CISD
COPPELL INDEPENDENT SCHOOL DISTRICT

DISTRICT IMPROVEMENT PLAN

2009- 2010

DR. JEFF TURNER
SUPERINTENDENT

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 Early Childhood-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas.

- **Performance Objective 3:** We will 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 appropriate skills in categories such as critical thinking, goal setting, problem solving, organization/time management, and cooperation/presentation.

- **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:** Implement the requirements and purposes of IDEA by meeting State and Federal targets

- **Performance Objective 12:** Improve student performance and program effectiveness by meeting State and Federal standards
  - Increase by 2.2% students graduating with a Recommended High School Program (RHSP) who are receiving special education services
  - Reduce by 20% the number of In-School Suspension (ISS) placements for students receiving special education services.

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:** Focus integration of service learning into curriculum as a means of authentic character development.

- **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 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.
- **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.

SUMMARY:

Coppell ISD is a suburban school district with an enrollment of 9,900 students located just north of the Dallas-Fort Worth Airport serving the students of the communities of Coppell and Valley Ranch. Coppell ISD has nine (9) elementary schools, three (3) middle schools, one (1) alternative campus and two (2) high schools. For information about the district achievements and the student demographics, please visit the district website at http://www.coppellisd.com or on the TEA website at http://www.tea.state.tx.us/perfreport/aeis/
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The district improvement planning process is intended to serve as a collaborative planning tool by utilizing community and staff input to develop goals for the upcoming school year. For the 2008-2009 school year, the members of this team chose the strategic objectives listed above which are completely aligned with the district's five-year strategic plan.

DISTRICT EDUCATIONAL IMPROVEMENT COUNCIL (DEIC)
2008-09 COMMITTEE MEMBERS

AUSTIN ELEMENTARY
LEAH SCHAFER
BETH COOK
ANNE BECKMAN

COTTONWOOD CREEK ELEMENTARY
JENNY PRICE
NANCY KEITH
KELLY YIN

DENTON CREEK ELEMENTARY
BARBRA VAN RIPER
JERI FOUTS
LISA EVANS

LAKESIDE ELEMENTARY
MAUREEN SALMON
DEBBIE ETHERIDGE
JERENE RAY

MOCKINGBIRD ELEMENTARY
TERESA KITTS
MARY MCKNIGHT
DEBBIE YOUNG

PINKERTON ELEMENTARY
MIMI BAKER
DANA MCMILLIN
KRISTIN PATTERSON

TOWN CENTER ELEMENTARY
GEMA HALL
ANGIE BROOKS
LORRI BREHM

VALLEY RANCH ELEMENTARY
PARRISH NOLAN
JENNIFER TORRES
ELIZABETH HOULT

WILSON ELEMENTARY
DONNA BEKAVAC
ANN CARLSSON
BRENDA CRAVEN

CMSE
EDDIE BEAL
MEAGAN WRIGHT
KATE GABRIEL

CMSN
MICKEY PANGRAC
PEGGI SMOTHERMON
HAYLEY BROADHEAD

CMSW
GAIL COTTING
JEFF MINN
JULIE BAILEY

CHS
GINA PEDDY
CINDY WOLFE
JILL CLAY

NTH@C
BEN ORR
RANDALL BALL

EDUCATION ANNEX
RUTH HINDES

PARENT/BUSINESS/COMMUNITY
STEPHEN SMITH, PARENT
ANTHONY HILL, CISD BOARD
ANNETTE EZZELL, BUSINESS
LISA CONNELL, COMMUNITY
KENT STEIGER, BUSINESS

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:	Unit plans, Forethought lesson plans, Performance Series Data and curriculum-based assessment (CBA) data							

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Campus observations & discussions	Revise and implement written curriculum documents to align with research-based best practices including ELPS	K-12 grade Science, 6-12 Social Studies, K-12 Math, K-12 ELA & 9-12 LOTE	Science, Social Studies, Math and Languages Other then English, LOTE, ESL/BE Directors, Curriculum Writing Teams	June 2009	July 2010	Research-based best practice resources by authors such as Erickson, Wiggins & McTighe, Marzano, Stiggins, Daggett, etc., local funds, Title II, Forethought	Curriculum Unit Plans, instructional snapshots	
CBA data, campus & community feedback, CBA data/local assessment comparison and Performance Series data	Monitor the delivery of instruction to ensure alignment with CISD curriculum	All	Curriculum Team, Campus Admin, and Teachers on Special Assignment (TOSAs)	August 2009	June 2010	Extended planning time, CBA preview process, TEKS, Forethought documents, Rigor/ Relevance Framework	Forethought lesson plans, instructional snapshots, campus visits	
Campus observations, CBA data/local assessment comparison and Performance Series data	Utilize CBA data and/or growth model data to inform instruction	All	Curriculum Team, Campus Admin and Teachers	August 2009	June 2010	Achievement Series data and Performance Series Data	Forethought lesson plans and campus visits	

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 staff development offering, Eduphoria records, on-line/paper evaluations, walk throughs, evaluations of campus needs assessments and disaggregation of walk through data

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.	Provide initial/advanced training in: • Research-Based Best Practices such as Customized Learning/Sustained Differentiated Instruction, Brain-Based Instruction, Pre AP Strategies, Thinking Maps, Problem /Project Based Learning (PBL), 21st Century Literacy, Writing Rigorous Assessment Items, Concept –Base Instruction, Inquiry Based Instruction , etc. • Response to Intervention (RtI) process • ELPS • Co-Teach Model of Instruction	All CISD instructional staff	Director of Staff Development, Curriculum Directors, Director of School Improvement, Director of Elementary Education and Assistant Superintendent of CIA	June 2009	July 2010	PD360, Outside consultants, in-district presenters, books, manuals, Region 10 workshops, etc., TEKS, AP standards, Title I, II, III, local funds and IDEA Stimulus Funds	Documentation of CISD staff development offerings, Eduphoria records, Curriculum Department Walk Throughs, Campus Needs Assessment, online and paper evaluations	

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 staff development offering, Eduphoria records, on-line/paper evaluations, walk throughs, evaluations of campus needs assessments and disaggregation of walk through data								

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	Provide Title I Campuses additional opportunities to supplement training and improve instruction for targeted populations	All CISD Instructional Staff of Title I Campuses, Director of School Improvement and Curriculum Directors	Title I Campus Administrators	August 2009	June 2010	Title I Funds	Campus Needs Assessment and Documentation of Additional Staff Development Opportunities	
State Performance Plan Indicators (SPP)	Provide initial and advanced training on Early Childhood Outcomes (SPP 7)	Special Education Staff for Ages 3 – 5	Director of Elementary Special Education, Early Childhood Diagnostician, and Speech Pathologists, Special Ed Teacher	August 2009	June 2010	Region 10, Intervention Services, Early Childhood, Outcome Center, Local and Federal Funds, Early Childhood, and Lead Speech Pathologist, Special Education Staff	Child Observation Summary Forms and SPP Indicator Report	

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 staff development offerings, Eduphoria records, on-line/paper evaluations, walk-throughs, evaluation of campus improvement plans and disaggregation of walk-through data								

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	Director of School Improvement, Curriculum Team, Intervention Services, RTI Specialist, and Campus Administrators	June 2009	July 2010	Curriculum Department, RtI Specialists, Intervention Services, Campus Admin, Counselors and IDEA Stimulus Funding	Curriculum Instructional Walk-Throughs, Forethought lesson plans, PST meeting minutes	
AEIS Report and local assessment data, campus discussions and parent meetings/surveys	Refine standards-based report cards K-3rd grade	K-3 grades	Director of School Improvement, Curriculum Team, Campus Administrators and K-3 Teachers	August 2009	June 2010	Standards-based report cards, Elementary Curriculum Directors, Staff Development Director and Director of School Improvement	Utilization of Standards-Based Report Cards, Parent and Teacher Feedback	
AEIS Report and local assessment data, campus discussions	Establish a standards-based and grade advisory committee	All	Director of School Improvement	August 2009	June 2010	Parents, Teachers, Elementary Curriculum Directors, and Director of School Improvement	Utilization of Standards-Based Report Cards, Parent and Teacher Feedback	

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:	Communicate district assessment plan to parents and teachers and report outcomes individually to parents and collectively to stakeholders								
Summative Evaluation:	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
Community/ Campus feedback	Conduct ongoing, at least annual, seminars to communicate and describe district and campus assessment plans to partners, with particular attention given to new assessment programs and those that may not be broadly understood by parents.	All	Assessment Director	June 2009	July 2010	Meeting times, facility set ups, Director of Assessment	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, track and take responsibility for their individual performance and progress.	All	Campus Principals	August 2009	June 2010	Classroom visits, announcements, teachers, campus administration, counselors	Campus newsletters, agendas, handouts and portal	
Campus/Community Feedback	Publish district assessment plans in curriculum handbook(s), on district and campus websites (as appropriate for grade levels), in campus e-newsletters.	All	Director of Communication	August 2009	June 2010	Director of Communication, Principals and Webmaster	Websites, e-newsletters, and handbooks	

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 increase in campus partnerships included in their Campus Improvement Plan							

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Community Feedback	Create a list and a process for updating the list of community partners and the extent of involvement. Distribute it to each campus principal and curriculum directors	All	Transition Coordinator, Communication Director	June 2009	July 2010	Transition coordinator, campus principals, teachers and parents	List of community and global partners posted and updated on the portal	
Community Feedback	Identify resources we have and are not using (Bridges) and other corporate technology focused programs	All	Director of School Improvement	August 2009	June 2010	Teachers, IT team,	List of available assets posted and updated on the portal	
Community Feedback	Identify specific partnership needs and opportunities	All	Director of Communication	August 2009	June 2010	Communication department	Listing on portal	
Community and campus feedback	Recruit businesses and organizations that can meet above needs	All	Director of Communication	August 2009	June 2010	Administrators, staff	Documentation of activities held with partners	

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Performance Objective 5:	Implement a system or systems to assess appropriate skills in categories such as critical thinking, goal setting, problem solving, organization/time management, and cooperation/presentation								
Summative Evaluation:	Documentation of assessment results								

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	Identify, through curriculum literature, on-line resources, and consultation with other districts to identify current systems and assessment programs that target these types of skills	All	Assistant Superintendent for Curriculum and Instruction	June 2009	July 2010	Assistant Superintendent for Curriculum and Instruction, Curriculum directors, principals	Document describing available resources.	
Campus Feedback	Gather feedback and input from teachers at all grade levels, using both quantitative (survey) and qualitative (focus group) approaches, to promote faculty involvement and support of this type of assessment	All	Assistant Superintendent for Curriculum and Instruction	August 2009	June 2010	Teachers, subs, meeting times, survey tools, focus group meeting rooms	Focus group attendance sheets and minutes and survey results	
Community and Campus Feedback	Evaluate appropriateness of systems and resources found in the initial investigation from step 1 for use in CISD	All	Curriculum Directors, Assistant Superintendent of Curriculum and Instruction	August 2009	June 2010	Curriculum directors, teachers	Evaluation rubrics	

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Performance Objective 6:	Integrate 21st century learning skills within the district
Summative Evaluation:	Documentation of staff development offerings, updated teacher walkthrough, snapshot and grading rubrics

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Campus Feedback	Conduct a district wide book study allowing campus choice dealing with 21st century skills for learners	All Instructional Staff	Director of Staff Development	June 2009	July 2010	Director of Staff Development, campus, Director of School Improvement, administrators, teachers, books and Title II funds	District and campus staff development plans	
Community and Campus Feedback	Provide information/resources to share/and educate about 21st century skills for learners	All	Director of Staff Development	August 2009	June 2010	Director of Staff Development, Director of School Improvement teachers, campus administrators	District and campus staff development plans	
Campus Feedback	Observe through site visits 21st century schools	All	Assistant Superintendent of Curriculum and Instruction	August 2009	June 2010	Curriculum Directors, teachers, subs	Documentation of visits and of sharing information gained in visits	
Community and Campus Feedback	Create a physical learning environment that fosters technology literacy and collaboration	All	Principals	August 2009	June 2010	Principals, teachers, funds for classroom needs	Observation of innovative classroom structures	
Campus Feedback	Update teacher walk through/ snapshot forms to include 21st century skills (oral and written communication, collaboration, technology literacy, critical thinking, global awareness exposure, and professional ethics and responsibilities).	All	Assistant Superintendent of Curriculum and Instruction	August 2009	June 2010	Curriculum Directors, campus administrators, and I-Team	Updated walkthrough and snapshot forms	

Strategic Objective/Goal :	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:	Documentation of staff development offerings, updated teacher walkthrough, snapshot and grading rubrics								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Formative Evaluation**	**Documented**
Campus and Community Feedback	Create grading rubrics that address 21st century learning skills (oral and written communication, collaboration, technology literacy, critical thinking, global awareness exposure, and professional ethics and responsibilities).	All	Curriculum Directors	August 2009	June 2010	Curriculum Directors, Campus administrators, teachers	Updated grading rubrics	

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 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
Campus Feedback	Deliver ongoing staff development targeted to • Real world application • Service Learning • Differentiation inside/outside the classroom • Project-based, problem-based teaching/learning	All	Director of Staff Development	June 2009	July 2010	Director of staff development, campus administrators, teachers	Staff development offerings in Eduphoria and in (CIP) campus improvement plan	
Community and Campus Feedback	Access parent talent pool at the beginning of the year or as needed to determine assets.	All	Principals	August 2009	June 2010	Principals, teachers, PTOs, parents and guardians	Campus improvement plans. PTO, Lists of parent assets	
Community and Campus Feedback	Align concept-based instruction with real world application.	All	Assistant Superintendent of Curriculum and Instruction	August 2009	June 2010	Curriculum directors, campus administrators, teachers, subs	Information in Forethought, staff development offerings	
Community and Campus Feedback	Incorporate opportunities for students to connect to the global community using technology tools such as distance learning, podcasting, online courses, etc.	All	Director of Advanced Academics	August 2009	June 2010	Director of Advanced Academics, I Team, teachers	Lesson plans and Campus Improvement Plans	

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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 7:	Increase connections between real world experiences and authentic classroom instruction								
Summative Evaluation:	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 Feedback	Enhance service learning: • Provide ongoing updates of current and completed projects across the district on the district website • Improve quality and quantity of service learning projects	All	CTE Coordinator	August 2009	June 2010	Director over service learning, campus administrators, teachers, class time	Postings on website, other evidence of service learning activities	

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:	Expand the Career and Technology programs to increase opportunities to all CISD students							
Summative Evaluation:	PBMAS, student enrollment, student certification, CTE program evaluations							

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Student recruitment into CTE programs of study	• Provide an in school event (Passport) for all eight grade students to prepare for selection of courses for four year plan • Follow up with an evening event to including parent participation	8th graders	CTE Coordinator	June 2009	July 2010	CTE Coordinator, Perkins Grant., Middle School BCIS instructor, Bridges, Counselors	Student survey in reflection activities; Student four year plans	
Student placement into CTE Programs of Study	Continue training for teachers and counselors in career and college planning software	8th graders	CTE Coordinator	August 2009	June 2010	CTE Coordinator, Perkins Grant, Bridges	Agendas, documentation of training	
CTE Program Evaluation; Job Forecast tools	Expand CTE programs to prepare the students to meet the needs for college/workforce readiness	All	CTE Coordinator	August 2009	June 2010	CTE Advisory Committee, CTE Coordinator, CTE instructors, Interlink	CTE program outlines, agendas, course guides	

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:	Expand program options and the learning continuum to reinforce strengths, needs, and interests of students served in the gifted and talented program							
Summative Evaluation:	The CISD GT Program Guide reflects an array of learning opportunities for gifted and talented students both within the school day as well as out of school options.							
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Formative Evaluation**	**Documented**
2009 Program Evaluation	Develop a Program Services Guide that can be posted on the website and disseminated to parents	GT	Director of Advanced Academics	August 2009	September 15, 2009	GT Faculty	Copy of the Program Services Guide	
2009 Program Evaluation	Increase opportunities for students to work on independent research projects on topics of interest	GT	Director of Advanced Academics, Elementary GT teachers; Middle School GT teachers	September 2009	December 2009	GT Faculty	Curriculum documents showing opportunities for independent work	
2009 Program Evaluation	Revise GT Scope and Sequence of Skills	GT	Director of Advanced Academics and GT Committee	September 2009	December 2009	GT Committee Members	Copy of Revised Scope and Sequence	
GT State Plan Standards	Develop a Standards Based Report Card to report student mastery of skills in the scope and sequence	GT	Director of Advanced Academics and GT Committee	November 2009	March 2010	GT Committee Members	Copy of GT Reports Cards	

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:	Expand program options and the learning continuum to reinforce strengths, needs, and interests of students served in the gifted and talented program								
Summative Evaluation:	The CISD GT Program Guide reflects an array of learning opportunities for gifted and talented students both within the school day as well as out of school options.								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Formative Evaluation**	**Documented**
GT State Plan Standards	Implement the Texas Performance Standards Projects as part of GT Curriculum and Assessment	GT	Director of Advanced Academics and GT Faculty	September 2009	May 2010	GT Faculty and TEA Website for Performance Standards Project	Curriculum Documents and Student Projects	
GT State Plan Standards	Develop district guidelines for evaluation of resources to be used in the GT program	GT	Director of Advanced Academics and GT Committee	January 2010	May 2010	GT Committee	Guidelines posted on GT Website	
GT State Plan Standards	Initiate additional out of school learning opportunities for students in their areas of interest	GT	Director of Advanced Academics and GT Committee	September 2009	May 2010	GT Faculty, Coppell Gifted Association	List of out of school learning opportunities for students and enrollment numbers from Mosaic	
GT State Plan Standards	Develop a program to cultivate reading and writing talents	GT and Advanced Academic Students	Director of Advanced Academics; Director of Language Arts	September 2009	May 2010	GT Faculty	Program Description and Learning Opportunities	

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Performance Objective 10:	Sustain district-wide EC-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas								
Summative Evaluation:	Annual, Review, and Dismissal (ARD) Committee paperwork, Individual Education Plans (IEP)								

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Sp.Ed. Permanent folder review; instructional snapshots; department meetings	Provide initial and ongoing training in Standards-Based IEPs	Special Ed	Directors of Special Education, Lead Diagnostician, Lead Speech Pathologist, Special Education Team Leaders	August 2009	June 2010	Special Education Teachers, Director of Special Education, Lead diagnostician, Lead Speech Pathologist, Special Education Team Leaders, Region 10, Special Education Local and Federal Funds, Special Education Data Management System	ARD committee reports, IEP Progress	

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 11:	Implement the requirements and purposes of IDEA by meeting State and Federal targets								
Summative Evaluation:	Annual, Review, and Dismissal (ARD) Committee paperwork, Individual Education Plans (IEP), Full and Individual Evaluations (FIE), Annual 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	Provide training on State and Federal timelines/ guidelines	Special Education	Directors of Special Education, Lead Diagnostician, Lead Speech Pathologist	July 2009	June 2010	Intervention Services Personnel, Region 10, SpEd Local and Federal funds	Documentation of Intervention Services staff development Eduphoria records	

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Performance Objective 11:	Implement the requirements and purposes of IDEA by meeting State and Federal targets								
Summative Evaluation:	Annual, Review, and Dismissal (ARD) Committee paperwork, Individual Education Plans (IEP), Full and Individual Evaluations (FIE), Annual 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	Implement tracking system to monitor timelines established by State and Federal guidelines	Special Education Ages 0-21	Directors of Special Education, Diagnosticians, Speech Pathologists, Licensed Specialists in School Psychology, Instructional Services Personnel Related Services Personnel	July 2009	June 2010	Intervention Services Personnel, Region 10, Regional Day School Program for the Deaf (RDSPD) Personnel, SpEd Local and Federal funds, Contract Services	ARD Committee paperwork FIE reports Referral Logs Child Find Logs	

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:	Improve student performance and program effectiveness by meeting State and Federal standards • Increase by 2.2% students graduating with a Recommended High School Program (RHSP) who are receiving special education services • Reduce by 20% the number of In-School Suspension (ISS) placements for students receiving special education services.							
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
AEIS Reports PEIMS Reports PBMAS Reports SpEd Referral Reports	Provide training on disproportionate representation in Special Education	All	Directors of Special Education, Curriculum Department, Diagnosticians Speech Pathologists	July 2009	June 2010	Intervention Services Personnel, Region 10, Curriculum Department, Campus Administrators, Promoting Success Teams (PST), SpEd Local and Federal Funds	PST Reports, SpEd Referral Reports, Documentation of CISD staff development, Eduphoria records, Agendas	
AEIS Reports PEIMS Reports PBMAS Reports SpEd Referral Reports	Provide school and district-wide training in the administration of assessment tools and methods that consider the student's culture and background	All	Directors of Special Education, Curriculum Department, Diagnosticians Speech Pathologists	July 2009	June 2010	Intervention Services Personnel, Region 10, Curriculum Department, Campus Administrators, Promoting Success Teams (PST), SpEd Local and Federal Funds	PST Reports, SpEd Referral Reports, Documentation of CISD staff development, Eduphoria records, Agendas	
CHS Transcripts	Maintain co-teach sections of Algebra II, Physics and Chemistry to assist students	SpEd	CHS Principal, Director of Secondary Special Education	August 2009	June 2010	General & Special, Education Staff	PBMAS indicators, Master Schedule, Academic Achievement Records (AAR), ARD 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 12:	Improve student performance and program effectiveness by meeting State and Federal standards • Increase by 2.2% students graduating with a Recommended High School Program (RHSP) who are receiving special education services • Reduce by 20% the number of In-School Suspension (ISS) placements for students receiving special education services.
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
CHS Transcripts	Investigate foreign language options (i.e. sign language) and/or consideration of a co-taught foreign language class, as well as discussion with North Lake Community College for possible options	All	CHS Principal, CTE Coordinator, Director of Secondary Special Education, Director of School Improvement	July 2009	June 2010	Data Collected from North Lake Community College, Course Selection Guide, General & Special Education Staff	ARD Documents Summary Reports	
CHS Transcripts	Advise students on graduation plan options	SpEd	Case Managers, ARD Committee Members, Counselors, Transition Coordinator	July 2009	June 2010	Case Managers, ARD Committee Members, Counselors, Transition Coordinator	ARD Document, Graduation Plan, Academic Achievement Records (AAR)	
Surveys	Provide training to special education staff on transition and graduation plan options (all levels)	SpEd	Directors of Special Ed, Transition Coordinator	July 2009	June 2010	Directors of Special Ed, Transition Coordinator, Region X	Documentation of CISD staff development, Eduphoria records, Online and paper evaluations	

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:	Improve student performance and program effectiveness by meeting State and Federal standards • Increase by 2.2% students graduating with a Recommended High School Program (RHSP) who are receiving special education services • Reduce by 20% the number of In-School Suspension (ISS) placements for students receiving special education services.							
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 2009	June 2010	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, Online and paper evaluations	
PEIMS	Investigate alternate options to In-School Suspension	SpEd	Campus Administration, Directors of Special Education	August 2009	June 2010	Campus Administration, Directors of Special Education, Region 10, Intervention Specialist/LSSP	Input from Administrative staff, Input from 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							
Summative Evaluation:	Data gathered from random visits to CISD campuses, community feedback including survey data from presenters, guest speakers, etc, on demonstration of character traits by CISD students							
Needs Assessment	Action steps	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Campus input	Research and compile list of resources and recommend best practices for character education	All	Director of Student Services	August 2009	June 2010	Director of Student Services (Counselors)	Posting of list on website and/or Portal	
Survey to determine staff development needs	Provide staff development on character ed. through a variety of formats	All	Director of Staff Development	August 2009	June 2010	Director of Staff Development	Compilation of survey results	
Community survey	Disseminate character traits program information and documentation to pertinent sections of the school district and community including guest speaker and presenters.	All	Director of Public Relations and Communication	August 2009	June 2010	Director of Student Services (Counselors)	Character Traits program information visibly displayed at schools and in the community	

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 2:	Embed Character Education within the CISD Curriculum, including through service learning projects, in order to reach all students							
Summative Evaluation:	Documentation of campus character education program within each Campus Improvement Plan							
Needs Assessment	**Action steps**	**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 2009	June 2010	Library time, counselor visits, announcements, assemblies, advisory time, discipline programs	Campus visits	
Community/ Campus feedback	Develop reflection methods within appropriate content areas which guide students to recognize Character Traits	All	Curriculum Directors, Classroom teachers, Service Learning Coordinator	August 2009	June 2010	List of Character Education best practices and resources, instructional specialists, content curriculum writers	CISD curriculum documents, lesson plans, classroom visits	
Community/ Campus feedback	Provide resources that demonstrate a correlation between Character Ed. and Service Learning	All	Service Learning Coordinator	August 2009	June 2010	Service Learning resources, service learning campus lead teachers	Informal student interviews; post-project reflections	
Campus/service learning coordinator feedback	Integrate Service Learning and other Character Ed. projects into existing content area curriculum where appropriate	All	Curriculum Directors, Director of Service Learning	August 2009	June 2010	CISD curriculum writers, Curriculum Directors	Classroom visits, curriculum documents	
Campus and community feedback	Embed the assessment of character traits into existing grading practices such as report card comments and project rubrics	All	Classroom teachers	August 2009	June 2010	Curriculum directors, Director of Student Services, Rubrics for assessing character traits	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:	Create a culture where positive character qualities are demonstrated daily							
Summative Evaluation:	Documentation on shared community/CISD website							
Needs Assessment	Action steps	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/ Fiscal	Formative Evaluation	Docume nted
Community and Campus Feedback	Review existing campus committees and programs and modify as needed to ensure that the result is a culture of character	All	Campus administrator	August 2009	June 2010	Site-based or other existing committees representative of the school's community	Goals, mission statements or bylaws of each committee posted	
Community and Campus Feedback	Provide students with opportunities that foster character development outside of the campus and within the community		Campus administrator	August 2009	June 2010	Site-based or other existing committees representative of the school's community	Publicized list of student opportunities	
Community and Campus Feedback	Develop and maintain a campus character website under the umbrella of the community website www.coppellcares.com	All	Campus administrator and/or faculty club sponsor	August 2009	June 2010	Student committee with broad representation from student community	Postings on the website are up-to-date	
Community and Campus Feedback	Identify, develop and implement extracurricular character programs that are relevant to student life	All	Sponsor of student committee	August 2009	June 2010	Student committee	Publicized list of student extracurricular opportunities	
Community and Campus Feedback	Create a logo for the Coppell CARES community/character education partnership program	All	Sponsor of student committee	August 2009	June 2010	Input from students	Logo displayed	
Community and Campus Feedback	Infuse the Coppell CARES logo into publications, signage, or other appropriate areas	All	Director of Public Relations	August 2009	June 2010	Electronic and/or print distribution of official logo	Logo displayed	

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 4:	Establish consistent safe and drug free school programs district wide								
Summative Evaluation:	Post-instruction assessment								

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Discipline Referrals, Anecdotal campus reports	Provide staff training on drug and relationship abuse awareness, detection and prevention	Secondary Staff	Dir. Student Services, Counselors, campus administrators	June 2009	July 2010	PEIMS data, SROs, Counselors, parents and Campus Administrators	Discipline Referrals, Anecdotal campus reports	
Discipline Referrals, Anecdotal campus reports Parent/community feedback	Research and recommend an effective drug prevention program for secondary students.	Secondary Students	Dir. Student Services,	August 2009	June 2010	PEIMS, Library, Exemplary Programs, YMCA CARE	Recommended plan	
Discipline Referrals, Anecdotal campus reports	Increase the effectiveness of the relational aggression prevention program • Bullying • Dating/Relational violence	All	Dir. Student Services, Counselors, Teen Leadership teachers	August 2009	June 2010	Support materials, Teen Leadership curriculum, School Resource Officers (SROs), Title IV	Curriculum documents, counselor & nurse feedback, discipline data	

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:	All student suspensions will be a maximum of 3 days.							
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Formative Evaluation**	**Documented**
Discipline Data Validation Indicator #1: Length of Student's Out-Of-School Suspension This indicator identifies districts with students reported as suspended out-of-school (OSS) for more than the three school days allowed under TEC §37.005.	Train administrators on the following: Until a Due Process Hearing or a JJAEP Intake Conference can be held, the principal or other appropriate administrator will place the student in one of the following: 1. Another appropriate classroom 2. In-school suspension Coppell ISD Alternative Education Campus	All	Director of Student Services will provide ongoing training for campus administrators. PEIMS coordinator based on Chapter 37 TEC.	Aug. 2009	May 2010	Director of Student Services will provide ongoing training for campus administrators and the PEIMS coordinator based on Chapter 37 TEC. Dates/times/location will be provided for additional trainings occurring at our regional service center. The first training occurred August 2008 and will occur every August of each consecutive school year.	All suspensions monitored for student information; reports run quarterly within student information system to track consecutive days of suspension will show no student suspended more than 3 consecutive 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
Summative Evaluation:	Documented cumulative evidence of staff growth and progress over time in achieving 21st Century technology skills

Needs Assessment	Action steps	Sp. Pop	Person(s) Responsible	Time line Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Integration Specialist meetings to review current standards and levels	Define and communicate technology proficiency levels to all CISD staff	All	Integration Specialists	July 2009	June 2010	TEA Technology Applications, Texas STaR Chart, Long Range Plan for Technology	Posting of expectation and documentation on CISD website and/or staff portal	
Survey of surrounding districts; meetings with department and/or campus personnel	Create and implement an assessment to determine technology integration and establish baseline proficiency levels of CISD staff	All	Curriculum Department; Integration Specialists;	July 2009	June 2010	Data collection and planning time for Integration Specialists, Business Partnerships	Developed assessment product	
Meetings with department and/or campus personnel	Develop annual technology goals using a proficiency objectives document	All Staff	Integration Specialists; Principals	July 2009	June 2010	Staff members, proficiency objectives document, annual review materials	Evaluations by supervisor and/or principal, annual goals documentation	
Meetings with department and/or campus personnel	Train all staff on how to use the proficiency objectives document	All	Integration Specialists	July 2009	June 2010	Trainers, facilitators, Eduphoria Workshop, Materials	Eduphoria Transcripts, District and Campus visits	
Meetings with department and/or campus personnel	Annually assess and evaluate staff proficiencies using developed assessment	All	Integration Specialists; Principals	July 2009	June 2010	Proficiency objectives document, I-Team, supervisor and/or principal	District and Campus level walk-throughs/ campus visits, Evaluations by trained faculty and staff	
Meetings with department and/or campus personnel	Utilize online learning resources to increase differentiated staff development	All	Integration Specialists; Staff Development Director	July 2009	June 2010	Bond $/M&O, I-Team, Technology Dept.	Online resources, Eduphoria transcripts, District level site visits, Follow up reflective discussions	
Meetings with department and/or campus personnel	Develop and provide differentiated 21st Century Training to accommodate all staff member's technology levels	All	Integration Specialists; Staff Development Director	July 2009	June 2010	I-Team, Curriculum Team, Trainers, Materials (books, manuals, resources, etc.)	Meeting handouts, Eduphoria transcripts, Follow up reflective discussions	

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 Assessment	Action steps	Sp. Pop.	Person(s) Responsible	Time line Start	Time line End	Resources Human/Material /Fiscal	Formative Evaluation	Documented
Meetings with department personnel to review current legal/local policy and guide - lines; Review TASB policy; Survey surrounding districts	Annually review all federal, state and local requirements such as CIPA and the CISD AUP for Technology in order to adhere to all regulations, guidelines and district standards and make recommendations as needed	All	Executive Director of Technology	July 2009	June 2010	Legal/Local policies, TASB website	Posting of local policies and guidelines on CISD website and/or staff portal	
Meetings with department and/or campus personnel	Forecast and plan for anticipated CISD users, capacity, space, network connectivity and demand for CISD services	All	Executive Director of Technology	July 2009	June 2010	Network services utilization reports	Department and campus feedback, Network usage reports, Evaluation report and recommendation	
Meetings with department and/or campus personnel	Identify, prioritize and expand clustered server solutions to provide high availability for district defined critical services	All	Executive Director of Technology	July 2009	June 2010	Bond $, M&O, Network Engineers	Meetings with Network Engineers, List of clustered services, Technology planning documentation	
Meetings with department and/or campus personnel	Expand Storage Area Network (SAN) to provide high availability for district defined data	All	Executive Director of Technology	July 2009	June 2010	Bond $, Third-party contracted services, Network Engineers	Network capacity and usage reports	
Meetings with department and/or campus personnel	Review the current state of scalability and redundancy of all technology services and network infrastructure	All	Executive Director of Technology	July 2009	June 2010	Network Engineers	Network capacity and usage reports	

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 3:	Develop a green IT strategy and promote green initiatives to reduce energy costs and appropriately manage electronic waste							
Summative Evaluation:	District energy report, online auction data and report for disposal of technology equipment							
Needs Assessment	**Action steps**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Formative Evaluation**	**Documented**
Meetings with department and/or campus personnel	Develop and implement a system for replacing CRT monitors with flat panel monitors	All	Executive Director of Technology	July 2009	June 2010	PC Techs, Purchasing	Focus group feedback, Documented system	
Meetings with department and/or campus personnel; Survey surrounding districts; Vendor feedback	Research the cost and effectiveness of installing motion sensors that turn off technology related equipment automatically when room is not occupied	All	Executive Director of Technology; Integration Specialists	July 2009	June 2010	Various online resources, Third-party vendors, District energy consumption data and reports, Purchasing	Focus group meetings, Compiled research data and reports	
Meetings with department and/or campus personnel	Research and analyze the use of consumables throughout the district and establish a district-wide system for recycling	All	Executive Director of Technology; PC Techs; Purchasing	July 2009	June 2010	Various online resources, Third-party vendors, Purchasing, Dep PC Techs, Campus staff, Third-party vendor for disposal department/Campus staff	Focus group meetings, Compiled research data and reports	
Meetings with Business Office; Survey surrounding districts	Research various avenues for the legal disposal of all technology related equipment	All	Executive Director of Technology	July 2009	June 2010	Various online resources, Business Office	Focus group meetings, Research data and reports	
Meetings with Business Office; Survey surrounding districts	Develop and implement a method for the proper disposal of all technology related equipment	All	Executive Director of Technology	July 2009	June 2010	Business Office, PC Techs, Integration Specialists, Purchasing	Focus Group feedback, Documented procedures	

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 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:	District/Campus websites, Staff/Parent portal resources and content, Security audit report							
Needs Assessment	**Action steps**	**Sp. Pop.**	**Person(s) Responsible**	**Time line Start**	**Timeli ne End**	**Resources Human/Material/ Fiscal**	**Formative Evaluation**	**Docum ented**
Meetings with district and campus staff; Review District policy and guidelines for website posting/ content; Survey surrounding districts; Parent survey	Review the use and effectiveness of CISD website content (District, campus and teacher) to determine the need for enhancements and/or modifications	All	Executive Director of Technology; Director of PR and Communications; Webmaster	July 2009	June 2010	District and campus staff, Survey Monkey, CISD website policy resources	Staff and community feedback, District, campus and teacher website content, Survey results	
Meetings with department and/or campus personnel; Parent survey	Assess the existing staff and parent portal frameworks including all components and resources	All	Executive Director of Technology; District and Campus Staff; Community	July 2009	June 2010	District and campus staff, Survey Monkey, Bond $	Staff and community feedback, Survey results, Recommendation report, Staff and parent portal content	
Meetings with department and/or campus personnel	Identify, prioritize and execute the integration and exposure of CISD data sources making sure to include the stakeholders of critical data and applications to ensure data integrity	All	Executive Director of Technology	July 2009	June 2010	Bond $, Software licensing, Server hardware	Meetings with Network Engineers, Technology planning documentation	
Meetings within Technology Department; Third-party vendor engagement; Review current CISD security policies and guidelines; Review security audit recommendations	Assess the level of security across entire network infrastructure and implement a plan based upon recommended changes from security audit	All	Executive Director of Technology	July 2009	June 2010	Third-party contracted services, Network Engineers, Bond $	Compiled research on best security practices, Meetings with third-party vendor, Security audit recommendation, developed security audit plan	

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 5:	Provide an adequate and equitable infrastructure, through an appropriate replacement schedule, to meet the instructional and technological needs of all staff and students
Summative Evaluation:	District and campus technology inventory reports (Follett Destiny Asset), Bond project reports and expenditures

Needs Assessment	Action steps	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Review current inventory of hardware/software	Compile and maintain a comprehensive inventory of all district approved hardware and software	All	Executive Director of Technology	July 2009	June 2010	PC Techs, Purchasing, Follett Destiny, District approved hardware/software list	District and campus technology inventory reports	
Survey of surrounding districts; Meetings with department and/or campus personnel	Define minimum standards for the replacement technology hardware/software on an annual basis	All	Executive Director of Technology; Curriculum Department; Integration Specialists;	July 2009	June 2010	Purchasing, PC Techs, Network Engineers, Curriculum Department, I-Team	Technology minimum standard documentation	
Meetings with department and/or campus personnel	Evaluate the effectiveness of the current replacement schedule based upon the district defined minimum hardware/ software standards, projected campus student enrollment and campus and/or district need	All	Executive Director of Technology; Curriculum Department; Integration Specialists	July 2009	June 2010	Purchasing, Integration Specialists, Curriculum Department	Focus group meetings, Student enrollment projections, Staff feedback	
Meetings with dept. and/or campus personnel and third-party vendors; Review current funding practices; Survey surrounding districts	Research and define possible alternative funding methods to assist in the technology replacement schedule process	All	Executive Director of Technology; Purchasing; Integration Specialists	July 2009	June 2010	Various online resources and literature, Business Office, Purchasing, Third-party vendors	Compiled research reports, Feedback from meetings and discussions	

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 5:	Provide an adequate and equitable infrastructure, through an appropriate replacement schedule, to meet the instructional and technological needs of all staff and students							
Summative Evaluation:	District and campus technology inventory reports (Follett Destiny Asset), Bond project reports and expenditures							
Needs Assessment	Action steps	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Meetings with department and/or campus personnel; Meetings with third-party vendors; Survey surrounding districts	Assess the possibility of implementing a centralized desktop virtualization solution to reduce Windows desktop overhead/costs in order to provide more access for staff and students and provide a recommendation.	All	Executive Director of Technology	July 2009	June 2010	Various online resources and literature, Network Engineers, PC Techs, Integration Specialists, Third-party vendors	Compiled research on desktop virtualization, Meetings with third-party vendor, Desktop virtualization recommendation ,Beta testing at defined campuses and departments	
Meetings with department and/or campus personnel; Review published research literature; Survey surrounding districts	Research the use and effectiveness of NetBooks as a possible alternative to the traditional laptop for staff and students	All	Executive Director of Technology; Integration Specialists	July 2009	June 2010	Various online resources and literature, Network Engineers, PC Techs, Integration Specialists	Compiled research on NetBooks, Meetings with third-party vendor, Focus group meetings, Beta testing product at defined campuses	

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