



**Coppell Middle School East**  
**CAMPUS IMPROVEMENT PLAN**  
**2009- 2010**

**LAURA SPRINGER**  
**PRINCIPAL**

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**CISD MISSION STATEMENT:**

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

# CISD DISTRICT IMPROVEMENT PLAN

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

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

- **Performance Objective 2:** Sustain district-wide 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 6:** Integrate 21<sup>st</sup> 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 21<sup>st</sup> 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.

**CAMPUS SITE-BASED COMMITTEE**

**2008 – 09 COMMITTEE MEMBERS**

**BRIDGET BELL - PARENT**

**EDDIE BEAL - COUNSELOR**

**ROCHELLE COWAN - TEACHER**

**JENNIFER FAUST - TEACHER**

**KATE GABRIEL - TEACHER**

**MANDY GODDARD - TEACHER**

**BRANDON MCGILL – ASSISTANT PRINCIPAL**

**ALICIA MONTGOMERY - TEACHER**

**MANDY OWENS - TEACHER**

**CHRISTINE ROCHMAN – ASSISTANT PRINCIPAL**

**LAURA SPRINGER - PRINCIPAL**



# COPPELL INDEPENDENT SCHOOL DISTRICT

## CAMPUS NEEDS ASSESSMENT

Reading/ELA TAKS Scores (%)	All Students	African American	White	Econ Disadv	LEP	Spec Ed	At-Risk	GT
<b>2007-2008 Results</b>	99%	98%	99%	96%	94%	93%	97%	100%
<b>2008-2009 Results</b>	99%	100%	99%	97%	92%	89%	97%	100%
<b>Improvement Status</b>	-	+2	-	+1	-2	-4	-	-
<b>2009-2010 Goals</b>	100%							

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

1 Vast improvement with our low level learners due to our Literacy Coach working through our Read 180 program.

2 Individual tutorial program provided before and after school was really beneficial to our students.

3 The implementation and use of our Word Walls made a major difference for our low level learners.

<b>Math TAKS Scores (%)</b>	<b>All Students</b>	<b>African American</b>	<b>White</b>	<b>Econ Disadv</b>	<b>LEP</b>	<b>Spec Ed</b>	<b>At-Risk</b>	<b>GT</b>
<b>2007-2008 Results</b>	99%	98%	99%	98%	97%	89%	96%	100%
<b>2008-2009 Results</b>	98%	89%	98%	96%	97%	90%	96%	100%
<b>Improvement Status</b>	-1	-9	-1	-2	-	+1	-	-
<b>2009-2010 Goals</b>	100%							

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

1 Used part of our Title I funds to hire a math tutor for the year that was a part of the staff. We were able to offer some great one on one tutorials to help our kids be successful.

2 Had double block math classes to help with learning concepts for our low level learners. This helped us target our students that needed that extra boost with a slower pace.

3 Really need to target our African American kids and work on their gaps through a detailed study of the data from their testing.

<b>Writing TAKS Scores (%)</b>	<b>All Students</b>	<b>African American</b>	<b>White</b>	<b>Econ Disadv</b>	<b>LEP</b>	<b>Spec Ed</b>	<b>At-Risk</b>	<b>GT</b>
<b>2007-2008 Results</b>	99%	90%	99%	97%	100%	86%	97%	100%
<b>2008-2009 Results</b>	100%	100%	100%	100%	100%	88%	100%	100%
<b>Improvement Status</b>	+1	+10	+1	+3	-	+2	+3	-
<b>2009-2010 Goals</b>								

<b>Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders.</b>
1 Our campus teachers have done an excellent job of teaching writing and preparing our students for their test.
2 One of our strengths is our teacher training program to prepare our teachers to work with our students on writing.
3

Science TAKS Scores (%)	All Students	African American	White	Econ Disadv	LEP	Spec Ed	At-Risk	GT
<b>2007-2008 Results</b>	93%	92%	95%	88%		60%	81%	100%
<b>2008-2009 Results</b>	94%	88%	96%	86%		67%	77%	100%
<b>Improvement Status</b>	+1	-4	+1	-2		+7	-4	-
<b>2009-2010 Goals</b>	95%							

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

- 1 We have conducted a data analysis study of our students in lower grades to narrow the scope of concepts that we must improve on in the classroom.
- 2 Moved teachers to different grade levels to help shake the team up and provide different incentives to improve instruction.
- 3 Purchased data analysis books with Title money and Gizmo software to help increase the ability to reach our Econ. Disadvantaged learner.



<b>Social Studies TAKS Scores (%)</b>	<b>All Students</b>	<b>African American</b>	<b>White</b>	<b>Econ Disadv</b>	<b>LEP</b>	<b>Spec Ed</b>	<b>At-Risk</b>	<b>GT</b>
<b>2007-2008 Results</b>	98%	92%	99%	94%		94%	88%	100%
<b>2008-2009 Results</b>	99%	100%	100%	100%		93%	97%	100%
<b>Improvement Status</b>	+1	+8	+1	+6		-1	+9	-
<b>2009-2010 Goals</b>								

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

1 Co-teach team in this department is one of the strongest in the district and they prepared our low level learners for success.

2 We kept our low level learners with the same teacher for two years in a row. Looping helped in this subject area with our students success.

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## Campus Improvement Plan for 2009-2010

<b>Strategic Objective/Goal 1:</b>	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.							
<b>Performance Objective 1:</b>	Align the written, taught and assessed curriculum.							
<b>Summative Evaluation:</b>	Unit plans, Forethought lesson plans, Performance Series Data and curriculum-based assessments (CBAs)							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
Campus observations & discussions	Implement written curriculum documents to align with research-based best practices Including ELPS	All	Campus Administration and teachers	June 2009	July 2010	Research-based best practice resources by authors such as Erickson, Wiggins & McTighe, Marzano, Stiggins, Daggett, etc., local funds, Forethought	Curriculum Unit Plans, Instructional Snapshots	
CBA data, campus & community feedback, CBA data/local assessment comparison and Performance Series	Monitor the delivery of instruction to ensure alignment with CISD curriculum, including ELPS	All	Campus Administration and TESA groups	August 2009	June 2010	Content planning time, CBA preview process, TEKS, Forethought documents, Rigor/Relevance Framework	Forethought lesson plans, Instructional Snapshots/campus walkthroughs	
Campus observations, CBA data/local assessment comparison and Performance Series	Utilize CBA data and/or growth model data such as Performance Series to inform instruction	All	Campus Administration and Dept. Heads	August 2009	June 2010	Achievement Series data and Performance Series Data	Forethought lesson plans and campus walkthroughs	

<b>Strategic Objective/Goal 1:</b>	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.							
<b>Performance Objective 2:</b>	Sustain district-wide Early Childhood-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas							
<b>Summative Evaluation:</b>	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.							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
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: <ul style="list-style-type: none"> <li>• Research-Based Best Practices such as Differentiated Instruction, Brain-Based Instruction, Pre AP Strategies, Thinking Maps, Problem /Project Based Learning (PBL), 21<sup>st</sup> Century Literacy,, Concept –Base Instruction, Inquiry Based Instruction , etc.</li> <li>• Response to Intervention (Rtl) process</li> <li>• ELPS Co-Teach Model of Instruction</li> </ul>	All	Campus Administration	June 2009	July 2010	PD360, Outside consultants, in-district presenters, books, manuals, Region 10 workshops, etc., TEKS, AP standards, Title I (\$10,000), III, local funds, Director of Staff Development	Documentation of CISD staff development offerings, Eduphoria records, Walk Throughs, Campus Needs Assessment on-line and paper evaluations TESA walkthroughs	

<b>Strategic Objective/Goal 1:</b>	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.							
<b>Performance Objective 2:</b>	Sustain district-wide Early Childhood-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas							
<b>Summative Evaluation:</b>	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.							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
Qualitative data such as surveys, writing folder reviews, department meetings, instructional leader meetings, team leader meetings, instructional snapshots, etc.	Provide schedules for teachers to participate in TESA (Teacher Expectation Student Achievement) and feedback time to implement strategies with our students.	All	Campus Administration and TESA trained teaching staff	June 2009	July 2010	TESA Manual and training guide for using tried methods to improve instruction for the at-risk learner	Campus walk-throughs and feedback documentation shared between staff members	
Quantitative data such as AEIS, TAKS Summary Reports, CBAs, etc.	As a Title I Campus provide additional opportunities to supplement training and improve instruction for targeted populations	All CISD Instructional Staff of Title I Campuses, Director of School Improvement Curriculum Directors and Campus Administration	Title I Campus Administrators	June 2009	July 2010	Title I Funds (\$4600)	Campus Needs Assessment and Documentation of Additional Staff Opportunities	

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<b>Performance Objective 2:</b>	Sustain district-wide Early Childhood-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas							
<b>Summative Evaluation:</b>	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.							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
Quantitative data such as AEIS, TAKS Summary Reports, CBAs, etc.	Monitor the implementation of Research-Based Best Practices & Response to Intervention (RTI) Process	Instructional Staff	RTI Specialist, and Campus Administrators	June 2009	July 2010	Curriculum Department, Intervention Services, Campus Admin, Counselors and IDEA Stimulus Funding	Curriculum Instructional Walk-Throughs, Forethought lesson plans, PST meeting minutes and campus staff development planning	
Campus feedback	Implement a book study on the book "Fair Isn't Always Equal" by Rick Wormeli to enhance assessment strategies and practices	Instructional Staff	Campus Administration and trained teaching instructors	June 2009	July 2010	Campus Administration and Title I funding for reading materials (\$2500)	Campus walk-throughs , lesson plans, and campus staff development	

<b>Strategic Objective/Goal 1 :</b>	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.							
<b>Performance Objective 3:</b>	We will communicate district assessment plan to parents and teachers and report outcomes individually to parents and collectively to stakeholders.							
<b>Summative Evaluation:</b>	Copies of documents used to communicate to parents, teachers, students and stakeholders							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
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 Administration	August 2009	June 2010	Title I funding, (\$2500) Classroom visits, announcements, teachers, campus administration, counselors	Campus newsletters, agendas, handouts and portal	

<b>Strategic Objective/Goal 1 :</b>	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.							
<b>Performance Objective 4:</b>	Expand district educational and business partnerships with the local and global community.							
<b>Summative Evaluation:</b>	Documentation of increase in campus partnerships included in their CAMPUS IMPROVEMENT PLAN							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
Community Feedback	Use businessmen and women as mentors in our building for at-risk students	At-risk students	Counselor and Campus Administration	June 2009	July 2010	Business partnerships and counselors	Feedback from mentor and student for effectiveness	
Business Partnership	Identify specific partnership needs and opportunities for mentorships on campus	All	Counselors and team leaders	August 2009	June 2010	Business partnerships with school liason	Documentation of meetings and activities held with mentors	
Community and campus feedback	Recruit businesses and organizations that can meet the needs that were identified on our campus. Allow them to present in our classrooms to inspire our students to achieve.	All	Counselors and Principal	August 2009	June 2010	Administrators, staff	Documentation of activities held with partners	
Parent Involvement	Host a food night at local restaurants and fast food establishments to support our school programs and their business.	All	Campus Administration and PTO	August 2009	June 2010	Business Owners and partnerships	Documentation of activities held and how many students were involved	

<b>Strategic Objective/Goal 1 :</b>	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.							
<b>Performance Objective 6:</b>	Integrate 21 <sup>st</sup> century learning skills within the district							
<b>Summative Evaluation:</b>	Documentation of staff development offerings and updated teacher walkthrough and snapshot, and grading rubrics.							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
Campus Feedback	Conduct a campus book study of 21 <sup>st</sup> century learning methods to be incorporated into the classroom	All Instructional Staff	Campus administration and leadership team	June 2009	July 2010	Director of Staff Development, administrators, teachers, books and Title I funds (\$1000)	District and campus staff development plans	
Community and Campus Feedback	Create a physical learning environment that fosters technology literacy and collaboration	All	Campus Principal	August 2009	June 2010	Principals, teachers, I-team leader, Title I funds (\$2000)	Observation of innovative classroom structures	
Campus and Community Feedback	Utilize grading rubrics that address 21 <sup>st</sup> century learning skills (oral and written communication, collaboration, technology literacy, critical thinking, global awareness exposure, and professional ethics and responsibilities).	All	Teachers	August 2009	June 2010	Curriculum Directors, Campus administrators, teachers	Updated grading rubrics	



<b>Strategic Objective/Goal 1 :</b>	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.							
<b>Performance Objective 7:</b>	Increase connections between real world experiences and authentic classroom instruction.							
<b>Summative Evaluation:</b>	Documentation of lessons containing real world experiences, service learning and authentic classroom instruction.							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
Campus Feedback	Fund and require ongoing staff development targeted to <ul style="list-style-type: none"> <li>• Real world application</li> <li>• Service Learning</li> <li>• Differentiation inside/outside the classroom</li> <li>• Project-based, problem-based teaching/learning</li> </ul>	All	Campus administration	June 2009	July 2010	Director of staff development, campus administrators, teachers, Comp. Ed. Funding (\$5000)	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	Campus Principal	August 2009	June 2010	Principals, teachers, PTOs, parents and guardians	Campus improvement plans. PTO, Lists of parent assets	
Community and Campus Feedback	Incorporate opportunities for students to connect to the global community using technology tools such as distance learning, podcasting, on line courses, etc.	All	Campus Principal and I-team Coordinator	August 2009	June 2010	I Team, teachers,	Lesson plans and Campus Improvement Plans	

<b>Strategic Objective/Goal 1 :</b>	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.							
<b>Performance Objective 7:</b>	Increase connections between real world experiences and authentic classroom instruction.							
<b>Summative Evaluation:</b>	Documentation of lessons containing real world experiences, service learning and authentic classroom instruction.							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
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	Campus Service Learning Director	August 2009	June 2010	Director over service learning, campus administrators, teachers, class time	Postings on website, other evidence of service learning activities	

<b>Strategic Objective/Goal 1 :</b>	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.							
<b>Performance Objective 8:</b>	Expand the Career and Technology programs to increase opportunities to all CISD students.							
<b>Summative Evaluation:</b>	PBMAS, student enrollment, student certification, CTE program evaluations							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
Student recruitment into CTE programs of study	<ul style="list-style-type: none"> <li>Provide an in school event (Passport) for all eight grade students to prepare for selection of courses for four year plan.</li> <li>Follow up with an evening event to include parent participation</li> </ul>	8 <sup>th</sup> graders	CTE Coordinator and Campus Administration	June 2009	July 2010	CTE Coordinator, Perkins Grant., Middle School BCIS instructor, Counselors,	Student survey in reflection activities; Student four year plans	
Student placement into CTE Programs of Study	Train teachers and counselors in career and college planning software	8 <sup>th</sup> graders	CTE Coordinator and Campus Principal	August 2009	June 2010	CTE Coordinator, Perkins Grant, Bridges	Agendas, documentation of training	
CTE Program Evaluation; Job Forecast tools	Evaluate new computer programs for electives such as Computer graphics to prepare students for the 21 <sup>st</sup> Century.	All	CTE Coordinator and Campus Principal	August 2009	June 2010	CTE Coordinator, Counselors, and Campus Administration	CTE program outlines, agendas, course guides	

<b>Strategic Objective/Goal 1 :</b>	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.							
<b>Performance Objective 9:</b>	Expand program options and the learning continuum to reinforce strengths, needs, and interests of students served in the gifted and talented program.							
<b>Summative Evaluation:</b>	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.							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
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	
2009 Program Evaluation	Increase opportunities for students to work on independent research projects on topics of interest	GT	Director of Advanced Academics and GT Faculty	September 2009	May 2010	GT Faculty	Curriculum Documents	

<b>Strategic Objective/Goal 1 :</b>	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.							
<b>Performance Objective 10:</b>	Sustain district-wide EC-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas							
<b>Summative Evaluation:</b>	Annual, Review, and Dismissal (ARD) Committee paperwork, Individual Education Plans (IEP)							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
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	

<b>Strategic Objective/Goal 1 :</b>	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.							
<b>Performance Objective 11:</b>	Implement the requirements and purposes of IDEA by meeting State and Federal targets							
<b>Summative Evaluation:</b>	Annual, Review, and Dismissal (ARD) Committee paperwork, Individual Education Plans (IEP), Full and Individual Evaluations (FIE), Annual Performance Report (APR)							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
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	
State Performance Plan (SPP) Indicators Referral Logs Child Find Logs	Implement tracking system to monitor timelines established by State and Federal guidelines	Special Education	Directors of Special Education, Diagnosticians Speech Pathologists 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	

<b>Strategic Objective/Goal 1 :</b>	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.							
<b>Performance Objective 12:</b>	Improve student performance and program effectiveness by meeting State and Federal standards <ul style="list-style-type: none"> <li>• Increase by 2.2% students graduating with a Recommended High School Program (RHSP) who are receiving special education services</li> <li>• Reduce by 20% the number of In-School Suspension (ISS) placements for students receiving special education services.</li> </ul>							
<b>Summative Evaluation:</b>	Public Education Information Management System (PEIMS) reports, Performance-Based Monitoring Analysis System (PBMAS) reports, Academic Excellence Indicator System (AEIS) reports, Special Education Referral Reports							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
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, Campus Administration	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	

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<b>Summative Evaluation:</b>	Public Education Information Management System (PEIMS) reports, Performance-Based Monitoring Analysis System (PBMAS) reports, Academic Excellence Indicator System (AEIS) reports, Special Education Referral Reports							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
SpEd Reports	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 On-line and paper evaluations	
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 On-line and paper evaluations	



<b>Strategic Objective/Goal 2 :</b>	We will identify CISD character traits to be integrated throughout the district and develop means to assess student demonstration of those traits.							
<b>Performance Objective 1:</b>	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							
<b>Summative Evaluation:</b>	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							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
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	
Campus input	Promote our "Company Concept" as we use a mixture of all grade levels to promote respect and pride in CMS East in once a month meetings.	All	Campus Administration and all faculty	August 2009	June 2010	Company Committee and Title I funds (\$1000)	Campus Culture and character growth	
Campus input	Promote and initiate the "Stars" program for on-line lessons on character development and drug and alcohol abuse	All	Campus Administration and I-team director	September 2009	June 2010	Comp Ed funding,(\$2000) Stars and Kid-College directors, Counselors	End of year survey through Aim for Success	
Campus input	Continue the Aim for Success program to teach abstinence based program.	7 <sup>th</sup> and 8 <sup>th</sup> grade students	PTO, Campus Administration, Counselors	August 2009	June 2010	PTO Program Committee, Counselors	Aim for Success survey	

<b>Strategic Objective/Goal 2 :</b>	We will identify CISD character traits to be integrated throughout the district and develop means to assess student demonstration of those traits.							
<b>Performance Objective 2:</b>	Embed Character Education within the CISD Curriculum, including through service learning projects, in order to reach all students							
<b>Summative Evaluation:</b>	Documentation of campus character education program within each Campus Improvement Plan							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
Community/ Campus feedback	Seamlessly integrate (campus-developed) Character Ed. program into existing school practices especially our company times	All	Counselors, classroom teachers, assistant principals, principals	August 2009	June 2010	Counselor visits, announcements, assemblies, company time, discipline programs	Campus visits	
Community/ Campus feedback	Provide resources that demonstrate a correlation between Character Ed. and Service Learning	All	Service Learning Campus 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	Campus Director of Service Learning and Classroom teachers	August 2009	June 2010	CISD curriculum writers, Department Heads	Classroom visits, curriculum documents	

<b>Strategic Objective/Goal 2 :</b>	We will identify CISD character traits to be integrated throughout the district and develop means to assess student demonstration of those traits.							
<b>Performance Objective 3:</b>	Create a culture where positive character qualities are demonstrated daily							
<b>Summative Evaluation:</b>	Documentation on shared community/CISD website							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
Community/campus Feedback	Review existing campus 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/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/campus Feedback	Develop and maintain a campus character website under the umbrella of the community website <a href="http://www.coppellcares.com">www.coppellcares.com</a>	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/campus feedback	Identify, develop and implement extracurricular character programs that are relevant to student life through our club time once a month	All	Campus Administration and faculty	August 2009	June 2010	Student committee	Publicized list of student extracurricular opportunities	

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<b>Performance Objective 3:</b>	Create a culture where positive character qualities are demonstrated daily							
<b>Summative Evaluation:</b>	Documentation on shared community/CISD website							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
Community/campus Feedback	Implement Star sportsmanship Program for entire campus to create a culture of caring relationships	All	Campus Administrator	August 2009	June 2010	Comp. Ed funding (\$7500) and campus staff	Computer feedback and activity tracking for each team	

<b>Strategic Objective/Goal 2 :</b>	We will identify CISD character traits to be integrated throughout the district and develop means to assess student demonstration of those traits.							
<b>Performance Objective 4:</b>	Establish consistent safe and drug free school programs district wide.							
<b>Summative Evaluation:</b>	Post-instruction assessment							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
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 and SRO	June 2009	July 2010	PEIMS data, SROs, Counselors, parents and Campus Administrators	Discipline Referrals, Anecdotal campus reports	
Discipline Referrals, Anecdotal campus reports	Implement the Learning through Sports program with Star Mentors and programs to enhance respect for each student's body and mind.	All	Counselors, Teachers, and Campus Administration	August 2009	June 2010	Support materials, School Resource Officers (SROs), Title IV and Title 1	Curriculum documents, counselor & nurse feedback, discipline data	

<b>Strategic Objective/Goal 2 :</b>	We will identify CISD character traits to be integrated throughout the district and develop means to assess student demonstration of those traits.							
<b>Performance Objective 5:</b>	Meet Chapter 37 TEC guidelines: student suspension needs to be a maximum of 3 days.							
<b>Summative Evaluation:</b>	All student suspensions will be a maximum of 3 days.							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
<b>Discipline Data Validation Indicator #1: Length of Student's Out-Of-School Suspension</b>  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.	Utilize 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: <ol style="list-style-type: none"> <li>1. Another appropriate classroom</li> <li>2. In-school suspension</li> </ol> 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. 2008  Jan. 2009	May 2009	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.	

<b>Strategic Objective/Goal 3:</b>	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.							
<b>Performance Objective 1:</b>	Increase CISD staff's level of technology integration expertise (proficiencies) through a differentiated staff development program that addresses 21 <sup>st</sup> Century technology skills.							
<b>Summative Evaluation:</b>	Documented cumulative evidence of staff growth and progress over time in achieving 21 <sup>st</sup> Century technology skills.							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
Integration Specialist meetings to review current standards and levels	Define and communicate technology proficiency levels to all East staff.	All	Integration Specialist	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 East staff.	All	Curriculum Department; Integration Specialist;	July 2009	June 2010	Data collection and planning time for Integration Specialists, Business Partnerships	Developed assessment product	
Meetings with department and/or campus personnel	All East staff members will develop annual technology goals using a proficiency objectives document.	All	Integration Specialist; 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 Specialist	July 2009	June 2010	Trainers, facilitators, Eduphoria Workshop, Materials	Eduphoria Transcripts, District and Campus visits	

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<b>Performance Objective 1:</b>	Increase CISD staff's level of technology integration expertise (proficiencies) through a differentiated staff development program that addresses 21 <sup>st</sup> Century technology skills.							
<b>Summative Evaluation:</b>	Documented cumulative evidence of staff growth and progress over time in achieving 21 <sup>st</sup> Century technology skills.							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
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;	July 2009	June 2010	Technology Dept. Staff Development Director	Online resources, Eduphoria transcripts, District level site visits, Follow up reflective discussions	
Meetings with department and/or campus personnel	Develop and provide differentiated 21 <sup>st</sup> Century Training to accommodate all staff member's technology levels.	All	Integration Specialists;	July 2009	June 2010	I-Team, Curriculum Team, Trainers, Materials (books, manuals, resources, etc.) Staff Development Director	Meeting handouts, Eduphoria transcripts, Follow up reflective discussions	



<b>Strategic Objective/Goal 3:</b>	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.							
<b>Performance Objective 3:</b>	Develop a green IT strategy and promote green initiatives to reduce energy costs and appropriately manage electronic waste.							
<b>Summative Evaluation:</b>	District energy report, online auction data and report for disposal of technology equipment							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
Meetings with department and/or campus personnel	Analyze the use of consumables throughout the campus and establish a campus-wide system for recycling	All	Campus administration, Integration technology specialist	July 2009	June 2010	Various online resources, Third-party vendors, Purchasing, Dep PC Techs, Campus staff, Third-party vendor for disposal artment/Campus staff,	Focus group meetings, Compiled research data and reports	

<b>Strategic Objective/Goal 3:</b>	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.							
<b>Performance Objective 4:</b>	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.							
<b>Summative Evaluation:</b>	District/Campus websites, Staff/Parent portal resources and content, Security audit report							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
Meetings with district and campus staff; Parent survey	Promote the use of Web pages for our staff members to communicate their information to students and their parents	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	
Campus survey	Create and implement a Twitter account for East to communicate to staff members	Staff	Principal and Integration specialist	August 2009	June 2010	District and campus web use	Staff feedback	
Campus survey	Perform on-line web based announcements through a web cam daily at school	All	Principal, staff, and integration specialist	August 2009	June 2010	Integration specialist; Campus technology team; student input	Student and teacher survey	

<b>Strategic Objective/Goal 3:</b>	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.							
<b>Performance Objective 5:</b>	Provide an adequate and equitable infrastructure, through an appropriate replacement schedule, to meet the instructional and technological needs of all staff and students.							
<b>Summative Evaluation:</b>	District and campus technology inventory reports (Follett Destiny Asset), Bond project reports and expenditures							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
Meetings with department and/or campus personnel;	Be the trial campus for the desktop virtualization testing through the director of technology	All	Executive Director of Technology and campus administration	August 2009	June 2010	Various online resources and literature, Network Engineers, PC Techs, Integration Specialists, Third-party vendors	Beta testing at defined campuses and departments	
Meetings with department and/or campus personnel; Review published research literature;	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 Specialist, Campus Administration	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	