



Coppell Middle School North
CAMPUS IMPROVEMENT PLAN
2009- 2010

LYNN OJEDA
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.

CISD DISTRICT IMPROVEMENT PLAN

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

- **Performance Objective 1:** Align the written, taught and assessed curriculum.
- **Performance Objective 2:** Sustain district-wide Early Childhood-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas.
- **Performance Objective 3:** We will communicate district assessment plan to parents and teachers and report outcomes individually to parents and collectively to stakeholders.
- **Performance Objective 4:** Expand district educational and business partnerships with the local and global community.
- **Performance Objective 5:** Implement a system or systems to assess appropriate skills in categories such as critical thinking, goal setting, problem solving, organization/time management, and cooperation/presentation.
- **Performance Objective 6:** Integrate 21st century learning skills within the district
- **Performance Objective 7:** Increase connections between real world experiences and authentic classroom instruction.
- **Performance Objective 8:** Expand the Career and Technology programs to increase opportunities to all CISD students.
- **Performance Objective 9:** Expand program options and the learning continuum to reinforce strengths, needs, and interests of students served in the gifted and talented program.
- **Performance Objective 10:** Sustain district-wide EC-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas
- **Performance Objective 11:** Implement the requirements and purposes of IDEA by meeting State and Federal targets
- **Performance Objective 12:** Improve student performance and program effectiveness by meeting State and Federal standards
 - Increase by 2.2% students graduating with a Recommended High School Program (RHSP) who are receiving special education services
 - Reduce by 20% the number of In-School Suspension (ISS) placements for students receiving special education services.

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

- **Performance Objective 1:** Promote the development and demonstration of positive character traits including (but not limited to) Courage, Trustworthiness, Integrity, Respect & Courtesy, Responsibility, Fairness, Caring, Good Citizenship, School Pride consistent with the terms of the TEC Section 29.906.
- **Performance Objective 2:** Embed Character Education within the CISD Curriculum in order to reach all students.
- **Performance Objective 3:** Create a culture where positive character qualities are demonstrated daily.
- **Performance Objective 4:** Focus integration of service learning into curriculum as a means of authentic character development.
- **Performance Objective 5:** Meet Chapter 37 TEC guidelines: student suspension needs to be a maximum of 3 days.

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

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

CAMPUS SITE-BASED COMMITTEE

2008 - 09 COMMITTEE MEMBERS

CAMPUS LEADERSHIP TEAM

JUNERIA BERGES
RYAN LAM
SUE STRICKLAND
SUSIE POWELL
ANDREA ARMSTRONG
BONNIE DALTON

LYNN HEVRON
DEAN BOYKIN
DUANE MASSENGIL
HAYLEY BROADHEAD
KATHY SOLES
DELANA ATTAWAY
LAURA WILLIAMS

PAIGE PARK
LAURIE KIRK
JAIMIE GRAVES
LYNN COOPER
PEGGIE SMOTHERMAN
TERRY McCOWN



COPPELL INDEPENDENT SCHOOL DISTRICT

6 th Reading/ELA TAKS Scores (%)	All Students	African American	White	Hispanic	Econ Disadv	LEP	Spec Ed	At-Risk	CATE- (Secondary Only)	GT
2007-2008 Results	98/79	100/50	98/81	96/62	100/56		88/38	93/43		100/94
2008-2009 Results	99/71	100/40	99/75	100/52	100/43		91/09	94/38		100/96
Improvement Status	+1/-8	-/-10	+1/-6	+4/-10	-/-13		+3/-29	+1/-5		-/+2
2009-2010 Goals										

		Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders.
		1 The Leadership Team met to review TAKS results with a focus on sub-populations and commended score percentages. The team focused on following student group performance over the two years to determine any trends from grade level to next grade level change in results.
		2 The leadership team observed that students fell in performance from 6 th to 7 th grade and named physically developmental changes as a contributing factor. Additionally the team attributed a change in 7 th grade reading due to the increased focus on writing. Furthermore, in 7 th grade extra-curricular involvement increases. Team leaders will focus on helping students navigate these challenges and being responsive in their teaching through the focus of the four professional learning pathways for this year: AP Strategies, Differentiation, Problem Based Learning, and Inquiry learning. An additional focus will be the implementation of TALA strategies.
		3 The leadership team felt there has been a gap between where we end in 6 th grade and where we begin in 7 th grade resulting in a need for better vertical alignment at the campus level. The leadership team feels that teachers will be better able to serve all students by having access to data for lesson planning and student intervention.

7th Reading/ELA TAKS Scores (%)	All Students	African American	White	Hispanic	Econ Disadv	LEP	Spec Ed	At-Risk	CATE- (Secondary Only)	GT
2007-2008 Results	98/58	100/30	98/58	95/58	89/22		90/20	90/24		100/83
2008-2009 Results	99/64	100/33	98/66	100/50	100/40		82/12	100/43		99/86
Improvement Status	+1/+6	-/+3	-/+8	+5/-8			-8/-8	+10/+19		-1/+3
2009-2010 Goals										

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

8th Reading/ELA TAKS Scores (%)	All Students	African American	White	Hispanic	Econ Disadv	LEP	Spec Ed	At-Risk	CATE- (Secondary Only)	GT
2007-2008 Results	100/84	100/57	100/88	95/60	100/60		94/44	98/59	100/86	100/95
2008-2009 Results	100/80	100/45	100/78	100/72	100/29		100/38	100/36	100/80	100/94
Improvement Status	-/-4	-/-12	-/-10	+5/+12	-/-31		+6/-6	+2/-23	-/+6	-/-1
2009-2010 Goals										
		Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders.								
		1								
		2								
		3								

6th Math TAKS Scores (%)	All Students	African American	White	Hispanic	Econ Disadv	LEP	Spec Ed	At-Risk	CATE- (Secondary Only)	GT
2007-2008 Results	95/74	80/60	96/72	88/62	78/33		71/31	68/36		100/94
2008-2009 Results	97/69	90/27	97/70	95/42	85/27	100/60	69/23	78/28		100/91
Improvement Status	+21/-5	+10/-33	+1/-2	+7/-20	+7/-6		-2/-8	+10/-8		-/-3
2009-2010 Goals										

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

7th Math TAKS Scores (%)	All Students	African American	White	Hispanic	Econ Disadv	LEP	Spec Ed	At-Risk	CATE- (Secondary Only)	GT
2007-2008 Results	93/48	90/30	92/44	89/53	78/11		55/15	73/07		99/90
2008-2009 Results	96/65	55/17	98/64	92/54	44/20		75/31	56/19		100/91
Improvement Status	+3/+17	-35/-13	+6/+20	+3/+1	-34/+9		+20/+16	-17/+12		+1/+1
2009-2010 Goals										

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

8th Math TAKS Scores (%)	All Students	African American	White	Hispanic	Econ Disadv	LEP	Spec Ed	At-Risk	CATE- (Secondary Only)	GT
2007-2008 Results	97/60	79/21	98/58	95/45	100/0		69/25	89/25	99/67	100/87
2008-2009 Results	99/58	88/27	99/56	95/42	75/13		92/25	90/29	99/59	100/86
Improvement Status	+2/-2	+9/+6	+1/-2	-/-3	-25/+13		+23/-	+1/+4	-/-8	-/-1
2009-2010 Goals										

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

7TH Writing TAKS Scores (%)	All Students	African American	White	Hispanic	Econ Disadv	LEP	Spec Ed	At-Risk	CATE- (Secondary Only)	GT
2007-2008 Results	98/67	100/55	97/65	100/76	100/13		80/20	93/32		99/90
2008-2009 Results	100/67	91/42	100/63	100/65	100/40		94/18	92/23		100/88
Improvement Status	+2/+1	-9/-7	+3/-2	-/-11	-/+27		+14/-2	-/-9		+1/-2
2009-2010 Goals										

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

Science TAKS Scores (%)	All Students	African American	White	Hispanic	Econ Disadv	LEP	Spec Ed	At-Risk	CATE- (Secondary Only)	GT
2007-2008 Results	95/53	77/08	95/52	95/47	100/40		60/27	74/14	96/61	100/83
2008-2009 Results	95/54	56/22	96/51	94/61			62/15	79/24	94/57	100/81
Improvement Status	-/-1	-21/+14	+1/-1	-1/+14			+2/-12	-5/+10	-2/-4	-/-2
2009-2010 Goals										

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

Social Studies TAKS Scores (%)	All Students	African American	White	Hispanic	Econ Disadv	LEP	Spec Ed	At-Risk	CATE- (Secondary Only)	GT
2007-2008 Results	99/59	100/14	100/57	94/56	100/20		93/29	98/23	100/62	100/84
2008-2009 Results	99/67	89/33	99/64	94/67			92/23	93/24	98/74	100/90
Improvement Status	-/+8	-11/+19	-1/+7	-/+9			+1/-6	-5/+1	-2/+12	-/+6
2009-2010 Goals										

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

		Attendance: Discuss your attendance rate, concerns and celebrations. List any actions and resources
		This year's data will arrive with the Texas School Report Card.

		Dropouts (if applicable): Discuss your dropout rates, concerns and celebrations. List any actions and resources
		This year's data will arrive with the Texas School Report Card.

		Retention (if applicable): Discuss your retention concerns and celebrations. List any actions and resources
		This year's data will arrive with the Texas School Report Card.

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.							
Summative Evaluation:	Unit plans, lesson plans, curriculum based assessments, performance series data.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
TAKS data & results	Departments will engage in vertical articulation of the curriculum grades 6-8.	All	Department Heads	June 2009	July 2010	Curriculum Action Committee	Unit and lesson plans, Dialogue, Observations, staff feed back	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 2 :	Sustain district-wide Early Childhood – 12 TEKS aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas.							
Summative Evaluation:	Documentation of CISD staff development completed, Eduphoria records, On-line/paper evaluations, walk-throughs, PDAS							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
District feedback for 21 st century learning skills	Staff will continue training and implement best practices from the following pathways of professional learning to engage students in learning: -Problem based learning -Inquiry learning -Differentiation -AP strategies -TALA strategies	All	Department Chairs	June 2009	July 2010	Curriculum Action Committee Department Chairs Interdisciplinary team leaders	Lesson and unit plans, student products, training certificates	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 2 :	Sustain district-wide Early Childhood – 12 TEKS aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas.							
Summative Evaluation:	Documentation of CISD staff development completed, Eduphoria records, On-line/paper evaluations, walk-throughs, PDAS							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Counselor feedback	Monitor the RTI process at the campus level	All	Counselors RTI Specialist	August 2009	June 2010	Susie Powell Andrea Armstrong Laurin Mosty	RTI folders and paperwork are in order	
Disaggregated Data	Improve the implementation of Cougar Academy to reduce achievement gaps of all students	All	Counselors RTI Specialist	August 2009	June 2010	Susie Powell Andrea Armstrong Laurin Mosty Comp Ed Funds (\$3,451.84)	Cougar Academy Results.	

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:	Communication documents to parents, teachers, students, and stake holders.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Community feedback and new district policy	Staff will share assessment plan with parents through course syllabi, Curriculum Night, individual and team conferences.	All	Principal	June 2009	July 2010	Lynn Ojeda Staff District assessment plan	Dialogue and observations with staff, students, and parents	

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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:	Communication documents to parents, teachers, students, and stake holders.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Staff feedback	Staff will participate in professional learning from author Rick Wormeli's <u>Fair is Not Always Equal: Assessing & Grading in the Differentiated Classroom.</u>	All	Principal	August 2009	June 2010	Lynn Ojeda Text	Staff feedback Admin. Observations of plan in action	

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 4 :	Expand district educational and business partnerships with the local and global community.							
Summative Evaluation:	Documentation of increase of partnerships.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Community feedback	Staff will explore options for global partnerships.	All	Department Heads	June 2009	July 2010	Curriculum Action Committee Donna Casto	Report/list of possible partnerships	
Community feedback	Staff will seek to expand local partnerships with the school.	All	TBD	August 2009	June 2010	Teacher Community Committee	List of local community partnerships with description	

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.							
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Performance Objective 6 :	Integrate 21 st Century Learning Skills within the district.							
Summative Evaluation:	Teacher walk-throughs, observations, lesson and unit plans.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Teacher and community feedback, Prior Commended TAKS scores	Implement teaching strategies that promote 21 st Century learning skills such as Problem Based Learning, Inquiry Learning, TALA Strategies, AP strategies, and Differentiation that allows for student interest and choice.	All	Assistant Principal	June 2009	July 2010	Ryan Lam Leadership Team Michelle King Curriculum Directors Curriculum Action Team	PDAS Lesson and Unit Plans Observations	
Teacher feedback	6 th grade math students in Math and Pre AP Math will utilize the Connected Math program that is based on problem solving, discovery, inquiry and critical thinking.	All	6 th grade math team	August 2009	June 2010	Kay Neuse Curriculum Action Team	PDAS Lesson and Unit Plans Observations, Student and staff feedback	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 7 :	Increase connections between real world experiences and authentic classroom instruction.							
Summative Evaluation:	Documentation of service learning lessons and speaker presentations.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Leadership Team feedback	Create a pool of parent and community guest speakers to connect content areas with real world applications.	All	Gary Hayden	June 2009	July 2010	Curriculum Action committee	List of speakers who presented, staff feedback	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 7 :	Increase connections between real world experiences and authentic classroom instruction.							
Summative Evaluation:	Documentation of service learning lessons and speaker presentations.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Leadership team feedback	Utilize service learning projects as a mean to connect learning in school to real world applications – solving real world problems.	All	Service Learning Campus Liaison	August 2009	June 2010	Character Action Committee Mickey Pangrac	Student products, staff and student feedback	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 9 :	Expand program options and the learning continuum to reinforce strengths, needs, and interests of students served in the gifted and talented program.							
Summative Evaluation:	Documentation of student participation in competitive events, calendar.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Leadership Team and Community feedback	Increase the number of GT/all students competing in academic competitions by promotion of events, informing staff of opportunities, and increasing the # of staff sponsors/coaches.	All	GT Coordinator	June 2009	July 2010	Student Community Action Committee Todd Kettler Julie Bottom	Number of students in events, number of staff sponsors, staff and student feedback.	
Leadership Team feedback	Create a campus calendar of academic events to avoid scheduling conflict and increase participation options.	All	TBD	August 2009	June 2010	Student Community Action Committee	Completed calendar	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 9 :	Expand program options and the learning continuum to reinforce strengths, needs, and interests of students served in the gifted and talented program.							
Summative Evaluation:	Documentation of student participation in competitive events, calendar.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Principal observation	Additional ELAR staff will become certified in ESOL to promote better services to our LEP students and to increase the number of LEP students served on our campus.	All	Lynn Ojeda	August 2009	June 2010	Jill Haltom Region X Ryan Lam Teresa Tate Curriculum Action Committee	Number of ESOL students will increase on the campus next year.	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 11 :	Implement the requirements and purposes of IDEA by meeting State and Federal targets.							
Summative Evaluation:	ARDs, IEPs, FIEs, APRs							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Principal Observations	Monitor guidelines and timelines at the campus level.	All	Diagnostician	June 2009	July 2010	Cindy Schlatz Emily Vadner	Review of SpEd paperwork & files calendar	
Special Education Team Leader feedback	Maintain and refine Co-teach arrangement by providing time for Co-Teachers to plan for upcoming six weeks instruction.	All	Special Education Team Leader	August 2009	June 2010	Emily Vadner Campus funds for subs	Co-teacher feedback, 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 12 :	Improve student performance and program effectiveness by meeting State and Federal standards <ul style="list-style-type: none"> Reduce by 20% the number of In-School (ISS) placements for students receiving special education services. 							
Summative Evaluation:	PEIMS reports, AEIS report, Special Education referral reports							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Admin. Team feedback	Seek alternatives at the campus to ISS.	All	Special Education Team Leader	June 2009	July 2010	Emily Vadner Diagnostician Special Education Team Research	Track number of Special Education students assigned to ISS setting and compare to previous year's data.	

Strategic Objective/Goal 2:	We will identify CISD character traits to be integrated throughout the district and develop means to assess student demonstration of those traits.							
Performance Objective 1 :	Promote the development and demonstration of positive character traits including (but not limited to) Courage, Trustworthiness, Integrity, Respect & Courtesy, Responsibility, Fairness, Caring, Good Citizenship, School Pride consistent with the terms of the TEC Section 29.906.							
Summative Evaluation:	Community and student feedback in the form of a survey							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Teacher feedback	Utilize the media class to produce and broadcast campus-wide messages promoting "Cougar Character" and school pride.	All	Media Teacher	June 2009	July 2010	Abby Roberts media class students Ryan Lam Donna Casto Character Action Committee Various on-line resources	Media broadcasts observed, recordings, staff and student feedback	
	Implement campus School Spirit Tuesdays practice; staff and students wear school, district, campus clubs and organizations t-shirts to highlight opportunities on the campus for student-connectedness.	All	Principal	August 2009	June 2010	Campus activity fund, school announcements, staff, Gandy Ink, Lynn Ojeda Student Community Action Committee	Observations of spirit wear and staff & student feedback	
	Promote atmosphere of school pride and spirit by participating in campus and community events such as: Home Coming Parade, Staff presence at student activities, PTO Activities. Develop incentive program to increase staff attendance and participation.	All	Principal	August 2009	June 2010	Student Community Action Committee	Staff, student, community feedback, observations, staff attendance of after school functions	

Strategic Objective/Goal 2:	We will identify CISD character traits to be integrated throughout the district and develop means to assess student demonstration of those traits.							
Performance Objective 2 :	Embed Character Education within the CISD Curriculum in order to reach all students.							
Summative Evaluation:	Documentation of character education program for the campus.							
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	Staff will incorporate the study of real-life examples of character and the consequences of given character traits through contemporary and historic figures into learning experiences.	All	All teachers	June 2009	July 2010	Leadership Team Character Action Committee Various on-line and library resources Lynn Hevron	List of figures discussed, sample lessons	
Community and Campus feedback	Students will have monthly character traits embedded into the core and encore content areas as an avenue for building-wide themes of character throughout the year. For example, students will participate in setting character goals through journal writing.	All	Assistant Principal	August 2009	June 2010	Ryan Lam Department Chairs Character Action Committee	Student products	

Strategic Objective/Goal 2:	We will identify CISD character traits to be integrated throughout the district and develop means to assess student demonstration of those traits.							
Performance Objective 3 :	Create a culture where positive character qualities are demonstrated daily.							
Summative Evaluation:	Recognition Program report							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Leadership Team Feedback	Each grade level will establish a system to recognize students for demonstrating character traits character traits based on "Cougar Character" cards.	All	Julie Bottom	June 2009	July 2010	Leadership team Campus Activity Fund, PTO Character Action Committee	Number of students recognized, staff, student, & community feedback , Wall of recognition, announcements	
Leadership Team feedback	Create a program in which staff and students may nominate one another for character recognition and celebrate successes publically.	All	Assistant Principal	August 2009	June 2010	Ryan Lam Julie Bottom Character Action Committee GEMS committee PTO Extra Mile Committee	Number of students recognized, staff, student, & community feedback , Number of GEMS nominations, Number of Extra Mile (PTO) nominations	

Strategic Objective/Goal 2:	We will identify CISD character traits to be integrated throughout the district and develop means to assess student demonstration of those traits.							
Performance Objective 4 :	Focus integration of service learning into curriculum as a means of authentic character development.							
Summative Evaluation:	Overview of campus service learning projects							
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	Interdisciplinary teams will plan and implement a service learning project for the year that will incorporate the core courses.	All	Campus Service Learning Liaison Interdisciplinary team leaders	June 2009	July 2010	Mickey Pangrac Character Action Committee	Student products, service learning outcomes, student and community feedback	
Community and campus feedback	Utilize the Integrated Research class setting to promote the identification, study, planning, and implementation of service learning as embedded into the curriculum.	All	Campus Service Learning Liaison	August 2009	June 2010	Mickey Pangrac Character Action Committee GT coordinator	Student products, service learning outcomes, student and community feedback	

Strategic Objective/Goal 2:	We will identify CISD character traits to be integrated throughout the district and develop means to assess student demonstration of those traits.							
Performance Objective 5 :	Meet Chapter 37 TEC guidelines: student suspension needs to be a maximum of 3 days.							
Summative Evaluation:	PEIMS records							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Teacher and community feedback	The campus administrative team will provide an alternative classroom setting on campus for a student awaiting placement for an alternative off campus setting so that student suspension will not exceed 3 days.	All	Administrators	June 2009	July 2010	Lynn Ojeda Ryan Lam Sue Strickland	Attendance records, PEIMS discipline records,	

Strategic Objective/Goal 3 :	We will increase efficiency in the district operations and educational delivery system through the use of technology, and further develop business and community partnerships in order to best achieve our mission and objectives.							
Performance Objective 1 :	Increase CISD staff's level of technology integration expertise (proficiencies) through a differentiated staff development program that addresses 21 st Century technology skills.							
Summative Evaluation:	Documentation of staff participation in training, lesson and unit plans							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Community and campus feedback	Utilize technology resources available to staff in order to increase student engagement in learning and in the classroom. Staff development in technology will be provided during the professional learning period. One administrator will supervise professional learning on the campus and will serve as a facilitator in planning, programming, and training. Follow up sessions for implementation will occur to determine level of application.	All	Assistant Principal	June 2009	July 2010	Sue Strickland Donna Casto Leadership Team Technology resources including lap tops, Smartboards, and district and web-based applications Technology Action Committee Staff development	Lesson plans will reflect the use of technology as a tool for student engagement. Student feedback will be positive and indicate that technology is an integral part of the learning process. Admin. Professional learning liaison will observe and provide feedback to Leadership Team.	
CBA data AEIS-IT	Utilize technology resources so that staff may access data on student performance and make data-driven decisions in order to differentiate instruction and thus meet the needs of all learners.	All	Leadership Team	August 2009	June 2010	Monica Uphoff Performance Series Technology Action Committee	Data will be considered in teacher lesson planning and team interventions for struggling students.	

Strategic Objective/Goal 3 :	We will increase efficiency in the district operations and educational delivery system through the use of technology, and further develop business and community partnerships in order to best achieve our mission and objectives.							
Performance Objective 2 :	Ensure the availability of resources necessary for students to create digital portfolios, and utilize communication tools such as wikis, blogs, and social networking.							
Summative Evaluation:	Report of grants obtained and technology purchased.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Teacher feedback	Staff members will write grants for technology to increase student access to 21 st Century Global classrooms.	All	All teachers	June 2009	July 2010	Lynn Hevron PTO Technology Action Committee	Grants will be submitted.	
Community and campus feedback	Campus will participate in the district's matching funds program in order to equip classrooms with 21 st Century Global classroom technology.	All	Donna Casto	August 2009	June 2010	Campus Activity fund, fund-raising, PTO Technology Action Committee	Technology will be purchased and installed on the campus.	

Strategic Objective/Goal 3 :	We will increase efficiency in the district operations and educational delivery system through the use of technology, and further develop business and community partnerships in order to best achieve our mission and objectives.							
Performance Objective 4 :	Enhance Coppell ISD Communication system to provide district staff, parents, community members, and business partners with secure, effective, and efficient communication via reliable and dynamic infrastructure.							
Summative Evaluation:	Communication documents to parents, staff, and students							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Parent feedback	The campus will increase effective communication to parents via technology including training on Portal and Blackboard access and stream-lining the design of black board pages for ease of information sharing.	All	Integrated Technology Specialist	June 2009	July 2010	Department Heads Teachers CTA PTO Newsletter coordinator Technology Action Committee	Training documents are shared via registration, schedule pick up, Curriculum Night, and on-line. Parent feedback indicates technology access to staff and student information is user-friendly. Staff blackboard pages are updated and similar to facilitate parent use.	
Counselor and parent feedback	Campus counselors will develop an Assessment Information page for parents to access on the school website. Parents will receive communication on how to access the new information electronically.	All	Counselors	August 2009	June 2010	Susie Powell Andrea Armstrong Donna Casto CHS posting of similar information	Training documents are shared via registration, schedule pick up, Curriculum Night, and on-line. Parent feedback indicates technology access to staff and student information is user-friendly.	

Strategic Objective/Goal 3 :	We will increase efficiency in the district operations and educational delivery system through the use of technology, and further develop business and community partnerships in order to best achieve our mission and objectives.							
Performance Objective 4 :	Enhance Coppell ISD Communication system to provide district staff, parents, community members, and business partners with secure, effective, and efficient communication via reliable and dynamic infrastructure.							
Summative Evaluation:	Communication documents to parents, staff, and students							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Parent feedback	Parents will receive a weekly North eNews update from the principal.	All	Principal	August 2009	June 2010	Lynn Ojeda Email blasts Microsoft Word, Eduphoria	Parent feedback is positive due to increased and regular access to important campus information and events.	