



**Town Center Elementary**  
**CAMPUS IMPROVEMENT PLAN**  
**2011- 2012**

**PRINCIPAL**  
ANGIE BROOKS APPLGATE

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**CISD MISSION STATEMENT:**

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

# CISD DISTRICT IMPROVEMENT PLAN

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

- **Performance Objective 1:** Align the written, taught and assessed curriculum.
- **Performance Objective 2:** Sustain district-wide EC-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas.
- **Performance Objective 3:** Communicate district assessment plan to parents and teachers and report outcomes individually to parents and collectively to stakeholders.
- **Performance Objective 4:** Expand district educational and business partnerships with the local and global community.
- **Performance Objective 5:** Implement a system or systems to assess 21<sup>st</sup> Century skills.
- **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:** Prepare students for post-secondary education success.
- **Performance Objective 9:** Expand program options and the learning continuum to reinforce strengths, needs, and interests of students served in the gifted and talented program.
- **Performance Objective 10:** Sustain district-wide EC-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas.
- **Performance Objective 11:** Sustain a district-wide effective School Health Advisory Council (SHAC).
- **Performance Objective 12:** Implement the requirements and purposes to meet state and federal targets for Special Education.
- **Performance Objective 13:** Improve student performance and program effectiveness by meeting State and Federal standards
  - Meet or exceed the state target percentage of students graduating with a Recommended High School Program (RHSP) who are receiving special education services
  - Maintain acceptable percentage related to state target of In-School Suspension (ISS) placements for students receiving special education services.
- **Performance Objective 14:** Maintain 100% highly qualified teachers at each campus.

**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:** Sustain a District-wide safe and drug free school program.

**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 communication system to provide district staff, parents, community members, and business partners with secure, effective and efficient communication via a reliable and dynamic infrastructure.

## **SUMMARY:**

Coppell ISD is a suburban school district with an approximate enrollment of 10,000 students located just north of the Dallas-Fort Worth Airport serving the students of the communities of Coppell and Valley Ranch. Coppell ISD has nine (9) elementary schools, three (3) middle schools, one (1) alternative campus and two (2) high schools. For information about the comprehensive needs assessment executive summary as well as additional district achievements and the student demographics, please visit the district website at <http://www.coppellisd.com> or on the TEA website at <http://www.tea.state.tx.us/perfreport/aeis/>. The district improvement planning process is intended to serve as a collaborative planning tool by utilizing community and staff input to develop goals for the upcoming school year. The members of this team chose the strategic objectives listed above which are completely aligned with the district's five-year strategic plan.

**CAMPUS SITE-BASED COMMITTEE  
2011 - 12 COMMITTEE MEMBERS**

<b>NAME OF PARTICIPANT</b>	<b>COMMITTEE ROLE</b>
<b>ANGIE BROOKS APPLGATE</b>	<b>PRINCIPAL FACILITATOR</b>
<b>SHANNON EDWARDS</b>	<b>ASSISTANT PRINCIPAL</b>
<b>LINDA COOK</b>	<b>DIRECTOR OF SCIENCE</b>
<b>PAM BEERS</b>	<b>COMMUNITY REPRESENTATIVE</b>
<b>ANGIE THURMAN</b>	<b>COMMUNITY REPRESENTATIVE</b>
<b>CHRISTA SLEJKO</b>	<b>BUSINESS REPRESENTATIVE</b>
<b>KIM WESTCOTT</b>	<b>PARENT REPRESENTATIVE</b>
<b>TONI HINKHOUSE</b>	<b>PARENT REPRESENTATIVE</b>
<b>BETH PARKER</b>	<b>TEACHER</b>
<b>LORRI BREHM</b>	<b>TEACHER</b>
<b>JULIE POLNICK</b>	<b>TEACHER</b>
<b>LISA HANSEN</b>	<b>TEACHER</b>
<b>EMILY MILLER</b>	<b>TEACHER</b>
<b>BROOKE BARAD</b>	<b>TEACHER</b>
<b>JENNIFER SULLIVAN</b>	<b>TEACHER</b>



# 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
<b>2009-2010 Results</b>	99%	100%	100%	94%	100%	100%	100%	100%		100%
<b>2010-2011 Results</b>	98%	100%	99%	97%	96%	78%	89%	93%		100%
<b>Improvement Status</b>	-1%	0%	-1%	+3%	-4%	-22%	-11%	-7%		+0%
<b>2011-2012 Goals</b>	100%	100%	100%	100%	100%	100%	100%	100%		100%

	Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders.
1.	Need to target our LEP students for improvement on passing and commended performance
2.	Need to target Economically disadvantaged and At-risk sub-pop for improvement on passing and commended performance
3.	Utilize ESL facilitator, GT teacher and Literacy teacher for staff training using brain based strategies to close achievement gap for LEP, Hispanic and Economically Disadvantaged populations.

<b>Math TAKS Scores (%)</b>	<b>All Students</b>	<b>African American</b>	<b>White</b>	<b>Hispanic</b>	<b>Econ Disadv</b>	<b>LEP</b>	<b>Spec Ed</b>	<b>At-Risk</b>	<b>CATE- (Secondary Only)</b>	<b>GT</b>
<b>2009-2010 Results</b>	99%	88%	97%	91%	93%	100%	100%	93%		100%
<b>2010-2011 Results</b>	98%	100%	99%	94%	89%	89%	100%	93%		100%
<b>Improvement Status</b>	-1%	+12%	+2%	+3%	-4%	-11%	0%	0%		+0%
<b>2011-2012 Goals</b>	100%	100%	100%	100%	100%	100%	100%	100%		100%

<b>Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders.</b>	
1.	Need to target LEP students and Economically Disadvantaged populations for improvement in passing and commended performance
2.	Ensure LEP students and Economically Disadvantaged populations are attending tutoring to close achievement gaps
3.	Utilize ESL facilitator, GT teacher and Literacy teacher for staff training using brain based strategies to close achievement gap for LEP, Hispanic and Economically Disadvantaged populations.

Writing TAKS Scores (%)	All Students	African American	White	Hispanic	Econ Disadv	LEP	Spec Ed	At-Risk	CATE- (Secondary Only)	GT
<b>2009-2010 Results</b>	99%	100%	98%	100%	100%	100%	100%	100%		100%
<b>2010-2011 Results</b>	97%	100%	96%	100%	100%	100%	75%	100%		100%
<b>Improvement Status</b>	-2%	+0%	-2%	+0%	+0%	+0%	-25%	+0%		+0%
<b>2011-2012 Goals</b>	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.	Continued implementation of Abydos Writing and Thinking Maps Strategies
2.	Work with ESL Facilitator to develop vocabulary for LEP students
3.	

Science TAKS Scores (%)	All Students	African American	White	Hispanic	Econ Disadv	LEP	Spec Ed	At-Risk	CATE- (Secondary Only)	GT
<b>2009-2010 Results</b>	99%	100%	100%	93%	93%	100%	100%	93%		100%
<b>2010-2011 Results</b>	96%	100%	98%	81%	100%	100%	N/A	90%		100%
<b>Improvement Status</b>	-3%	+0%	-2%	-12%	+7%	+0%	N/A	-3%		+0%
<b>2011-2012 Goals</b>	100%	100%	100%	100%	100%	100%	100%	100%		100%

	Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders.
1.	Ensure Hispanic and Economically Disadvantaged students have an understanding of science vocabulary
2.	Utilize ESL facilitator, GT teacher and Literacy teacher for staff training using brain based strategies to close achievement gap for LEP, Hispanic and Economically Disadvantaged populations.
3.	

	Attendance: Discuss your attendance concerns and celebrations. List any actions and resources.
1.	We do not have any attendance concerns at this time.
2.	
3.	

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

	Retention (if applicable): Discuss your retention concerns and celebrations. List any actions and resources.
1.	We retained 3 students at Town Center this year. 1 of the students was new to our campus and behind academically and the other two students were retained due to social development concerns.
2.	
3.	

	Culture and Climate: Discuss your culture and climate concerns and celebrations. List any actions and resources.
1.	The teachers enjoyed implementing their engineering unit at each grade; we will work on integrating and aligning our STEM curriculum for the 2011 school year.
2.	Our parents remain highly supportive of all that we are doing with their children and continue to be an integral part of the campus goals.
3.	

<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 assessment (CBA) 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>
Campus observations & discussions, State requirements.	Implement district written curriculum documents that align with research-based best practices including ELPS and PBL.	K-5	Social Studies, Math, ELAR, LOTE, ESL, CTE, & Health/P.E.	June 2011	July 2012	Research-based best practice resources by authors such as Erickson, Wiggins & McTighe, Marzano, Stiggins, Daggett, etc., local funds, Title II, Forethought	Curriculum Unit Plans, classroom walkthroughs	
Campus & community feedback and state/local assessment, Performance Series data and budget constraints.	Implement the District Assessment Plan in order to more effectively monitor student growth, program effectiveness and to drive instruction.	K-5	Curriculum Team, Campus Admin and Teachers	August 2011	June 2012	Aware data and Performance Series Data, and local funds	Data analysis, lesson plans, campus improvement plans, and campus visits	
Campus observations and administrative discussions.	Align accelerated instruction practices with research-based best practices, including 21 <sup>st</sup> century learning skills and tools.	All	Curriculum Team, Campus Admin and Teachers	August 2011	June 2012	Aware data, Performance Series data, Title 1 funds (\$2,000), comp ed (\$1,000) funds and local funds.	Campus Improvement Plans, intervention plans and accelerated instruction plans	

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<b>Summative Evaluation:</b>	Unit plans, Forethought lesson plans, Performance Series Data and curriculum-based assessment (CBA) 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>
Campus Input	Provide remediation instruction for students based on assessment data	At-risk students including Ec. Disadv. and Hispanic	Teachers	August 2011	June 2012	State Comp Ed Funds (\$1,000)	Tutoring groups; Teacher lesson plans	
Campus & parent feedback and state/local/campus assessments	Purchase engineering kits and tools to support STEM initiative	All, including at-risk, Hispanic, Sp. Ed., Ec. Disadv. And GT	Classroom teachers; Campus administration	August 2011	Dec. 2011	Title 1 Funds (\$12,000)	Purchase orders	
Campus & parent feedback and state/local/campus assessments	Campus inservice day(s) for teachers to plan integrated units using the Understanding by Design Model	All	Classroom teachers; Campus administration	August 2011	May 2012	Materials, Planning Time, Title 1 Funds (\$4,000)	Bookkeeping records; Units; sign-in sheets	

<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 assessment (CBA) 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>
Campus & parent feedback and state/local/campus assessments	Implement STEM curriculum	All	Classroom teachers; Specials teachers; Special ed. Teacher	August 2011	June 2012	Common planning time; staff collaboration time (vertical team and faculty meeting)	Agendas; Lesson plans in Forethought	
Campus & parent feedback and state/local/campus assessments	Implement STEM staff development	All	Classroom teachers; Campus administration	August 2011	June 2012	Title 1 Funds (\$1,800)	Purchase Orders, Agenda, Sign-in sheets	
Campus & parent feedback and state/local/campus assessments	Purchase student supplemental instructional materials	Immigrant Students	Classroom teachers; ESL facilitator	August 2011	June 2012	Title III Funds (\$1,000)	Purchase orders	

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<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 assessment (CBA) 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>
Campus Input	Create a consistent template for engineering curriculum units.	All	Classroom teachers; Admin.; Specials teachers; Special ed. Teacher; District liaison	August 2011	May 2012	Campus in-service; vertical team; common planning time	Curriculum Units	
Campus Input	Research possibilities of publishing/marketing teacher created STEM units	All	Campus Administration	August 2011	June 2012	Publishing companies, Copyright laws and procedures	Research data	
Campus Input	Create a live binder as a resource tool for staff usage and collaboration.	All	Campus Administrators, I-team liaison, campus technology committee	August 2011	June 2012	Campus in-service; vertical team; common planning time; faculty meetings	Live binder	

<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 EC-12 TEKS-aligned curriculum and assessment with researched-based instructional practices that enhance all curricular areas.							
<b>Summative Evaluation:</b>	Eduphoria records, on-line/paper evaluations, walkthroughs, and evaluations of campus needs assessments							
<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>
Visioning Field Guide	Create blended learning opportunities for students in order to support learning anywhere, any time and at “any pace”, in addition to continuing to refine our STEM scope and sequence.	All	Curriculum directors; Campus Administrators, campus teachers, I-team liaison	August 2011	June 2012	Curriculum Department, Campus Administrators	Lesson plans and curriculum units	
CISD Strategic Plan 2009	Explore and identify blended and online learning best practices.	All	Curriculum directors; Campus Administrators, campus teachers, I-team liaison	August 2011	June 2012	Curriculum Department, Campus Administrators	Lesson plans and curriculum units	
Input from staff and parents	Explore and identify mediums for storage of blended learning.	All	Campus Administrators, I-team liaison, campus technology committee	August 2011	June 2012	Curriculum Department, Campus Administrators, I-team liaison, Director of Technology	Evaluation results	

<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 EC-12 TEKS-aligned curriculum and assessment with researched-based instructional practices that enhance all curricular areas.							
<b>Summative Evaluation:</b>	Eduphoria records, on-line/paper evaluations, walkthroughs, and evaluations of campus needs assessments							
<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>
Input from staff and parents	Create a plan for implementation of blended learning opportunities for staff and students.	All	Campus Administrators, I-team liaison, campus technology committee	August 2011	June 2012	Curriculum Department, Campus Administrators, I-team liaison, Director of Technology	Blended learning plan	
Campus AEIS report and campus assessment data.	Implement Rtl transition plan aligned to District initiative.	All	Curriculum Department and Campus Administrators	June 2011	July 2012	Curriculum department, intervention services, compensatory education funds and local funds	Local and state assessments and campus visits, Aware documentation	
Campus AEIS report and campus assessment data.	Provide updated training for progress monitoring and the RTI process.	All	Campus Administrators, counselor, literacy teacher	August 2011	June 2012	Curriculum department, intervention services, compensatory education funds and local funds	Sign-in sheets, Aware documentation	

<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 EC-12 TEKS-aligned curriculum and assessment with researched-based instructional practices that enhance all curricular areas.							
<b>Summative Evaluation:</b>	Eduphoria records, on-line/paper evaluations, walkthroughs, and evaluations of campus needs assessments							
<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 AEIS report and campus assessment data.	Utilize ESL facilitator, GT teacher and Literacy teacher for staff training using brain based strategies to close achievement gap for LEP, Hispanic and Economically Disadvantaged populations.	All	Campus administrators, teachers and ESL facilitator	August 2011	June 2012	Title III Funds (\$1,000), ESL facilitator	Sign-in sheets, local and state assessments	
Campus Input	Provide training to teachers using Abydos and Thinking Maps strategies to improve student proficiency in writing.	All	Campus Administration, Teachers trained in Abydos and Thinking Maps Trainer of Trainers	August 2011	June 2012	Thinking Maps and Abydos resources, Teacher trainers	Sign-in sheets, lesson plans, walk-throughs, campus assessments	
Input from staff and parents	Implement integrated STEM curriculum	All, esp. Hispanic, GT, Eco. Disadv., Sp. Ed.	Teachers	Sept. 2011	June 2012	Materials, Title I Funds (\$12,000)	Lesson plans, Walk-throughs	

<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 EC-12 TEKS-aligned curriculum and assessment with researched-based instructional practices that enhance all curricular areas.							
<b>Summative Evaluation:</b>	Eduphoria records, on-line/paper evaluations, walkthroughs, and evaluations of campus needs assessments							
<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>
Input from staff and parents	Create and share rubrics in faculty meetings and vertical team meetings that assess 21st Century skills such as innovation, speaking skills, organization of a presentation, etc.	All	Teachers	Sept. 2011	May 2012	Vertical Team Meetings	Meeting minutes, rubrics	
Input from staff and parents	Provide training to teachers on creating authentic rubrics and assessments.	All	Teachers, Campus Administration	Sept. 2011	June 2012	Director of Strategic Initiatives and Director of Elementary Curriculum	Sign-in sheets, agendas, 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 3</b>	Communicate district/campus 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 and guidance to help students take responsibility for their individual performance and progress on state/local assessments.	All	Campus Administrators, Teachers	August 2011	June 2012	Classroom visits, announcements, teachers, campus administration, counselors, Title I (\$1,000) funds, Local funds and State Comp Ed funds	Student goal setting conferences	
Campus/Community Feedback	Provide multiple communication pathways for parents to receive feedback on individual student assessment.	All	Director of Assessment & Accountability and Teachers	August 2011	June 2012	Campus Administrators	Individual student reports	
Community/Campus feedback and state requirements.	Present information to parents through PTO and Brown Bag Breakfast/lunch and to staff during campus staff development time regarding state/local assessments with emphasis on the new growth model.	All staff	Campus administration	August 2011	April 2012	Sign-in sheets, General budget	Posting of meeting times on campus calendar, campus newsletters, agendas and handouts	

<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 campus partnerships with the local and global community							
<b>Summative Evaluation:</b>	Documentation of increased participation in campus partnerships and business partnership survey feedback							
<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	Post school partnerships on the Town Center website and post pictures of business partners working with students on the Town Center website.	All	Campus administration	Aug 2011	June 2012	Local and business partners	Website	
Community Feedback	Expand partnership opportunities to build upon our STEM initiative.	All	Campus administration	Aug 2011	June 2012	Website, PTO Tidbits, business and community partners, New Tech High at Coppell, Coppell High School, Campus administrators, UTD's SEEC (Science and Engineering Education Center)	Newsletters, PTO Meeting minutes, PTO Tidbits	

<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 5</b>	Implement a system or systems to assess 21 <sup>st</sup> Century skills.							
<b>Summative Evaluation:</b>	Documentation of assessment results							
<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>
CISD Strategic Plan 2009	Participate in current systems and assessment programs that target 21 <sup>st</sup> Century skill development for students that will be identified by the district.	All	Assistant Superintendent for Curriculum and Instruction	August 2011	Jan 2012	Curriculum Directors, Campus Administration, Head Librarian and I-Team	Comparative matrix of researched systems	
CISD Strategic Plan 2009	Participate in current systems and assessment programs that target 21 <sup>st</sup> Century skill development for teachers and administrators that will be identified by the district.	All	Assistant Superintendent for Curriculum and Instruction	August 2011	Jan 2012	Curriculum Directors, Campus Administration, Head Librarian and I-Team	Comparative matrix of researched systems	
CISD Strategic Plan 2009	Participate in the gathering of feedback and input for sustaining the assessment of 21 <sup>st</sup> Century skill development for students, teachers and administrators.	All	Assistant Superintendent for Curriculum and Instruction	August 2011	June 2012	Curriculum Directors, Campus Administrators, Teachers and I-Team	Survey data, focus group attendance sheets, and minutes	

<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 campus							
<b>Summative Evaluation:</b>	Documentation of staff development offerings, teacher walkthroughs, snapshot, grading rubrics and Student Satisfaction Survey							
<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>
CISD Strategic Plan 2009	Participate in the pilot of the utilization of rubrics that address 21 <sup>st</sup> Century learning skills and character traits.	Grades 4 and 5	Curriculum Directors and 4 <sup>th</sup> & 5 <sup>th</sup> Grade Reporting Committee	August 2011	May 2012	Campus Administrators, PBL content specialists, I-Team, Head Librarian	The 21 <sup>st</sup> Century skill rubric.	
Campus Feedback	Increase the number of physical and/or virtual learning environments utilizing things such as Google Apps that foster technology literacy and collaboration.	All	Campus Administration	August 2010	June 2011	Campus Integration Specialist, Hardware, Library Media Specialist; District Matching Funds; PTO Funds	Classroom walkthroughs, Purchase Orders; student engagement surveys, and lesson plans.	
Campus Feedback	Utilize the updated teacher walkthrough form to include 21 <sup>st</sup> Century learning skills.	All	Curriculum Department, Campus Administration	August 2011	June 2012	Curriculum Directors, Campus Administrators	Eduphoria and the use of the updated walkthrough form	

<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>	Unit plans, Forethought lesson plans, Performance Series Data and curriculum-based assessment (CBA) 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>
CISD Strategic Plan 2009	Access parent talent pool at the beginning of the year or as needed to determine assets.	All	Campus Administrators	August 2011	June 2012	Teachers, PTOs, parents and guardians	Campus improvement plans. PTO, lists of parent assets	
CISD Strategic Plan 2009	Participate in opportunities provided by the district for students to connect to the global community using technology tools such as distance learning, podcasting, and online courses.	All	Director of Advanced Academics, Director of School Improvement and Executive Director of Technology, Campus Administrators, teachers	August 2011	June 2012	I Team, teachers, IDEA and local funds	Lesson plans and Campus Improvement Plans	
CISD Strategic Plan 2009 and CISD Middle School Strategic Plan 2010	Provide varied learning experiences focusing on student choices.	All	Campus Administrators	August 2011	June 2012	Curriculum Directors, 21 <sup>st</sup> Century Learning White Paper, Bridges, Naviance, and ICLE Resources	CIP, lesson plans, and student/teacher reflections	

<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>	Unit plans, Forethought lesson plans, Performance Series Data and curriculum-based assessment (CBA) 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>
CISD Strategic Plan 2009 and CISD Middle School Strategic Plan 2010	Establish campus schedules allowing for time within the instructional day for students to explore and reflect on various and engaging learning experiences.	All	Campus Administrators	June 2011	August 2012	Curriculum department, model schedules	Campus schedules 2011-2012 and student reflections	
CISD Strategic Plan 2009	Incorporate opportunities for students to connect to the global community using technology tools such as distance learning, podcasting, SKYPE, etc.	All	Library Media Specialist, Teachers	August 2011	June 2012	Integration Specialist, Library Media Specialist, Matching Funds, PTO Funds	Lesson plans	
CISD Strategic Plan 2009	Provide varied learning experiences focusing on student choice using a variety of teaching methods such as PBL, blended learning, and differentiated instruction, STEM integrated units.	All	Assistant Superintendent of Curriculum and Instruction, Campus administrators, teachers	Aug 2011	June 2012	Director of Staff Development, Curriculum Directors and Campus Admin	Course offerings and teacher lesson 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>	Unit plans, Forethought lesson plans, Performance Series Data and curriculum-based assessment (CBA) 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>
CISD Strategic Plan 2009	Participate in training for teachers in a variety of learning methods that give more options for student choice in academic experiences.	All	Assistant Superintendent of Curriculum and Instruction	Aug 2011	June 2012	Director of Staff Development, Curriculum Directors and Campus Admin	Eduphoria records, classroom walkthroughs, and campus needs assessment	
CISD Strategic Plan 2009	Utilizing tools created by the district for evaluating student choices in learning experiences and seek ways to expand student choice in all curricular areas.	All	Assistant Superintendent of Curriculum and Instruction	Aug 2011	June 2012	Directors of Curriculum and Teachers	Student Satisfaction Survey Data	
Campus and Parent Feedback	Implement after school programs to allow more opportunities for student choice in area of math, science, fine arts and language.	All	Community partners and businesses, Campus Administration	August 2011	June 2012	Community partners and business resources	Parent and student surveys	

<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>	Transform systems to more effectively prepare students to be successful in post-secondary education and beyond.							
<b>Summative Evaluation:</b>	PBMAS, student enrollment, student certification, CTE program evaluations, and New Vision Implementation Matrix.							
<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 and parent feedback	Leverage parents and business and community members to promote stronger career awareness for students	All	Classroom teachers; Campus administration	Sept. 2011	June 2012	Parent, business, and community resource base, Sally Ride Science	Lesson plans	
Campus and parent feedback	Partner with CHS STEM Academy and New Tech High to establish mentors for students.	All	Campus administration, Integration specialist, GT specialist	Sept. 2011	June 2012	Robotics Kits, Engineering Units, Time for teacher collaboration	Lesson plans, Campus visits, walk throughs	

<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 and refine 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 and GT National Program Standards	Participate in GT program assessments reflecting of the learning goals and scope and sequence of curriculum	GT	Director of Advanced Academics and GT Teachers	July 2011	May 2012	GT Faculty, Content Directors	Copies of used or in process of development	
GT State Plan Standards	Participate in district programs to cultivate reading, writing, and talents.	GT	GT Specialist	Sept. 2011	May 2012	District program for reading, writing and math talents of GT students	List of students participating	

<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 special education 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>
Special Ed. permanent folder review; classroom walkthroughs; department meetings	Participate in training in Standards-Based IEPs utilizing SpEd Management System (SEMS).	Special Ed.	Directors of SpEd, Lead Diagnostician, Lead Speech Pathologist, SpEd Team Leaders	August 2011	June 2012	SpEd Teachers, Lead Diagnostician, Lead Speech Pathologist, SpEd Team Leaders, SpEd local and federal funds	ARD committee reports, IEP reviews	

<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>	Sustain a district-wide effective School Health Advisory Council (SHAC).							
<b>Summative Evaluation:</b>	CIP checklists							
<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 Satisfaction Survey	Implement SHAC recommended indicators for improving Coordinated School Health Programs on all campuses.	All	Asst. Supt. Or designee and Campus Administrators	August 2011	June 2012	SHAC Committee indicators, members, and SHAC campus reps	CIPs	

<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>	Implement the requirements and purposes to meet State and Federal targets for Special Education.							
<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	Participate in advanced training on state and federal timelines/ guidelines.	SpEd and LEP	Directors of SpEd, Lead Diagnostician, Lead Speech Pathologist	July 2011	June 2012	Intervention Services Personnel, Region 10, SpEd Local and Federal funds	Documentation of Intervention Services staff development Eduphoria records	

<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 13</b>	Improve student performance and program effectiveness by meeting state and federal standards <ul style="list-style-type: none"> <li>Meet or exceed the state target percentage of students graduating with a Recommended High School Program (RHSP) who are receiving special education services.</li> </ul> Maintain acceptable percentage related to state target of In-School Suspension (ISS) placements for students receiving special education services.							
<b>Summative Evaluation:</b>	Public Education Information Management System (PEIMS) reports, Performance-Based Monitoring Analysis System (PBMAS) reports, Academic Excellence Indicator System (AEIS) reports, SpEd 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	Participate in advanced training to instructional staff on working with diverse populations in the general education setting to prevent disproportionate representation in Special Education.	All	Directors of SpEd, Curriculum Department, Diagnosticians, Speech Pathologists	July 2011	June 2012	Intervention Services Personnel, Region 10, Curriculum Department, Campus Administrators, Promoting Success Teams (PST), Rtl, SpEd Local and Federal Funds	PST Reports, SpEd Referral Reports, Eduphoria records, Agendas	
PEIMS	Participate in training on Positive Behavioral Supports cohorts.	All	Campus Administration, Directors of SpEd Intervention Specialists	August 2011	June 2012	Incident codes per campus, positive behavior support plan template, campus staff, Specialist/LSSP Region 10 (School wide PBS), and SpEd local and federal funds	Eduphoria records	

<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 13</b>	Improve student performance and program effectiveness by meeting state and federal standards <ul style="list-style-type: none"> <li>Meet or exceed the state target percentage of students graduating with a Recommended High School Program (RHSP) who are receiving special education services.</li> </ul> Maintain acceptable percentage related to state target of In-School Suspension (ISS) placements for students receiving special education services.							
<b>Summative Evaluation:</b>	Public Education Information Management System (PEIMS) reports, Performance-Based Monitoring Analysis System (PBMAS) reports, Academic Excellence Indicator System (AEIS) reports, SpEd 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>
PEIMS	Implement and participate in advanced training on alternative options to In-School Suspension.	SpEd	Campus Administration, Directors of SpEd	August 2011	June 2012	Campus administration, Directors of SpEd, Region 10, Intervention Specialist/LSSP and SpEd local and federal funds	Eduphoria records, input from administrative staff, and input from teachers	
Campus Input	Participate in RTI Training to ensure proactive strategies are being implemented with at-risk students	At-risk students	Campus Administration, Director of District Staff Development	Aug. 2011	May 2012	District RTI information	Meeting Agendas	

<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 14</b>	Maintain 100% highly Qualified Teachers at Each Campus							
<b>Summative Evaluation:</b>	Teacher retention rates and Annual Highly Qualified 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>
Teacher Turnover Rates and exit interviews	Participate in district mentor program for beginning educators to improve effective teaching and performance while promoting personal and professional well-being.	Beginning Educators (0-1 years of experience)	Executive Director of HR, Director of Staff Development, Director of School Improvement	Aug 2011	July 2012	BTIM grant, Title II funds, local funds	Teacher retention rate, Teacher exit interviews and Beginning Teacher and Mentor Journals	
Teacher Turnover Rates and exit interviews	Participate in the lesson video to reflect on identified aspects of effective instruction including 21 <sup>st</sup> Century skills.	Beginning Educators (0-1 years of experience)	Executive Director of HR, Director of Staff Development, Director of School Improvement	Aug 2011	July 2012	BTIM grant, Title II funds, local funds	Teacher retention rate, Teacher exit interviews and Beginning Teacher and Mentor Journals	
Teacher Turnover Rates and exit interviews	Participate in the lesson video to moderate classroom walkthrough documentation (for admin).	Beginning Educators (0-1 years of experience)	Executive Director of HR, Director of Staff Development, Director of School Improvement	Aug 2011	July 2012	BTIM grant, Title II funds, local funds	Teacher retention rate, Teacher exit interviews and Beginning Teacher and Mentor Journals	

<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>
CISD Strategic Plan 2009	Participate in professional learning opportunities on state identified character traits for all stakeholders.	All	Director of Staff Development	Aug 2011	June 2012	Counselors, Rtime, Rachel's Challenge, local funds and Title II funds	Compilation of survey results	
CISD Strategic Plan 2009	Participate in various District and Community venues for reporting positive character traits by CISD students.	All	Director of Communication	Aug 2011	June 2012	Coordinator of Service Learning, Counselors, Campus Administrators and Teachers	Media Report	
Campus Input	Recruit mentors for students needing positive role models	At-risk students	Counselor; Campus Administration, teachers	Aug. 2011	June 2012	Coppell Chamber of Commerce contacts, CISD Communications Department, Coppell High School and New Tech High	List of mentors needed and obtained	
Community and Campus Feedback	Implement stronger recognition of monthly character trait recipients and include a reward system for good character	All	Campus Administration; Teachers; Counselor	August 2011	June 2012	Spirit Assemblies, KTEX Broadcasting; General Budget	Morning announcement book, Spirit Rally Agendas	

<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 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 and Curriculum Management System							
<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>
CISD Strategic Plan 2009	Participate in the alignment and assessment of character education.	All	Curriculum Directors, Classroom teachers and administrators	August 2011	June 2012	List of Character Education best practices and resources, instructional specialists, content curriculum writers and local funds	CISD curriculum documents, lesson plans, classroom visits	
CISD Strategic Plan 2009	Participate in reflection methods within appropriate content areas which guide students to recognize Character Traits.	All	Curriculum Directors, Classroom teachers	August 2011	June 2012	List of Character Education best practices and resources, instructional specialists, content curriculum writers and local funds	CISD curriculum documents, lesson plans, classroom visits	
CISD Strategic Plan 2009	Utilize the character traits rubric and the global proficiency skills within the 4/5 report cards.	All	Curriculum directors, admins and classroom teachers	August 2011	June 2012	List of Character Education best practices and resources, instructional specialists, content curriculum writers and local funds	CISD curriculum documents, lesson plans, classroom visits	
Campus/service learning coordinator feedback	Integrate Service Learning and other Character Ed. projects into engineering units as appropriate.	All	Curriculum directors, service learning coordinator, classroom teachers and administrators	August 2011	June 2012	CISD curriculum writers, Service Learning Reps and Service Learning Grant	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>	Sustain a district-wide safe and drug free program.							
<b>Summative Evaluation:</b>	Discipline referrals, secondary student satisfaction survey and safe schools survey							
<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>Docum ented</b>
Discipline Referrals, Anecdotal campus reports	Provide on-going staff training on drug and relationship abuse awareness, detection and prevention.	All	Director of School Improvement, Director of Elementary Curriculum, Counselors, campus Administrators	August 2011	June 2012	PEIMS data, SROs, Counselors, parents and Campus Administrators	Discipline Referrals, Anecdotal campus reports	
Discipline Referrals, Anecdotal campus reports Parent/community feedback	Participate in recommended drug prevention program by the district.	All	Director of School Improvement and Director of Elementary Curriculum, Counselor, Classroom teachers and administrators	August 2011	June 2012	PEIMS, Library, Exemplary Programs, YMCA C.A.R.E	Recommended plan	
Discipline Referrals, anecdotal campus reports and the CISD Strategic Plan 2009	Create a culture where character qualities are demonstrated daily. <ul style="list-style-type: none"> <li>Representation from all stakeholders</li> <li>Tasked with web-site, logo, recognition program, anti-bullying and positive culture.</li> </ul>	All	Curriculum department and campus staff, Counselor, Classroom teachers and administrators	August 2011	June 2012	Campus counselors, campus administrators, Director of School Improvement, anti-bullying programs and CISD web-site	Discipline referrals and anecdotal reports	

<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>	Sustain a district-wide safe and drug free program.							
<b>Summative Evaluation:</b>	Discipline referrals, secondary student satisfaction survey and safe schools survey							
<b>Needs Assessment</b>	<b>Action steps</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	Participate in the district wide anti-bullying program based upon the principals of the OLWEUS bullying prevention program. <ul style="list-style-type: none"> <li>• CISD certified trainer</li> <li>• Train campus committees</li> </ul>	All	Director of School Improvement, Counselors, Teen Leadership teachers, Campus Teachers and Administrators	August 2011	June 2012	Support materials, Teen Leadership curriculum, School Resource Officers (SROs), and Region X CISSS	Curriculum documents, counselor & nurse feedback, discipline data	
Student Satisfaction Survey and Discipline Reports	Review discipline forms and the Bullying Reporting Process. Process should include the reporting of sexual harassment, dating violence, sexual abuse and other forms of bullying.	All	Director of School Improvement, campus administrators and campus counselors	August 2011	June 2012	Counselors, Administrators, bullying research and Region X CISSS	New district procedures and 2012 Student Satisfaction Survey	
Community and Campus Feedback	Greater focus on monthly character traits in counselor lessons to emphasize positive character and decrease bullying, including cyber bullying and digital etiquette.	All	Counselor, Campus Administration, I-team liaison, Staff	August 2011	June 2012	Counselor resources, teacher resources, I-team liaison resources	Counselor lesson plans; Staff feedback	
Parent and Campus Feedback	Increase information counselor communicates to parents regarding parenting strategies and bullying, including cyber bullying and digital etiquette.	All	Counselor, Campus Administration, I-team liaison, Staff	August 2011	June 2012	Counselor Materials, teacher resources, I-team liaison, Counselor Website, Campus website	Record of information shared	

<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>	Sustain a district-wide safe and drug free program.							
<b>Summative Evaluation:</b>	Discipline referrals, secondary student satisfaction survey and safe schools survey							
<b>Needs Assessment</b>	<b>Action steps</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 and Campus Feedback	Partner with campus designated SRO (Security Resource Officer) to improve drug/alcohol and bullying awareness.	All	SRO, Counselor, Campus Administration, Staff	August 2011	June 2012	SRO resources, Counselor resources	Visitations by SRO	

<b>Strategic Objective/Goal 3</b>	<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>							
<b>Performance Objective 1</b>	Increase CISD staff's level of technology integration expertise (proficiencies) through a differentiated staff development program that addresses 21st Century technology skills.							
<b>Summative Evaluation:</b>	Documented cumulative evidence of staff growth and progress over time in achieving 21st 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>
Survey of surrounding districts; meetings with department and/or campus personnel	Participate in an assessment to determine technology integration proficiency levels of CISD staff and establish baseline proficiency.	All	Executive Director of Technology, Curriculum Department; Integration Specialists;	August 2011	June 2012	Data collection and planning time for Integration Specialists and technology local funds	Developed assessment product	

<b>Strategic Objective/Goal 3</b>	<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>							
<b>Performance Objective 1</b>	Increase CISD staff's level of technology integration expertise (proficiencies) through a differentiated staff development program that addresses 21st Century technology skills.							
<b>Summative Evaluation:</b>	Documented cumulative evidence of staff growth and progress over time in achieving 21st 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	All TCE staff members will develop annual technology goals using a proficiency objectives document.	All	Campus Administrators	August 2011	June 2012	Staff members, proficiency objectives document, annual review materials and Integration Specialists	Evaluations by supervisor and/or Principal, annual goals documentation	
Meetings with department and/or campus personnel	Participate in how to use the proficiency objectives document.	All	Executive Director of Technology	August 2011	June 2012	Integration Specialists, Trainers, facilitators, Eduphoria Workshop, local funds and Proficiency objectives document	Eduphoria Transcripts, District and Campus visits	
Meetings with department and/or campus personnel	Annually assess and evaluate staff proficiencies using developed assessment.	All	Executive Director of Technology, Principals	August 2011	June 2012	Integration Specialists, and Proficiency objectives document	District and Campus level walkthroughs/ campus visits, Evaluations by trained staff	

<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 2:</b>	Ensure the availability of resources necessary for students to create digital portfolios, and utilize communication tools such as wikis, blogs, and social networking.							
<b>Summative Evaluation:</b>	Research evidence and data collected regarding 21st Century best practices, developed training documentation, Eduphoria training offerings, and all policies and procedures reflect current standards and recommendations.							
<b>Needs Assessment</b>	<b>Action steps</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	Continue purchasing MacBook Pros	All	Campus Administration	Sept. 2011	Dec. 2011	Matching Funds; PTO Funds	Purchase order; Matching Funds request	
Campus Input	Increase the number of iPads on campus	All	Campus Administration	Sept. 2011	Dec. 2011	Matching Funds; PTO Funds	Purchase order; Matching Funds request	

<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, implementation of District-wide recycling program, and developed “green” initiatives and programs at all campuses.							
<b>Needs Assessment</b>	<b>Action steps</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; Survey surrounding districts; Vendor feedback	Assess the level of paper consumption on our campus.	All	Campus Administrators, Library Media/Specialist	August 2011	June 2012	Technology integration specialists, Principals and administrative directors	Compiled research data and reports, developed implementation of campus “green” awareness programs, reduction in the amount of paper that is used	
Meetings with department and/or campus personnel; Survey surrounding districts; Vendor feedback	Promote ways to conserve resources to all stakeholders.	All	Executive Director of Technology, Administrators, Staff	August 2011	June 2012	Technology Integration Specialists, various online resources, third-party vendors, department/campus staff, students	Compiled research data and reports, developed implementation of campus “green” awareness programs, reduction in the amount of paper that is used	

<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>	Research documentation, District/Campus websites, Staff/Parent portal resources and content.							
<b>Needs Assessment</b>	<b>Action steps</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	Expand on the use of Twitter, Facebook, QR codes and various social media to communicate our STEM initiative with parents and community.	All	Campus Administration, I-team liaison, staff	Aug. 2011	June 2012	Twitter account, Facebook account, Town Center website/Google site	Electronic records	

# CISD DISTRICT IMPROVEMENT PLAN 2011-2012

## APPENDIX

AAR	Academic Achievement Records	JJAEP	Juvenile Justice Alternative Education Program
AEIS	Academic Excellence Indicator System	LEA	Local Education Agency
AP	Advanced Placement	LOTE	Language Other Than English
APR	Annual Performance Report	LSSP	Licensed Specialist in School Psychology
AR	At Risk	OSS	Out of School Suspension
ARD	Annual, Review and Dismissal	NTH@C	New Tech High School
AUP	Acceptable Use Policy	PBL	Problem/Project-Based Learning
BTIM	Beginning Teacher Induction and Mentors	PBMAS	Performance Based Monitoring Assessment
C.A.R.E.	Chemical Awareness Resources & Education	System	
CHS	Coppell High School	PBS	Positive Behavior Supports
CIP	Campus Improvement Plan	PC	Personal Computer
CIPA	Children's Internet Protection Act	PE	Physical Education
CISD	Coppell Independent School District	PEIMS	Public Education Information Management
CISSS	Counselor Initiative and Student Support Services	System	
CPAA	Children's Progress Academic Assessment	PLC	Professional Learning Community
CCRS	College and Career Readiness Standards	PR	Public Relations
CTE	Career and Technical Education,	PST	Promoting Success Team
EC	Early Childhood	PTO	Parent Teacher Organization
EOC	End of Course	RHSP	Recommended High School Program
D.A.T.E.	District Award of Teacher Excellence	Rtl	Response to Intervention
ELAR	English Language Arts & Reading	SAN	Storage Area Network
ELPS	English Language Proficiency Standards	SCE	State Comprehensive Education
ESL	English as a Second Language	SE	Special Education
ESL/BE	English as a Second Language/Bilingual Education	SFSF	State Fiscal Stabilization Fund
GT	Gifted and Talented	SHAC	School Health Advisory Council
HR	Human Resources	SPED	Special Education
IB	International Baccalaureate	SRO	Security Resource Officer
ICLE	International Center for Leadership in Education	SPP	State Performance Plan
IDEA	Individuals with Disabilities Education Act	TAKS	Texas Assessment of Knowledge and Skills
IEP	Individualized Education Plan	TASB	Texas Association of School Boards
ISS	In School Suspension	TEA	Texas Education Agency
IT	Instructional Technology	TEC	Texas Education Code
I-Team	Integration Specialist Tea	TEKS	Texas Essential Knowledge and Skills
		TPRI	Texas Primary Reading Inventory

TOWN CENTER ELEMENTARY  
CAMPUS IMPROVEMENT PLAN EXECUTIVE SUMMARY  
2011-2012

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

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

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

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

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 fully implement RTime techniques and support new staff in appropriate training. We will also address bullying through more rigorous counseling lessons and emphasize a true change in behavior through intense, long term intervention as students will immediately be put in an anti-bullying group and stay there for the remainder of the year from the time of a legitimate referral.

Goal 3 is about efficiency in operations and educational delivery using technology and increasing business partners to ensure educational excellence. We will enhance the Town Center communication system to provide students, staff, parents, community members and business partners with effective and efficient communication via a reliable and dynamic infrastructure. This will be accomplished by using tools such as Google sites, Twitter, Facebook and live binders. We will continue to obtain technological resources and promote teacher training so that teachers and administrators can continue to incorporate technology into the vision, instruction, and student learning proficiencies required to be a highly successful STEM campus. We will continue to actively expand in utilizing community resources to provide students with enhanced learning opportunities and career awareness.