



CAMPUS IMPROVEMENT PLAN

2010- 2011

PRINCIPAL
PENNY TRAMEL

CISD MISSION STATEMENT:

The mission of the Coppel 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
2009 - 10 COMMITTEE MEMBERS**

NAME OF PARTICIPANT	COMMITTEE ROLE
PENNY TRAMEL	PRINCIPAL FACILITATOR
LINDA COOK	DIRECTOR OF SCIENCE
PAM BEERS	COMMUNITY REPRESENTATIVE
VINSE DAVIDSON	BUSINESS REPRESENTATIVE
STACEY BENGE	PARENT REPRESENTATIVE
TONI HINKHOUSE	PARENT REPRESENTATIVE
LISA HANSEN	TEACHER
LAUREN TORTI	TEACHER
ASHLEY MINTON	TEACHER
GLORIA YATES	TEACHER
JENNIFER MARTIN	TEACHER
KELLY BURKS	TEACHER
TAMI MARTINS	TEACHER

REBECCA GARRETT	TEACHER
DEBBIE BULLARD	TEACHER



Reading/ELA TAKS Scores (%)	All Students	African American	White	Hispanic	Econ Disadv	LEP	Spec Ed	At-Risk	CATE- (Secondary Only)	GT
2008-2009 Results	99%	100%	100%	97%	95%	94%	100%	98%		100%
2009-2010 Results	99%	100%	100%	94%	100%	100%	100%	100%		100%
Improvement Status	+0%	0%	0%	-3%	+5%	+6%	0%	+0%		+0%
2010-2011 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.	Need to target Hispanic sub-pop for improvement on passing and commended performance
2.	Continue to refine the RTI Process
3.	

Math TAKS Scores (%)	All Students	African American	White	Hispanic	Econ Disadv	LEP	Spec Ed	At-Risk	CATE- (Secondary Only)	GT
2008-2009 Results	99%	100%	100%	97%	95%	94%	100%	97%		100%
2009-2010 Results	99%	88%	97%	91%	93%	100%	100%	93%		100%
Improvement Status	+0	-12%	-3%	-6%	-2%	+6%	0%	+7%		0%
2010-2011 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.	Need to target Hispanic and Economically Disadvantaged populations for improvement in passing and commended performance
2.	Ensure Hispanic and Economically Disadvantaged populations are attending tutoring to close achievement gap
3.	Implement small guided math groups

Writing TAKS Scores (%)	All Students	African American	White	Hispanic	Econ Disadv	LEP	Spec Ed	At-Risk	CATE- (Secondary Only)	GT
2008-2009 Results	98%	100%	100%	92%	93%	100%	100%	93%		96%
2009-2010 Results	99%	100%	98%	100%	100%	100%	100%	100%		100%
Improvement Status	+1%	+0%	-2%	+8%	+7%	+0%	+0%	+0%		+4%
2010-2011 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.	Implement Abydos Writing Strategies
2.	Work with ESL Facilitator to develop vocabulary for LEP students
3.	

Science TAKS Scores (%)	All Students	African American	White	Hispanic	Econ Disadv	LEP	Spec Ed	At-Risk	CATE- (Secondary Only)	GT
2008-2009 Results	97%	100%	100%	77%	87%	80%	100%	82%		100%
2009-2010 Results	99%	100%	100%	93%	93%	100%	100%	93%		100%
Improvement Status	+2%	+0%	+0%	+16%	+6%	+20%	+0%	+11%		+0%
2010-2011 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.	Ensure Hispanic and Economically Disadvantaged students have an understanding of science vocabulary
2.	
3.	

Social Studies TAKS Scores (%)	All Students	African American	White	Hispanic	Econ Disadv	LEP	Spec Ed	At-Risk	CATE- (Secondary Only)	GT
2008-2009 Results										
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 remained steady, even with the scare of H1N1 this past fall
2.	
3.	

	Dropouts (if applicable): Discuss your dropout rates, concerns and celebrations. List any actions and resources.
1.	N/A
2.	
3.	

	Retention (if applicable): Discuss your retention concerns and celebrations. List any actions and resources.
1.	MM didn't meet expectations in 2 nd grade and did not attend summer school, therefore, he will be retained.
2.	NS was a kindergartner that we intended to retain, but he qualified for special ed., so he will move on to 1 st with an IEP
3.	WC was a fourth grader new to our school that we intended to retain, but he qualified for special ed., so he will move on to 5 th with an IEP

	Culture and Climate: Discuss your culture and climate concerns and celebrations. List any actions and resources.
1.	The teachers enjoyed implementing their engineering unit at each grade; we will work on learning to write our own integrated engineering units for STEM and incorporating more units in the 2010 school year
2.	Our parents remain highly supportive of all that we are doing with their children, and even though the economy is down, their financial support of our school did not waiver
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:	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, State requirements.	Participate in the revision of written curriculum documents to align with research-based best practices including ELPS, PBL, and CCRS.	K-5 Social Studies, K-5 Math, K-5, ELAR, K-5 Fine Arts, K-5 Health/P.E.	Social Studies, Math, ELAR, ESL/BE, CTE, & Health/P.E. Directors, Curriculum Writing Teams	June 2010	July 2011	Research-based best practice resources by authors such as Erickson, Wiggins & McTighe, Marzano, Stiggins, Daggett, etc., local funds, District Title II, Forethought	Curriculum Unit Plans, classroom walkthroughs	
Campus observations & discussions & State requirements.	Implement written curriculum documents to align with research-based best practices including STEM, ELPS, PBL, and CCRS.	K-5 Science	Science, Social Studies, Math, ESL/BE Directors, Curriculum Writing Teams	June 2010	July 2011	Research-based best practice resources by authors such as Erickson, Wiggins & McTighe, Marzano, Stiggins, Daggett, etc., local funds, Title II, Forethought	Curriculum Unit Plans, classroom walkthroughs	
Campus observations & discussions & State requirements.	Language arts teachers will receive training on the new textbook adoption for language arts	K-5 Language Arts teachers	District LA Director	August 2010	Jan. 2011	New adoption materials; Training provided by the district	Sign-in sheets; Lesson plans	
Campus observations and discussions; district input; TAKS data	Math teachers will receive training on the Investigations Math program	K-5 math teachers	District Math Director	June 2010	July 2010	Materials to fully implement Investigations – general budget	Sign-in sheets; Lesson plans in Forethought	

Campus & community feedback, state & local assessment and Performance Series/CPAA data, and classroom walkthroughs.	Monitor the delivery of instruction to ensure alignment with CISD curriculum.	All	Curriculum Team and Campus Admin	August 2010	June 2011	Extended planning time, assessment preview process, TEKS, Forethought documents, Rigor/Relevance Framework	Forethought lesson plans, classroom walkthroughs, campus visits	
Campus & parent feedback and state/local assessment & Performance Series	K-2 teachers will receive training on DRA 2 Kits and TPRI and administration on iTouches	All K-2	Classroom teachers; Literacy teacher	August 2010	May 2011	iTouches and training provided by the district; DRA 2 Kits	Sign-in sheets; Student assessments	
Campus & community feedback and state/local assessment & Performance Series/CPAA data.	Utilize DRA, Performance Series, and other data to inform instruction.	All	Campus Admin and Teachers	August 2010	June 2011	Performance Series Data, D.A.T.E. Grant and local funds	Data analysis, Forethought lesson plans and campus visits	
Campus Input	Provide remediation instruction for students based on assessment data	At-risk students including Ec. Disadv. and Hispanic	Teachers	Sept. 2010	June 2011	SCE Funds	Tutoring groups; Teacher lesson plans	

Campus & parent feedback and state/local assessment & Performance Series	Purchase engineering kits and supplies to support STEM initiative	All, including at-risk, Hispanic, Sp. Ed., Ec. Disadv. And GT	Classroom teachers; Campus administration	Sept. 2010	Dec. 2010	Title 1 Funds	Purchase orders	
Campus & parent feedback and state/local assessment & Performance Series	Campus inservice day(s) for teachers to plan integrated units using the Understanding by Design Model	All	Classroom teachers; Campus administration	Sept. 2010	May 2011	Materials, Planning Time, Title 1 Funds	Bookkeeping records; Units	
Campus & parent feedback and state/local assessment & Performance Series	Implement STEM curriculum	All	Classroom teachers; Specials teachers; Special ed. Teacher	Sept. 2010	May 2011	Common planning time; staff collaboration time (vertical team and faculty meeting)	Agendas; Lesson plans in Forethought	
Campus feedback and walkthrough data	Purchase materials needed to support the new science expectations in lower elementary	K-2 students	Classroom teachers; Campus Administrators;	Sept. 2010	May 2011	General budget	Purchase orders	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 2	Sustain district-wide EC-12 TEKS-aligned curriculum and assessment with researched-based instructional practices that enhance all curricular areas.							
Summative Evaluation:	Forethought lesson plans, Performance Series Data and curriculum-based assessment (CBA) data, Eduphoria records							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Input from staff and parents	Participate in Understanding by Design Training in order to write integrated STEM units that include PBL and service learning	All, esp. Hispanic, GT, Eco. Disadv., Sp. Ed.	Campus Administration ; Director of Staff Development	August 2010	Jan. 2011	Title II Funds;	Eduphoria records	
Input from staff and parents	Implement integrated STEM curriculum	All, esp. Hispanic, GT, Eco. Disadv., Sp. Ed.	Teachers	Sept. 2010	June 2011	Materials, Title I Funds	Lesson plans, Walk-throughs	
Input from staff and parents	Share rubrics and assessments vertically	All	Teachers	Sept. 2010	May 2011	Vertical Team Meetings	Meeting minutes	

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Performance Objective 3	Communicate district/campus 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 and state requirements.	Present information to parents through PTO and Brown Bag Breakfast and to staff during campus staff development time regarding state/local assessments with emphasis on the new growth model.	All staff	Campus administration	August 2010	April 2011	Sign-in sheets, General budget	Posting of meeting times on campus calendar, campus newsletters, agendas and handouts	
Campus feedback	Provide targeted instruction for students to track and take responsibility for their individual performance and progress on state/local assessments.	All	Campus Administrators; Classroom teachers	August 2010	June 2011	Classroom visits, announcements, teachers, campus administration, counselors, District Title I Funds, Local funds and District SCE funds	Student goal setting (grades 4-5 math, teacher communication and lesson plans	
Campus/ Community Feedback	Provide parents with individual student assessment reports.	All	Director of Assessment & Accountability and Classroom Teachers, Counselor	August 2010	June 2011	Campus Administrators	Individual student reports, classroom newsletters	

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Performance Objective 4	Expand campus partnerships with the local and global community							
Summative Evaluation:	Documentation of increased participation in campus partnerships and business partnership survey feedback							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Community Feedback	Post school partnerships on the Town Center website and post pictures of business partners working with students on the Town Center website	All	Campus administration	Aug 2010	June 2011	Local and business partners	Website	
Community Feedback	Inform parents of campus partnerships to promote community	All	Campus administration	Aug 2010	June 2011	Website, PTO Tidbits	Newsletters, PTO Meeting minutes, PTO Tidbits	
Community Feedback	Participate in the district event to recognize CISD business partners.	All	Transition Coordinator, Communication Director, and CTE Coordinator, Campus administration	Feb 2011	April 2011	Campus Administrators, teachers, parents, community members and local funds	Organizational notes, event advertisements , newsletters and program invitations.	
Staff Input	Continue to actively seek new partnerships for Town Center	All	Campus Administration; Town Center Acquisition Committee	August 2010	June 2011	Campus Administrators, Coppell Chamber of Commerce; Town Center Acquisition Committee	List of partnerships/ grants acquired	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 5	Implement a system or systems to assess 21 st Century skills.							
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
CISD Strategic Plan 2009	Create and share rubrics in faculty meetings and vertical team meetings that assess 21 st Century skills such as innovation, speaking skills, organization of a presentation, etc.	All	Classroom teachers, GT Specialist, Media Specialist, Integration Specialist	August 2010	June 2011	Campus Administration, Media Specialist, GT Specialist, and Integration Specialist	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 6	Integrate 21 st century learning skills within the campus							
Summative Evaluation:	Documentation of staff development offerings, teacher walkthroughs, snapshot, grading rubrics and Student Satisfaction Survey							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
CISD Strategic Plan 2009	Participate in the pilot of the utilization of rubrics that address 21 st Century learning skills and character traits.	Grades 4 and 5	Curriculum Directors and 4 th & 5 th Grade Reporting Committee	August 2010	May 2011	Campus Administrators, Director of New Tech High, PBL content specialists, I-Team, Head Librarian	The 21 st Century skill rubric.	
CISD Strategic Plan 2009	Increase the number of physical and/or virtual learning environments utilizing things such as Google Apps, that foster technology literacy and collaboration.	All	Campus Administration	August 2010	June 2011	Campus Integration Specialist, Hardware, Library Media Specialist; District Matching Funds; PTO Funds	Classroom walkthroughs, Purchase Orders; student engagement surveys, and lesson plans.	
Campus Feedback	Utilize the updated teacher walkthrough form to include 21 st Century learning skills.	All	Curriculum Department, Campus Administration	August 2010	Sept 2011	Curriculum Directors, Campus Administrators	Euphoria and the use of the updated walkthrough form	

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:	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 & parent feedback and state/local assessment & Performance Series	Align field trips and PTO Programs to STEM initiatives/PBL/Career Awareness/Service Learning	All	Classroom teachers; Campus administration; Town Center PTO	Sept. 2010	June 2011	PTO funds for programs; Campus funds for transportation for field trips; Parent funds for program fees for field trips	Lesson plans for field trips; List of PTO Programs	
CISD Strategic Plan 2009	Incorporate opportunities for students to connect to the global community using technology tools such as distance learning, podcasting, SKYPE, etc.	All	Library Media Specialist, Teachers	August 2010	June 2011	Integration Specialist, Library Media Specialist, Matching Funds, PTO Funds	Lesson plans	
Community Feedback	Enhance service learning: <ul style="list-style-type: none"> Provide electronic database to track student service hours 	Grades 3-5	CTE/Service Learning Coordinator	August 2010	June 2011	Campus service learning reps, campus administrators, and teachers	Service data reports	

Campus and parent feedback	Leverage parents and business /community members to promote stronger career awareness and real world connections for students that enhance classroom instruction	All	Classroom teachers; Campus administration	Sept. 2010	June 2011	Parent, business, and community resource base	Lesson 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 8	Expand the Career and Technology programs to increase opportunities to Town Center students							
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 and parent feedback	Leverage parents and business and community members to promote stronger career awareness for students	All	Classroom teachers; Campus administration	Sept. 2010	June 2011	Parent, business, and community resource base	Lesson plans	
Campus and parent feedback	Partner with CHS STEM Academy to establish mentors for engineering units and robotics	4 th & 5 th graders	Campus administration, Integration specialist, GT specialist	Sept. 2010	June 2011	Robotics Kits, Engineering Units, Time for teacher collaboration		
Campus and parent feedback	Participate in a robotics competition	4 th /5 th graders	Classroom teachers; Librarian; Integration Specialist; GT Specialist; Campus administration	Jan. 2011	June 2011	Robotics Kits	Documentation of participation in robotics competition	

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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:	Lesson plans, newsletters, reading and writing participants							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
2010 Program Evaluation	Teach revised GT Scope and Sequence of Skills.	GT	Director of Advanced Academics and GT Committee	Jan. 2011	June 2011	GT Committee Members and local funds, revised district Scope and Sequence for GT	GT Specialist lesson plans	
GT State Plan Standards	Inform parents of additional out of school learning opportunities for students in their areas of interest.	GT	GT Specialist	Sept. 2010	May 2011	GT Faculty, Coppell Gifted Association	Newsletters and any flyers sent home through the GT department	
GT State Plan Standards	Participate in district program to cultivate reading and writing talents.	GT	GT Specialist	Sept. 2010	May 2011	District program for reading and writing talents of GT students	List of students participating	
Campus Input	Purchase iTouches for each classroom to create virtual learning experiences to better differentiate instruction.	All	Campus Administration	Oct. 2010	Dec. 2011	Matching Funds; PTO Funds	Purchase orders	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 10	Sustain district K-5 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas for special needs students							
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
Special Ed. Permanent folder review; classroom walkthroughs; department meetings	Participate in training in Standards-Based IEPs utilizing SpEd Management System (SEMS).	Special Ed	Directors of SpEd, Lead Diagnostician, Lead Speech Pathologist, SpEd Team Leaders	August 2010	June 2011	SpEd Teachers, Lead diagnostician, Lead Speech Pathologist, SpEd Team Leaders, SpEd Local and Federal Funds	ARD paperwork, Sign-in sheet of special ed staff's participation in SEMS Training	

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	Help sustain a district-wide effective School Health Advisory Council (SHAC).							
Summative Evaluation:	Student reflections, pictures, lesson plans							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Student Satisfaction Survey	Implement SHAC recommended indicators for improving Coordinated School Health Programs.	All	Director of Elementary Curriculum and Campus Administrators	July 2010	June 2011	SHAC Committee indicators, members, and SHAC campus reps	CIPs	
Parent feedback	Present a project plan to maintenance for a greenhouse to be built or placed on the campus.	All	Campus Administration	Aug. 2010	Sept. 2010	Alternative source of funding for greenhouse;	Picture of project	
Parent and Campus Feedback	Work with campus SHAC representative to participate in "Chefs Move to Schools Program" by having students grow their own food and prepare it under the guidance of a chef – contingent upon receiving grant for greenhouse	2 nd -5 th grade students	Campus Administration, SHAC representative, Campus Vertical Teams	Sept. 2010	June 2011	Greenhouse or the equivalent thereof, seeds/plants, chef; Instructional materials for the project	Pictures, Student Reflections	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 12	Implement the 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	Participate in advanced training on State and Federal timelines/ guidelines for IDEA.	SpEd	Diagnostician	Aug. 2010	Sept. 2011	Diagnostician	Documentation of Intervention Services staff development Eduphoria records	

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 13	Improve student performance and program effectiveness by meeting State and Federal standards <ul style="list-style-type: none"> Maintain acceptable percentage related to state target 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, SpEd 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.	Participate in advanced training on disproportionate representation in SpEd to all stakeholders.	All	Directors of SpEd, Curriculum Department, Diagnosticians, Speech Pathologists	July 2010	June 2011	Intervention Services Personnel, Region 10, Curriculum Department, Campus Administrators, Promoting Success Teams (PST), Rtl, SpEd Local and Federal Funds	PST Reports, SpEd Referral Reports, Eduphoria records	
AEIS Reports PEIMS Reports PBMAS Reports SpEd Referral Reports.	Provide school training in the administration of assessment tools and methods that consider the student's culture and background to all stakeholders.	All	Diagnosticians Speech Pathologists	July 2010	June 2011	Intervention Services Personnel, Region 10, Curriculum Department, Campus Administrators, Promoting Success Teams (PST), Rtl, SpEd Local and Federal Funds	PST Reports, SpEd Referral Reports, Eduphoria records or Agendas	
AEIS data	Maintain co-teach sections to ensure student success in grade level material	Sp. Ed.	Campus Administration	August 2010	June 2011	General & Special, Education Staff and SpEd	Special Ed. Teacher schedule, ARD Documents	

PEIMS	Provide training on Positive Behavioral Supports cohorts.	All	Campus Administration, Directors of SpEd Intervention Specialists	August 2010	June 2011	Incident codes per campus, positive behavior support plan template, campus staff, Specialist/LSSP Region 10 (School wide PBS), and SpEd local and federal funds	Eduphoria records or Faculty Meeting Agendas and Sign-in sheets	
PEIMS	Participate in advanced training on alternative options to In-School Suspension.	SpEd	Campus Administration, Directors of SpEd	August 2010	June 2011	Campus Administration, Directors of SpEd, Region 10, Intervention Specialist/LSSP and SpEd local and federal funds	Eduphoria records, Input from administrative staff, input from teachers	
Campus Input	Participate in RTI Training to ensure proactive strategies are being implemented with at-risk students	At-risk students	Campus Administration , Director of District Staff Development	Aug. 2010	May 2011	District RTI information	Meeting Agendas	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 14	Ensure equitable distribution of highly qualified teachers.							
Summative Evaluation:	Teacher retention rates							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Teacher Turnover Rates and exit interviews.	Participate in the district mentoring program to improve effective teaching and performance and promote the personal and professional well-being of beginning teachers.	Beginning Educators (0-1 years of experience)	Executive Director of HR, Director of Staff Development, Director of School Improvement	Aug 2010	July 2011	BTIM grant, District Title II funds, local funds	Teacher retention rate, Teacher exit interviews and Beginning Teacher and Mentor Journals	

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 15	Expand opportunities for student choice (elementary/secondary) in meaningful learning experiences							
Summative Evaluation:	Student and Teacher Reflections on the educational impact associated with student choice in learning experiences.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
CISD Strategic Plan 2009	Provide varied learning experiences focusing on student choice using a variety of teaching methods such as PBL, STEM, etc.	All	Teachers	Aug 2010	June 2011	Director of Staff Development, PD360, Curriculum Directors and Campus Admin	Course offerings and teacher lesson plans	
CISD Strategic Plan 2009	Participate in teacher training in a variety of learning methods that give more options for student choice in academic experiences	All	Campus Administration; Content Specialists	Aug 2010	June 2011	Director of Staff Development, PD360, Curriculum Directors and Campus Admin	Eduphoria records, classroom walkthroughs, and campus needs assessment	
CISD Strategic Plan 2009	Help to create tools for evaluating student choices in learning experiences and seek ways to expand student choice in all curricular areas	All	Assistant Superintendent of Curriculum and Instruction and Teachers	Aug 2010	June 2011	Directors of Curriculum and Teachers	Student Satisfaction Survey Data	
CISD Strategic Plan 2009	Educate parents about the variety of learning experiences in CISD and the benefits of student choice	5 th graders	Assistant Superintendent of Curriculum and Instruction; Teachers, Campus Administrators, Counselor	Aug 2010	June 2011	District "Discussion" Forum, Student Registration Materials, Counselors, Campus Admin and teachers	Parent Satisfaction Survey 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: 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 Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
CISD Strategic Plan 2009	Counselor will participate in professional learning opportunities on state identified character traits.	All	Director of Staff Development	Aug 2010	June 2011	Counselors, resource list in Destiny, local funds, Title II and PD360	Compilation of survey results	CISD Strategic Plan 2009
CISD Strategic Plan 2009	Submit information on student's positive character traits to the counselor so that she can send evidence of strong character to the appropriate individuals within CISD or outside of CISD.	All	Director of Communication	Aug 2010	June 2011	Coordinator of Service Learning, Counselors, Campus Administrators and Teachers	Media Report	CISD Strategic Plan 2009
Campus Input	Recruit mentors for students needing positive role models	At-risk students	Counselor; Campus Administration	Aug. 2010	June 2011	Coppell Chamber of Commerce contacts, CISD Communications Department	List of mentors needed and obtained	

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 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 and Curriculum Management System							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
CISD Strategic Plan 2009	Develop reflection methods within appropriate content areas which guide students to recognize Character Traits.	All	Curriculum Directors, Classroom teachers, Service Learning Reps	August 2010	June 2011	List of Character Education best practices and resources, instructional specialists, content curriculum writers and local funds	CISD curriculum documents, lesson plans, classroom visits	
CISD Strategic Plan 2009	Use district project rubrics to assess character traits in existing grading practices.	All	Classroom Teacher	August 2010	June 2011	Rubrics for Assessing Character Traits, Curriculum Directors, Service Learning Coordinator and local funds	Project Rubrics	
Campus/service learning coordinator feedback	Integrate Service Learning and other Character Ed. projects into engineering units as appropriate.	All	Teachers, Campus Administration	August 2010	June 2011	CISD curriculum writers, Service Learning Reps and Service Learning Grant	Classroom visits, curriculum documents	
CISD Strategic Plan 2009	Follow district established protocol for the process for a campus based system for recognizing students exhibiting positive character traits and for reporting character concerns.	All	Campus Administrative Staff and Teachers	August 2010	June 2011	Director of School Improvement, Character Education List of Resources	Newsletters and Recognition Ceremonies	

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 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 and Curriculum Management System							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
District and staff input	Incorporate Yellow Dino into the curriculum to address safety	All	Counselor	Sept. 2010	June 2011	Yellow Dino Program	Counselor's lesson plans	
District and staff input	Incorporate Rtime into the counseling curriculum to address bullying	All	Counselor	Sept. 2010	June 2011	Rtime Program	Counselor's lesson plans; 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 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	Documented
CISD Strategic Plan 2009	Participate in a district character education committee to evaluate campus character education programs.	All	Director of School Improvement; Campus Representative	August 2010	June 2011	District guiding principles and character education research	Minutes, sign-in sheets, and action plan	
CISD Strategic Plan 2009	Site-based Committee will review and promote campus character education program.	All	Campus Administrator; Site-based Team	August 2010	June 2011	Site-based or other existing committee representatives of the school's community	Minutes, sign-in sheets, and action plan	
Community and Campus Feedback	Inform parents of opportunities for students that foster character development outside of the campus and within the community.	All	Campus Administrator; Counselor	August 2010	June 2011	Site-based or other existing committees representative of the school's community	Publicized list of student opportunities	
Community and Campus Feedback	Implement stronger recognition of monthly character trait recipients and include a reward system for good character	All	Campus Administration; Teachers; Counselor	August 2010	June 2011	Spirit Assemblies, KTEX Broadcasting; General Budget	Morning announcement book, Spirit Rally Agendas	
Community and Campus Feedback	Greater focus on monthly character traits in counselor lessons to emphasize positive character and decrease bullying	All	Counselor	Sept. 2010	June 2011	Counselor resources	Counselor lesson plans; Staff feedback	

Staff and Parent Input	Classes will elect their class Citizen of the Month	All	Classroom teachers; Counselor	Sept. 2010	June 2011	Counselor	List of students elected	
Parent and Campus Feedback	Offer parenting classes in Love and Logic parenting skills to encourage a home/school connection with character expectations and training	All	Counselor	Sept. 2010	May 2011	Counselor Materials, Flyers	Record of Parent Participation	
Parent and Campus Feedback	Increase information counselor communicates to parents regarding parenting strategies and bullying	All	Counselor	Sept. 2010	May 2011	Counselor Materials, Counselor Website	Record of information shared	
Campus Feedback and Parent Input	Have staff participate in training on Rachel's Challenge	All	Campus Administration; Counselor; PE Teacher	Sept. 2010	Dec. 2011	Rachel's Challenge Program	Agenda, Sign-in Sheet	
Campus Feedback and Parent Input	Create age appropriate lessons in relation to Rachel's Challenge	All	Counselor	Sept. 2010	Dec. 2011	Rachel's Challenge Program; Time for counselor to collaborate with grade level teachers	Plan for each grade level	
Campus Feedback and Parent Input	Implement Rachel's Challenge lessons with students in an age appropriate manner	All 4 th and 5 th grade students	Counselor; PE Teacher	Jan. 2011	May 2011	Plan for each grade level	Counselor's lesson plans	

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	Sustain a District-wide safe and drug free school programs							
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	Participate in on-going staff training on drug and relationship abuse awareness, detection and prevention.	All	Director of School Improvement, Director of Elementary Curriculum, Counselors, Campus Administrators	June 2010	July 2011	PEIMS data, SROs, Counselors, parents and Campus Administrators	Discipline Referrals, Anecdotal campus reports	
Discipline Referrals, Anecdotal campus Reports	Increase the effectiveness of the relational aggression prevention program <ul style="list-style-type: none"> • Bullying 	All	Director of School Improvement, Counselors, Teen Leadership teachers	August 2010	June 2011	Support materials, Teen Leadership curriculum, School Resource Officers (SROs), and Region X CISSS	Curriculum documents, counselor & nurse feedback, discipline data	
Student Satisfaction Survey and Discipline Reports	Train staff and follow the new district process for reporting bullying.	All	Director of School Improvement; Counselor; Campus Administration	August 2010	June 2011	Counselors, Administrators, bullying research and Region X CISSS	New district procedures and 2011 Student Satisfaction Survey	
Student Satisfaction Survey and Discipline Reports	Train staff on the district-wide guiding principles regarding an effective anti-bullying program.	All	Director of School Improvement; Counselor; Campus Administration	August 2010	Sept. 2011	Counselors, Administrators, Bullying research	New district guiding principles and 2011 Student Satisfaction Survey	

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	Sustain a District-wide safe and drug free school programs							
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
Staff and Parent Input	Counselor will immediately put any child referred to the office for bullying in an anti-bullying group for the remainder of the school year from the time they are referred with a legitimate referral	Students who bully	Campus Administration; Classroom teachers; Counselor	Aug. 2010	June 2011	Time for counselor to meet with groups	Counselor lesson plans and schedule	
Staff and Parent Input	Counselor will get periodic feedback from teachers and administrators on children who have bullied and are in an anti-bullying group	All	Counselor; Teachers; Campus Administrators	Aug. 2010	June 2011	Counselor	Notes on feedback from colleagues or counselor survey	

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 Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Survey of surrounding districts; meetings with department and/or campus personnel.	Participate in an assessment to determine technology integration proficiency levels of CISD staff and establish baseline proficiency.	All	Executive Director of Technology, Curriculum Department; Integration Specialists;	July 2010	June 2011	Data collection and planning time for Integration Specialists and technology local funds	Developed assessment product	
Meetings with department and/or campus personnel.	Staff will develop annual technology goals using the proficiency objectives document.	All	Campus Administrators	July 2010	June 2011	Staff members, proficiency objectives document, annual review materials and Integration Specialists	Evaluations by supervisor and/or principal, annual goals documentation	
Meetings with department and/or campus personnel.	Participate in training on how to use the proficiency objectives document created by the district.	All	Executive Director of Technology; Integration Specialist	July 2010	June 2011	Integration Specialists, Trainers, facilitators, Eduphoria Workshop, local funds and Proficiency objectives document	Eduphoria Transcripts	

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:	Research evidence and data collected regarding 21st Century best practices, developed training documentation, Eduphoria training offerings, and all policies and procedures reflect current standards and recommendations.							
Needs Assessment	Action steps	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Meetings with Curriculum Department, and/or campus personnel; Survey surrounding districts; Vendor feedback; developed review committee.	Participate in the assessment to determine the need to implement and integrate a centralized digital portfolio solution for all students.	All	Executive Director of Technology	July 2010	June 2011	Curriculum Department, committee members, third party vendors, various online resources, Bond dollars	Committee meetings, Compiled research data and reports; product demonstrations	
Meetings with Director of Staff Development, Integration Specialists, campus personnel.	Teachers will participate in training on the use of Web 2.0 communication tools, such as wikis, blogs, etc.	All	Executive Director of Technology; Integration Specialist; Library Media Specialist	July 2010	June 2011	Director of Staff Development, Integration Specialists, various online resources and Title II, and local funds	Developed training materials, Eduphoria training sessions; Agendas	
Campus Input	Obtain subscription to Glogster	All	Campus Administration	Sept. 2010	Oct. 2010	General budget	Purchase order	
Campus Input	Begin to purchase MacBook Pros	All	Campus Administration	Oct. 2010	Dec. 2010	Matching Funds; PTO Funds	Purchase order; Matching Funds request	
Campus Input	Increase the number of SMART Responses on campus	All	Campus Administration	Oct. 2010	Dec. 2010	Matching Funds; PTO Funds	Purchase order; Matching Funds request	

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, implementation of District-wide recycling program, and developed “green” initiatives and programs at all campuses.							
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; Survey surrounding districts; Vendor feedback.	Participate in the research to determine 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; Staff Involved in the research	July 2010	June 2011	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; Survey surrounding districts; Vendor feedback.	Promote ways to conserve resources to all stakeholders by encouraging printing to the copy machines, “Paperless” days, Watt Watchers to check to see if monitors are turned off, Administrators modeling the use of Google App. Features, Presentations at Faculty Meetings on ways to leverage technology to decrease copying, etc.	All	Campus Administration, Integration Specialist	July 2010	June 2011	Library Media Specialist, Technology Integration Specialists, various online resources, third-party vendors, department/campus staff, students	Compiled research data and reports, developed implementation of campus “green” awareness programs, reduction in the amount of paper that is used across the District	

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:	Research documentation, District/Campus websites, Staff/Parent portal resources and content.							
Needs Assessment	Action steps	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Meetings with Integration Specialists and campus personnel; Survey surrounding districts.	Research various implementation methods to promote the development of emerging delivery systems technologies such as podcasting.	All	Executive Director of Technology; Campus Administration; Integration Specialist; Staff	July 2010	June 2011	Technology Integration Specialists, campus personnel	Meeting notes from I-Team meetings; feedback from campus personnel; collected information from surrounding school districts	
Meetings with district and campus staff; Review District policy and guidelines for website posting/content; Survey surrounding districts; Parent survey.	Keep the Town Center website and teacher websites updated to ensure strong communication with the community and parents.	All	Executive Director of Technology; Director of PR and Communications; Webmaster; Campus Administration	July 2010	June 2011	District and campus staff, CISD website policy resources	Staff and community feedback, District, campus and teacher website content, Survey results	
Campus Input	Expand on the use of Twitter to communicate with parents	All	Campus Administration	Aug. 2010	June 2011	Twitter account	Electronic record of Twitter tweets	

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:	Campus technology inventory reports (Follett Destiny Asset), Grants/support received							
Needs Assessment	Action steps	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Teacher input and PTO input	Work with the Town Center Acquisition Committee to seek grants and partnerships to maximize district/campus funds	All	Campus Administration	July 2010	June 2011	Integration Specialists	Grants/support received	

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 7:	Expand the Career and Technology Education (CTE) within CISD to provide additional opportunities to the entire student population.							
Summative Evaluation:	Integration of career opportunities in teacher lesson plans and school calendar							
Needs Assessment	Action steps	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Survey of campus personnel, surrounding districts and/or third party resources for K-8 career awareness	Participate in district career awareness opportunities.	All	Career & CTE Technical Education and Service-Learning Coordinator; Counselor; Campus Administration	August 2010	June 2011	Carl D. Perkins Grant	Survey results	
Campus Input	Each grade level will celebrate a "Career Day" where various careers are highlighted	All	Counselor; Classroom teachers	Jan. 2011	June 2011	Professionals volunteering to present to students	Lesson plans	

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 8:	Establish a method for all stakeholders to obtain appropriate skills needed to be effective consumers and producers of information.							
Summative Evaluation:	Strategy documents developed							
Needs Assessment	Action steps	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
CISD Strategic Plan 2009	Participate in training of information literacy strategies provided by the district for students and teachers that are based upon the 21 st Century Literacy Framework.	All	Director of K-12 ELAR; Teachers; Campus Administration	August 2010	June 2011	21 st Century Learning White Paper, Visioning Document, Best Practice and Brain-Based Research, Curriculum Department, Title II and local funds	Strategies Document	
CISD Strategic Plan 2009	Share information literacy strategies for adult learners provided by the district that are based upon the 21 st Century Literacy Framework.	All	Director of K-12 ELAR	August 2010	June 2011	21 st Century Learning White Paper, Visioning Document, Best Practice and Brain-Based Research, Curriculum Department, Title II and local funds	Strategies Document	

TOWN CENTER ELEMENTARY
CAMPUS IMPROVEMENT PLAN EXECUTIVE SUMMARY
2010-2011

Town Center Elementary's student demographic is composed of 5% African American, 11% Hispanic, 22% Asian, and 63% Caucasian. 12% of our population is LEP, 17% is at-risk, and 8% of our population is Economically Disadvantaged.

Our goal is to develop thinking, leadership, service, problem solving, citizenship, and presentation skills in children. We do this by providing in the area of academic development, a stimulating, engaging, rigorous curriculum connected to relevant things in a child's world with many opportunities for inquiry and innovation; for social and emotional development we provide leadership and listening, speaking, and presenting opportunities, service learning involvement, and lessons that foster skills in working collaboratively with individuals who are similar and those who are diverse.

In alignment with our district strategic plan, parent input, campus data, and teacher and student input, we plan to focus on the district goal areas in the following manner:

Goal 1 states that a rigorous curriculum will be delivered using data, technology, and effective instructional strategies in a meaningful way that engages learners. We will accomplish this by participating in benchmarking to ensure adequate progress for every child, and by implementing inquiry based engineering lessons to promote relevancy in learning and help children make connections in the world that surrounds them every day to math, science and technology. We will continue to use the best practices currently in place for a balanced reading program as we integrate language arts and social studies into our STEM units.

Goal 2 is about developing the character of children. We will address this through leadership opportunities, cooperative group work, Texan Town curriculum that includes service learning, Quantum Learning strategies, and promoting Bronze, Silver, and Gold Presidential Service Awards to students and parents. In addition, this year we will educate teachers on RTIME techniques and create an appropriate introduction for children to "Rachel's Challenge". We will also address Bullying through more rigorous counseling lessons and emphasize a true change in behavior through intense, long term intervention as students will immediately be put in an anti-bullying group and stay there for the remainder of the year from the time of a legitimate referral.

Goal 3 is about efficiency in operations and educational delivery using technology and increasing business partners to ensure educational excellence. This goal will be addressed by promoting a school wide ink cartridge recycling program and a school-wide paper and ink conservation incentive. Since Town Center is at an advanced tech level on three indicators on the state STaR Chart Criteria and at the target tech level for one of the criteria, we will continue to obtain technological resources and promote teacher training so that teachers and administrators can continue to incorporate technology into the vision, instruction, and student learning proficiencies required to be a highly successful STEM campus. We will continue to actively expand in utilizing community resources to provide students with enhanced learning opportunities and career awareness.