CISD

COPPELL INDEPENDENT SCHOOL DISTRICT

MOCKINGBIRD ELEMENTARY

CAMPUS IMPROVEMENT PLAN

2009- 2010

PAM MITCHELL
PRINCIPAL

CISD MISSION STATEMENT:

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

MOCKINGBIRD ELEMENTARY'S CAMPUS 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 THE CISD CHARACTER TRAITS TO BE INTEGRATED THROUGHOUT THE DISTRIT AND DEVELOP MEANS TO ASSESS STUDENT DEMONSTREATION 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
2009-2010 COMMITTEE MEMBERS

PAM MITCHELL, PRINCIPAL
DEBBIE YOUNGS, ASSISTANT PRINCIPAL
JILL HALTOM, DIRECTOR OF ELA/READING
JONI TAYLOR, KINDERGARTEN
MARIE SUMRALL, FIRST GRADE
LISA RUTH, SECOND GRADE
CARLA LASATER, THIRD GRADE
CRYSTAL WHEATLEY, FOURTH GRADE
CHELSEA HAWKINS, FIFTH GRADE
TERESE KITTS, ART
KAYLEA SCHULTZ, PARENT
JESSICA VEGA, PARENT
BILL HIGHTOWER, COMMUNITY MEMBER

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	97.7	80	98.6	100	95.8	94.1	88.9	91.1	NA	100
2008-2009 Results	99.3	92.4	100	97.7	91.7	100	100	98	NA	100
Improvement Status	+1.6	+12.4	+1.4	-2.3	-4.1	+5.9	+11.1	+6.9	NA	0
2009-2010 Goals	99.5	93	100	99	95	100	100	98	NA	100

		Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders.
		1. Continue to close the gap between African American students and Economically Disadvantaged students.
		2. Increase efforts with Hispanic and Economically Disadvantaged populations.
		3. Celebrate the significant gains in African-American, SPED, LEP, and At-Risk categories.

Math TAKS Scores (%)	All Students	African American	White	Hispanic	Econ Disadv	LEP	Spec Ed	At-Risk	CATE- (Secondary Only)	GT
2007-2008 Results	96.1	66.7	97.7	100	85	94.1	82.4	85.7	NA	100
2008-2009 Results	97.1	100	98.2	90.7	83.3	80	92.3	88.2	NA	100
Improvement Status	+1	+33.3	+0.5	-9.3	-1.7	-14.1	+9.9	+2.5	NA	0
2009-2010 Goals	98	100	99	95	85	94	92	89	NA	100

		Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders.
		1. Continue to work on closing the gap for the Hispanic, Economically Disadvantaged, LEP, and At-Risk students.
		2. Celebrate gains made by our African-American population, along with commendable gains in our SPED and At-Risk categories.
		3. Although we are increasing efforts in all areas, we are seeing more gains in reading than math.

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Writing TAKS Scores (%)	All Students	African American	White	Hispanic	Econ Disadv	LEP	Spec Ed	At-Risk	CATE-(Secondary Only)	GT
2007-2008 Results	99	100	98.4	100	100	100	80	88	NA	100
2008-2009 Results	99	100	98	100	100	100	100	93	NA	100
Improvement Status	0	0	-0.4	0	0	0	+20	+5	NA	0
2009-2010 Goals	99	100	99	100	100	100	100	95	NA	100

		Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders.
		1. Continue to work toward closing the gap for our At-Risk population.
		2. Impressive SPED gains.

Science TAKS Scores (%)	All Students	African American	White	Hispanic	Econ Disadv	LEP	Spec Ed	At-Risk	CATE-(Secondary Only)	GT
2007-2008 Results	92	71	95.1	86	83	NA	67	77	NA	97
2008-2009 Results	97	100	96.1	100	100	100	100	100	NA	100
Improvement Status	+5	+29	+1	+14	+17	NA	+33	+23	NA	+3
2009-2010 Goals	98	100	97	100	100	100	100	100	NA	100

		Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders.
		1. Mockingbird has made tremendous gains in all populations, with the greatest being in SPED, African-American, and At-Risk.
		2. Of the given populations, the White and GT populations were already had high percentages, which accounts for the limited improvement status in these populations.

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

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

		Attendance: Discuss your attendance rate, concerns and celebrations. List any actions and resources
		1. The first round of attendance letters went to students in October who were approaching and/or beyond the state's 90% rule as of October 13, 2008. 2. The second attendance letter was sent to all students throughout the year as they approached the 18th day of absence, per the state's 90% rule. 3. Parent conferences, both in person and on the phone, were conducted to explain the state's attendance laws and the importance of having the student in school. 4. A student name was sent to the Director of Student Services after the child had missed too many days, per the 90% rule. 5. At the end of the year, six students had missed more than 90% of the days in school. Four of those were due to health reasons (multiple surgeries, Leukemia, and heart conditions). One of the remaining two had only one unexcused absence, and the other child had only two unexcused absences. Since CISD does not address attendance issues until there are 10 unexcused absences, per the documents sent by Debra Hart, I felt comfortable in our attendance issues this year.

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

		Retention (if applicable): Discuss your retention concerns and celebrations. List any actions and resources
		Four children were retained in kindergarten for not meeting grade level standards. Parents, the teacher, counselor and administrators were in agreement. One student was retained in first grade for not meeting grade level standards. All five children are in the RtI process.

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Performance Objective 1:	Align the written, taught, and assessed curriculum.							
Summative Evaluation:	Unit plans, lesson plans on Forethought, Performance Series Data, and curriculum-based assessments (CBAs)							

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Campus observations and discussions	Create Project/Problem Based Learning (PBL) projects in a draft form to align with curriculum documents to be implemented in 2010-2011.	All	Campus administrators, instructional staff	August 2009	June 2010	District PBL Leadership Team, PBL practice resources by authors such as Barbara Levin, Linda Torp, etc., local funding, Title I funding	Curriculum unit plans, instructional snapshots, lesson plans, PBL drafts	Walkthrough forms, Forethought lesson plans
Campus observations and discussions, discussions with staff at New Tech High	Review the created PBL unit drafts with staff at New Tech High to ensure validity.	All	Campus administrators, instructional staff, staff from New Tech High	August 2009	June 2010	District PBL Leadership Team, instructional staff, campus administrators, staff at New Tech High	PBL drafts, staff discussions	Revised PBL unit drafts
Campus observations, CBA data/local assessment comparison and Performance Series	Utilize CBA data and growth model data to inform instruction and plan PBL units.	All	Campus administrators, instructional staff	August 2009	June 2010	Assessment data	Lesson plans, classroom observations	Forethought lesson plans
Campus feedback	Conduct school-wide book study over PBL.	All	Campus administrators	August 2009	June 2010	Campus administrators, books, Title I Funds, $1,000.00	Campus staff development plans	Agenda, sign-in sheets
Campus feedback	Observe through site visits 21st Century schools utilizing PBL.	All	Campus administrators	August 2009	June 2010	Engaging the Future Grant, campus administrators, instructional staff, subs	Document site visits, PBL Campus Team presentation to staff	Meeting agendas, sign-in sheets, travel itinerary

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Performance Objective 1:	Align the written, taught, and assessed curriculum.							
Summative Evaluation:	Unit plans, lesson plans on Forethought, Performance Series Data, and curriculum-based assessments (CBAs)							

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 and supports technological literacy and collaboration.	All	Campus administrators	August 2009	June 2010	Campus administrators, instructional staff, Engaging the Future Grant, Title I Funds, $2,000.00	Observation of PBL utilizing innovative classroom structures	Environment observations
Campus and/or community feedback	Create assessment rubrics that address 21st Century learning skills in PBL (oral and written communication, collaboration, technological literacy, critical thinking, global awareness exposure, and professional ethics and responsibilities).	All	Campus administrators	August 2009	June 2010	Campus administrators, instructional staff	Assessment rubrics	Assessment rubrics

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Performance Objective 2:	Sustain TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas.								
Summative Evaluation:	Documentation of CISD staff development offering(s), Eduphoria records, on-line, paper evaluations, walkthroughs, evaluations of campus needs and disaggregation of walkthrough data								

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
▪ Quantitative data, such as AEIS, TAKS Summary Reports, district assessment data, TELPAS data ▪ Qualitative data, such as surveys, assessment folder reviews, team leader meetings	Provide training in: ▪ Research-based best practices, such as differentiated instruction, brain-based instruction, cultural literacy, writing rigorous assessment items, 5E Model, role of literacy in learning, Inquiry Based Unit Design, PBL, etc. ▪ Response to Intervention process (RtI) ▪ Co-Teach Model of Instruction	All	Campus administrators	August 2009	June 2010	CISD Staff Development Director, Curriculum team, outside consultants, in-district presenters, books, manuals, Region 10 workshops, etc., TEKS, Title I funds, $500.00	Documentation of CISD staff development offerings, Eduphoria records, on-line and paper evaluations, campus needs assessment	Eduphoria records, walkthrough forms, less plans

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Performance Objective 2:	Sustain TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas.							
Summative Evaluation:	Documentation of CISD staff development offering(s), Eduphoria records, on-line, paper evaluations, walkthroughs, evaluations of campus needs and disaggregation of walkthrough data							
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Formative Evaluation**	**Documented**
▪ Quantitative data, such as AEIS, TAKS Summary Reports, district assessment data, TELPAS data ▪ Qualitative data, such as surveys, assessment folder reviews, team leader meetings	Provide training and improve instruction for targeted populations, such as LEP and GT	Instructional staff	Campus administrators	August 2009	June 2010	Director of School Improvement, Curriculum Directors, Title I Funds, $6,000.00	Campus Needs Assessment and Documentation of Additional Staff Opportunities	Agendas, sign-in sheets
▪ District Assessments, Classroom Assessments	Provide tutoring for students not meeting standards on benchmark data	Grades 3-5	Campus administrators, instructional staff	August 2009	June 2010	Campus administrators, Counselor/SCE- $2,000.00	TAKS, progress monitoring data	Eduphoria lesson plans, tutorial schedule, RtI process
▪ TAKS	Provide tutoring for students scoring 2200 and below	Grades 4-5	Campus administrators, instructional staff	August 2009	June 2010	Campus administrators, Counselor/SCE - $2,756.46	TAKS, progress monitoring data	Eduphoria lesson plans, tutorial schedule, RtI process

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Performance Objective 2:	Sustain TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas.							
Summative Evaluation:	Documentation of CISD staff development offering(s), Eduphoria records, on-line, paper evaluations, walkthroughs, evaluations of campus needs and disaggregation of walkthrough data							
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Formative Evaluation**	**Documented**
▪ District assessments, Classroom assessments, SBRC	Provide targeted intensive intervention for students not meeting grade level standards	Grades K-2	Classroom teacher, Literacy Coach	August 2009	June 2010	Campus Administrators	Progress monitoring	Assessment data, RtI process
▪ Quantitative data, such as AEIS, TAKS Summary Reports, district assessment data, TELPAS data ▪ Qualitative data, such as surveys, assessment folder reviews, team leader meetings	Implement Research-Based Best Practices and Response to Intervention (RtI)	Instructional staff	Campus administrators	August 2009	June 2010	Curriculum department, intervention services, campus administrators, counselor, curriculum team, Director of School Improvement, Intervention Services, RtI Specialist, and IDEA Stimulus Funding	Walkthroughs, lesson plans, PST meeting minutes	Walkthrough forms, Forethought lesson plans, PST meeting minutes

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Performance Objective 2:	Sustain TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas.							
Summative Evaluation:	Documentation of CISD staff development offering(s), Eduphoria records, on-line, paper evaluations, walkthroughs, evaluations of campus needs and disaggregation of walkthrough data							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
▪ Campus, district, and state assessments	Implement Research-Based Best Practices, such as differentiated instruction, brain-based instruction, cultural literacy, writing rigorous assessment items, 5E Model, role of literacy in learning, Inquiry Based Unit Design	All	Campus administrators, Campus PBL team	August 2009	June 2010	Campus administrators, District PBL Liaison, District PBL Team, Campus PBL Team, Title I Funds, $6,140.00, SCE $1.500.00	Walkthroughs, lesson plans	Walkthrough forms, Forethought 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 3:	We will communicate district assessment plan to parents and teachers and report outcomes individually to parents and collectively to stakeholders.								
Summative Evaluation:	Copies of documents used to communicate to parents, teachers, students,, and stakeholders								
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Community and/or campus feedback	Conduct ongoing meetings to inform parents in K-5 about the SBRC and district assessment plans.	Parents in K-5	K-5 Instructional staff, campus administrators	August 2009	June 2010	Campus administrators, K-5 instructional staff	Posting of meeting times on websites, campus newsletters, agendas	Agendas, sign-in sheets
Campus feedback	Provide targeted instruction for students in understanding SBRC and district assessment plans.	Students in K-5	K-5 Instructional staff	August 2009	June 2010	Classroom visits, K-5 instructional staff, campus administrators, literacy coach, Director of School Improvement	Student reflections and/or student-teacher conferences	Forethought lesson plans

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Performance Objective 4:	Expand educational and business partnerships with the local and global community.								
Summative Evaluation:	Documentation of increase in campus partnerships included in the campus improvement plan								
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Community and campus feedback	Recruit businesses and organizations that can meet campus needs.	All	Campus administrators, Site-Based Committee	August 2009	June 2010	Administrators, staff	Documentation of activities held with partners	Agendas, schedules

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Performance Objective 5:	Integrate 21st century learning skills within the PBL projects.								
Summative Evaluation:	Documentation of staff development offerings and updated teacher walkthrough and snapshot, and grading rubrics.								
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Campus and/or community feedback	Create assessment rubrics that address 21st century learning skills (oral and written communication, collaboration, technological literacy, critical thinking, global awareness exposure, and professional ethics and responsibilities).	All	Instructional staff	August 2009	June 2010	Campus administrators, District PBL Team, Campus PBL Team, SBRC Rubrics	Assessment rubrics	Assessments

Strategic Objective/Goal 1:	**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:	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	Meet with current, and if possible, previous student advisory councils to gain their input into the instruction, climate, and physical environment at Mockingbird.	Current, and possibly previous, Student Advisory Councils	Principal, Student Advisory Council staff liaison	August 2009	June 2010	Advisory Council, principal, liaison, staff	Notes from meetings, meeting dates	Agendas
Campus feedback	Create at least one PBL project during the spring semester for review.	All	Campus administrators, Campus PBL Leadership Team	January 2010	June 2010	Campus administrators, District PBL Leadership Team, Campus PBL Leadership Team, NTH@C staff, District Liaison	Review feedback from panel	Created PBL draft

Strategic Objective/Goal 2:	INTEGRATE THE CISD CHARACTER TRAITS INTO PBL PROJECTS AND DEVELOP MEANS TO ASSESS STUDENT DEMONSTRATION OF THOSE TRAITS.								
Performance Objective 1:	Promote the development and demonstration of positive character traits including (but not limited to) Courage, Trustworthiness, Integrity, Respect & Courtesy, Responsibility, Fairness, Caring, Good Citizenship, School Pride consistent with the terms of the TEC Section 29.906								
Summative Evaluation:	Data gathered from random visits to CISD campuses, community feedback including survey data from presenters, guest speakers, etc., on demonstration of character traits by CISD students								

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Integration of Service Learning and Character Education	Continue documentation and celebration of student participation in service learning projects.	All	Instructional staff, campus service learning leader	August 2009	June 2010	Campus service learning leader, instructional staff, documentation of service learning projects, parent volunteers	Reports of service learning projects, lesson plans	Completed reports
Integration of Service Learning and Character Education	Allow for reflection at the completion of a service learning project to guide students to recognize the character traits utilized in the project.	All	Instructional staff	August 2009	June 2010	Instructional staff, students	Lesson plans	Lesson plans
Integration of Service Learning and Character Education	Integrate service learning into created PBL unit drafts.	All	Instructional staff, campus service learning leader	August 2009	June 2010	Instructional staff, students, campus service learning leader	Lesson plans	Lesson plans
Integration of Service Learning and Character Education	Continue education on the prevention of bullying.	All	Counselor, instructional staff	August 2009	June 2010	Counselor, instructional staff	Lesson plans from counselor	Lesson plans

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Performance Objective 1:	Increase CISD staff's level of technology integration expertise (proficiencies) through a differentiated staff development that addresses 21st Century technology skills.								
Summative Evaluation:	Documented cumulative evidence of staff growth and progress over time in achieving 21st Century technology skills								
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Meetings with staff members	Develop and provide differentiated 21st century staff development to support the creation of PBL unit drafts.	All	Campus IT specialists, Campus PBL Team	June 2009	July 2010	I-Team, trainers, books, manuals, Title I Funds, $500.00	Eduphoria transcripts, agendas	Agendas

Strategic Objective/Goal 3:	WE WILL INCREASE EFFICIENCY IN THE DISTRICT OPERATIONS AND EDUCATINAL DELIVERY SYSTEM THROUGH THE USE OF TECHNOLOGY, AND FURTHER DEVELOP BUSINESS AND COMMUNITY PARTNERSHIPS IN ORDER TO BEST ACHIEVE OUR MISSION AND OBJECTIVES.								
Performance Objective 2:	Ensure the availability of resources necessary for students to create digital portfolios, and utilize communication tools, such as wikis, blogs, and social networking.								
Summative Evaluation:	All local policies and procedures reflect current standards and recommendations by TASB and all network services are up to 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	Research available technology to support PBL unit drafts.	All	Campus IT Specialist	June 2009	July 2010	IT Specialist, instructional staff	Research notes	Meeting minutes
Campus feedback	Integrate technology into PBL unit drafts.	All	Campus IT Specialist, instructional staff	August 2009	June 2010	IT Specialist, instructional staff, lesson plans, students	Lesson plans, PBL unit drafts	Created PBL unit drafts