



Coppell High School
CAMPUS IMPROVEMENT PLAN
2011- 2012

MIKE JASSO
PRINCIPAL

CISD MISSION STATEMENT:

The mission of the Coppell Independent School District, as a committed and proven leader in educational excellence, is to ensure our learners achieve personal success, develop strong moral character, and become dynamic leaders and global citizens with a zeal for service by engaging each individual through innovative learning experiences led by a visionary staff and progressive community.

CISD DISTRICT IMPROVEMENT PLAN

STRATEGIC OBJECTIVE/GOAL 1: We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.

- **Performance Objective 1:** Align the written, taught and assessed curriculum.
- **Performance Objective 2:** Sustain district-wide 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
2011 - 12 COMMITTEE MEMBERS**

NAME OF PARTICIPANT	COMMITTEE ROLE
SEAN BAGLEY	LEAD ASSISTANT PRINCIPAL
JUDY BARBO	PARENT
TABITHA BRANUM	DISTRICT LIAISON
ANN CLARK	FINE ARTS
MICHAEL COOKE	LIBRARY MEDIA
BARBARA CROSS	ENGLISH
PAULAN DAILY	MATH
TAMMY GOOLSBY	ESL
MICHELLE KELLEN	ASSOCIATE PRINCIPAL
JAN MCCLINTOCK	CTE

ARRESHA ROBINSON	PE
KATHY SEGLER	LOTE
SALLY URQUHART	SCIENCE
LINDA WAGNER	SPED



COPPELL INDEPENDENT SCHOOL DISTRICT

Reading/ELA TAKS Scores (%)	All Students	African American	White	Hispanic	Econ Disadv	LEP	Spec Ed	At-Risk	CATE- (Secondary Only)	GT
2009-2010 Results	98.5	97.4	99.2	96.1	95.8	66.7	84.7	92.7		
2010-2011 Results	98.14	95.37	98.89	95.28	95.45	60.61	77.27	90.94		100
Improvement Status	-.36	-2.03	-.31	-.81	-.35	-6.09	-7.43	-1.75		
2011-2012 Goals	99	98	100	98	98	67	85	93		100

Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders.	
1.	Scores in all student subpopulations decreased.
2.	Achievement gaps between subpopulations increased. Implications: greater monitoring and supports necessary for target subpopulations; professional development related to cultural relevancy.
3.	

Math TAKS Scores (%)	All Students	African American	White	Hispanic	Econ Disadv	LEP	Spec Ed	At-Risk	CATE- (Secondary Only)	GT
2009-2010 Results	95.5	81.1	96.5	91.2	89.3	64.0	52.8	81.3		
2010-2011 Results	94.11	81.73	95.67	86.45	83.94	54.84	46.88	77.19		100
Improvement Status	-1.39	+0.63	-0.83	-4.75	-5.35	-9.16	-5.92	-4.11		
2011-2012 Goals	97	83	97	92	91	63	52	83		100

Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders.	
1.	African American scores increased slightly.
2.	Scores in all subpopulations (except African American) decreased.
3.	Achievement gaps between subpopulations increased (except African American). Implications: greater monitoring and supports necessary for target subpopulations; professional development related to cultural relevancy.

Writing TAKS Scores (%)	All Students	African American	White	Hispanic	Econ Disadv	LEP	Spec Ed	At-Risk	CATE- (Secondary Only)	GT
2009-2010 Results										
2010-2011 Results										
Improvement Status										
2011-2012 Goals										
	Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders.									
1.										
2.										
3.										

Science TAKS Scores (%)	All Students	African American	White	Hispanic	Econ Disadv	LEP	Spec Ed	At-Risk	CATE- (Secondary Only)	GT
2009-2010 Results	95.2	84.5	96.7	89.2	89.4	50.0	66.7	79.0		
2010-2011 Results	95.34	91.55	96.53	88.16	85.96	47.37	57.14	80.53		100
Improvement Status	+1.14	+7.05	-.17	-1.04	-3.44	-2.63	-9.56	+1.53		
2011-2012 Goals	96	95	98	91	89	50	65	81		100

	Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders.
1.	Scores improved for All Students, African American and At-Risk subpopulations.
2.	Scores decreased for White, Hispanic, Economically Disadvantaged and Special Education.
3.	Achievement gaps increased between various subpopulations. Implications: greater monitoring and supports necessary for target subpopulations; professional development related to cultural relevancy

Social Studies TAKS Scores (%)	All Students	African American	White	Hispanic	Econ Disadv	LEP	Spec Ed	At-Risk	CATE- (Secondary Only)	GT
2009-2010 Results	99.7	98.6	99.9	99.2	100	86.7	100	97.7		
2010-2011 Results	99.22	97.18	99.48	98	98.21	85	95.35	96.44		100
Improvement Status	-.48	-.42	-.42	-1.2	-1.78	-1.7	-4.65	-1.25		
2011-2012 Goals	99	99	100	100	100	88	100	99		100

Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders.	
1.	Scores in all student subpopulations decreased.
2.	Achievement gaps between subpopulations increased. Implications: greater monitoring and supports necessary for target subpopulations; professional development related to cultural relevancy.
3.	

Attendance: Discuss your attendance concerns and celebrations. List any actions and resources.	
1.	2010-2011 attendance rate= 96.65. CHS will focus on student achievement to increase ADA to a minimum of 97 %. Weekly reports and dialogue with Assistant Principals will drive a continued focus on this issue.
2.	
3.	

	Dropouts (if applicable): Discuss your dropout rates, concerns and celebrations. List any actions and resources.
1.	AEIS reports show CHS dropout rates decreasing slightly: 2007-2008=.5%; 2008-2009=.4%.
2.	CHS will foster an Alpha Team approach among AP's and Counselors to ensure thorough student service is provided to potential dropouts. The approach is premised on a focused collaboration between AP's and Counselors to discuss at risk students, develop interventions and monitor progress.
3.	CHS will continue to utilize E20/20 and Turning Points to promote student achievement.

	Retention (if applicable): Discuss your retention concerns and celebrations. List any actions and resources.
1.	
2.	
3.	

	Culture and Climate: Discuss your culture and climate concerns and celebrations. List any actions and resources.
1.	Culture (how we do our business) focus will need to move toward individual accountability with emphasis to consistent use of innovative, best instructional practices.
2.	Climate (how we feel about our work) is embedded with staff. A new format of increased staff recognition is "Way to Go's" via our new staff blog. Specifically, instructional "Way to Go's" will be initiated to highlight those teachers who model effective use of innovative and/or best instructional practices.
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 and assessed curriculum							
Summative Evaluation:	Review, revise and align instruction, assessment and curriculum.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
PDAS documentation	Instructional teams meet regularly to develop concept-based lessons and assessments	All	Instructional Staff Academic Deans Curriculum Directors	August 2011	May 2012	PLC meeting time Team meeting time Department meeting time	Lesson plans Assessment exemplars PLC documentation	
ARD documentation	Provide modifications and supports to special education students as determined necessary by ARD	Special Education	Instructional Staff Department Chairs Academic Deans Curriculum Directors	August 2011	May 2012	ARD Committee Meetings Modification documentation	Evidence of modifications ARD meeting minutes	
RTI documentation	Provide interventions to students experiencing academic difficulties.	All	Instructional staff Department Chairs Academic Deans	August 2011	May 2012	RTI documentation RTI Teams: AP, Counselor, Student, and Parent (possible additions to team as necessary)	Intervention documentation: level II: additional instructional content support; level IV (if required): referral to Intervention Services	

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Summative Evaluation:	Review, revise and align instruction, assessment and curriculum.							
Needs Assess.	Action Step(s)	Sp. Pop	Person(s) Responsible	Timeline Start	Timelin e End	Resources Human/Material/Fiscal	Formative Evaluation	Docu mented
LPAC documentation	Provide support to English Language Learners.	ESL	Instructional Staff Department Chairs Academic Deans	August 2011	May 2012	ELPS: English Language Proficiency Standards Professional Development	Professional development agendas	
Content Mastery documentation 504 documentation	Support students served via 504 with content mastery.	504	Content Mastery staff CHS Instructional Staff CHS Administration CISD Intervention Services	August 2011	May 2012	Content Mastery Administrative 504/SPED Liaison Professional Development/Faculty Meetings	Content Master documentation 504 documentation Student achievement data for students served via 504 (per six weeks, semester, etc.).	
CHS Academy Programs International Baccalaureate Program	Align small learning community programs: course sequencing, vertical alignment of curriculum, develop master schedule to enhance student scheduling	All	CHS Administration Academy Leads CISD CATE Coordinator	August 2011	May 2012	CHS Professional Development Academy Instructional Staff Meetings Certifying Organization Frameworks for programs: T-Stem, IB, etc. (best practices) UTD T-STEM Center	Program Course Planning Guide 2012-2013 Professional Development Documentation (SLC specific) Meeting documentation	

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Performance Objective 2	Sustain district –wide EC-12 TEKS-aligned curriculum and assessment with research –based instructional practices that enhance all curricular area.							
Summative Evaluation:	Align instruction and assessment to concept based curriculum							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Quantitative Data: AEIS reports, TAKS reports, AP/IB exam results, etc. AWARE CHS student leadership retreat summary	Instructional staff will consistently use research based, high yield instructional strategies.	CHS Instructional Staff	Academic Deans Curriculum Directors	August 2011	May 2012	PDAS data: walk throughs, observations, summative reports Aware	PDAS documentation Lesson Plans PLC documentation	
PDAS Documentation	Literacy Coach will collaborate with instructional departments to plans use of content area reading strategies.	CHS Instructional Staff	Literacy Coach Department Chairs Academic Deans	August 2011	May 2012	Department Meeting/PLC meeting time	PDAS documentation Lesson Plans PLC documentation	

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Performance Objective 2	Sustain district –wide EC-12 TEKS-aligned curriculum and assessment with research –based instructional practices that enhance all curricular area.							
Summative Evaluation:	Align instruction and assessment to concept based curriculum							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/ Fiscal	Formative Evaluation	Docum ented
AP exam reports AP course syllabi AP exam instructional report guide	Align curriculum and instruction among advanced academics: PAP/AP.	Advanced Placement Students	AP Coordinator AP/PAP Teachers Department Chairs Academic Deans	August 2011	May 2012	Advanced academics meetings PLC meetings	AP exam scores PAP/AP lesson plans PLC documentation	
SLC community course options for students	Monitor academies at CHS: delivery of instruction, alignment of courses, progress on academy frameworks (as available)	Academy students	Academy Leads Principal Associate Principal CATE Facilitator Director of Strategic Initiatives	August 2011	May 2012	Academy Meetings Academy frameworks (as available) PLC Meetings	PDAS documentation Updated Academy frameworks (as available) CATE Facilitator documentation Director of Strategic Initiatives documentation	
CHS International Baccalaureate program documentation	Develop a comprehensive, aligned curriculum to ensure students have access to a full diploma.	IB Students	IB Coordinator CHS Administration IB Instructional Staff	August 2011	May 2012	IB Meetings Master schedule development meetings Department meetings	IB achievement data: exam scores, enrollment, etc. IB program course planning guide	

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Performance Objective 2	Sustain district –wide EC-12 TEKS-aligned curriculum and assessment with research –based instructional practices that enhance all curricular area.							
Summative Evaluation:	Align instruction and assessment to concept based curriculum							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Special Education Transition Services documentation	Support opportunities for adult special education students to achieve maximum personal independence.	Special Education students	CHS Administration Special Education Dept. Chair CISD Intervention Services	August 2011	May 2012	ARD meeting documentation: transition plans	ARD meeting documentation Program opportunities available to students. Participation data in program options	

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:	Character education program (SPUR); Discipline program data.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
CHS Strategic Plan	Improve CHS mentor program (SPUR) to include greater student voice and relevant topics.	All	Campus Administration SPUR Student Committee	August 2011	May 2012	CHS Strategic Plan Spur Student Committee	Spur Committee meeting agendas SPUR activities/agendas	
Discipline Data	Revise campus discipline program to foster student reflection leading to improved behavior	All	Campus Administration	August 2011	May 2012	Local Funds D-Hall/Saturday School/ISS personnel	Final discipline Data Student reflection examples	

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 free school program.							
Summative Evaluation:	Program activities/agendas/events.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Document ed
Student Feedback Current events Community feedback	Continue to foster safe and drug free programs/activities such as Red Ribbon Week.	All	Campus administration Student organizations	August 2011	May 2012	Campus & district communication platforms Community agencies (PD, FD, YMCA, etc)	Communication exemplars of campus programs/events. Campus drug free promotional events Student Feedback Community Feedback	
Mentoring program (SPUR) documentation	Revise mentor program (SPUR) to utilize greater student input and leadership	All	Campus administration SPUR Committee	August 2011	May 2012	SPUR meeting times (alternate campus schedule) SPUR committee	SPUR committee documentation SPUR activities	
CHS administrative structures: Alpha Teams	Collaboration between Assistant Principals and Counselors to provide thorough student services.	All	CHS administration	August 2011	May 2012	CHS administrative meetings Alpha team meeting/collaboration	Discipline Data Referrals to community agencies Attendance data	

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	CHS will implement a professional development plan to foster the ability of the instructional staff to utilize 21 st century technology skills.							
Summative Evaluation:	Instructional staff will enhance their ability to utilize technology in instruction.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
PDAS documentation Professional development documentation	Enhance the technology integration skills of the instructional staff.	All	Campus Administration Teachers Curriculum Directors	August 2011	May 2012	Professional development time: campus days, faculty meetings, special pd events. Technology hardware Computer labs	Professional development activities/agendas PDAS documentation Instructional Staff feedback	
CHS communication methods/formats	Provide consistent communication using digital platform to staff via the campus blog: The Cowboy Corral	All	Campus Administration All CHS Staff	August 2011	May 2012	CISD network Edublogs.org (selected blog platform)	Updated blog	
CHS demographics: ESL & SSI	Host parent/family nights for target populations to foster collaboration with parents	ESL SSI	Campus Administration ESL instructional staff	August 2011	May 2012	Target population rosters Campus budget: meeting supplies and refreshments	Parent night agendas/activities	

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 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.							
Summative Evaluation:	The principal will model the use of 21 st century skills and technology to foster clear and consistent communication at CHS.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
CHS communication methods/formats	Provide consistent communication using digital platform to staff via the campus blog: The Cowboy Corral	All	Campus Administration All CHS Staff	August 2011	May 2012	CISD network Edublogs.org (selected blog platform)	Updated blog	