CISD

COPPELL INDEPENDENT SCHOOL DISTRICT

Coppell Middle School North

CAMPUS IMPROVEMENT PLAN

2011- 2012

DR. LEANNE DORHOUT
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.

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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 21st Century skills.

- **Performance Objective 6:**   Integrate 21st century learning skills within the district.

- **Performance Objective 7:**   Increase connections between real world experiences and authentic classroom instruction.

- **Performance Objective 8:**   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 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 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

Name of Participant	Committee Role
ANDREA AMRSTRONG	CAMPUS COUNSELOR
SUSIE POWELL	CAMPUS COUNSELOR
LYNN HEVRON	CAMPUS LIBRARIAN
DEAN BOYKIN	TEACHER – SCIENCE
DELANA ATTAWAY	TEACHER – ELA
CARRIE CHORDAS	TEACHER – ELA
ANGELA GEIGER	TEACHER – SOCIAL STUDIES
LEONARD HILL	TEACHER – ELECTIVES
STEPHANIE RYON	TEACHER – MATH
JEREMY LINDQUIST	TEACHER – ELECTIVES
TERRY MCCOWN	TEACHER – ATHLETICS
LISA WALSH	TEACHER – SPECIAL EDUCATION
PAIGE PARK	TEACHER – SCIENCE/GT
MARGARETA FARRELL	PARENT – PTO
CAROL FREESE	CAMPUS SUPPORT – COMMUNITY MEMBER
LINDA COOK	DISTRICT
LEANNE DORHOUT	PRINCIPAL
RYAN LAM	ASSISTANT PRINCIPAL
MIKE DOMINGUEZ	ASSISTANT PRINCIPAL

COPPELL INDEPENDENT SCHOOL DISTRICT

6th Reading/ELA TAKS Scores (%)	All Students	African American	White	Hispanic	Econ Disadv	LEP	Spec Ed	At-Risk	CATE- (Secondary Only)	GT
2009-2010 Results	99/64	100/64	99/66	94/33	100/31		83/17	86/29		
2010-2011 Results	96/61	100/43	97/64	98/45	96/33	33/0	88/31	81/23		100/86
Improvement Status	-3/+3	0/-21	-2/-2	+4/+12	-4/+2	-	+5/+14	-5/-6		
2011-2012 Goals	100/80	100/80	100/80	100/80	100/80	100/80	100/80	100/80		100/80

	Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders.
1.	The CMSN Leadership team and CMSN Site Base Committee reviewed TAKS results with a focus on sub-populations and commended score percentages. The team focused on following student group performance over the two years to determine any trends.
2.	The CMSN Leadership team and CMSN Site Base Committee observed the increase and decrease in specific student populations, and then used Bright Spots data to identify specific students, work with PLC Team leaders who would have the students, and determined time during the staff development prior to school would be useful to work on individual student plans to address student progress individually. August 15, was used.

6th Math TAKS Scores (%)	All Students	African American	White	Hispanic	Econ Disadv	LEP	Spec Ed	At-Risk	CATE- (Secondary Only)	GT
2009-2010 Results	96/65	93/29	95/64	94/56	94/44	100/50	67/0	71/0		
2010-2011 Results	95/52	71/43	96/46	91/32	85/30	67/11	81/19	81/15		100/77
Improvement Status	-1/-13	-22/+14	+1/-18	-3/-24	-9/-14	-33/-39	+14/+19	+10/+15		
2011-2012 Goals	100/80	100/80	100/80	100/80	100/80	100/80	100/80	100/80		100/80

	Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders.
1.	The CMSN Leadership team and CMSN Site Base Committee reviewed TAKS results with a focus on sub-populations and commended score percentages. The team focused on following student group performance over the two years to determine any trends.
2.	The CMSN Leadership team and CMSN Site Base Committee observed the increase and decrease in specific student populations, and then used Bright Spots data to identify specific students, work with PLC Team leaders who would have the students, and determined time during the staff development prior to school would be useful to work on individual student plans to address student progress individually. August 15, was used.
3.	After reviewing data, the CMSN Leadership team and CMSN Site Base Committee reviewed the middle school strategic plan and visioning document campus planning document to assess where student results were located, and how to align the information to make written goals transpire to quantitative student data showing an increase in student performance for 2011-2012.

7th Reading/ELA TAKS Scores (%)	All Students	African American	White	Hispanic	Econ Disadv	LEP	Spec Ed	At-Risk	CATE- (Secondary Only)	GT
2009-2010 Results	98/66	90/30	99/69	100/50	95/36		89/22	50/20		
2010-2011 Results	99/68	100/57	100/70	97/52	100/38		100/0	96/24		100/92
Improvement Status	+1/+2	+10/+27	+1/+1	-3/+2	+5/+2		+11/-22	+46/+4		
2011-2012 Goals	100/80	100/80	100/80	100/80	100/80	100/80	100/80	100/80		100/80

	Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders.
1.	The CMSN Leadership team and CMSN Site Base Committee reviewed TAKS results with a focus on sub-populations and commended score percentages. The team focused on following student group performance over the two years to determine any trends.
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7th Math TAKS Scores (%)	All Students	African American	White	Hispanic	Econ Disadv	LEP	Spec Ed	At-Risk	CATE- (Secondary Only)	GT
2009-2010 Results	95/57	80/40	96/58	83/27	82/23	N/A	55/9	N/A		
2010-2011 Results	96/53	86/29	97/49	94/42	90/14	N/A	67/0	75/13		100/86
Improvement Status	+1/-4	+6/-11	+1/-9	+11/+15	+8/-9	N/A	+12/-9			
2011-2012 Goals	100/80	100/80	100/80	100/80	100/80	100/80	100/80	100/80		100/80

	Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders.
1.	The CMSN Leadership team and CMSN Site Base Committee reviewed TAKS results with a focus on sub-populations and commended score percentages. The team focused on following student group performance over the two years to determine any trends.
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7th Writing TAKS Scores (%)	All Students	African American	White	Hispanic	Econ Disadv	LEP	Spec Ed	At-Risk	CATE- (Secondary Only)	GT
2009-2010 Results	99/68	90/50	99/66	100/57	95/50	N/A	100/77	100/10		
2010-2011 Results	100/75	100/86	99/75	100/52	100/52	N/A	80/20	96/39		100/93
Improvement Status	+1/+7	+10/+46	0/+9	0/-5	+5/+2	N/A	-20/-57	-4/+29		
2011-2012 Goals	100/80	100/80	100/80	100/80	100/80	100/80	100/80	100/80		100/80

	Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders.
1.	The CMSN Leadership team and CMSN Site Base Committee reviewed TAKS results with a focus on sub-populations and commended score percentages. The team focused on following student group performance over the two years to determine any trends.
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3.	After reviewing data, the CMSN Leadership team and CMSN Site Base Committee reviewed the middle school strategic plan and visioning document campus planning document to assess where student results were located, and how to align the information to make written goals transpire to quantitative student data showing an increase in student performance for 2011-2012.

8th Reading/ELA TAKS Scores (%)	All Students	African American	White	Hispanic	Econ Disadv	LEP	Spec Ed	At-Risk	CATE- (Secondary Only)	GT
2009-2010 Results	100/76	100/57	100/77	96/63	100/50	N/A	91/18	92/15		100/94
2010-2011 Results	99/73	100/38	99/74	100/61	100/39	67/0	100/33			100/93
Improvement Status	-1/-3	0/-19	-1/-3	+4/-2	0/-`11	N/A	+9/+15		0/-1	
2011-2012 Goals	100/80	100/80	100/80	100/80	100/80	100/80	100/80	100/80		100/80

	Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders.
1.	The CMSN Leadership team and CMSN Site Base Committee reviewed TAKS results with a focus on sub-populations and commended score percentages. The team focused on following student group performance over the two years to determine any trends.
2.	The CMSN Leadership team and CMSN Site Base Committee observed the increase and decrease in specific student populations, and then used Bright Spots data to identify specific students, work with PLC Team leaders who would have the students, and determined time during the staff development prior to school would be useful to work on individual student plans to address student progress individually. August 15, was used.
3.	After reviewing data, the CMSN Leadership team and CMSN Site Base Committee reviewed the middle school strategic plan and visioning document campus planning document to assess where student results were located, and how to align the information to make written goals transpire to quantitative student data showing an increase in student performance for 2011-2012.

8th Math TAKS Scores (%)	All Students	African American	White	Hispanic	Econ Disadv	LEP	Spec Ed	At-Risk	CATE- (Secondary Only)	GT
2009-2010 Results	97/58	86/29	98/54	93/50	82/27	N/A	75/8	79/14		100/86
2010-2011 Results	93/46	100/0	94/46	77/19	74/4	100/33	67/11	N/A		100/86
Improvement Status	-4/-12	+14/-29	-2/-8	-16/-31	-8/-23	N/A	--8/+3	N/A		0/0
2011-2012 Goals	100/80	100/80	100/80	100/80	100/80	100/80	100/80	100/80		100/80

	Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders.
1.	The CMSN Leadership team and CMSN Site Base Committee reviewed TAKS results with a focus on sub-populations and commended score percentages. The team focused on following student group performance over the two years to determine any trends.
2.	The CMSN Leadership team and CMSN Site Base Committee observed the increase and decrease in specific student populations, and then used Bright Spots data to identify specific students, work with PLC Team leaders who would have the students, and determined time during the staff development prior to school would be useful to work on individual student plans to address student progress individually. August 15, was used.
3.	After reviewing data, the CMSN Leadership team and CMSN Site Base Committee reviewed the middle school strategic plan and visioning document campus planning document to assess where student results were located, and how to align the information to make written goals transpire to quantitative student data showing an increase in student performance for 2011-2012.

8th Science TAKS Scores (%)	All Students	African American	White	Hispanic	Econ Disadv	LEP	Spec Ed	At-Risk	CATE-(Secondary Only)	GT
2009-2010 Results	96/53	86/29	96/51	96/43	100/18	N/A	77/08	80/07		100/81
2010-2011 Results	93/49	88/25	96/50	81/32	61/39	N/A	62/15	65/08		99/85
Improvement Status	-3/-4	+2/-4	0/-1	-15/-11	-39/+21	N/A	-15/+7	-15/+1		+1/-4
2011-2012 Goals	100/80	100/80	100/80	100/80	100/80	100/80	100/80	100/80		100/80

	Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders.
1.	The CMSN Leadership team and CMSN Site Base Committee reviewed TAKS results with a focus on sub-populations and commended score percentages. The team focused on following student group performance over the two years to determine any trends.
2.	The CMSN Leadership team and CMSN Site Base Committee observed the increase and decrease in specific student populations, and then used Bright Spots data to identify specific students, work with PLC Team leaders who would have the students, and determined time during the staff development prior to school would be useful to work on individual student plans to address student progress individually. August 15, was used.
3.	After reviewing data, the CMSN Leadership team and CMSN Site Base Committee reviewed the middle school strategic plan and visioning document campus planning document to assess where student results were located, and how to align the information to make written goals transpire to quantitative student data showing an increase in student performance for 2011-2012.

8th Social Studies TAKS Scores (%)	All Students	African American	White	Hispanic	Econ Disadv	LEP	Spec Ed	At-Risk	CATE- (Secondary Only)	GT
2009-2010 Results	100/71	100/57	99/68	100/59	100/63	N/A	100/08	100/13		100/90
2010-2011 Results	100/63	100/38	100/66	97/32	100/44	N/A	92/15	96/15		100/93
Improvement Status	0/-8	0/-19	+1/-2	-3/-27	0/-19	N/A	-8/+7	-4/+2		0/+3
2011-2012 Goals	100/80	100/80	100/80	100/80	100/80	100/80	100/80	100/80		100/80

	Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders.
1.	The CMSN Leadership team and CMSN Site Base Committee reviewed TAKS results with a focus on sub-populations and commended score percentages. The team focused on following student group performance over the two years to determine any trends.
2.	The CMSN Leadership team and CMSN Site Base Committee observed the increase and decrease in specific student populations, and then used Bright Spots data to identify specific students, work with PLC Team leaders who would have the students, and determined time during the staff development prior to school would be useful to work on individual student plans to address student progress individually. August 15, was used.
3.	After reviewing data, the CMSN Leadership team and CMSN Site Base Committee reviewed the middle school strategic plan and visioning document campus planning document to assess where student results were located, and how to align the information to make written goals transpire to quantitative student data showing an increase in student performance for 2011-2012.

	Attendance: Discuss your attendance concerns and celebrations. List any actions and resources.
1.	The CMSN Leadership team and Site Base Committee reviewed the campus attendance rates for 2009-2010 and 2010-2011. The administrative team reviewed this information in PEIMS data as well as AEIS reports. Through the Cougar Character Committee, the implementation of the Cougar High Five program, and flexible schedule days, all groups want to see a continued increase in student attendance to reach 100% attendance.

	Dropouts (if applicable): Discuss your dropout rates, concerns and celebrations. List any actions and resources.
1.	Not Applicable

	Retention (if applicable): Discuss your retention concerns and celebrations. List any actions and resources.
1.	Not Applicable

	Culture and Climate: Discuss your culture and climate concerns and celebrations. List any actions and resources.
1.	In reviewing the campus survey, the campus staff has discussed the general culture and climate of CMSN. Staff as well as members of the Site Base Committee, Campus Leadership Team, and the Cougar Climate Committee have noted the positive climate on the campus. The campus will continue to implement campus based teacher recognition programs such as Cougar of the Week, and CMSN celebration and recognition days sponsored by the Cougar Climate Committee.

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:	Team leadership meeting minutes, PLC team plan, unit plan, lesson plans, curriculum based assessments, and performance series data.								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Formative Evaluation**	**Documented**	
Performance Data: TAKS Data, performance series data, progress monitoring data, and lexile scores in Read 180. STAAR Date as available	PLC Teams and departments will engage in vertical articulation of the curriculum in grades 6-8.	All Students Economically Disadvantaged Special Education Hispanic ESL	Department Heads Team Leads Academic Deans Literacy Coach ESL Teacher Campus Technologist	August 2011	June 2012	Campus: Curriculum Action Committee Aware Edmodo	Lessons and unit plans in Edmodo, dialogue, classroom observations, staff feedback, PLC team meetings with Academic Deans.	Edmodo Lesson File PDAS Classroom Observations Academic Dean & PLC Team Progress 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 2	Sustain district-wide EC-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas.
Summative Evaluation:	Documentation of CISD staff development completed, Eduphoria records, PLC & Academic Dean meeting agendas, and Edmodo lesson folders.

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
21st Century Learning Skill: Increase rigor and relevance in every middle school classroom through the use of exploration and inquiry based instructional strategies. MSP 6.3 Implement a PBL experience for students. MSP 6.2 Provide student centered learning experiences in every classroom. MSP 6.4	Staff Development Plan will be implemented to address implementing best practices and to increase engaging instructional techniques to help align curriculum and assessment.	All	Department Heads Academic Deans Curriculum Directors Principal	August 2011	June 2012	Curriculum Action Committee Middle School Strategic Plan Action Committee Department Chairs PLC Team Leaders Academic Dean Principal Curriculum Directors Training in Campus Budget	Lessons and unit plans, student products, and staff development.	Staff development plan submitted 2011-2012. Completion of training in Eduphoria. Lesson Folders Edmodo

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 EC-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas.								
Summative Evaluation:	Documentation of CISD staff development completed, Eduphoria records, PLC & Academic Dean meeting agendas, and Edmodo lesson folders.								

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Counselor, math, and Literacy Coach Feedback	Monitor campus RtI process.	All	Counselors Literacy Coach Math Coach Academic Deans	August 2011	June 2012	Counselors Academic Deans Literacy & Math Coach Aware Progress Monitory Tools District Curriculum Director over RtI	RtI form completion in Aware and minutes from RtI meetings.	Student Forms in Aware RtI Meeting Notes
Campus Performance Data	PLC Team will focus on How Learners Learn	At-Risk Students Special Education Students Hispanic Students Economically Disadvantaged Students	Team PLC Leaders Academic Deans Literacy Coach Principal Counselors	August 2011	June 2012	Campus Leadership Team: Team Leads, Department Heads, Academic Deans, Counselors, and Principal. Compensatory Education Funds ($	Student Grades Individual Student Performance Data Cougar Academic Academy	PLC Team Planning Week Plan Outline Cougar Academic Academy Attendance PLC Team & Academic Dean 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 2	Sustain district-wide EC-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas.								
Summative Evaluation:	Documentation of CISD staff development completed, Eduphoria records, PLC & Academic Dean meeting agendas, and Edmodo lesson folders.								

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Campus Performance Data	Academic Deans will meet with PLC Teams to facilitate .Individual Student Success conferences	At-Risk Students Special Education Students Hispanic Students Economically Disadvantaged Students	Team PLC Leaders Academic Deans Literacy Coach Principal Counselors	August 2011	June 2012	Campus Leadership Team: Team Leads, Department Heads, Academic Deans, Counselors, and Principal. Compensatory Education Funds ($	Student Grades Individual Student Performance Data Cougar Academic Academy	PLC Team Planning Week Plan Outline Cougar Academic Academy Attendance PLC Team & Academic Dean Meetings
Campus Performance Data	Cougar Academic Academy will be implemented to close the achievement gap.	At-Risk Students Special Education Students Hispanic Students Economically Disadvantaged Students	Team PLC Leaders Academic Deans Literacy Coach Principal Counselors	August 2011	June 2012	Campus Leadership Team: Team Leads, Department Heads, Academic Deans, Counselors, and Principal. Compensatory Education Funds ($	Student Grades Individual Student Performance Data Cougar Academic Academy	PLC Team Planning Week Plan Outline Cougar Academic Academy Attendance PLC Team & Academic Dean 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 the district assessment plan to parents and teachers and report outcomes individually to parents and collectively to stakeholders.							
Summative Evaluation:	Communication documents to parents, teachers, students, and stake holders.							

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/ Fiscal	Formative Evaluation	Documented
Communication on Assessment Objectives, Design, and District Policy	Share assessment plan with parents through course Syllabi, Curriculum Night, individual conferences and grading progress in the Portal.	All	Teachers Academic Deans Principal	August 2011	August 2012	CISD Assessment Handbook Principal Teachers eSchool Training in Budget	Dialogue, PLC Team meetings, observations with staff, students, and parents.	Staff Development Plan PLC Team portions of Leadership Retreat Agenda Campus Staff Development Agenda Course Syllabus Grade Reports
Staff Feedback	District Assessment Committee: Science participation in alternative pilot grading program PLC Teams reviewing assessment practices with district curriculum directors and Academic Deans.	All	Principal	August 2011	June 2012	Principal Training to discuss assessment practices. Implementation time to write assessments to support standards based philosophy. State and Local Funds	PLC Team work on assessment practices. Pilot program with grading practices in science.	Assessments Pilot of standards based grading in science. Staff development addressing assessment. Participation in the district assessment committee.

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.								
Performance Objective 4	Expand District educational and business partnerships with the local and global community.								
Summative Evaluation:	Documentation of new partnerships.								
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/ Fiscal	Formative Evaluation	Documented
Community Feedback	Staff will explore global and local partners.	All	Site Base Committee Community Service and Community Action Committee	August 2011	June 2012	Community Service and Community Action Committee Site Base Committee Members Budget for technology resources to connect with partners and for speakers.	Continued gathering of community partners. 2011-2012	Use of partners documented in lessons and units. Compiled List
Community Feedback	Incorporate a Chinese Culture Class at North to learn about global issues with China.	7th and 8th Grade Students	Mandarin Chinese Teacher Campus Administration	August 2011	June 2012	Mandarin Chinese Grant District Curriculum Directors Counselors Administrators	Feedback from students involvement and experience.	Curriculum Document Course in eSchool

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Performance Objective 4	Expand District educational and business partnerships with the local and global community.								
Summative Evaluation:	Documentation of new partnerships.								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/ Fiscal**	**Formative Evaluation**	**Documented**
Community Feedback	Incorporate STEM programs for students at North to increase student participation in careers in the science, technology, engineering, and mathematics field.	All Emphasis on Equal representation of male and female students.	MSI Teachers District Curriculum Department Academic Deans Principal	August 2011	June 2012	IBM Grant to provide materials for service oriented course work. Teachers Academic Deans Curriculum Directors Budget resources allocated for equipment and training.	Feedback from student involvement and experience in the program.	Curriculum Documents Enrollment in STEM Courses STEM Club Attendance

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 6	Integrate 21st Century Learning Skills within the district.							
Summative Evaluation:	Teacher walk-throughs, observations, lesson, and unit plans. Staff Development plan, technology action committee plan. Increased technology hardware available to students.							
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/ Fiscal**	**Formative Evaluation**	**Documented**
Teacher and community feedback, student grades, and student performance on standardized tests. MSP 3.6	Implement teaching strategies that promote 21st century learning skills such as project based learning, inquiry, CCR standards, AP strategies, and differentiation that allows for student interest and choice.	All	Department Heads PLC Teams Principal Flip Classroom Teachers Technology Integration Specialist	August 2011	August 2012	Department Heads Campus Teachers PLC Team Leads District Curriculum Directors PBL Specialists Curriculum Action Team Technology Action Team	PDAS Edmodo Lesson Folders Department Meetings	Edmodo Agendas from meetings PDAS forms Flipped Classroom Lessons
Teacher and community feedback, student grades, and student performance on standardized tests. MSP 3.6	Pilot of Flipped Classrooms	All	Principal Flip Classroom Teachers Technology Integration Specialist	August 2011	August 2012	Curriculum Action Team Technology Action Team District Curriculum Directors	Edmodo Lesson Folders Department Meetings Flipped Classroom Training and Meetings	Edmodo Agendas from meetings PDAS forms Flipped Classroom Lessons

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 service learning lessons and speakers.								
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/ Fiscal	Formative Evaluation	Documented
Leadership Team Feedback MSP 1.5, 3.5, 3.7 and 6.2	Engage student learning with authentic application through college and career speakers, service learning project, and PBLs to make global connections.	All	Campus Teachers PLC Team Leads Department Heads Curriculum Action Committee Academic Deans Principal	August 2011	June 2012	Community Service and Service Learning Action Committee Curriculum Action Committee State and local funding established for training and technology integration for global and community connections.	Speakers Student Products Student Engagement with Individuals from Outside the School	Completed middle school strategic plan areas. Edmodo

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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 9	Extend program options and the learning continuum to reinforce strengths, needs, and interests of students served in the gifted and talented program.							
Summative Evaluation:	Documentation of student participation in events, courses, and testing.							
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/ Fiscal**	**Formative Evaluation**	**Documented**
GT Student Progress & Student Feedback	Research variety of differentiation strategies for GT students.	GT Students	GT Academy Teachers	August 2011	June 2012	GT District Director Campus GT Academy Teachers Principal State and local funds.	Discussion, PDAS observations in classes, and student feedback.	PLC Team Planning Edmodo eSchool

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.							
Summative Evaluation:	Community and student feedback in the form of a campus survey.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Teacher Feedback Student Feedback MSP 4.4, 4.5, 5.1, and 5.2	Utilize the media class and daily announcements to produce and broadcast campus-wide messages promoting "Cougar Character" and school pride.	All	Principal Academic Deans Media Teachers Flex Teachers Admn Intern	August 2011	June 2012	Department Heads Cougar Character Action Committee Academic Deans Media Classes *Negotiate* – Anit-Bullying and character development program Flexible Schedule State and Local Funds	Flexible Schedule Days Student feedback Announcements/ and NTV	Flexible Schedule Days with *Negotiate* Media

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.							
Summative Evaluation:	Community and student feedback in the form of a campus survey.							
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Formative Evaluation**	**Documented**
Student Feedback Parent Feedback Teacher Feedback	Promote atmosphere of school pride and spirit by participating in campus and community events. -Homecoming Entry -Student & Staff School Pride Recognition Program -Pep Rallies -High 5 to acknowledge students who exhibit district identified character traits	All	Courage Character Action Committee Club Sponsors Assistant Principals Principal	August 2011	June 2012	Cougar Character Action Committee Club Sponsors and Student Organizations Community Action Committee Flexible Schedule Club Days Local Funds	Student organization meetings Observation of participation in events.	High 5 Friday posters Pep Rallies Spirit Days Flexible Schedule Days for Clubs and *Negotiate*

Strategic Objective/Goal 2 :	We will increase efficiency in the district operations and educational delivery system through the use of technology, and further develop business and community partnerships in order to best achieve our mission and objectives.							
Performance Objective 2	Embed character education within the CISD curriculum in order to reach all students.							
Summative Evaluation:	Documentation of character education program for the campus.							
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Formative Evaluation**	**Documented**
Community Feedback **MSP 4.4, 4.5, 5.1, and 5.2**	Students will have monthly character traits embedded into the core and encore content areas as an avenue for building-wide themes of character throughout the year. For example, students will participate in setting character goals through Negotiate during Flex Days.	All	Assistant Principals PLC Team Leaders Flexible schedule Teachers Principal	August 2011	June 2012	District Program Negotiate PLC Team Leaders Assistant Principals Principal Cougar Character Action Committee *Negotiate* State and Local Funds	Student relationships within flex day groups. Student interactions in the hallway and classes. Reduction in office referrals for bullying and/or disrespect.	Cougar Character Action Committee Minutes Flexible Schedule Days with Character building activities from *Negotiate*

Strategic Objective/Goal 2:	We will identify CISD character traits to be integrated throughout the district and develop means to assess student demonstration of those traits.							
Performance Objective 5	Meet Chapter 37 TEC guidelines: student suspension needs to be a maximum of 3 days.							
Summative Evaluation:	PEIMS Records							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Teacher and community Feedback **Campus Survey Feedback** **PEIMS Data**	The campus administration team will provide an alternative classroom setting on campus for a student awaiting placement for an alternative off campus setting, so the student suspension will not exceed 3 days.	All	Assistant Principals Principal	August 2011	June 2012	Assistant Principals Principal	PEIMS Attendance Discipline Referrals	Student Handbook Discipline Referral Records

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	Increase CISD staff's level of technology integration expertise (proficiencies) through a differentiated staff development program that addresses 21st Century technology skills.							
Summative Evaluation:	Documentation of staff participation in training, implementation of technology integration in lesson plans and unit plans, and staff development plan for campus .							

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Teacher Feedback Visioning Doc for Campus Planning 1.a, 1.b, 1.c, 1.e, and 1.f MSP 6.1. 6.3, and 6.4	Tech time on a biweekly basis for PLC Teams. Provide technology integration training in campus staff professional develp. Plan.	All	PLC Team Leaders Technology Integration Specialist Academic Deans Principal	August 2011	June 2012	Campus iTeam member PLC Team Leaders Academic Deans Principal District Curriculum Directors Training during PLC Team Times Specialist training set aside in the campus budget. Staff Development Technology equipment PTO Grant Funds Matching Funds State and Local Funds	Lesson Plans Staff Development PLC Team Times	Completed Staff Development Plan PLC Planning Times Student Products