



Town Center Elementary
CAMPUS IMPROVEMENT PLAN
2009- 2010

PENNY TRAMEL
PRINCIPAL

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 Early Childhood-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas.
- **Performance Objective 3:** We will communicate district assessment plan to parents and teachers and report outcomes individually to parents and collectively to stakeholders.
- **Performance Objective 4:** Expand district educational and business partnerships with the local and global community.
- **Performance Objective 5:** Implement a system or systems to assess appropriate skills in categories such as critical thinking, goal setting, problem solving, organization/time management, and cooperation/presentation.
- **Performance Objective 6:** Integrate 21st century learning skills within the district
- **Performance Objective 7:** Increase connections between real world experiences and authentic classroom instruction.
- **Performance Objective 8:** Expand the Career and Technology programs to increase opportunities to all CISD students.
- **Performance Objective 9:** Expand program options and the learning continuum to reinforce strengths, needs, and interests of students served in the gifted and talented program.
- **Performance Objective 10:** Sustain district-wide EC-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas
- **Performance Objective 11:** Implement the requirements and purposes of IDEA by meeting State and Federal targets
- **Performance Objective 12:** Improve student performance and program effectiveness by meeting State and Federal standards
 - Increase by 2.2% students graduating with a Recommended High School Program (RHSP) who are receiving special education services
 - Reduce by 20% the number of In-School Suspension (ISS) placements for students receiving special education services.

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

- **Performance Objective 1:** Promote the development and demonstration of positive character traits including (but not limited to) Courage, Trustworthiness, Integrity, Respect & Courtesy, Responsibility, Fairness, Caring, Good Citizenship, School Pride consistent with the terms of the TEC Section 29.906.
- **Performance Objective 2:** Embed Character Education within the CISD Curriculum in order to reach all students.
- **Performance Objective 3:** Create a culture where positive character qualities are demonstrated daily.

- **Performance Objective 4:** Focus integration of service learning into curriculum as a means of authentic character development.
- **Performance Objective 5:** Meet Chapter 37 TEC guidelines: student suspension needs to be a maximum of 3 days.

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

- **Performance Objective 1:** Increase CISD staff's level of technology integration expertise (proficiencies) through a differentiated staff development program that addresses 21st Century technology skills
- **Performance Objective 2:** Ensure the availability of resources necessary for students to create digital portfolios, and utilize communication tools such as wikis, blogs, and social networking.
- **Performance Objective 3:** Develop a green IT strategy and promote green initiatives to reduce energy costs and appropriately manage electronic waste.
- **Performance Objective 4:** Enhance the Coppell ISD communication system to provide district staff, parents, community members, and business partners with secure, effective, and efficient communication via a reliable and dynamic infrastructure.
- **Performance Objective 5:** Provide an adequate and equitable infrastructure, through an appropriate replacement schedule, to meet the instructional and technological needs of all staff and students.

CAMPUS SITE-BASED COMMITTEE 2008 - 09 COMMITTEE MEMBERS

**LISA HANSEN
LAUREN TORTI
MICAH JANIK
SHANNON EDWARDS
JEAN BOYD**

**ANGIE BROOKS
CHANTEL KASTROUNIS
JENNIFER LARRIVIERE
KIM BECKER**

**GEMA HALL
PENNY TRAMEL
STACY BENGE
BETSY WILCOX**



COPPELL INDEPENDENT SCHOOL DISTRICT

Reading/ELA TAKS Scores (%)	All Students	African American	White	Hispanic	Econ Disadv	LEP	Spec Ed	At-Risk	CATE- (Secondary Only)	GT
2007-2008 Results	99%	100%	100%	N/A	N/A	N/A	100%	97%		100%
2008-2009 Results	99%	100%	99%	97%	97%	100%	100%	98%		100%
Improvement Status	+1%	0	+1%	+3%	+3%	0	0	+2%		0
2009-2010 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 monitor our at-risk and Hispanic sub-groups appropriately
		2 Continue to implement hands-on, best practice strategies with students
		3 Incorporate more inquiry based- guided reading discussions

Math TAKS Scores (%)	All Students	African American	White	Hispanic	Econ Disadv	LEP	Spec Ed	At-Risk	CATE- (Secondary Only)	GT
2007-2008 Results	99%	93%	99%	100%	94%	N/A	95%	97%		100%
2008-2009 Results	99%	100%	100%	97%	95%	94%	100%	97%		100%
Improvement Status	+1%	0	0	+3%	+5%	+6%	0	+3%		0
2009-2010 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 Focused on individualized plans for the Hispanic and economically disadvantaged population
		2 Monitor all at-risk closely and provide intervention to close the gap for students with deficits

Writing TAKS Scores (%)	All Students	African American	White	Hispanic	Econ Disadv	LEP	Spec Ed	At-Risk	CATE- (Secondary Only)	GT
2007-2008 Results	99%	N/A	99%	100%	100%	N/A	100%	100%		100%
2008-2009 Results	98%	100%	100%	92%	93%	100%	100%	93%		96%
Improvement Status	+2%	0	0	+8%	+7%	0	0	+7%		+4%
2009-2010 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 Have GT specialists confer with classroom teacher on writing progress of gifted learners
		2 Lack of vocabulary inhibits students from understanding concepts
		3 At risk had lack of home support and previous year's performance wasn't factored into grade placement

Science TAKS Scores (%)	All Students	African American	White	Hispanic	Econ Disadv	LEP	Spec Ed	At-Risk	CATE- (Secondary Only)	GT
2007-2008 Results	98%	100%	97%	100%	n/a	N?A	100%	90%		100%
2008-2009 Results	97%	100%	100%	77%	87%	80%	100%	82%		100%
Improvement Status	+3%	0	0	+23%	+13%	+20%	0	+18%		0
2009-2010 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, at-risk, and economically disadvantaged students are taught appropriate vocabulary and given hands on lab experiences to build background with science concepts.
		2 Students came to us with limited lab experience and understanding of science processes. (100% of the students with a deficit were new students to Town Center this year and teachers felt they didn't have hands on opportunities in previous grades.)

Social Studies TAKS Scores (%)	All Students	African American	White	Hispanic	Econ Disadv	LEP	Spec Ed	At-Risk	CATE- (Secondary Only)	GT
2007-2008 Results										
2008-2009 Results										
Improvement Status										
2009-2010 Goals										

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

		Attendance: Discuss your attendance rate, concerns and celebrations. List any actions and resources
		Our attendance rate is 97.71% for this school year. We monitor attendance from the office and teachers monitor from the classroom level.

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

		Retention (if applicable): Discuss your retention concerns and celebrations. List any actions and resources
		The children we retained truly need another year in order to ensure they have success in succeeding grades.

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and 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 CBA's (curriculum-based assessments)							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Campus Observations & discussions	Utilize the district's K-5 science, social studies, and math curriculum alignment.	K-5	Directors, Administrators, and Teachers	August 2009	June 2010	Staff development resources such as books, general campus funds, Title II funds	Lesson Plans, Walkthroughs, PDAS Observations, Local Assessments, Instructional Snapshots	
AEIS Data; CBA Data	Utilize CBA data for K-1 and growth model data for 2-5 to inform instruction	All	Teachers, Campus Administrators	August 2009	June 2010	Performance Series data; local funds for substitutes for assessment and data analysis	Forethought lesson plans, walkthroughs, PDAS observations, district snapshot visits	
AEIS Data; CBA Data	Monitor the planning and delivery of mathematical concepts, measurement, and probability and statistics	All	Campus Administrators	August 2009	June 2010	Performance Series data, CBA's	Forethought lesson plans, walkthroughs, PDAS observations, district snapshot visits	
AEIS Data; CBA Data; Best Practice Research	Collaborate with district directors to assure alignment of Engineering Models to support student development in areas of need indicated by data analysis	K-5	Campus administration, Classroom teachers	August 2009	June 2010	Meeting time, Curriculum Directors	Meeting notes, Scope and sequence plan	

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Performance Objective _1_:	Align the written, taught, and assessed curriculum.							
Summative Evaluation:	Unit plans, Forethought lesson plans, Performance Series Data, and CBA's (curriculum-based assessments)							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
AEIS Data; CBA Data	Implement Engineering Models that support students development in targeted areas such as mathematical concepts, measurement, probability and statistics, earth and physical science	K-5	Classroom teachers, Community Volunteers; Campus Admin.	October 2009	June 2010	Engineering Kits, PTO funds, Stimulus funds, campus funds	Forethought lesson plans, walkthroughs, PDAS observations, district snapshot visits	
AEIS Data; CBA Data	Accelerate mathematical development by teaching at least 1/3 of the TEKS from the succeeding grade level, using benchmark data to ensure appropriate developmental progress	All	Classroom teachers; campus administration	August 2009	June 2010	6 th Grade Math materials, Director K-5 Curriculum, Director of Mathematics, Vertical Planning time	Forethought lesson plans, walkthroughs, PDAS observations, district snapshot visits, AEIS Data, CBA Data	
AEIS Data; CBA Data	Monitor the planning and delivery of language arts objectives such as apply critical thinking and literary elements, as well as, basic understanding through guided reading groups, shared inquiry groups, and student projects and presentations	All	Campus Administrators	August 2009	June 2010	Junior Great Books materials, Classroom libraries; campus funds, PTO funds, SCE funds	Forethought lesson plans, walkthroughs, PDAS observations, district snapshot visits	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective_2_:	Sustain district-wide Early Childhood-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas							
Summative Evaluation:	Documentation of teacher staff development and information meeting agendas, Eduphoria records, PD-360 records, PDAS evaluations, walkthroughs.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Quantitative data such as AEIS, TAKS Summary Reports, CBAs, surveys, etc.	Participate in research-based best practices and training such as Thinking Maps, Project Based Learning, 21 st Century Literacy practices including both reading such as Junior Great Books and The American Reading Company, and writing with things such as (Abydos) New Jersey Writing, as well as, Brain Gym, RTI Process, Co-Teach for teachers not previously trained, and Authentic Assessment	Staff	Campus Administration, Director of Staff Development	June 2009	June 2010	PTO funds, grant funds, Title 1 (\$6300)Funds \$, Stimulus Funds, Outside Consultants, Region 10	Documentation of staff development in Eduphoria, Staff development certificates, Training agendas, PO's	
Quantitative data such as AEIS, TAKS Summary Reports, CBAs, surveys, etc.	Purchase engineering kits, American Reading Company kits, & technology equipment for sp. ed. co-teach sections to support campus pilot	K-5 students, Sp. Ed.	Campus Administration, District Directors	August 2009	October 2009	Stimulus Funds, District Directors	Purchase Order	
Quantitative data such as AEIS, TAKS Summary Reports, CBAs, surveys, etc.	Utilize district Title 1 Funds to research STEM School initiative	Staff	Campus Administration, District Directors	August 2009	June 2010	Title 1 Funds(\$1200), District Directors, Outside Consultant	Research compiled	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 2 :	Sustain district-wide Early Childhood-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas							
Summative Evaluation:	Documentation of teacher staff development and information meeting agendas, Eudphoria records, PD-360 records, PDAS evaluations, walkthroughs, Forethought lesson plans.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Quantitative data such as AEIS, TAKS Summary Reports, CBAs, surveys, etc.	Utilize district Title 1 Funds to train teachers and parents with needed information for our STEM school initiative	Staff Parents	Campus Administration, Staff, District Directors	August 2009	May 2010	Title 1 Funds (\$2000), District Directors, Outside Consultant	Meeting Agendas, Information sent home	
Quantitative data such as AEIS, TAKS Summary Reports, CBAs, surveys, etc.	Implement and monitor Research-Based Practices & Response to Intervention (RTI) Process	Instructional Staff, Campus Admin.	All Staff, Campus Administration	August 2009	June 2010	Engineering Kits, Brain Gym Books, Books for book studies	Lesson Plans, PDAS Observations, Walkthroughs, Schedule, Meeting agendas	
Quantitative data such as AEIS, TAKS Summary Reports, CBAs, surveys, etc.	Train teachers in Brain Gym	All Staff	Campus Administration, PE Teacher	August 2009	August 2009	Outside Consultant, Title 1 Funds (\$300)	Eudphoria records	
Quantitative data such as AEIS, TAKS Summary Reports, CBAs, surveys, etc.	Provide math/science teachers time to become acquainted with Engineering Kits to plan effectively	Math/Science Staff; Sp. Ed. Teacher, Librarian, ESL Facilitator	Campus Administration	Sept. 2009	Oct. 2009	Title 1 Funds (\$1250)	Lesson Plans, Sign-in sheets, Planning notes	
Quantitative data such as AEIS, TAKS Summary Reports, CBAs, surveys, etc.	Provide designated LA teachers and librarian time to become acquainted with the Am. Rdg. Co. libraries	Designated LA teachers; Librarian; Sp. Ed. Teacher, ESL Facilitator	Campus Administration	Sept. 2009	Oct. 2009	Title 1 Budget (\$1250)	Lesson Plans, Sign-in sheets, Planning notes	

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Performance Objective 2 :	Sustain district-wide Early Childhood-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas							
Summative Evaluation:	Documentation of teacher staff development and information meeting agendas, Eudphoria records, PD-360 records, PDAS evaluations, walkthroughs, Forethought lesson plans.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Quantitative data such as AEIS, TAKS Summary Reports, CBAs	Implement GT Performance Standards in the GT classroom and in general ed. classrooms with GT students	GT, 1-5	GT Specialists, Classroom teachers	Sept. 2009	June 2010	Director of GT	GT teacher lesson plans, Classroom teacher lesson plans, Walkthroughs, PDAS evaluations	
Quantitative data such as AEIS, TAKS Summary Reports, CBAs	Participate in refinement and implementation of standard-based report cards for grades K-3	K-3 Staff	Staff	August 2009	June 2010	Director of Curriculum and Instruction	District sign-in sheets and meeting minutes	
Quantitative data such as AEIS, TAKS Summary Reports, CBAs	Participate in a standards-based and grade advisory committee	All	K-3 Representative(s)	August 2009	June 2010	Director of Curriculum and Instruction	District sign-in sheets and meeting minutes	
Survey results on Standards-based reporting from parents and teachers	Participate in district Standards-based Reporting Training	Instructional Staff	K-3 Teachers	August 2009	June 2010	Director of Curriculum and Instruction and Director of Staff Development	District sign-in sheets, Eduphoria records	
Survey results on Standards-based reporting from parents and teachers	Participate in the development of rubrics for Standards-based Reporting	Instructional Staff	K-3 Teachers	August 2009	June 2010	Director of Curriculum and Instruction and Director of Staff Development	Rubrics, District sign-in sheets, 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 3 :	We will communicate assessment plans to parents and report outcomes individually to parents and collectively to stakeholders.							
Summative Evaluation:	Copies of documents used to communicate to parents, students, and stakeholders and electronic data in programs such as Forethought							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Survey results on Standards-based reporting from parents and teachers	Communicate and describe to parents campus assessment plans including the new Performance Series, additions to the reporting on TAKS at appropriate grades and use of rubrics	K-5	Directors, Administrators, and Teachers	August 2009	June 2010	Staff development resources such as books, general campus funds, Title II funds	Lesson Plans, Walkthroughs, PDAS Observations, Local Assessments, Curriculum Night Power Points	
AEIS Data; CBA Data	Utilize CBA data for K-1, CBA and Performance Series data for 2 nd grade; Performance Series growth model data for 3-5 to inform instruction	All	Teachers, Campus Administrators	August 2009	June 2010	Performance Series data; local funds for substitutes for assessment and data analysis	Forethought lesson plans, walkthroughs, PDAS observations, district snapshot visits	
AEIS Data; CBA Data	Monitor the planning and delivery of mathematical concepts, measurement, and probability and statistics	All	Campus Administrators	August 2009	June 2010	Performance Series data, CBA's	Forethought lesson plans, walkthroughs, PDAS observations, district snapshot visits	
Campus/Community Feedback; AEIS Data; CBA Data	Teachers will conference with parents in the fall and spring to review individual student progress	K-5; GT, Sp. Ed., ESL	Staff; Campus Administration	Oct. 2009	May 2010	SCE Funds	Conference Schedules	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective _3_:	We will communicate assessment plans to parents and report outcomes individually to parents and collectively to stakeholders.							
Summative Evaluation:	Copies of documents used to communicate to parents, students, and stakeholders and electronic data in programs such as Forethought and our Town Center Twitter account							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
AEIS Data; CBA Data	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. We will do this through goal setting, tutoring, small and large group instruction, and conferencing with students and parents.	All	Campus Administration; Staff	Aug. 2009	June 2010	Funds for classroom teachers to have conferencing time with parents, Performance Series, District CBA's for K and 1 and Science CBA's for K-5	Conferencing Schedules, Data in Performance Series, CBA reporting sheets	
Campus/Community Feedback; AEIS Data, CBA Data	Follow assessment plans in the curriculum handbook(s) and in Forethought (work with the director of science on incorporating engineering kits into the science scope and sequence)	All	Campus Administration, Staff	Aug. 2009	June 2010	Director of Science, Scope and Sequence documents	Lesson plans in Forethought, Engineering Scope and Sequence developed	

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Performance Objective 4:	Expand district educational and business partnerships with the local and global community							
Summative Evaluation:	Documentation of increase in campus partnerships included in campus CIP							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Campus/Community Feedback	Expand campus partnership with Baylor Medical Center in Grapevine to include them in a Texan Town job or club	2 nd -5 th Grades	Campus Administration; Texan Town City Manager	August 2009	May 2010	Baylor Grapevine Staff, Texan Town Funds as needed for job or club	Fall/Winter/Spring Texan Town Catalog sessions	
Campus Feedback from Title 1 Planning Retreat	Incorporate guest speakers and presentations into a minimum of 7 Texan Town jobs or clubs	K-5	Campus Administration, Texan Town Teacher/Parent Sponsors	August 2009	May 2010	Community Partner Volunteers	Scope and Sequence for Texan Town jobs and clubs	
Campus/Community Feedback	Partner with YMCA staff to offer a Yoga Class for students during Texan Town	2 nd -5 th Grades	Campus Administration	August 2009	May 2010	YMCA Partner Volunteers	Fall/Winter/Spring Texan Town Catalog sessions	
Campus/Community Feedback	Partner with NTH engineering group to enhance the Engineering Club and the Robotics Clubs in Texan Town	3 rd -5 th Grades	Campus Administration, Club sponsors	August 2009	May 2010	Michael Yakubovsky and NTH engineering students, Engineering kits purchased with Stimulus Funds	Scope and Sequence for Engineering and Robotics Clubs	
Campus Feedback from Title 1 Planning Retreat	Partner with Morriss Elem. staff to effectively implement parts of the STEM program	K-5	Campus Administration, Staff	June 2009	June 2010	Debbie Skinner and Rick Sandlin Stimulus Funds for campus site visits	Summaries from visits and conversations	
Community Feedback and Campus Feedback from Title 1 Retreat	Utilize community partners in the classroom and school	K-5	All Staff, Campus Administration	August 2009	June 2010	Community Volunteers	Lesson plans documenting visits, pictures	

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Performance Objective_5_:	Implement a system or systems to assess appropriate skills in categories such as critical thinking, goal setting, problem solving, organization/time management, and cooperation/presentation							
Summative Evaluation:	Assessment results							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Community and Campus Feedback	Utilize curriculum literature, on-line resources, and district training and guidance on implementing assessment programs that target Obj. 5 skills	All	Campus Administration, All Staff	August 2009	June 2010	Director of Staff Development, Director of Curriculum K-12, Director of Elementary Curriculum K-5, Stimulus Funds	Lesson plans, 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 6:	Integrate 21 st Century learning skills within the district							
Summative Evaluation:	Documentation of staff development offerings and teacher walkthroughs, district snapshots, and use of grading rubrics, as well as site visit and program notes							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Campus Feedback	Participate in campus research dealing with 21 st Century skills for learners	All	Director of Staff Development and All Staff	August 2009	June 2010	Books and resources as needed for 21 st Century literacy, Project-based learning, and Authentic Assessment	Campus Staff Development Plan, Meeting agendas	
Community and Campus Feedback	Participate in training on information/resources to share and educate about 21 st Century Skills for learners	All	All Staff, Campus Administration	August 2009	June 2010	Director of Staff Development	Eduphoria records, Meeting agendas	
Campus Feedback	Visit 21 st Century art and library programs	Art, PE, Music, and Library teachers and Campus Admin.	Campus Administration, Specials teachers	August 2009	June 2010	Campus Funds Title 1 Funds (\$500)	Summaries from visits and any program notes	

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Performance Objective 6 :	Integrate 21 st Century learning skills within the district							
Summative Evaluation:	Documentation of staff development offerings and teacher walkthroughs, district snapshots, and use of grading rubrics, as well as site visit and program notes							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Campus Feedback	Create a physical learning environment that fosters technology literacy and collaboration with things such as an updated science lab and library	All	Campus Administration, All Staff	August 2009	June 2010	Campus Funds, District Matching Funds, Grant monies when possible, PTO Funds, Bond money, Stimulus Funds for clear towers and vocal booths for podcasting	Observations and pictures of innovative classroom structures	
Campus Feedback	Utilize updated snapshot and walkthrough forms	All	Administrators and Directors	Sept. 2009	May 2010	New walkthrough form, technology	Walkthroughs and snapshot forms	
Community and Campus Feedback	Collaborate in the creation of grading rubrics for report card standards	K-3	Curriculum Directors, Campus Admin.	August 2009	June 2010	Curriculum Directors	Updated grading rubrics	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 7:	Increase connections between real world experiences and authentic classroom instruction							
Summative Evaluation:	Documentation of lessons containing real world experiences, service learning, and authentic classroom instruction							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Campus Feedback	Participate in staff development targeted at real world application Service Learning and Project-based Learning	All	Director of Service Learning, Campus Admin., and Service Learning Campus reps	August 2009	June 2010	Resources for Project-based Learning, District Staff Dev. Opportunities, Stimulus Funds	Eduphoria records, Faculty Meeting Agendas	
Campus Feedback	Extend the use of campus technology to connect to the global community and expand learning opportunities with the use of technology such as Twitter, podcasting, Wiki's, Skype, blogging, etc.	All	Campus Admin., Staff	August 2009	June 2010	Campus Funds, District Matching Funds, Grant monies when possible, PTO Funds, Integration Specialist	Lesson plans, Equipment checkout records	
Campus and Community Feedback	Establish a Service Learning bulletin board to highlight quality service learning happening on campus	All	Campus Admin., Staff	August 2009	June 2010	Bulletin Board materials	Pictures of the bulletin board	
Campus Feedback	Write curriculum and lesson plans for Texan Town jobs and clubs as appropriate	3-5	Campus Admin., Staff	August 2009	Oct. 2010	Vertical team meetings, Staff Development time	Meeting Agendas, Curriculum, Lesson Plans	

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Performance Objective 7:	Increase connections between real world experiences and authentic classroom instruction							
Summative Evaluation:	Documentation of lessons containing real world experiences, service learning, and authentic classroom instruction							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Campus Feedback	Provide time for specials teachers to meet with classroom teachers in order to plan effective integration of curriculum	All	Campus Admin., Staff	August 2009	June 2010	Campus budget	Agendas, Lesson Plans	

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 Career and Technology programs to increase opportunities to all Town Center students							
Summative Evaluation:	Texan Town offerings and career and technology connections							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
District data on student placement	Plan an ongoing career display, students can see throughout the year and an elementary Career Day	All	Counselor	August 2009	June 2010	Display supplies	Pictures and a list of careers highlighted in Texan Town, classrooms, and school wide	
District data on student placement	Counselor will participate in any training offered on strengthening career awareness in students	All	Counselor; Director of Cur. And Instruction; Director of Staff Development	August 2009	June 2010	Directors of Curriculum and Instruction and Staff Development	Eduphoria records, Sign-in sheets	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 9 :	Expand program options and the learning continuum to reinforce strengths, needs, and interest of students served in all special needs programs.							
Summative Evaluation:	Town Center GT students and at-risk students will have opportunities to participate in a variety of learning choices both within and outside of the school day.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
2009 Program Evaluation	Increase opportunities for students to work on independent research projects on topics of interest and choice	GT, Sp. Ed., K-5	GT Teacher, Instructional Staff	Sept. 2009	June 2010	Director of Advanced Academics	Lesson plans	
Campus Feedback	100% of our classroom teachers, including the Sp. Ed. co-teach teacher will be GT certified or endorsed.	GT, Sp. Ed., K-5	Campus Admin., Teachers	Sept. 2009	June 2010	GT Training, Director of Staff Dev., Director of Advanced Academics	Eduphoria records	
Campus Feedback	Utilize equipment such as Kindles and online resources to enhance and expand the learning options for students.	GT, Sp. Ed., K-5	Campus Admin., Staff	Sept. 2009	June 2010	Hardware, Software, Title 1 Funds (\$7330), PTO Funds, Activity Funds	Purchase orders	
Campus Feedback, 21 st Century Research	Provide opportunities for inquiry about the world in which students live, science and how it affects the world around us, multi-cultural & environmental awareness, service learning, and innovation	GT, Sp. Ed., K-5	Campus Admin., Staff	Sept. 2009	June 2010	Stimulus Funds	Lesson Plans, Walkthroughs	
Campus Feedback, 21 st Century Research	Provide opportunities for students to work in diverse groups cooperatively using a rubric to guide their development in this area	GT, Sp. Ed., K-5	Campus Admin., Staff	Sept. 2009	June 2010	Rubrics	Progress documented on 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 9 :	Expand program options and the learning continuum to reinforce strengths, needs, and interest of students served in all special needs programs.							
Summative Evaluation:	Town Center GT students and at-risk students will have opportunities to participate in a variety of learning choices both within and outside of the school day.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Campus Feedback, 21 st Century Research	Provide opportunities for students to develop listening, speaking, and presentation skills using rubrics to determine their development in these areas	GT, Sp. Ed., K-5	Campus Admin., Staff	Sept. 2009	June 2010	Rubrics	Progress documented on 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 _10_:	Sustain district-wide EC-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas							
Summative Evaluation:	ARD (Annual Review and Dismissal) Committee Paperwork, IEP's (Individual Education Plans)							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Sp. Ed. permanent folder review; instructional snapshots; department meetings	Special ed. teacher and diagnostician will attend training on writing IEP's.	Sp. Ed. students	Director of Elementary Special Education	August 2009	May 2010	Director of Elementary Special Education	IEP's and ARD paperwork	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective _11_:	Implement the requirements and purposes of IDEA by meeting State and Federal targets							
Summative Evaluation:	ARD (Annual, Review, and Dismissal) Committee Paperwork, IEP 's(Individual Education Plans), and FIE (Full and Individual Evaluations, APR (Annual Performance Report information							
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 training on State and Federal timelines/guidelines	Sp. Ed.	Directors of Special Education, Lead Diagnostician and Speech Teachers	July 2009	June 2010	Intervention Services Personnel, Region 10, Sp. Ed. Local and Federal Funds	Eduphoria records	
State Performance Plan (SPP) Indicators, Referral Logs, Child Find Logs	Implement tracking system to monitor timelines established by State and Federal guidelines	Sp. Ed.	Directors of Special Education, Lead Diagnostician and Speech Teachers, LSSP's, Intervention Services Personnel, Related Services Personnel	Aug. 2009	June 2010	Intervention Services, Sp. Ed. Local and Federal Funds	IEP's, ARD paperwork	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective _12_ :	Improve student performance and program effectiveness by meeting State and Federal standards for students in special populations under IDEA							
Summative Evaluation:	Number of campus ISS incidents and progress reports							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
District discipline data	Continue to implement individualized behavior plans for special ed. and 504 students to ensure Town Center supports the district initiative of complying with State and Federal standards	All	Campus Admin., Staff, District Behavior Specialists, Director of Elementary Sp. Ed.	August 2009	June 2010	Directors of Sp. Ed., Behavior Specialists, Diagnosticians	Campus Discipline Data	
AEIS Reports, PEIMS Reports, PBMAS Reports, Sp. Ed. Referral Reports	Participate in school-wide training in the administration of assessment tools and methods that consider the student's culture and background	All	Directors of Sp. Ed., Curriculum Dept., Diagnostician and Speech Teacher, ESL Facilitator	July 2009	June 2010	Intervention Services Personnel, Region 10, Cur. Dept., Campus Admin., PST (Promoting Success Team), Local Sp. Ed. and Federal Funds	PST Reports, Sp. Ed. Referral Reports, Eduphoria records, Agendas, Other documentation of CISD staff dev.	
AEIS Reports, CBA data	Maintain co-teach sections where possible and include co-teach teacher in all training in which regular classroom teachers participate	Sp. Ed.	Campus Admin., Sp. Ed. Teacher, Classroom Co-Teach Teachers	August 2009	June 2010	Staff Development Funds, Stimulus Funds	Eduphoria Records, Schedule	
PEIMS	Provide training on positive behavioral supports to continue to support the district in positive behavior modification of sp. ed. students	Sp. Ed.	Campus Admin., Diagnostician, Director of Elementary Sp. Ed.	August 2009	Sept. 2009	Behavior Specialists, Director of Elementary Sp. Ed.	PEIMS 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 central office visits to campus, community feedback 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
Campus Input	Participate in staff development on character education through a variety of formats	All	Director of Staff Development, Campus Admin.	June 2009	July 2010	Director of Staff Development	District Survey Results, Eduphoria reports, Agendas	
Community and Campus Input	Support the district character program by displaying character traits in the school and communicating traits through a variety of means to parents and students, and teaching students the traits	All	Counselor, Classroom Teachers	August 2009	June 2010	Director of Student Services, Counselors	Traits displayed, Counselor 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 2:	Embed Character Education within the CISD curriculum in order to reach all students							
Summative Evaluation:	Data gathered from central office visits to campus, community feedback 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
Campus Feedback	Distribute docking stations to teachers to enhance teacher's ability to utilize Quantum Learning music strategies in management and character development of students	All	Campus Admin., Integration Specialist, Staff, Counselor	August 2009	June 2010	Presentation on the 8 Keys of Excellence from Quantum Learning Training	Snapshots, Walkthroughs, Agendas	
Community and Campus Input	Implement reflection methods designed by the district within appropriate content areas which guide students to recognize Character Traits	All	Curriculum Directors, Campus Admin., Staff including Counselor	August 2009	June 2010	Student reflections, Counselor	Lesson plans, Walkthroughs, Snapshot visits	
Community and Campus Input	Utilize district provided resources that demonstrate a correlation between Character Ed. and Service Learning	All	Curriculum Directors, Director of Service Learning, SL Campus Team, Staff	August 2009	June 2010	CISD curriculum writer's, Curriculum Directors	Reflections	
Community and Campus Input	Integrate Service Learning and other character ed. projects into existing content area curriculum where appropriate	All	Curriculum Directors, Director of Service Learning, SL Campus Team, Staff	August 2009	June 2010	CISD curriculum writer's, Curriculum Directors	Lesson plans, Curriculum documents	

Strategic Objective/Goal 2:	We will identify CISD character traits to be integrated throughout the district and develop means to assess student demonstration of those traits.							
Performance Objective __2__:	Embed Character Education within the CISD curriculum in order to reach all students							
Summative Evaluation:	Data gathered from central office visits to campus, community feedback 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
Community and Campus Input	Embed the assessment of character traits into existing grading practices	All	Classroom teachers	August 2009	June 2010	Curriculum Directors, Director of Student Services, Rubrics for assessing character traits	Report card documentation	

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:	Data gathered from central office visits to campus, community feedback on demonstration of character traits by Town Center students, Texan Bucks earned by individuals and classes							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Community and Campus Input	Teach effective strategies to counteract bullying and provide ongoing, consistent small group intervention for students who bully or who are bullied. (When a student is identified, they will be in a group for the remainder of the year to promote a true change in behavior.)	All	Counselor, Campus Administration	August 2009	June 2010	Counselor, Bullying materials	Discipline data, Group data from counselor	
Community, Parent, and Campus Input	Increase the number of students receiving Gold, Silver, and Bronze Presidential Service Awards by 5 students in each category	All	Campus Administration, All Staff	Aug. 2009	June 2010	Funds for awards	Campus notebook tracking service hours for students	

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:	Focus integration of service learning into curriculum a means of authentic character development							
Summative Evaluation:	Teacher lesson plans, student participation in service learning activities							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Integration of Service-Learning and Character Education	Create more efficient documentation of student participation in Service Learning projects and celebrate service hours for each grade and for individuals as they progress toward a Presidential Service Award	All	Service Learning Campus Team, Staff, Student Council	August 2009	June 2010	Campus SL Leaders, Campus Staff, Documentation of Service Learning Projects	Spreadsheet of student service hours, List of service projects, Track how many beads of service are given out to students, List of students who receive a Gold, Silver, or Bronze Presidential Service Awards at the end of the year	
Community and Campus Input	Continue to have students participate in service reflections after each service project or job/club rotation in Texan Town	All	Service Learning Campus Team, Staff, Student Council	August 2009	June 2010	Campus SL Leaders, Campus Staff, Documentation of Service Learning Projects	Student reflection forms	

Strategic Objective/Goal 2:	We will identify CISD character traits to be integrated throughout the district and develop means to assess student demonstration of those traits.							
Performance Objective 5 :	Meet Chapter 37 guidelines: Student suspension needs to be a maximum of 3 days							
Summative Evaluation:	Data gathered from central office visits to campus, community feedback 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
District Discipline Data	Campus administrators will participate in administrator training on appropriate suspension procedures	All	Director of Student Services	August 2009	Jan. 2010	Director of Student Services	Sign-in sheets or Eduphoria records	

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 Town Center staff's level of technology integration expertise (proficiencies) through a differentiated staff development program that addresses 21 st Century technology skills							
Summative Evaluation:	Documented cumulative evidence of staff growth and progress over time in achieving 21 st Century technology skills							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Meetings with department and/or campus personnel	Continue staff training on how to use the proficiency objectives document	All	Integration Specialists, All Staff, Campus Administration	June 2009	July 2010	Trainers, Staff Development Opportunities, Materials	Eduphoria records, campus visits	
Meetings with department and/or campus personnel	Participate in district developed assessment to evaluate staff proficiencies. (Continue to participate in the STAR Chart Assessment by the state if possible in addition to CISD's assessment)	All	Integration Specialists, All Staff, Campus Admin.	August 2009	June 2010	Proficiency objectives document, I-Team, Campus Administration	Walkthrough data, District Snapshot data, PDAS evaluations, Technology goal completion	
Meetings with department and/or campus personnel	Utilize online learning resources to increase differentiated staff development	All	Integration Specialists, All Staff, Campus Admin.	June 2009	June 2010	PD360, Staff Development	Online resources, Eduphoria reports	
Meetings with department and/or campus personnel	Attend differentiated 21 st Century workshops to accommodate all staff members technology levels	All	Integration Specialists, All Staff, Campus Administration	June 2009	June 2010	Staff Development Opportunities, PD360, I-Team	Eduphoria records, Certificates, Conference registrations	

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 wiles, blogs, and social networking.							
Summative Evaluation:	All local policies and procedures reflect current standards and recommendations by TASB and all network services are up 100% of the time							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Campus Feedback	Continue to obtain technology hardware and software for teachers to implement with students to enhance and make efficient students interactions with a wide variety of technology	All	Campus Administration, Integration Specialist	Sept. 2009	May 2010	District Technology Department, Stimulus Funds for towers and roamers	Purchase orders of technology ordered, Websites housing student products, blogs, etc.	

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.							
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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, recycling checks, conservation procedures							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Campus Feedback	Implement a school-wide ink cartridge recycling program and include parents in the recycling opportunity	All	Campus Green Team, All Staff, Cindy Schroeder, Campus Administration	August 2009	June 2010	Online resources such as Tidbits Newsletter to publicize recycling opportunity to parents, Teacher newsletters	Recycling checks to indicate the amount of cartridges recycled	
Campus Feedback	Implement a school-wide paper and ink conservation for printer use and conservation for copier use	All	All Staff, Campus Administration, Integration Specialist	August 2009	June 2010	Various online resources, Green Team, Integration Specialist	Documented procedures, reduction in paper consumption	

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:	Campus websites, Staff/Parent portal resources and content, Security audit report							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Establish Campus Vision for Website	Review the use and effectiveness of TC's website content to determine the need for enhancements and/or modifications	All	Campus Administration, Integration Specialist, SBDM Team	June 2009	July 2010	Campus staff, CISD policy resources	Staff feedback, Campus and teacher websites	

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 :	Participate in the districts replacement schedule to meet the instructional and technological needs of all staff and students							
Summative Evaluation:	Campus technology inventory reports, Bond project reports							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Review of campus inventory and usage, Campus Feedback, District inventory	Continue to add to the rich technological resources on campus as indicated by teacher usage and demand and participate in district replacement schedule as appropriate to replace inefficient equipment	All	Campus Administration, Executive Director of Technology	June 2009	July 2010	PTO Funds, District Matching Funds	Purchase orders, Inventories	

TOWN CENTER ELEMENTARY
CAMPUS IMPROVEMENT PLAN EXECUTIVE SUMMARY
2009-2010

Town Center Elementary has a dynamic, highly proficient teaching staff, who continues to be on the cutting edge with their use of best practice and technology to enhance instruction and learning. According to our 2008-2009 enrollment, our student demographics are composed of 6% African American, 11% Hispanic, 19% Asian, and 64% Caucasian. 12% of our population is LEP and 10% of our population is Economically Disadvantaged.

Our goal is to develop the whole child increasing the odds that every child will reach their potential. 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. This is to begin nurturing collaborative social skills and the ability for students to get along and work with others who may see things differently and who don't always agree is a critical skill in the 21st Century, whether you are a stay at home mom working with other parents in the PTO or an executive working with different department heads.

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 also offer an additional resource to our language arts balanced literacy program by supplementing with the American Reading Company's literature and working with a modified 100 Book Challenge Program to promote intrinsic motivation to be life-long readers of non-fiction literature as well as appreciating the other genres of literature. Much like the country of Finland works to have a culture of readers through having libraries in their malls and gifting every newborn with a set of books, we will practice an abundance mentality with literature and the world it offers readers. We will continue to use the best practices currently in place for a balanced reading program.

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. We will also address Bullying through our counseling program and emphasize a true change in behavior through intense, long term intervention.

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 highly successful. We will actively seek to utilize community resources to provide students with enhanced learning opportunities and career awareness.