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COPPELL INDEPENDENT SCHOOL DISTRICT

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**Pinkerton Elementary**

# **CAMPUS IMPROVEMENT PLAN**

**2009- 2010**

**KRISTI MIKKELSEN**

**PRINCIPAL**

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## **CISD MISSION STATEMENT:**

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

# CISD DISTRICT IMPROVEMENT PLAN

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

- **Performance Objective 1:** Align the written, taught and assessed curriculum.
- **Performance Objective 2:** Sustain district-wide Early Childhood-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas.
- **Performance Objective 3:** We will communicate district assessment plan to parents and teachers and report outcomes individually to parents and collectively to stakeholders.
- **Performance Objective 4:** Expand district educational and business partnerships with the local and global community.
- **Performance Objective 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 21<sup>st</sup> century learning skills within the district
- **Performance Objective 7:** Increase connections between real world experiences and authentic classroom instruction.
- **Performance Objective 8:** Expand the Career and Technology programs to increase opportunities to all CISD students.
- **Performance Objective 9:** Expand program options and the learning continuum to reinforce strengths, needs, and interests of students served in the gifted and talented program.
- **Performance Objective 10:** Sustain district-wide EC-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas
- **Performance Objective 11:** Implement the requirements and purposes of IDEA by meeting State and Federal targets
- **Performance Objective 12:** Improve student performance and program effectiveness by meeting State and Federal standards
  - Increase by 2.2% students graduating with a Recommended High School Program (RHSP) who are receiving special education services
  - Reduce by 20% the number of In-School Suspension (ISS) placements for students receiving special education services.

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

- **Performance Objective 1:** Promote the development and demonstration of positive character traits including (but not limited to) Courage, Trustworthiness, Integrity, Respect & Courtesy, Responsibility, Fairness, Caring, Good Citizenship, School Pride consistent with the terms of the TEC Section 29.906.

- **Performance Objective 2:** Embed Character Education within the CISD Curriculum in order to reach all students.
- **Performance Objective 3:** Create a culture where positive character qualities are demonstrated daily.
- **Performance Objective 4:** Focus integration of service learning into curriculum as a means of authentic character development.
- **Performance Objective 5:** Meet Chapter 37 TEC guidelines: student suspension needs to be a maximum of 3 days.

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

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

## **CAMPUS SITE-BASED COMMITTEE**

### **2009 - 10 COMMITTEE MEMBERS**

**KRISTI MIKKELSEN-PRINCIPAL**  
**DR. MONICA UPHOFF -DISTRICT**  
**GINGER DENTON-TEACHER**  
**TRACEY KLING-TEACHER**  
**BRENDA STERLING-TEACHER**  
**LISA ROWE-TEACHER**

**DANA McMILLIN- ASSISTANT PRINCIPAL**  
**TAMMY HOLLINGSWORTH- PARENT**  
**NICOLE SCOTT-TEACHER**  
**TAMI MARTINS-TEACHER**  
**MATT BESCHONER-TEACHER**  
**KATHY KIRKLEY-COUNSELOR**



# COPPELL INDEPENDENT SCHOOL DISTRICT

## CAMPUS NEEDS ASSESSMENT

| Reading/ELA TAKS Scores (%) | All Students | African American | White | Hispanic | Econ Disadv | LEP | Spec Ed | At-Risk | GT   |
|-----------------------------|--------------|------------------|-------|----------|-------------|-----|---------|---------|------|
| 2007-2008 Results           | 98           | 88               | 98    | 99       | 94          | na  | 80      | 100     | 100  |
| 2008-2009 Results           | 97           | 89               | 99    | 82       | 86          | 100 | 83      | 91      | 100  |
| Improvement Status          | -1           | +1               | +1    | -17      | -8          | na  | +3      | -9      | same |
| 2009-2010 Goals             |              |                  |       |          |             |     |         |         |      |

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

1. Subgroups' scores are lower.
2. The number of students in AA, Econ. Dis., At-Risk, and Hispanic are increasing each year.
3. Decrease in the number of students passing reading in the Hispanic, Econ. Dis., and At-Risk population.

| Math TAKS Scores (%) | All Students | African American | White | Hispanic | Econ Disadv | LEP | Spec Ed | At-Risk | GT   |
|----------------------|--------------|------------------|-------|----------|-------------|-----|---------|---------|------|
| 2007-2008 Results    | 97           | 88               | 98    | 99       | 94          | na  | 60      | 96      | 100  |
| 2008-2009 Results    | 94           | 63               | 99    | 73       | 81          | na  | 100     | 72      | 100  |
| Improvement Status   | -3           | -25              | +1    | -26      | -13         | na  | +40     | -24     | same |
| 2009-2010 Goals      |              |                  |       |          |             |     |         |         |      |

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| Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders. |
| 1. AA, Hispanic, Econ Dis., and At-Risk scores decreased, which impacted all students overall passing rate.       |
| 2. AA, Hispanic, Econ Dis., and At-Risk population is increasing.   |
| 3. Special Ed. students increased their passing rate significantly.   |

| Writing TAKS Scores (%) | All Students | African American | White | Hispanic | Econ Disadv | LEP | Spec Ed | At-Risk | GT   |
|-------------------------|--------------|------------------|-------|----------|-------------|-----|---------|---------|------|
| 2007-2008 Results       | 94           | na               | 93    | na       | 80          | na  | 100     | na      | 100  |
| 2008-2009 Results       | 96           | 83               | 100   | na       | 71          | na  | na      | 75      | 100  |
| Improvement Status      | +2           | na               | +7    | na       | -9          | na  | na      | na      | same |
| 2009-2010 Goals         |              |                  |       |          |             |     |         |         |      |

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| Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders. |
| 1. Scores for writing increased, with the exception of econ disadvantaged population                              |
| 2. At-Risk population is increasing.  |
| 3. The variance in performance is greater than 5% when comparing subgroups.                                       |

| Science TAKS Scores (%) | All Students | African American | White | Hispanic | Econ Disadv | LEP | Spec Ed | At-Risk | GT   |
|-------------------------|--------------|------------------|-------|----------|-------------|-----|---------|---------|------|
| 2007-2008 Results       | 96           | na               | 96    | na       | 67          | na  | na      | 80      | 100  |
| 2008-2009 Results       | 93           | 88               | 98    | na       | 80          | na  | na      | 85      | 100  |
| Improvement Status      | -3           | na               | +2    | na       | +13         | na  | na      | +5      | same |
| 2009-2010 Goals         |              |                  |       |          |             |     |         |         |      |

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| Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders.                 |
| 1. Science scores went up for subgroups.  |
| 2. Number of AA students is increasing.   |
| 3. All students score went down 3 percentage points; however, Econ. Disadvantaged group and At-Risk group increased their scores. |

| <b>Social Studies<br/>TAKS Scores<br/>(%)</b> | <b>All<br/>Students</b> | <b>African<br/>American</b> | <b>White</b> | <b>Hispanic</b> | <b>Econ Disadv</b> | <b>LEP</b> | <b>Spec Ed</b> | <b>At-Risk</b> | <b>GT</b> |
|---|-------------------------|-----------------------------|--------------|-----------------|--------------------|------------|----------------|----------------|-----------|
| <b>2007-2008<br/>Results</b>                  |                         |                             |              |                 |                    |            |                |                |           |
| <b>2008-2009<br/>Results</b>                  |                         |                             |              |                 |                    |            |                |                |           |
| <b>Improvement<br/>Status</b>                 |                         |                             |              |                 |                    |            |                |                |           |
| <b>2009-2010<br/>Goals</b>                    |                         |                             |              |                 |                    |            |                |                |           |

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



Attendance: Discuss your attendance rate, concerns and celebrations. List any actions and resources

05-06= 97.3% (ADA Report)  
06-07=97.05% (ADA Report)  
07-08= 97.34% (ADA Report)  
08-09=97.13% (ADA Report)

Our attendance percentages have remained consistent for the last four years.

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

**08-09 School year**

Kindergarten-1 student

First Grade- 3 students

Second Grade-0

Third Grade-0

Fourth Grade-0

Fifth Grade-1

The percentage of students retained was 1.3%. (This was based on our enrollment of 367 students.) The fifth grader was retained due to not meeting standard on TAKS for all three administrations. The younger students were retained due to a combination of lacking maturity and academic performance.

|                                    |  |                 |   |                       |                     |   |  |                   |
|------------------------------------|--|-----------------|---|-----------------------|---------------------|---|--|-------------------|
| <b>Strategic Objective/Goal 1:</b> | We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences. |                 |   |                       |                     |   |  |                   |
| <b>Performance Objective 2:</b>    | Sustain district-wide Early Childhood-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas  |                 |   |                       |                     |   |  |                   |
| <b>Summative Evaluation:</b>       | Documentation of CISD staff development offering, Eduphoria records, on-line/paper evaluations, walk-throughs, evaluations of campus needs assessments and disaggregation of walk through data.          |                 |   |                       |                     |   |  |                   |
| <b>Needs Assess.</b>               | <b>Action Step(s)</b>  | <b>Sp. Pop.</b> | <b>Person(s) Responsible</b>                      | <b>Timeline Start</b> | <b>Timeline End</b> | <b>Resources Human/Material/Fiscal</b>              | <b>Formative Evaluation</b>              | <b>Documented</b> |
| Teacher Input                      | Implement Handwriting without Tears Writing Program to kindergarten students and send first grade teachers for training to support campus writing goals  | K,1 students    | K, 1 teachers, Literacy Specialist, Campus Admin. | August 2009           | June 2010           | \$1500 SCE, Training, Materials                     | Observation/Implementation; Lesson Plans |                   |
| TAKS                               | Provide after-school tutoring and homework help for at-risk students   | All             | All staff   | September 2009        | May 2010            | Tutor; \$8610 Title funds                           | Tutoring rosters                         |                   |
| Teacher Input                      | Provide training to staff on write From the Beginning Day 2  | All Staff       | Campus Admin; WFTB Trainer                        | August 2009           | August 2009         | Write From the Beginning Binder; Trainer; \$500 SCE | Sign-in sheet                            |                   |

|                                    |  |                 |                              |                       |                     |  |                             |                   |
|------------------------------------|--|-----------------|------------------------------|-----------------------|---------------------|--|-----------------------------|-------------------|
| <b>Strategic Objective/Goal 1:</b> | We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences. |                 |                              |                       |                     |  |                             |                   |
| <b>Performance Objective 2:</b>    | Sustain district-wide Early Childhood-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas  |                 |                              |                       |                     |  |                             |                   |
| <b>Summative Evaluation:</b>       | Documentation of CISD staff development offering, Eduphoria records, on-line/paper evaluations, walk-throughs, evaluations of campus needs assessments and disaggregation of walk through data.          |                 |                              |                       |                     |  |                             |                   |
| <b>Needs Assess.</b>               | <b>Action Step(s)</b>  | <b>Sp. Pop.</b> | <b>Person(s) Responsible</b> | <b>Timeline Start</b> | <b>Timeline End</b> | <b>Resources Human/Material/Fiscal</b> | <b>Formative Evaluation</b> | <b>Documented</b> |
| TAKS; Campus Feedback              | Provide opportunities for staff to attend trainings and conferences tailored to at-risk students   | All Staff       | Campus Admin                 | August 2009           | June 2010           | \$3700 Title Funds                     | Training certificates       |                   |

|                                    |  |                   |                              |                       |                     |   |                             |                   |
|------------------------------------|--|-------------------|------------------------------|-----------------------|---------------------|---|-----------------------------|-------------------|
| <b>Strategic Objective/Goal 1:</b> | We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences. |                   |                              |                       |                     |   |                             |                   |
| <b>Performance Objective 3:</b>    | We will communicate district assessment plan to parents and teachers and report outcomes individually to parents and collectively to stakeholders.   |                   |                              |                       |                     |   |                             |                   |
| <b>Summative Evaluation:</b>       | Copies of documents used to communicate to parents, teachers, students and stakeholders  |                   |                              |                       |                     |   |                             |                   |
| <b>Needs Assess.</b>               | <b>Action Step(s)</b>  | <b>Sp. Pop.</b>   | <b>Person(s) Responsible</b> | <b>Timeline Start</b> | <b>Timeline End</b> | <b>Resources Human/Material/Fiscal</b>      | <b>Formative Evaluation</b> | <b>Documented</b> |
| Parent and teacher feedback        | Communicate standards-based grading and reporting system to parents at Curriculum Night  | All               | K-3 Teachers                 | September 2009        | September 2009      | Drafts of Report Card, District SBRC videos | Curriculum Night Agenda     |                   |
| DIP                                | Communicate Performance Series assessments to parents of students in grades 2-5 at Curriculum Night  | 2-5 grade parents | 2-5 grade Teachers           | September 2009        | September 2009      | Performance Series Handout                  | Curriculum Night Agenda     |                   |

|                                    |  |                 |                              |                       |                     |  |                             |                   |
|------------------------------------|--|-----------------|------------------------------|-----------------------|---------------------|--|-----------------------------|-------------------|
| <b>Strategic Objective/Goal 1:</b> | We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences. |                 |                              |                       |                     |  |                             |                   |
| <b>Performance Objective 6:</b>    | Integrate 21 <sup>st</sup> century learning skills within the district   |                 |                              |                       |                     |  |                             |                   |
| <b>Summative Evaluation:</b>       | Documentation of staff development offerings and updated teacher walkthrough and snapshot, and grading rubrics.  |                 |                              |                       |                     |  |                             |                   |
| <b>Needs Assess.</b>               | <b>Action Step(s)</b>  | <b>Sp. Pop.</b> | <b>Person(s) Responsible</b> | <b>Timeline Start</b> | <b>Timeline End</b> | <b>Resources Human/Material/Fiscal</b> | <b>Formative Evaluation</b> | <b>Documented</b> |
| Campus Feedback                    | Provide teachers with 45 minutes of weekly extended planning time  | All staff       | Campus Admin                 | September 2009        | May 2010            | PLC Log, Meeting agendas               | Campus Schedule             |                   |
| Campus Feedback                    | Implement daily Enrichment/Intervention time   | All             | All staff                    | September 2009        | May 2010            | Lesson Plans                           | Campus Schedule             |                   |



|                                    |  |                 |   |                       |                     |  |   |                   |
|------------------------------------|--|-----------------|---|-----------------------|---------------------|--|---|-------------------|
| <b>Strategic Objective/Goal 1:</b> | We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences. |                 |   |                       |                     |  |   |                   |
| <b>Performance Objective 9:</b>    | Expand program options and the learning continuum to reinforce strengths, needs, and interests of students served in the gifted and talented program.  |                 |   |                       |                     |  |   |                   |
| <b>Summative Evaluation:</b>       | The CISD GT Program Guide reflects an array of learning opportunities for gifted and talented students both within the school day as well as out of school options.                                      |                 |   |                       |                     |  |   |                   |
| <b>Needs Assess.</b>               | <b>Action Step(s)</b>  | <b>Sp. Pop.</b> | <b>Person(s) Responsible</b>  | <b>Timeline Start</b> | <b>Timeline End</b> | <b>Resources Human/Material/Fiscal</b> | <b>Formative Evaluation</b>                                     | <b>Documented</b> |
| 2009 Program Evaluation            | Increase opportunities for students to work on independent research projects on topics of interest.  | GT              | Director of Advanced Academics, Elementary GT teachers; Middle School GT teachers | September 2009        | December 2009       | GT Faculty                             | Curriculum documents showing opportunities for independent work |                   |



|                                    |  |                 |   |                       |                     |  |   |                   |
|------------------------------------|--|-----------------|---|-----------------------|---------------------|--|---|-------------------|
| <b>Strategic Objective/Goal 1:</b> | We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.   |                 |   |                       |                     |  |   |                   |
| <b>Performance Objective 12:</b>   | Improve student performance and program effectiveness by meeting State and Federal standards <ul style="list-style-type: none"> <li>• Increase by 2.2% students graduating with a Recommended High School Program (RHSP) who are receiving special education services</li> <li>• Reduce by 20% the number of In-School Suspension (ISS) placements for students receiving special education services.</li> </ul> |                 |   |                       |                     |  |   |                   |
| <b>Summative Evaluation:</b>       | Public Education Information Management System (PEIMS) reports, Performance-Based Monitoring Analysis System (PBMAS) reports, Academic Excellence Indicator System (AEIS) reports, Special Education Referral Reports  |                 |   |                       |                     |  |   |                   |
| <b>Needs Assess.</b>               | <b>Action Step(s)</b>  | <b>Sp. Pop.</b> | <b>Person(s) Responsible</b>  | <b>Timeline Start</b> | <b>Timeline End</b> | <b>Resources Human/Material/Fiscal</b>   | <b>Formative Evaluation</b>   | <b>Documented</b> |
| PEIMS                              | Provide training on Positive Behavioral Supports at campus level   | All             | Campus Administration;<br>Directors of Special Education;<br>Intervention Specialists | August 2009           | June 2010           | Incident codes per campus,<br>Positive behavior support plan template,<br>Campus staff,<br>Intervention Specialist/LSSP<br>Region 10 (School wide PBS) | Documentation of CISD staff development<br>Eduphoria records<br>On-line and paper evaluations |                   |

|                                    |  |                 |   |                       |                     |  |  |                   |
|------------------------------------|--|-----------------|---|-----------------------|---------------------|--|--|-------------------|
| <b>Strategic Objective/Goal 2:</b> | We will identify CISD character traits to be integrated throughout the district and develop means to assess student demonstration of those traits. |                 |   |                       |                     |  |  |                   |
| <b>Performance Objective 2:</b>    | Embed Character Education within the CISD Curriculum, including through service learning projects, in order to reach all students                  |                 |   |                       |                     |  |  |                   |
| <b>Summative Evaluation:</b>       | Documentation of campus character education program within each Campus Improvement Plan  |                 |   |                       |                     |  |  |                   |
| <b>Needs Assess.</b>               | <b>Action Step(s)</b>  | <b>Sp. Pop.</b> | <b>Person(s) Responsible</b>                        | <b>Timeline Start</b> | <b>Timeline End</b> | <b>Resources Human/Material/Fiscal</b> | <b>Formative Evaluation</b>                      | <b>Documented</b> |
| Campus Feedback                    | Provide weekly Encore time for all grade levels through Guidance, HLT enrichment and Library Media activities                                      | All             | Counselor; GT Specialist; Library/ Media Specialist | September 2009        | May 2010            | Lesson Plans                           | Campus Schedule                                  |                   |
| Campus Feedback                    | Implement campus-wide Cowboy Camp Clubs based on student-interest and teacher talents  | All             | All staff   | October 2009          | May 2010            | Cowboy Camp Opportunities Syllabus     | Weekly Club Plans; Campus Schedule, Observations |                   |

|                                    |  |                 |                              |                       |                     |  |                             |                   |
|------------------------------------|--|-----------------|------------------------------|-----------------------|---------------------|--|-----------------------------|-------------------|
| <b>Strategic Objective/Goal 2:</b> | We will identify CISD character traits to be integrated throughout the district and develop means to assess student demonstration of those traits. |                 |                              |                       |                     |  |                             |                   |
| <b>Performance Objective 3:</b>    | Create a culture where positive character qualities are demonstrated daily   |                 |                              |                       |                     |  |                             |                   |
| <b>Summative Evaluation:</b>       | Documentation on shared community/CISD website   |                 |                              |                       |                     |  |                             |                   |
| <b>Needs Assess.</b>               | <b>Action Step(s)</b>  | <b>Sp. Pop.</b> | <b>Person(s) Responsible</b> | <b>Timeline Start</b> | <b>Timeline End</b> | <b>Resources Human/Material/Fiscal</b>                       | <b>Formative Evaluation</b> | <b>Documented</b> |
| <b>Campus Feedback</b>             | Highlight Quantum Learning's Key to Character and Project Wisdom into daily announcements.   | All             | Counselor;<br>Campus Admin   | August 2009           | June 2010           | Quantum Learning Manual; Words of Wisdom Lesson; Key Posters | Daily Announcements         |                   |

|                                    |  |                 |                              |                       |                     |  |                             |                   |
|------------------------------------|--|-----------------|------------------------------|-----------------------|---------------------|--|-----------------------------|-------------------|
| <b>Strategic Objective/Goal 2:</b> | We will identify CISD character traits to be integrated throughout the district and develop means to assess student demonstration of those traits. |                 |                              |                       |                     |  |                             |                   |
| <b>Performance Objective 4:</b>    | Focus integration of service learning into curriculum as a means of authentic character development.   |                 |                              |                       |                     |  |                             |                   |
| <b>Summative Evaluation:</b>       | Campus service learning 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> |
| Campus Feedback                    | Continue with development of Pinkerton Patch (school-wide garden)  | All             | Classroom Teachers           | August 2009           | June 2010           | Education Foundation Grant             | Garden                      |                   |

|                                     |  |                 |                              |                       |                     |   |   |                   |
|-------------------------------------|--|-----------------|------------------------------|-----------------------|---------------------|---|---|-------------------|
| <b>Strategic Objective/Goal 3 :</b> | We will increase efficiency in the district operations and educational delivery system through the use of technology, and further develop business and community partnerships in order to best achieve our mission and objectives. |                 |                              |                       |                     |   |   |                   |
| <b>Performance Objective 1:</b>     | Increase CISD staff's level of technology integration expertise (proficiencies) through a differentiated staff development program that addresses 21 <sup>st</sup> Century technology skills.                                      |                 |                              |                       |                     |   |   |                   |
| <b>Summative Evaluation:</b>        | Documented cumulative evidence of staff growth and progress over time in achieving 21 <sup>st</sup> Century technology skills.   |                 |                              |                       |                     |   |   |                   |
| <b>Needs Assess.</b>                | <b>Action Step(s)</b>  | <b>Sp. Pop.</b> | <b>Person(s) Responsible</b> | <b>Timeline Start</b> | <b>Timeline End</b> | <b>Resources Human/Material/Fiscal</b>                    | <b>Formative Evaluation</b>               | <b>Documented</b> |
| TAKS                                | Provide technology-based curriculum and intervention programs such as Raz-Kids and Education City  | All             | K-5 Teachers                 | August 2009           | June 2010           | \$2540 Title funds; web-based programs                    | Walk-throughs; Lesson Plans;              |                   |
| Campus Feedback                     | Provide Web-X training on Education City   | All             | K-5 teachers                 | August 2009           | August 2010         | Computer phone line for web-x training                    | Training roster                           |                   |
| Campus Feedback                     | Purchase additional Smartboards for classrooms   | All             | Campus Admin                 | September 2009        | May 2010            | Engaging the Future Grant; Matching Funds                 | Grant and Matching Funds Applications     |                   |
| Campus Feedback                     | Provide additional training for Smartboards  | All             | Instructional Technologist   | September 2009        | May 2010            | District IT Trainer; Smartboard software                  | Training roster; walkthrough observations |                   |
| Campus Feedback                     | Continue with classroom implementation of Student Response Systems   | All             | Instructional Technologist   | September 2009        | May 2010            | Campus IT Trainer; Turning Point Student Response Systems | Training roster; walkthrough observations |                   |