

### **COPPELL MIDDLE SCHOOL WEST**



## CAMPUS IMPROVEMENT PLAN 2011-2012

PRINCIPAL VERN EDIN

### **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.

### COPPELL MIDDLE SCHOOL WEST CAMPUS IMPROVEMENT PLAN

<u>STRATEGIC OBJECTIVE/GOAL 1:</u> 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 students 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 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:** Maintain 100% highly qualified teachers.

**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: Sustain a District-wide safe and drug free school program.

<u>STRATEGIC OBJECTIVE/GOAL 3:</u> 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:** 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.

# COPPELL MIDDLE SCHOOL WEST CAMPUS IMPROVEMENT PLAN – TITLE I A CONTINUUM FOR SCHOOL-WIDE PLANNING AND DEVELOPMENT 2011-12

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	١.
•	COMPONENT I.	CONTROL A COMPREHENSIVE MEETA ASSESSIMENT IN CIRCL TO RESIGN AND IMPREHENT A SUCCESSION CAMPINAS DIA	1

- 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.

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

NAME OF PARTICIPANT	COMMITTEE ROLE
CHRISTINE ROCHMAN	ADMINISTRATOR (ASSISTANT PRINCIPAL)
JULIE BAILEY	TEACHER
LAUREL DICKSON	TEACHER
ALLISON HARTZELL	TEACHER
STEPHANIE HOWELL	TEACHER
SHARI ZODA	TEACHER
TIM HILL	COMMUNITY MEMBER
KAREN WEAVER	PARENT
JILL HALTOM	DISTRICT REPRESENTATIVE



Reading/ELA TAKS Scores (%)	All Students	African American	White	Hispanic	Econ Disadv	LEP	Spec Ed	At-Risk	CATE- (Secondary Only)	GT
2009 – 2010 Results	98	97	99	96	98	67	98	89	n/a	100
2010-2011 Results	97	92	99	90	89	67	89	87	n/a	100
Improvement Status	-1	-5	0	-6	-9	0	-9	-2	n/a	100
2011-2012 Goals	98	95	100	93	94	80	93	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, Economically Disadvantaged, Special Education and At-Risk to 90%
2.	Continue focus on student improvement for our African American and Hispanic sub-groups
3.	

Math TAKS Scores (%)	All Students	African American	White	Hispanic	Econ Disadv	LEP	Spec Ed	At-Risk	CATE- (Secondary Only)	GT
2009-2010 Results	97	86	97	96	93	81	86	82	n/a	100
2010-2011 Results	95	79	97	88	89	80	83	80	n/a	100
Improvement Status	-2	-7	0	-8	-4	-1	-3	-2	n/a	0
2011-2012 Goals	97	90	99	92	91	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: African American, LEP, Hispanic, Economically Disadvantaged, LEP, Spec. Ed., and At-Risk sub group to 90%
2.	Math Department putting Mentoring program in place to mentor each student <u>individually</u> all year long.

Writing TAKS Scores (%)	All Students	African American	White	Hispanic	Econ Disadv	LEP	Spec Ed	At-Risk	CATE- (Secondary Only)	GT
2009-2010 Results	100	100	100	100	100	100	100	100	n/a	100
2010-2011 Results	99	96	99	100	95	100	88	95	n/a	100
Improvement Status	0	-4	0	0	-5	0	-12	-5	n/a	0
2011-2012 Goals	100	98	100	100	98	100	93	98	n/a	100

	Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders.
1.	Targeted areas for improvement: Special Education population group up to at least 90%

Science TAKS Scores (%)	All Students	African American	White	Hispanic	Econ Disadv	LEP	Spec Ed	At-Risk	CATE- (Secondary Only)	GT
2009-2010 Results	94	77	96	91	85	80	67	77	NA	100
2010-2011 Results	93	60	94	93	89	50	63	59	NA	100
Improvement Status	-1	-17	-2	+2	+4	-30	-4	-18	NA	0
2011-2012 Goals	94	90	95	93	90	90	90	90	NA	100

	Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders.
1.	Targeted areas for improvement: African American, Economically Disadvantaged, LEP, Special Education and At-Risk sub group up to 90%

Social Studies TAKS Scores (%)	All Students	African American	White	Hispanic	Econ Disadv	LEP	Spec Ed	At-Risk	CATE- (Secondary Only)	GT
2009-2011 Results	100	100	99	100	100	100	100	100	NA	100
2010-2011 Results	99	100	99	100	100	100	100	95	NA	100
Improvement Status	-1	0	0	0	0	0	0	-5	NA	100
2011-2012 Goals	100	100	100	100	100	100	100	100	NA	100

	Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders.
1.	Continue focus At-Risk sub group

	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.

	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	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 value their education and know its importance.
2.	After reviewing Student Satisfaction Survey Results, teachers admit they could do more to provide voice and choice in their assignments and their students learning. Focus of teams will be to provide more engaging lessons.
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 a	Align the written, taught and assessed curriculum.									
Summative Evaluation:	Unit plans, Performance Series data, Aware data, Rtl screener results, Classroom assessments, Local assessments										
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented			
Campus observations & discussions, state requirements	Revise and implement written curriculum documents to align with research-based best practices, including ELPS, PBL, and CCRS	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 2011	July 2012	Research-based best practice resources by authors such as Erickson, Wiggins & McTighe, Marzano, Stiggins, Daggett, etc., local funds, Title II, Forethought, TALA	Curriculum Unit Plans, Classroom Walkthroughs				
Campus & community feedback, Local assessment comparison and Performance Series	Monitor the delivery of instruction to ensure alignment with CISD curriculum, including ELPS	All	Curriculum Team, Campus Admin. And Teachers	August 2011	June 2012	Extended planning time, TEKS, Forethought documents, Rigor/ Relevance Framework, TALA walk through form	Data analysis, lesson plans, Instructional Snapshots/campus visits				
Campus observations, Local assessment comparison and Performance Series	Utilize data sources (PS, Aware, etc.) and/or growth model data to inform instruction	All	Curriculum Team, Campus Admin. and Teachers	August 2011	June 2012	Performance Series, Aware, Rtl screeners, Classroom and Local assessments	Lesson plans, campus visits, intervention plans and AIPs				
Campus observations and administrative discussions	Align accelerated instruction practices with research-based best practices, including 21st century learning skills and tools	All	Curriculum Team, Campus Admin and Teachers	August 2011	June 2012	Performance Series Resources, Literacy Coach, Content Experts, iTeam Title 1 = \$2000	Student intervention plans and Accelerated Instruction Plans				

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 s assessments, and disagg 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  New Vision Implementation Matrix Pre- Analysis	Embed Professional Learning Communities (PLC) in campus-based professional development with a focus on rigor, individualization and engagement	All	Campus Admin., Dept. Heads	August 2011	June 2012	PLC documentation and forms, Eduphoria transcripts, local funds, New Vision Implementation Matrix Pre- Analysis	PLC documentation and forms, Eduphoria transcripts, New Vision Implementation Matrix Post- Analysis			
PC, Faculty Survey	Implement extended planning time for content collaboration and professional development within the regular school day in order to ensure effective instructional strategies are implemented	All	Campus Admin.	August 2011	June 2012	Master schedule planning	Meeting agendas, campus observation & participation in meetings, requests for participation, campus planning documents			

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.  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)									
Summative Evaluation:										
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.	Monitor the implementation of Research-Based Best Practices & Response to Intervention (RTI) Process	Instructional Staff	Curriculum Team, Campus Leadership Team, Intervention Services, Literacy Coach, and Campus Administrators	June 2011	July 2012	Curriculum Department, Intervention Services, Campus Admin., Counselors, Literacy Coach, Math and Reading Content leaders	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.  We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies.										
Performance Objective 3:											
Summative Evaluation:	Copies of documents used	Copies of documents used to communicate to parents, teachers, students and stakeholders									
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented			
Campus feedback	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 2011	July 2012	Meeting times, facility set ups, Director of Assessment, parent letters, PTO connect Title 1 - \$500	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, and take responsibility for their individual performance and progress.	All	Instructional Staff	August 2011	June 2012	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 education	Expand district educational and business partnerships with the local and global community									
Summative Evaluation:	Documentation of increas feedback	Occumentation of increased participation in campus partnerships in Campus Improvement Plans and business partnership survey eedback									
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented			
Community Feedback	Expand business partnership website to improve teacher and administrator access to partners' contact information and access of expertise.	All	Campus admin and teachers	Aug 2011	June 2012	Campus Admin, teachers, parents and community members	Dates, agendas, notes related to development of training activities				
Community Feedback	Establish and implement a system to recognize CISD business partners.	All	Transition Coordinator, Communication Director, and CTE Coordinator, Campus admin.	Aug 2011	June 2012	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 syst	plement a system or systems to assess 21 <sup>st</sup> century skills.								
Summative Evaluation:	Document assessment resu	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 2011	July 2012	Local/State Funds, Tutorial Stipend Title 1= \$16,000 Compensatory= \$1,000	Survey/Feedback			

Strategic Objective/Goal 1:	We will effectively delive to engage all learners in			m using te	echnology	, assessment data an	d other effective instru	ctional strategies			
Performance Objective 6:	Integrate 21 <sup>st</sup> century lea	Integrate 21 <sup>st</sup> century learning skills within the district.									
Summative Evaluation:	Documentation of staff development offerings, updated teacher walkthroughs, grading rubrics and Student Satisfaction Survey.										
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented			
Community and Campus Feedback	Create a physical learning environment that fosters technology literacy and collaboration.	All	Campus Admin. and IT	June 2011	June 2012	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 <sup>st</sup> century learning skills (ie: oral and written communication, collaboration, technology literacy, critical thinking, global awareness exposure, and professional ethics and responsibilities).	All	Instructional Staff	August 2011	June 2012	Curriculum Directors, Campus administrators, teachers, Content Leaders	Updated grading rubrics				
Campus and Community Feedback	Embed information literacy skills into all curriculum areas.	All	Instructional Staff	August 2011	June 2012	Campus Admin, Campus Literacy Coach, Teachers, TALA strategies	Program evaluation feedback from all stakeholders				

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	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 2010	June 2011	Principals, teachers, PTO, parents and guardians	Campus improvement plans, PTO, Lists of parent assets			
Curriculum meetings with campus teams	Provide additional professional development and support on the integration of the graphing calculator and GIZMOS in the mathematics classroom.	Math 6-8	Campus Administration, Math Dept. Head	August 2011	June 2012	Texas Instruments graphing calculator, trainers, Title 1 = \$5572 Compensatory= \$2500	Eduphoria transcripts, Forethought lesson plans, District level walk- throughs/campus visits			
Middle School Strategic Plan 2010	Provide varied learning experiences focusing on student choices.	All	Admin and Teachers	August 2011	June 2011	Teachers, book studies, From Title 1 = \$1000	CIP, lesson plans and student/teacher reflections			
Middle School Strategic Plan 2010	Continued use and revising of campus schedules to allow time within the instructional day for students to explore and reflect on various and engaging learning experiences.	All	Admin and Teachers	August 2011	June 2011	Leadership Team, model schedules	Campus schedules and 2011-2012 student satisfaction survey results			

Strategic Objective/Goal 1 :	We will effectively deliver to engage all learners in r			m using te	echnology	, assessment data an	d other effective instru	ctional strategies			
Performance Objective 7:	Increase connections bet	ween real wor	ld experiences and	l authentic	classroor	m instruction.					
Summative Evaluation:	Documentation of lessons	ocumentation 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			
Middle School Strategic Plan 2010	Create a system to document and measure the impact of student choice on student engagement.	All	Leadership Team and Admin	August 2011	June 2012	Leadership Team, Counselors, Admin	Student Surveys data analysis				
Community Feedback	Continue to incorporate Chinese Culture Class so students have opportunity to be exposed to global issues through the lens of Chinese Culture	All	Mandarin- Chinese Teacher, Admin	August 2011	June 2012	Mandarin-Chinese special grant, counselors, Confucius Classroom, Director of School Improvement	Feedback from students involved in course				
Community Feedback	Continue the Dual- Language Immersion program started at the elementary level by bringing it to MS level	6 <sup>th</sup> graders in the DLI program from elementary	DLI Teacher, Admin	August 2011	June 2012	DLI Teacher, DLI Coordinator, textbooks and resources Title 3 = \$1000	Feed back from students and teacher involved in DI course				
Curriculum meetings with campus teams	Provide additional professional development and support on the integration of Apangea in the mathematics classroom	Math 6-8	Campus Admin, Math Dept Head	August 2011	June 2012	Trainers and program Title 1 - \$7200	Lesson plans, Training sign-in sheets,				
Admin Meetings with other MS Admin	Provide training and student accounts for glogster as a way for students to creatively show what they have learned in a variety of education venues	All	iTeam members, Teachers, Admin	August 2011	June 2012	School license @ \$2.00/student and resource tools Title 1 = \$2000	Student feedback, glogster products				

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:	Transform systems to more ef	Transform systems to more effectively prepare students to be successful in post-secondary education and beyond.									
Summative Evaluation:	Documentation of lessons sho	Occumentation of lessons showing technology in engaging lessons, teacher/student feedback									
Needs Assess.	Action Step(s)	Action Step(s)  Sp. Pop.  Person(s) Responsible  Timeline End  Resources Human/Material/Fiscal  Formative Evaluation  Documented									
Middle School Strategic Plan 2010	Provide opportunities to allow students to explore various career options in the classroom.	All	Admin, Counselors, Teachers	August 2011	June 2012	Administrators, Community and Business Members, Other volunteers	Student Satisfaction Survey				
Middle School Strategic Plan 2010	Develop opportunities for students to explore similar interests through club activities and special interest groups.	All	Admin, Counselors, Club and Activity Sponsors	August 2011	June 2012	Teachers	List of Activities, student feedback				

Strategic Objective/Goal 1:		e will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies engage all learners in meaningful learning experiences.									
Performance Objective 9:	Expand and refine program and talented program.	pand and refine program options and the learning continuum to reinforce strengths, needs, and interests of students served in the gifted distallented program.									
Summative Evaluation:	The CISD GT Program Guid as out of school options.	he CISD GT Program Guide reflects an array of learning opportunities for gifted and talented students both within the school day as well sout of school options.									
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented			
2011 Program Evaluation	Develop GT program assessments reflecting of learning goals and scope and sequence of curriculum	GT	GT Teachers	July 2011	May 2012	GT Faculty	Copy of Revised Scope and Sequence				
Middle School Strategic Plan 2010	Work with Director of Advanced Academics to refine new middle school curriculum for core GT classes in 6-8	GT	GT Teachers	May 2011	Dec 2011	GT Funds, GT Faculty	Curriculum Documents				
Registration Report	Increase number of GT students participating in GT level courses	GT	Counselors, Admin and GT Teachers	August 2011	June 2012	Counselors, GT Teachers	Registration Report, Course Class Size Counts				

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 curricular areas	sustain district-wide EC-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all urricular areas								
Summative Evaluation:	Annual, Review, and Dismis	nual, Review, and Dismissal (ARD) Committee paperwork, Individual Education Plans (IEP)								
Needs Assess.	Action Step(s)	Action Step(s)  Sp. Pop.  Person(s) Responsible Start  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 2011	June 2012	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:		'e will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies engage all learners in meaningful learning experiences.								
Performance Objective 11:	Sustain a district-wide effect	stain a district-wide effective School Health Advisory Council (SHAC).								
Summative Evaluation:	CIP checklists	<sup>2</sup> 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	Campus Admin	July 2011	June 2012	SHAC Committee indicators, members, and SHAC campus reps	CIP			

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 requirem	plement the requirements and purposes to meet state and federal targets for Special Education.								
Summative Evaluation:		nual, Review, and Dismissal (ARD) Committee paperwork, Individual Education Plans (IEP), Full and Individual Evaluations (FIE), nual 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	Attend advanced training on state and federal timelines/guidelines	tend advanced Special Diagnosticians, July June Intervention Documentation in Education Special Ed. Staff Staff Diagnosticians, Personnel, development								

Strategic Objective/Goal 1:	We will effectively deliver a to engage all learners in me				echnology	v, assessment data ar	nd other effective instru	ictional strategies	
Performance Objective 13:	<ul> <li>Improve student performance and program effectiveness by meeting State and Federal standards.</li> <li>Meet or exceed the state target percentage of students graduating with a Recommended High School Program (RHSP) who are receiving special education services.</li> <li>Maintain acceptable percentage related to state target of In-School Suspension (ISS) placements for students receiving special education services.</li> </ul>								
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 2011	June 2012	Incident codes per campus, Positive behavior support plan template, Campus staff, Intervention Specialist/LSSP Region 10 (School wide PBS)	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 2011	June 2012	Campus Administration, Directors of Special Education, Region 10, Intervention Specialist/LSSP; Campus Staff	Input from Administrative staff, Input from teachers		
PEIMS	Investigate alternate options to AEP for special sub pops (specifically Hispanic and African-American)	All	Campus Admin	August 2011	June 2012	Campus Admin, Region 10, Teachers	Input from Admin, Input from Teachers		

Strategic Objective/Goal 1	We will effectively deliver a to engage all learners in m	eaningful l	earning experienc	es.			nd other effective instruc	tional strategies			
Performance Objective 13:	<ul> <li>Meet or exceed the receiving special e</li> <li>Maintain acceptable</li> </ul>	<ul> <li>mprove student performance and program effectiveness by meeting State and Federal standards</li> <li>Meet or exceed the state target percentage of students graduating with a Recommended High School Program (RHSP) who are receiving special education services.</li> <li>Maintain acceptable percentage related to state target of In-School Suspension (ISS) placements for students receiving special education services.</li> </ul>									
Summative Evaluation:	Review sample of IEPs, do	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 2011	June 2012	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.	Special Ed	Special Ed. Dept., Counselors	August 2011	June 2012	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)	Special Ed	Special Ed. Dept.	August 2011	June 2012	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:	Maintain100% highly qua	Maintain100% highly qualified teachers on campus.									
Summative Evaluation:	Teacher retention rates a	eacher retention rates and Annual Highly Qualified Report									
Needs Assess.	Action Step(s)	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 education teachers are highly qualified.	All	Campus Admin.	August 2011	June 2012	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 wellbeing of beginning teachers.	Beginning Educators (0-1 years of experience)	Campus Admin., mentor teachers	Aug 2011	July 2012	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 2 Performance Objective 1:	business and community partn Promote the development and	/e will increase efficiency in the district operations and educational delivery system through the use of technology, and further develop usiness and community partnerships in order to best achieve our mission and objectives.  romote the development and demonstration of positive character traits including (but not limited to) Courage, Trustworthiness, Integrity, espect & Courtesy, Responsibility, Fairness, Caring, Good Citizenship, School Pride consistent with the terms of the TEC Section 29.906.								
Summative Evaluation:	Assessment results, Character	sessment results, Character Ed Program recommendation								
Needs Assess.	Action Step(s)	Action Step(s)  Sp. Pop.  Person(s) Responsible 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 2011	June 2012	Negotiate, Current CISD character education program, counselors, Advisory programs	Professional discussions, lesson plans, advisory activities			

Strategic Objective/Goal 2:	We will identify CISD character t traits.	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 with	Embed Character Education within the CISD Curriculum and service learning projects in order to reach all students.								
Summative Evaluation:	Teacher lesson plans, course cu	Teacher lesson plans, course curricular collaboration and shared Service-Learning curriculum								
Needs Assess.	Action Step(s)	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 2011	June 2012	Library time, counselor visits, announcements, assemblies, advisory time, discipline programs	Campus visits, lesson plans			
Campus and community feedback	Explore various ways of assessing and reporting character traits (ie: report card comments)	All	Classroom teachers	August 2011	June 2012	Curriculum directors, Director of School Improvement, 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:	Sustain a District-wide safe	and drug fr	ee school program	ıs							
Summative Evaluation:	Discipline referrals, student	Discipline referrals, student satisfaction survey and safe schools survey									
Needs Assess.	Action Step(s)	Action Step(s)  Sp. Pop.  Person(s) Responsible  Timeline Start  Timeline End  Resources Human/Material/Fiscal  Formative Evaluation D									
Discipline Referrals, Anecdotal campus reports	Provide on-going staff training on drug and relationship abuse awareness, detection and prevention.	All	Counselors, Campus Administrators	August 2011	July 2012	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  Bullying Dating/relational violence	All	Counselors, Campus Administrators, Teachers	August 2011	June 2012	Support materials, Teen Leadership curriculum, School Resource Officers (SROs), and Region X CISSS	Curriculum documents, counselor & nurse feedback, discipline data				
Student Satisfaction Survey, Discipline Referrals	Provide school-wide training in "Negotiate" (program that gives teachers and students the skills to avoid bullying, teaching respect and tolerance of all people)	All	Admin, Counselors, Teachers	August 2011	June 2012	Negotiate training manuals, Title I = \$1000	Teacher training log, schedule of student sessions as they occur during school year				
Student Satisfaction Survey	Provide parent education sessions on bullying prevention	All	Admin, Counselors, Teachers	August 2011	June 2012	Teachers, Counselors, Admin, Title I = \$500	Parent sign-in sheets and workshop evaluation feedback forms				

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										
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., iTeam members	August 2011	June 2012	Outside consultants, in-district presenters.	Documentation of CISD staff development Eduphoria records, On-line and paper evaluations				
Teacher feedback, parent feedback	Provide training in Edmodo to determine its effectiveness in becoming a communication tool to be used by teachers, students and parents.	All	Campus Admin, iTeam, Teachers	August 2011	June 2012	iTeam members	Documentation of training sessions, Teacher decision in effectiveness of Edmodo in order to determine schoolwide usage of program over google apps for following school year				

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 communication systems (Outreach programs and In-House gatherings) to inform parents of strategies being implemented to create learning environments that promote student success	All	Campus Admin., Teachers	August 2011	June 2012	Admin, Counselors, iTeam, Content Leaders, Teachers Title 1 Funds: \$2000	PTO minutes, communication samples, sign in sheets from special programs			

Strategic	We will increase efficiency in the district operations and educational delivery system through the use of technology, and further develop								
Objective/Goal 3:	business and community partnerships in order to best achieve our mission and objectives.								
Performance	Expand the Career and Technology Education (CTE) within CISD to provide additional opportunities to the entire student population.								
Objective 3:									
Summative	Integration of career opportunities in teacher lesson plans and school calendar								
Evaluation:									
Needs Assessment	Action steps	Sp. Pop.	Person(s)	Timeline	Timeline	Resources	Formative	Documented	
	5		Responsible	Start	End	Human/Material/Fiscal	Evaluation		
Survey of campus	Provide career awareness	All	Counselors	August	June	Various online	Survey results		
personnel,	opportunities to all students			2011	2012	resources,			
surrounding	through Advisory time.					Counselor-prepared			
districts and/or third						materials, Parents			
party resources for									
K-8 career									
awareness									

### **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