CISD

COPPELL INDEPENDENT SCHOOL DISTRICT

CAMPUS IMPROVEMENT PLAN

2011- 2012

Austin Elementary

LAURIE O'NEILL

PRINCIPAL

CISD MISSION STATEMENT:

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

CISD DISTRICT IMPROVEMENT PLAN

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

- **Performance Objective 1**: Align the written, taught and assessed curriculum.

- **Performance Objective 2:** Sustain district-wide 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:** Expand the Career and Technology programs to increase opportunities to all CISD students.

- **Performance Objective 9:** Expand program options and the learning continuum to reinforce strengths, needs, and interests of students served in the gifted and talented program.

- **Performance Objective 10:** Sustain district-wide EC-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas.

- **Performance Objective 11:** 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:** Ensure equitable distribution of highly qualified teachers.

- **Performance Objective 15:** Expand opportunities for student choice (elementary/secondary) in meaningful learning experiences.

STRATEGIC OBJECTIVE/GOAL 2: We will identify CISD character traits to be integrated throughout the district and develop means to assess student demonstration of those traits.

- **Performance Objective 1:** Promote the development and demonstration of positive character traits including (but not limited to) Courage, Trustworthiness, Integrity, Respect & Courtesy, Responsibility, Fairness, Caring, Good Citizenship, School Pride consistent with the terms of the TEC Section 29.906.
- **Performance Objective 2:** Embed Character Education within the CISD Curriculum in order to reach all students.
- **Performance Objective 3:** Create a culture where positive character qualities are demonstrated daily.
- **Performance Objective 4:** Sustain a District-wide safe and drug free school program.
- **Performance Objective 5:** Meet Chapter 37 TEC guidelines: student suspension needs to be a maximum of 3 days.

STRATEGIC OBJECTIVE/GOAL 3: We will increase efficiency in the district operations and educational delivery system through the use of technology, and further develop business and community partnerships in order to best achieve our mission and objectives.

- **Performance Objective 1:** Increase CISD staff's level of technology integration expertise (proficiencies) through a differentiated staff development program that addresses 21st Century technology skills
- **Performance Objective 2:** Ensure the availability of resources necessary for students to create digital portfolios, and utilize communication tools such as wikis, blogs, and social networking.
- **Performance Objective 3:** Develop a green IT strategy and promote green initiatives to reduce energy costs and appropriately manage electronic waste.
- **Performance Objective 4:** Enhance the communication system to provide district staff, parents, community members, and business partners with secure, effective and efficient communication via a reliable and dynamic infrastructure.
- **Performance Objective 5:** Provide an adequate and equitable infrastructure, through an appropriate replacement schedule, to meet the instructional and technological needs of all staff and students.
- **Performance Objective 6:** Create a system for providing online learning opportunities for all stakeholders, which incorporates such tools as a video portal solution for parents, online professional development resources for staff members, distance learning and partnerships for dual credit opportunities for students.
- **Performance Objective 7:** Expand the Career and Technology Education (CTE) within CISD to provide additional opportunities to the entire student population.
- **Performance Objective 8:** Establish a method for all stakeholders to obtain appropriate skills needed to be effective consumers and producers of information.

CAMPUS SITE-BASED COMMITTEE
2011 - 2012 COMMITTEE MEMBERS

NAME OF PARTICIPANT	COMMITTEE ROLE
LAURIE O'NEILL	PRINCIPAL
JILL HALTOM	DISTRICT REPRESENTATIVE
KRISTI SCATES	PARENT
HEATHER CECHIN	KINDERGARTEN
JANELL THACH	FIRST GRADE
TIM WU	SECOND GRADE
MAY VOLTZ	THIRD GRADE
BRITTANY KAYL	FOURTH GRADE
KARA CADUE	FIFTH GRADE
GAY DOBECKA	SPECIALS
COOPER HILTON	ASSISTANT PRINCIPAL

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	96.3%	85.0%	98.7%	95.5%	88.5%	82.3%	90.0%	88.4%		100%
2010-2011 Results	97.2%	87.5%	98.4%	93.3%	92.3%	88.2%	92.8%	85.3%		100%
Improvement Status	0.9	2.5	(0.3)	(2.2)	3.8	5.9	2.8	(3.1)		
2011-2012 Goals	100%	100%	100%	100%	100%	100%	100%	100%		100%

	Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders.
1.	"Met Standard" was fairly consistent across sub-pops with a few exceptions.
2.	"Commended Performance" for All Students increased by 5%. "Commended Performance" for Economically Disadvantaged (total of 39 students) increased by 10%. "Commended Performance" for White (total of 129 students) increased by 8%.
3.	"Commended Performance" for African American (total of 16 students) and Hispanic (total of 45 students) both decreased by approximately 5%.

Math TAKS Scores (%)	All Students	African American	White	Hispanic	Econ Disadv	LEP	Spec Ed	At-Risk	CATE-(Secondary Only)	GT
2009-2010 Results	94.1%	78.9%	96.8%	91.4%	83.7%	83.3%	90.0%	81.6%		100%
2010-2011 Results	96.1%	81.2%	96.9%	95.5%	89.7%	82.3%	92.8%	82.9%		100%
Improvement Status	2.0	2.3	0.1	4.1	6.0	(1.0)	2.8	1.3		
2011-2012 Goals	100%	100%	100%	100%	100%	100%	100%	100%		100%

	Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders.
1.	"Met Standard" scores improved in all areas except LEP.
2.	"Commended Performance" for All Students and Hispanic (total of 45 students) increased by approximately 9%. "Commended Performance" for Economically Disadvantaged (total of 39 students) and White (total of 129 students) both increased by approximately 6%.
3.	"Commended Performance" for African American (total of 16 students) decreased by 1%.

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%		100%
2010-2011 Results	95.8%	100%	94.1%	85.7%	100%	85.7%	100%	90.9%		100%
Improvement Status	(4.2)	-	(5.9)	(14.3)	-	(14.3)	-	(9.1)		
2011-2012 Goals	100%	100%	100%	100%	100%	100%	100%	100%		100%

	Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders.
1.	"Met Standard" scores for All Students, White, Hispanic, LEP, and At-Risk decreased. "Commended Performance" for Hispanic (total of 7 students) decreased by 5%.
2.	"Commended Performance" for All Students and Economically Disadvantaged (total of 11 students) increased by over 20%. "Commended Performance" for African American (total of 5 students) increased by over 35%. "Commended Performance" for White (total of 34 students) increased by approximately 15%.
3.	

Science TAKS Scores (%)	All Students	African American	White	Hispanic	Econ Disadv	LEP	Spec Ed	At-Risk	CATE- (Secondary Only)	GT
2009-2010 Results	93.6%	100%	95.4%	92.8%	100%	66.6%	80.0%	66.0%		100%
2010-2011 Results	94.2%	71.4%	98.2%	87.5%	86.6%	100%	80.0%	75.0%		100%
Improvement Status	0.6	(28.6)	2.8	(5.3)	(13.4)	33.4	-	9.0		-
2011-2012 Goals	100%	100%	100%	100%	100%	100%	100%	100%		100%

	Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders.
1.	"Met Standard" improved slightly for All Students along with White, LEP, and At-Risk. "Met Standard" dropped for African American, Hispanic, and Econ Disadv.
2.	"Commended Performance" for All Students and White (total of 57 students) rose almost 10%. "Commended Performance" for Economically Disadvantaged (total of 15 students) and Hispanic (total of 24 students) increased by over 20%.
3.	"Commended Performance" for African American (total of 7 students) decreased to 14.2%.

Social Studies TAKS Scores (%)	All Students	African American	White	Hispanic	Econ Disadv	LEP	Spec Ed	At-Risk	CATE-(Secondary Only)	GT
2008-2009 Results	N/A									
2009-2010 Results										
Improvement Status										
2010-2011 Goals										

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

	Attendance: Discuss your attendance concerns and celebrations. List any actions and resources.
1.	Attendance at Austin Elementary is not an area of concern.
2.	We celebrate perfect attendance each 9 week grading period with a certificate which is presented at our Spirit Rallies.
3.	

	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 in 5th grade. Student was unsuccessful on Math TAKS in 3rd, 4th, and 5th. Student is currently receiving accelerated instruction and interventions through RtI.
2.	1 retention in 1st grade; parent request due to social/emotional maturity; lack of academic achievement and related cultural concerns.

	Culture and Climate: Discuss your culture and climate concerns and celebrations. List any actions and resources.
1.	PBIS (Positive Behavioral Interventions & Supports) has helped improve the Austin campus climate. Student expectations are clearer, student behaviors have improved, and teachers are consistently employing more positive reinforcement. Feedback from parents has been overwhelmingly positive. The staff also worked during the 2010-2011 school year to develop our "Austin Beliefs." The beliefs outline our passion, mission, and purpose for our students.
2.	The Campus Committees (Staff, Student, and Parent-Community) have contributed towards a more positive climate. With events such as Grandparents Day, Veterans Day, and Mustang Mutual, we are building a stronger community atmosphere on campus.
3.	Austin is extremely proud of our improvements in the area of Math (especially with the Commended Performance). We will continue to focus on this area and address gaps in our subpopulations.
4.	One area of concern for the 2011-2012 school year is the increase in class size. We foresee concerns from parents, scheduling difficulties, and new student dynamics with larger classes. We are committed to making it work and continually serving our students.

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:	Sustain district-wide Early Childhood-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas.							
Summative Evaluation:	Forethought lesson plans, Unit plan, Visual displays of student work; Visioning Institute Implementation Matrix Article II, Premise d							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Classroom observations; Renzulli Student Profiles; Performance Series; TAKS data; Student/Teacher/Parent input; PDAS evaluations	*We will enhance student learning experiences / All stakeholders will respect and value student "multiple intelligences" and talents, and provide opportunities for all students to excel and experience success by:* Continue use of Thinking Maps; Implement Schoolwide Enrichment Model; Schoolwide Cluster Grouping; Pilot Looping in grades K/1 and 4/5; Develop student survey to assess students' engagement and learning preferences	All	Principal / AP / Enrichment Vertical Team; PTO President	August 2011	June 2012	Administrators; Enrichment Vertical Team; Community; PTO; Superintendent; <u>Total School Cluster Grouping and Differentiation</u> by Marcia Gentry; Gardner's Multiple Intelligences Title I Funds ($2,000) General Funds	Student work; classroom observations; discussion; student achievement; class placement cards; completed teacher/staff survey results; PLC meetings; Enrichment Clusters; SEM Type I, II, and III opportunities	

PDAS evaluations; Classroom observations; Performance Series; TAKS data; Student/Teacher/ Parent Input	***We will improve teacher capacity to more effectively engage students by:*** Professional Development regarding SEM 2x/month; Visit to SEM school in DFW area and Round Rock ISD; SIOP training; All teachers will have 30 hours of GT training or 6 hour GT update; Attendance at Marzano's "The Highly Engaged Classroom"	All	Principal / AP / Enrichment Vertical Team/ GT Facilitator	August 2011	June 2012	Administrators; Enrichment Vertical Team Title I Funds ($4,000); Title III Funds ($2,997); General Funds	Teacher collaboration; formal/informal discussions; classroom visits; sign-in rosters; notes from meetings; enrichment clusters; Eduphoria professional development records	
Schoolwide Enrichment Model (SEM) education for parents	Four informational meetings for educating parents regarding SEM; Create SEM Parent Brochure	All	Principal / AP / Enrichment Vertical Team; PTO President	August 2011	June 2012	Administrators; Enrichment Vertical Team Title I Funds ($400)	Sign-in rosters, newsletters, notes from meetings; Community Resource Directory; SEM Brochure	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.								
Performance Objective 1:	Align the written, taught and assessed curriculum.								
Summative Evaluation:	Performance Series Assessments, Forethought Lesson Plans, Unit Plans								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Formative Evaluation**	**Documented**
Classroom observations / follow up discussions	*We will:* Implement written curriculum to align with best teaching practices	All	Principal / AP / Curriculum Coordinators / Literacy Coach / Content Specialists	August 2011	June 2012	Classroom Instruction that Works by Marzano; The Highly Engaged Classroom by Marzano	Instructional Snapshots; unit plans; book discussions	
Performance Series (selected grades); Campus / Community Feedback; STAAR Data; DRA2 (K-2); Running Records	*We will:* Monitor instructional delivery to ensure alignment with CISD; Data Chats	All	Principal / AP / Curriculum Coordinators / Literacy Coach / Team Leaders / Content Specialists	August 2011	June 2012	Test Talk by Melton; Looking at Data by ; AEIS reports; Responding to Diversity by NCTM; A Framework for Understanding Poverty by Ruby Payne (and continuation with If Only She Knew Me by Jeff Gray and Heather Thomas Title I Funds ($200)	Forethought lesson plans; classroom visits; book discussions; tracking of data	

Performance Series; Data Chats; DRA2; TAKS data; Classroom observations; Teacher input	*We will use a variety of intervention methods to improve student achievement such as:* Horizontal/Vertical Team meetings; IEPs; Parent Conferences; Small Group instruction; PST; Literacy instruction; READ 180; ESL program; GT program; Renzulli Learning; Content-based Enrichment Clusters; iStation; IXL	ALL	Principal / AP / All Staff	August 2011	June 2012	Grade level meetings, Team Leader meetings; Vertical team meetings; PST Literacy Coach Curriculum Directors Title I Funds ($9.150) School Budget Comp Ed Funds ($7,000)	Data from formal and informal assessments	

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 (but not limited to) courage, trustworthiness, integrity, respect and courtesy, responsibility, fairness, caring, good citizenship, school pride consistent with the terms of the TEC Section 29.906.								
Summative Evaluation:	Community feedback; campus observations, surveys of all stakeholders (teachers, administrators, students, parents).								
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
---	---	---	---	---	---	---	---	---
Campus Input	*We will:* Research / compile list of resources and recommend best practices for character education; R-time; "Parent Tips"	All	Principal / AP / Counselor / Team Leaders	August 2011	June 2012	Counselor School Budget	Listing of resources on school website; list given to teachers and to parents; PTO Newsletter	
Staff survey; Classroom Observations; Parent Input	*We will provide*: staff development on character education through a variety of formats (faculty meetings; grade level meetings, teaching lessons to students & modeling for teachers)	All	Principal / AP / Counselor / All staff	August 2011	June 2012	Counselor School Budget	Completed surveys; Sign-in rosters, Lesson Plans	

| Community Survey; Teacher Input; Classroom observations | *We will:* Disseminate character traits program information to community | All | Principal / AP / Counselor | August 2011 | June 2012 | Counselor

School Budget | Character traits program information visible throughout the school; PTO newsletters; Character education links and information on CISD's counselor website | |

Strategic Objective/Goal 3 :	We will increase efficiency in the district operations and educational delivery system through the use of technology, and further develop business and community partnerships in order to best achieve our mission and objectives.						
Performance Objective 2	Ensure the availability of resources necessary for students to create digital portfolios, and utilize communication tools such as wikis, blogs and social networking.						
Summative Evaluation:	All local policies and procedures reflect current standards and recommendations by TASB and all network services are up 100% of the time.						

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Meetings with staff and parents regarding technology resources and needs	*We will:* Create a 3-year Technology Campus Plan and prioritize campus technology needs	All	Administrators; IT Specialist; Technology Vertical Team; PTO Board	August 2011	June 2012	Administrators / IT Specialist

School Budget | Staff and community feedback; recommendations from staff and community | |

Strategic Objective/Goal 3 :	We will increase efficiency in the district operations and educational delivery system through the use of technology, and further develop business and community partnerships in order to best achieve our mission and objectives.								
Performance Objective 2	Ensure the availability of resources necessary for students to create digital portfolios, and utilize communication tools such as wikis, blogs and social networking.								
Summative Evaluation:	All local policies and procedures reflect current standards and recommendations by TASB and all network services are up 100% of the time.								

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Campus input; Classroom Observations; Student Input; Parent Input	*We will improve teacher capacity to more effectively engage students with technology by:* 6 hours minimum in technology Flex Hours; Monthly professional development at grade level meetings; Feature "exemplar" technology lessons at faculty meetings	All	Administrators / IT Specialist / Technology Vertical Team	August 2011	June 2012	Administrators / IT Specialist / Technology Vertical Team

School Budget | Formal/informal discussions; feedback from meetings | |

Strategic Objective/Goal 3 :	We will increase efficiency in the district operations and educational delivery system through the use of technology, and further develop business and community partnerships in order to best achieve our mission and objectives.
Performance Objective 1	Increase CISD staff's level of technology integration expertise (proficiencies) through a differentiated staff development program that addresses 21st Century technology skills.
Summative Evaluation:	All local policies and procedures reflect current standards and recommendations by TASB and all network services are up 100% of the time.

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Campus Input; IT input	*We will conduct an:* Assessment of technology proficiencies of staff	All	Administrators / IT Specialist / CT Specialist	August 2011	October 2012	Administrators / IT Specialist

School Budget | Compiled survey results; feedback from grade level meetings | |
| Teacher Input; Classroom Observations; IT input | *We will:* Develop differentiated staff development plan for teachers at Austin | All | Administrators / IT Specialist / CT Specialist | August 2011 | June 2012 | Administrators / IT Specialist / Technology Vertical Team

School Budget | Staff Development Plan | |
| Faculty Survey, IT Input | *We will:* Evaluate progress of staff development plan for teachers at Austin | All | Administrators / IT Specialist / CT Specialist | August 2011 | June 2012 | Administrators; IT Specialist

School Budget | Formal/informal discussions; surveys; classroom observations; survey results; feedback from meetings | |
| Parent Informational Meetings | *We will have:* Brown Bag Breakfasts to increase parent awareness of campus initiatives | All | Administrators/ IT Specialist | August 2011 | June 2012 | Administrators; IT Specialist

School Budget | Sign-in sheets | |

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	Create a campus culture where positive character qualities are demonstrated daily.						
Summative Evaluation:	Classroom observations, Staff and Community Feedback; Star Students, Monthly Character Winners; PBIS Code Keepers Club						

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Campus Input	*We will continue to create a culture that works for all stakeholders:* Austin community Facebook page, PD Blog; R-time; PBIS/CHAMPS; Ruby Payne	All	Principal	August 2010	June 2011	Administrators Don't Teach the Canaries Not to Sing by Ramsey; Water the Bamboo by Bell; A Framework for Understanding Poverty by Payne School Budget	Sign-in rosters; notes from meetings; feedback from parents; data from office referrals	
Campus Input	*We will:* Provide teachers with opportunities to create a culture that works for all staff	All	All	August 2011	June 2012	Administrators ; Positive Staff Climate Committee Friendship Fund School Budget	Observations; social outings, informal student interviews; brag board; teacher recognition; team building activities	
Staff input; Student survey; campus observations	*We will:* Provide students with opportunities to create a school culture that works for all students	All	All	August 2011	June 2012	Administrators ; Positive Student Climate Committee; Enrichment Vertical Team School Budget	Classroom observations; enrichment clusters, spirit rallies, parent input; teacher input; student recognition; announcements	