pops!
		2 Continuous focus for improvement in all sub pops. Closely monitor all sub pops as assessment is conducted and disaggregated to instructional staff.
		3

Social Studies TAKS Scores (%)	All Students	African American	White	Hispanic	Econ Disadv	LEP	Spec Ed	At-Risk	CATE- (Secondary Only)	GT
2007-2008 Results	N/A									
2008-2009 Results										
Improvement Status										
2009-2010 Goals										

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

		Attendance: Discuss your attendance rate, concerns and celebrations. List any actions and resources
		Austin's attendance rate is 97.6% as compared to the state average of 95.5%

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

		Retention (if applicable): Discuss your retention concerns and celebrations. List any actions and resources
		<p>Celebrations: Austin Elementary received the Exemplary rating from TEA for the 2008 – 2009 school year. Six retentions: <i>Kinder- 1; 1st Grade – 3; 2nd Grade – 1; 5th Grade – 1.</i></p>

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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:	Performance Series Assessments, Forethought lesson plans, Unit Plans							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Classroom observations/follow up discussions	Implement written curriculum to align with best teaching practices	All	Principal/AP/Curriculum Coordinators/ Literacy Coach	June 2009	July 2010	Marzano's book: Classroom Instruction that Works	Instructional snapshots, unit plans, Book Study Discussion	
CBA data; Campus/Community Feedback	Monitor instructional delivery to ensure alignment with CISD; Data Daze	All	Principal/AP/ Curriculum Coordinators/ Literacy Coach/Team Leaders	August 2009	June 2010	Book Study- Test Talk <i>Integrating Test Preparation</i> by Melton	Forethought lesson plans; classroom visits; Book Study discussion	
Utilize a variety of intervention methods	Horizontal/Vertical Team meetings; IEPs; Parent Conferences; Small group instruction; Literacy Library; ESL program; Dyslexia program; GT program; PST; Continued use of Shared/Guided Reading	All	Principal/AP/All Staff	August 2009	June 2010	Grade level meetings; Team Leader Meetings; PST	Data from formal and informal assessments	

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:	Teacher lesson plans; Visual displays of student work; Unit plans						
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation
Enhance Student Learning Experiences	Implement use of Thinking Maps...Tools for Learning.	All	All	June 2009	July 2010	School Budget; Administrators	Student work; classroom observations; discussion
Improve teacher capacity to more effectively engage students	PLCs meet two times per month for 50 min. each to focus on the different types of Thinking Maps	All	All	August 2009	June 2010	School Budget; Administrators	Teacher collaboration; formal/informal discussion; classroom visits; sign-in rosters; notes from meetings
Thinking Maps Education for Parents	Four informational meetings for educating parents regarding different types of Thinking Maps	All	Administrators	August 2009	June 2010	School budget; Administrators	Sign-in rosters; newsletters; notes from meetings

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:	Parent meetings; PTO Newsletter						
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation
SBRC Education Plan for Teachers	Collectively brainstorm positive attributes of SBRC; Viewing of 3 videos on SBRC followed with discussion; Team meeting to discuss rubrics on SBRC	All	Principal/Asst. Principal	June 2009	July 2010	School Budget; Administrators	Positive attributes displayed in faculty lounge; Sign in roster; formal/informal discussions
SBRC Education Plan for Parents	Four focus meetings during school year for parent questions/input; View 1 of 3 videos on SBRC at PTO meeting; Post SBRC power point on Austin website; PTO Newsletter to share information	All	Principal/Asst. Principal IT Specialist	August 2009	June 2010	School Budget; Administrators; PTO Newsletter; IT Specialist	Sign-in rosters; Newsletters; Power point

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 & demonstration of positive character traits (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:	Community feedback; campus observations, surveys of all stakeholders (teachers, administrators, students, parents).							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Campus Input	Research/compile list of resources & recommend best practices for character education	All	Principal/AP/Counselor/Team Leaders	June 2009	July 2010	School General Fund Budget; Title I School Funds	Listing of resources on school website; list given also to teachers & parents	
Survey staff development needs	Provide staff development on character education through a variety of formats (faculty meetings; grade level meetings; teaching lessons to students & modeling for teachers	All	Principal/AP/Counselor/All Staff	August 2009	June 2010	Counselor; School General Funds; Title I School Funds	Completed surveys	
Community survey	Disseminate character traits program information to community	All	Principal/AP/Counselor	August 2009	June 2010	Counselor; School General Funds; Title I funds	Character traits program information visible throughout the school	

Strategic Objective/Goal 2:	We will identify CISD character traits to be integrated throughout the district and develop means to asses student demonstration of those traits.							
Performance Objective 3 :	Create a culture where positive character qualities are demonstrated daily.							
Summative Evaluation:	Classroom observations; Lunch with the Principal; Staff and Community Feedback							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Campus Input	Assess the existing culture of Austin	All	Principal	June 2009	July 2010	<i>Don't Teach the Canaries Not to Sing</i> by Robert Ramsey	In-service sign in sheets	
Campus Input	Provide teachers with opportunities to create a school culture that works for all staff	All	All	August 2009	June 2010	<i>Don't Teach the Canaries Not to Sing</i> by Robert Ramsey; Team Building Activities; School Budget	Classroom observations; social outings; informal student interviews; Brag Board; Teacher recognition	
Campus Input	Provide students with opportunities to create a school culture that works for all students; Promote Fridays as Spirit Days; Austin posters created to be displayed at football/baseball games promoting student pride in Austin	All	All	August 2009	June 2010	School wide assemblies; Spirit Days; Announcements; School Budget	Classroom observations; Observations at assemblies; parent input; teacher input; student recognition	

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 :	Ensure the availability of resources necessary for students to create digital portfolios, and utilize communication tools such as wikis, blogs, and social networking.							
Summative Evaluation:	All local policies & procedures reflect current standards and recommendations by TASB and all network services are up 100% of the time.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Review current inventory of software/hardware	Compile current inventory of all items at Austin relating to Technology.	All	Principal/AP/ IT Specialist	June 2009	July 2010	Survey; Physical Inventory; Purchasing	Technology inventory reports	
Meetings with staff and parents	Identify and prioritize minimum technology needs for Austin	All	Principal/AP/IT Specialist	August 2009	June 2010	School Budget; purchasing	Staff and community feedback; recommendations from staff and community.	
Campus Input	Determine staff development needs as it relates to technology	All	Principal/AP/IT Specialist	August 2009	June 2010	Formal/informal discussions; surveys	Compiled survey results; feedback from meetings	

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:	All local policies & procedures reflect current standards and recommendations by TASB and all network services are up 100% of the time.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Campus Input	Assessment of technology proficiencies of staff.	All	Principal/AP/ IT Specialist	June 2009	July 2010	School Budget; Administrators; IT Specialist	Complied survey results; feedback from grade level meetings	
Campus Input	Develop teacher application for determining where to best place current / future inventory of Smartboards	All	Principal/IT Specialist/Technology Department	Aug. 2009	July 2010	School Budget; PTO Write a Check; Matching Funds	Selection of teachers; Placement of Smartboards in classrooms	
Campus Plan	Develop differentiated staff development plan for teachers at Austin.	All	Principal/AP/IT Specialist	August 2009	June 2010	Administrators, IT Specialist; GT Specialist; School Budget	Staff Development Plan	
Faculty Survey	Evaluate progress of staff development plan for teachers at Austin.	All	Principal/AP/IT Specialist	August 2009	June 2010	Formal/informal discussions; surveys; School Budget	Classroom Observations; Compiled survey results; feedback from meetings	