



## **CAMPUS IMPROVEMENT PLAN**

**2011- 2012**

**New Tech High**

**Deana D. Harrell**

**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:** 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 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.

**CAMPUS SITE-BASED COMMITTEE**  
**20011 - 12 COMMITTEE MEMBERS**

| <b>NAME OF PARTICIPANT</b>                           | <b>COMMITTEE ROLE</b>                                  |
|--|--|
| <b>CHARLIE PERRYMAN</b><br><b>BRANDY OSTERBERGER</b> | <b>FACILITATOR</b>                                     |
| <b>RANDY BALL</b><br><b>BENJI COLEMAN-LEVI</b>       | <b>FACILITATOR</b>                                     |
| <b>CARIE SPANNAGEL</b>                               | <b>FACILITATOR</b>                                     |
| <b>DELANIE DURSO</b>                                 | <b>LEARNER</b>   |
| <b>CHRIS RATTON</b>                                  | <b>LEARNER</b>   |
| <b>ANNE TATUTM</b>                                   | <b>PARENT</b>  |
| <b>CHRISTY RATZ</b>                                  | <b>PARENT</b>  |
| <b>KAY NEUSE</b><br><b>BOB MALISCH</b>               | <b>MATHEMATICS DIRECTOR</b><br><b>COMMUNITY MEMBER</b> |
| <b>DEANA HARRELL</b><br><b>AMANDA ZIAER</b>          | <b>DIRECTOR</b><br><b>ASSISTANT DIRECTOR</b>           |



# COPPELL INDEPENDENT SCHOOL DISTRICT

| Reading/ELA<br>TAKS Scores<br>(%) | All Students | African<br>American | White | Hispanic | Econ<br>Disadv | LEP  | Spec Ed | At-Risk | CATE-<br>(Secondary<br>Only) | GT   |
|-----------------------------------|--------------|---------------------|-------|----------|----------------|------|---------|---------|------------------------------|------|
| <b>2009-2010<br/>Results</b>      | 98%          | 100%                | 99%   | 96%      | 95%            | NA   | 100%    | 96%     | 99%                          | 100% |
| <b>2010-2011<br/>Results</b>      | 97%          | 100%                | 97%   | 98%      | 100%           | NA   | 96%     | 81%     | 95%                          | 100% |
| <b>Improvement<br/>Status</b>     | -1%          | 0                   | -2%   | +2%      | +5%            | NA   | -4%     | -15%    | -4%                          | 0    |
| <b>2011-2012<br/>Goals</b>        | 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. | While our ELAR scores are strong across the board with 39% of learners scoring commended, for the 2011-2012 school year we will focus on the transition from TAKS to EOC. |
| 2. | We have designated a literacy advocate to assist all facilitators in the content areas with strategies for teaching reading across the curriculum.                        |
| 3. | At the rookie level, we will utilize beginning of year assessment data to customize reading and language arts instruction for our learners.                               |

| <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-<br/>(Secondary Only)</b> | <b>GT</b> |
|-----------------------------|---------------------|-------------------------|--------------|-----------------|--------------------|------------|----------------|----------------|-----------------------------------|-----------|
| <b>2009-2010 Results</b>    | 92%                 | 92%                     | 92%          | 87%             | 87%                | NA         | 66%            | 72%            | 94%                               | 100%      |
| <b>2010-2011 Results</b>    | 89%                 | 79%                     | 89%          | 88%             | 80%                | NA         | 62%            | 68%            | 96%                               | 100%      |
| <b>Improvement Status</b>   | -3%                 | -13%                    | -3%          | +1%             | -7%                | NA         | -4%            | -4%            | +2%                               | 0         |
| <b>2011-2012 Goals</b>      | 100%                | 100%                    | 100%         | 100%            | 100%               | NA         | 100%           | 100%           | 100%                              | 100%      |

|    |  |
|----|--|
|    | Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders.            |
| 1. | For the 2011-2012 school year we will focus on the transition from TAKS to EOC in all mathematics content areas.             |
| 2. | We are working with the New Tech Network to explore the implementation of problem and project based learning in mathematics. |
| 3. | Geometry and Algebra II facilitators are attending content specific leadership training in the district.                     |

| Science TAKS Scores (%)   | All Students | African American | White | Hispanic | Econ Disadv | LEP | Spec Ed | At-Risk | CATE-<br>(Secondary Only) | GT   |
|---------------------------|--------------|------------------|-------|----------|-------------|-----|---------|---------|---------------------------|------|
| <b>2009-2010 Results</b>  | 98%          | 100%             | 98%   | 90%      | 100%        | NA  | 82%     | 75%     | 90%                       | 100% |
| <b>2010-2011 Results</b>  | 97%          | 100%             | 96%   | 92%      | 92%         | NA  | 80%     | 82%     | 100%                      | 100% |
| <b>Improvement Status</b> | -1%          | 0                | -2%   | +2%      | -8%         | NA  |         | +7%     | 10%                       | 0    |
| <b>2011-2012 Goals</b>    | 100%         | 100%             | 100%  | 100%     | 100%        | NA  | 100%    | 100%    | 100%                      | 100% |

|    |   |
|----|---|
|    | Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders.                                     |
| 1. | We are implementing a variety of science notebooking techniques to provide learners with the opportunity to document their thinking “as a scientist.” |
| 2. | Emphasize weak objectives through tutorial program targeted towards at-risk learners.   |
| 3. | For the 2011-2012 school year we will focus on the transition from TAKS to EOC in all sciences content areas.   |

| <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>2009-2010 Results</b>              | 99%                 | NA                      | 99%          | 100%            | 100%               | NA         | 100%           | 100%           | 100%                          | 100%      |
| <b>2010-2011 Results</b>              | 100%                | 100%                    | 100%         | 100%            | 100%               | NA         | 100%           | 100%           | 100%                          | 100%      |
| <b>Improvement Status</b>             | +1%                 | 0                       | +1%          | 0               | 0                  | NA         | 0              | 0              | 0                             | 0         |
| <b>2011-2012 Goals</b>                | 100%                | 100%                    | 100%         | 100%            | 100%               | NA         | 100%           | 100%           | 100%                          | 100%      |

|    |   |
|----|---|
|    | Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders.   |
| 1. | For the 2011-2012 school year we will focus on the transition from TAKS to EOC in all social studies content areas.   |
| 2. | To further improve the quality of instruction occurring in the social studies classrooms, we will challenge and support the facilitators as they work to include a great level of authenticity into their projects. We will leverage the training several facilitators had with SMU to assist in this endeavor. |
| 3. | In order to increase the interdisciplinary connections, we will implement a psych-stats course.   |



|    | Attendance: Discuss your attendance concerns and celebrations. List any actions and resources.  |
|----|---|
| 1. | NTH@C has a strong attendance rate, but we have continued to see a small decrease from our first two years. We developed a presentation/communication flyer to distribute to parents to help them understand the implications of attendance on our ADA. |
| 2. |   |
| 3. |   |

|    | Dropouts (if applicable): Discuss your dropout rates, concerns and celebrations. List any actions and resources.   |
|----|--|
| 1. | NTH@C works closely with Turning Point to identify any earner at risk of dropping out. (Currently, no learners have dropped out.)  |
| 2. | Learners in the first graduating class at NTH@C were accepted to both public and private universities. 95% of graduates are attending a 4-year university, 4% are attending a 2-year junior college and data on the other 1% is unavailable. |
| 3. |  |

|    | Retention (if applicable): Discuss your retention concerns and celebrations. List any actions and resources.  |
|----|---|
| 1. | Convene an RtI team to monitor the progress of learners in all core content areas and suggest and implement research-based interventions as appropriate.      |
| 2. | We saw a minor increase in veteran learners transferring from NTH to CHS. An exit survey will be developed to determine and quantify reasons for leaving NTH. |
| 3. |   |

|    | Culture and Climate: Discuss your culture and climate concerns and celebrations. List any actions and resources. |
|----|--|
| 1. | The campus leadership will meet with all stakeholders to monitor adjustment and gather input during transition.  |
| 2. | Implement the Network Team Captains (NTC) to assist with the activities during the weekly networking time.       |
| 3. | Assist second graduating class with establishing traditions and making establishing their own identify.          |

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|---|--|-----------------|---|-----------------------|---------------------|--|--|-------------------|
| <b>Strategic Objective/Goal 1:</b>          | We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences. |                 |   |                       |                     |  |  |                   |
| <b>Performance Objective</b>                | Align the written, taught, and assessed curriculum.  |                 |   |                       |                     |  |  |                   |
| <b>Summative Evaluation:</b>                | PBL Unit Evaluations, Benchmark Unit Assessments; Formative 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> |
| Learner Feedback, state & local assessments | Monitor the delivery of instruction to ensure alignment with TEKS to support EOC.  | ALL             | Deana Harrell, Amanda Ziaer, Curriculum Directors | August 2011           | May 2012            | PBL Refresher, Campus/Curriculum Walk-Throughs     | Observation Results, Goal-Setting & Facilitator Goal Achievement |                   |
| State/ Local Assessment                     | Utilize pre-assessment and growth model data to inform instruction   | All             | Deana Harrell, Amanda Ziaer, Curriculum Directors | August 2011           | May 2012            | Performance Series Data, Formative Assessment Data | Data Analysis, PBL Unit  |                   |
|   |  |                 |   |                       |                     |  |  |                   |

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|---|--|--|---|-----------------------|---------------------|--|---|-------------------|
| <b>Strategic Objective/Goal 1:</b>                            |  | We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences. |   |                       |                     |  |   |                   |
| <b>Performance Objective 2</b>                                |  | Sustain district-wide EC-12 TEKS- aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas.   |   |                       |                     |  |   |                   |
| <b>Summative Evaluation:</b>                                  |  | Eduphoria Records; Quantitative/ Qualitative Feedback, walkthroughs, TAKS/EOC data   |   |                       |                     |  |   |                   |
| <b>Needs Assess.</b>  | <b>Action Step(s)</b>  | <b>Sp. Pop.</b>  | <b>Person(s) Responsible</b>                          | <b>Timeline Start</b> | <b>Timeline End</b> | <b>Resources Human/Material/Fiscal</b>                               | <b>Formative Evaluation</b>   | <b>Documented</b> |
| AEIS, EOC, Grade reports, RTI Documentation                   | Develop PBL appropriate interventions for all tiers of RTI   | RTI learners   | Deana Harrell, Sr. Facilitators, Curriculum Directors | June 2011             | July 2012           | Staff Development, RTI Specialists, Counselors                       | Walkthroughs, learner reflection, grade reports, conduct                          |                   |
| AEIS, EOC, Grade reports, RTI Documentation, staff feedback   | Monitor the implementation of research based best practices for RTI model                          | All  | Deana Harrell, Sr. Facilitators, Curriculum Directors | June 2011             | July 2012           | Staff Development, RTI Specialists, Counselors, Curriculum Directors | Completion of PB walkthroughs, learner reflection, grade reports, conduct L Units |                   |
| AEIS, EOC, Grade reports                                      | Train Facilitators in differentiation of scaffolding activities and impact on the at-risk learner. | At-Risk RTI learners   | Deana Harrell, Facilitators                           | August 2011           | July 2012           | Staff Development, Curriculum Directos, State Compensatory Ed Funds  | Eduphoria Rosters, TAKS/EOC Scores  |                   |
| Learner Feedback, Staff Feedback, Business Community Feedback | Redefine Learning Outcomes and Definitions, Adjust LO rubrics accordingly                          | All staff  | NTH@C staff, Learner Leadership Council               | June 2011             | August 2012         | New Tech Network, NTH schools  | Completion of revised outcomes and completion of rubrics                          |                   |

| <b>Strategic Objective/Goal 1:</b>                                |  | We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences. |   |                       |                     |  |  |                   |
|---|--|--|---|-----------------------|---------------------|--|--|-------------------|
| <b>Performance Objective 3</b>                                    |  | Communicate campus assessment plan and result to parents and facilitators through a customized reflection/learning plan.   |   |                       |                     |  |  |                   |
| <b>Summative Evaluation:</b>                                      |  | Copies of documents used for documentation; Learner Customized Reflections; Stakeholder Feedback   |   |                       |                     |  |  |                   |
| <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, EOC, Grade reports, RTI Documentation, Stakeholder feedback | Develop a customized learning & reflection process to be implemented through networking program.           | All NTH@C Staff and facilitators   | Deana Harrell, Dr. Denison                | June 2011             | July 2012           | Curriculum Directors, Other Program Models | Customized Plan/Reflection                               |                   |
| AEIS, EOC, Grade reports, RTI Documentation, Stakeholder feedback | Communicate and provide results of customized learning & reflection plan to parents and guardians          | All  | Deana Harrell, Amanda Ziaer, Facilitators | Jun 2011              | July 2012           | Curriculum Directors, Other Program Models | Parent Feedback  |                   |
| EOC   | Provide opportunities for extended learning enrichment and reteaching beyond school day                    | At-Risk, RTI Learners  | Deana Harrell, Facilitators               | August 2011           | June 2012           | State Compensatory Ed Dollars \$2635       | TAKS Scores, Grade Reports, EOC Scores, Learner Feedback |                   |
| AEIS, EOC, Grade reports, RTI Documentation, Stakeholder feedback | Create and implement interest inventories for incoming Rookie class to customize projects and choice       | All  | Deana Harrell, Amanda Ziaer, Facilitators | Jun 2011              | July 2012           | Curriculum Directors, Sample Inventories   | Parent Feedback  |                   |
| Stakeholder feedback  | Implement "Brown Bag Lunches and Dinners" to communicate with all stakeholders campus/district information | All  | Deana Harrell, Amanda Ziaer, Facilitators | October 2011          | April 2012          | Director, Facilitators                     | Parent Feedback  |                   |

|                                    |  |                 |  |                       |                     |   |   |                   |
|------------------------------------|--|-----------------|--|-----------------------|---------------------|---|---|-------------------|
| <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 4</b>     | Expand campus business partnerships with the local and global community.   |                 |  |                       |                     |   |   |                   |
| <b>Summative Evaluation:</b>       | 100% Graduation Requirements met for Career Exploration/Experiences  |                 |  |                       |                     |   |   |                   |
| <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> |
| Partner Feedback                   | Revise structure for Business Advisory Board   | All             | Deana Harrell, Lindsay Ayers, Amanda Ziaer, CTE Director | June 2011             | July 2012           | Advisory Board, New Tech Network, Chamber of Commerce | Agendas, Business Advisory Board Survey |                   |

|  |  |                 |                                 |                       |                     |   |                             |                   |
|--|--|-----------------|---------------------------------|-----------------------|---------------------|---|-----------------------------|-------------------|
| <b>Strategic Objective/Goal 1:</b>     | We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences. |                 |                                 |                       |                     |   |                             |                   |
| <b>Performance Objective 7</b>         | Increase connection between real world experiences and authentic classroom instruction   |                 |                                 |                       |                     |   |                             |                   |
| <b>Summative Evaluation:</b>           | Documentation of PBL experiences containing real world experiences, service learning and authentic classroom instruction.  |                 |                                 |                       |                     |   |                             |                   |
| <b>Needs Assess.</b>                   | <b>Action Step(s)</b>  | <b>Sp. Pop.</b> | <b>Person(s) Responsible</b>    | <b>Timeline Start</b> | <b>Timeline End</b> | <b>Resources Human/Material/Fiscal</b>  | <b>Formative Evaluation</b> | <b>Documented</b> |
| Learner Feedback; Learner Survey       | Provide varied learning experiences focusing on learner input/choice. (Learners partner with facilitators to design PBL experience)  | All             | Deana Harrell, Facilitators     | June 2011             | July 2012           | Staff Development, Meeting of the Minds, New Tech Network, Curriculum Directors | PBL Units, learner feedback |                   |
| Survey Results; Other learner Feedback | Create Wednesday programs to address time management, oral presentation skills and other skills needed to complete real world authentic PBL experiences.   | All Staff       | Facilitators, Parent Volunteers | June 2011             | June 2012           | PTSO and Campus Budget  | Survey results and feedback |                   |

|                                     |  |                 |   |                       |                     |   |                                    |                   |
|-------------------------------------|--|-----------------|---|-----------------------|---------------------|---|------------------------------------|-------------------|
| <b>Strategic Objective/Goal 1:</b>  | We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences. |                 |   |                       |                     |   |                                    |                   |
| <b>Performance Objective 9</b>      | Expand program options and the learning continuum to reinforce strengths, needs and interests of students served in the gifted and talented program.   |                 |   |                       |                     |   |                                    |                   |
| <b>Summative Evaluation:</b>        | Interest inventories, expanded corpus of PBL opportunities   |                 |   |                       |                     |   |                                    |                   |
| <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> |
| Learner Feedback;<br>Learner Survey | Provide varied learning experiences focusing on learner input/choice. (Learners partner with facilitators to design PBL experience)  | All             | Deana Harrell, Facilitators             | June 2011             | July 2012           | Staff Development, Meeting of the Minds, New Tech Network, Curriculum Directors | PBL Units, learner feedback        |                   |
| Campus Survey, Parent Feedback      | Create a course catalog detailing credits earned for each course offered   | All             | Facilitators, Counselor, Administration | August 2011           | January 2012        | Campus Counselor  | Survey results and parent feedback |                   |

|                                    |  |                 |   |                       |                     |  |                             |                   |
|------------------------------------|--|-----------------|---|-----------------------|---------------------|--|-----------------------------|-------------------|
| <b>Strategic Objective/Goal 1:</b> | We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences. |                 |   |                       |                     |  |                             |                   |
| <b>Performance Objective 11</b>    | Sustain campus-wide procedures and practices consistent with the School Health Advisory Council (SHAC)   |                 |   |                       |                     |  |                             |                   |
| <b>Summative Evaluation:</b>       | Experiences for learners and staff on healthy lifestyle choices.   |                 |   |                       |                     |  |                             |                   |
| <b>Needs Assess.</b>               | <b>Action Step(s)</b>  | <b>Sp. Pop.</b> | <b>Person(s) Responsible</b>                      | <b>Timeline Start</b> | <b>Timeline End</b> | <b>Resources Human/Material/Fiscal</b>                   | <b>Formative Evaluation</b> | <b>Documented</b> |
| Student Satisfaction Survey        | Implement SHAC recommended indicators for improving Coordinated School Health Programs on all campuses.  | All             | Asst. Supt. Or designee and Campus Administrators | August 2011           | June 2012           | SHAC Committee indicators, members, and SHAC campus reps | SHAC Committee Resources    |                   |



|                                     |   |                      |  |                       |                     |   |   |                   |
|-------------------------------------|---|----------------------|--|-----------------------|---------------------|---|---|-------------------|
| <b>Strategic Objective/Goal 2 :</b> | We will identify CISD character traits to be integrated throughout the district and develop means to assess student demonstration of those traits   |                      |  |                       |                     |   |   |                   |
| <b>Performance Objective 1</b>      | Promote, embed and create a culture incorporating positive character traits including (but not limited to) Courage, Trustworthiness, Integrity, Respect & Courtesy, Responsibility, Fairness, Caring, Good Citizenship, School pride consistent with the terms of the TEC Section 29.906. |                      |  |                       |                     |   |   |                   |
| <b>Summative Evaluation:</b>        | Assessment Results, Character Education Survey Results  |                      |  |                       |                     |   |   |                   |
| <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> |
| Strategic Plan, Learner Survey      | Incorporate Character Traits into NTH@C rules to live by (trust card)   | All                  | Deana Harrell, Networking Facilitators | June 2011             | June 2012           | CISD Character Ed program, counselors, Networking resources | Discussion, Rules to Love By Definition |                   |
| Strategic Plan, Learner Survey      | Incorporate Character Traits into NTH@C Learning Outcomes (professional Ethics) & Rubric Development  | All                  | NTH@C Campus                           | June 2011             | June 2012           | Learners, Facilitators                                      |   |                   |
| Learner Survey & Feedback           | Develop commendation system to celebrate strong demonstration of character traits (@ shirts)  | Student of the month | Deana Harrell, NTH@C Campus            | June 2011             | June 2012           | Learners, Facilitators                                      | Learner Survey                          |                   |

|                                     |   |                 |  |                       |                     |  |   |                   |
|-------------------------------------|---|-----------------|--|-----------------------|---------------------|--|---|-------------------|
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| <b>Performance Objective 1</b>      | Promote, embed and create a culture incorporating positive character traits including (but not limited to) Courage, Trustworthiness, Integrity, Respect & Courtesy, Responsibility, Fairness, Caring, Good Citizenship, School pride consistent with the terms of the TEC Section 29.906. |                 |  |                       |                     |  |   |                   |
| <b>Summative Evaluation:</b>        | Assessment Results, Character Education Survey Results  |                 |  |                       |                     |  |   |                   |
| <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> |
| Learner Survey                      | Provide school-wide opportunities for community service   | All             | Deana Harrell, Counselor, PTSO Committee | June 2011             | June 2012           | PTSO Committee, x2Vol                  | Documentation and reflection of community service experience. |                   |

|  |  |                 |   |                       |                     |   |  |                   |
|--|--|-----------------|---|-----------------------|---------------------|---|--|-------------------|
| <b>Strategic Objective/Goal 2 :</b>                            | We will identify CISD Character traits to be integrated throughout the district and develop means to assess student demonstration of those traits.   |                 |   |                       |                     |   |  |                   |
| <b>Performance Objective 3</b>                                 | Sustain a District-wide safe and drug free school programs   |                 |   |                       |                     |   |  |                   |
| <b>Summative Evaluation:</b>                                   | Learner/Parent feedback and post-instruction assessment.   |                 |   |                       |                     |   |  |                   |
| <b>Needs Assess.</b>   | <b>Action Step(s)</b>  | <b>Sp. Pop.</b> | <b>Person(s) Responsible</b>                              | <b>Timeline Start</b> | <b>Timeline End</b> | <b>Resources Human/Material/Fiscal</b>                              | <b>Formative Evaluation</b>            | <b>Documented</b> |
| Learner Feedback, Discipline Referrals                         | Provide staff training on drug and relationship abuse awareness, detection and prevention  | All             | Deana Harrell, Director of School Improvement, Counselors | June 2011             | June 2012           | SROS, Counselors, Parents   | Discipline Referrals, Learner Feedback |                   |
| Strategic Plan, Learner Survey                                 | Provide training for all learners on: <ul style="list-style-type: none"> <li>• Bullying</li> <li>• Cyber-Bullying</li> <li>• Dating Violence</li> <li>• Drug/Alcohol Abuse</li> <li>• Suicide</li> </ul> | All             | Deana Harrell, PTSO, Counselors                           | June 2011             | June 2012           | Community Programs, PTSO, Campus Budget, Counselors, Dr. Paul Hagan | Program Agenda, Program Feedback       |                   |
| Learner Feedback; Learner Survey, Parent and Facilitator Input | Coordinate events throughout the school year to encourage learners to make positive lifestyle choices (such as Red Ribbon Week)  | All             | Facilitators, Parent Volunteers                           | August 2011           | July 2012           | PTSO and Campus Budget, SHAC  | Survey results and feedback            |                   |

|   |  |                 |                                 |                       |                     |   |                             |                   |
|---|--|-----------------|---------------------------------|-----------------------|---------------------|---|-----------------------------|-------------------|
| <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</b>              | Sustain a District-wide safe and drug free school programs   |                 |                                 |                       |                     |   |                             |                   |
| <b>Summative Evaluation:</b>              | Learner/Parent feedback and post-instruction assessment.   |                 |                                 |                       |                     |   |                             |                   |
| <b>Needs Assess.</b>                      | <b>Action Step(s)</b>  | <b>Sp. Pop.</b> | <b>Person(s) Responsible</b>    | <b>Timeline Start</b> | <b>Timeline End</b> | <b>Resources Human/Material/Fiscal</b>  | <b>Formative Evaluation</b> | <b>Documented</b> |
| Survey Results;<br>Other learner Feedback | Coordinate an event with Coppell High School similar to "Shattered Dreams"   | All Staff       | Facilitators, Parent Volunteers | August 2011           | June 2012           | PTSO and Campus Budget, CHS and NTH@C Administration and Faculty, Community Resources | Survey results and feedback |                   |

|                                     |  |                 |  |                       |                     |   |                                |                   |
|-------------------------------------|--|-----------------|--|-----------------------|---------------------|---|--------------------------------|-------------------|
| <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 NTH@C 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>        | Facilitator Reflections, Staff Meeting Agendas   |                 |  |                       |                     |   |                                |                   |
| <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> |
| PBL Evaluations, Walkthroughs       | Implement technology tips to allow all staff to see new Web 2.0 tools integrated into instruction  | All             | Facilitators, Teacher Advocate and Iteam Members | August 2011           | June 2012           | Iteam, New Tech Network, On-line Training | Walk-throughs, PBL Evaluations |                   |