



**Coppell Middle School North**  
**CAMPUS IMPROVEMENT PLAN**  
**2010- 2011**

**LEANNE DORHOUT**  
**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 EC-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas.
- **Performance Objective 3:** Communicate district assessment plan to parents and teachers and report outcomes individually to parents and collectively to stakeholders.
- **Performance Objective 4:** Expand district educational and business partnerships with the local and global community.
- **Performance Objective 5:** Implement a system or systems to assess 21<sup>st</sup> Century skills.
- **Performance Objective 6:** Integrate 21<sup>st</sup> century learning skills within the district.
- **Performance Objective 7:** Increase connections between real world experiences and authentic classroom instruction.
- **Performance Objective 8:** 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:** Sustain a district-wide effective School Health Advisory Council (SHAC).
- **Performance Objective 12:** Implement the requirements and purposes of IDEA by meeting State and Federal targets.
- **Performance Objective 13:** Improve student performance and program effectiveness by meeting State and Federal standards
  - Meet or exceed the state target percentage of students graduating with a Recommended High School Program (RHSP) who are receiving special education services
  - Maintain acceptable percentage related to state target of In-School Suspension (ISS) placements for students receiving special education services.
- **Performance Objective 14:** Ensure equitable distribution of highly qualified teachers.
- **Performance Objective 15:** Expand opportunities for student choice (elementary/secondary) in meaningful learning experiences.

**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:** Sustain a District-wide safe and drug free school program.
- **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 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.
- **Performance Objective 6:** Create a system for providing online learning opportunities for all stakeholders, which incorporates such tools as a video portal solution for parents, online professional development resources for staff members, distance learning and partnerships for dual credit opportunities for students.
- **Performance Objective 7:** Expand the Career and Technology Education (CTE) within CISD to provide additional opportunities to the entire student population.
- **Performance Objective 8:** Establish a method for all stakeholders to obtain appropriate skills needed to be effective consumers and producers of information.

**CAMPUS SITE-BASED COMMITTEE**  
**20010 - 11 COMMITTEE MEMBERS**

<b>NAME OF PARTICIPANT</b>	<b>COMMITTEE ROLE</b>
<b>ANDREA ARMSTRONG</b>	<b>CAMPUS COUNSELOR</b>
<b>SUSIE POWEL</b>	<b>CAMPUS COUNSELOR</b>
<b>LYNN HEVRON</b>	<b>CAMPUS LIBRARIAN</b>
<b>DEAN BOYKIN</b>	<b>TEACHER – SCIENCE</b>
<b>KATHY SOLES</b>	<b>TEACHER – MATH</b>
<b>DELANA ATTAWAY</b>	<b>TEACHER – ELA</b>
<b>JAMIE GRAVES</b>	<b>TEACHER – SCIENCE</b>
<b>PEGGIE SMOTHERMAN</b>	<b>TEACHER – MATH</b>
<b>TERRY McCOWN</b>	<b>TEACHER - ATHLETICS</b>
<b>EMILY VADNER</b>	<b>TEACHER – SPECIAL EDUCATION</b>
<b>MARGARETTA FARRELL</b>	<b>PARENT - PTO</b>
<b>TBA</b>	<b>COMMUNITY MEMBER</b>
<b>SANDY STUBLEFIELD</b>	<b>TEACHER – ELECTIVE TEACHER/PARENT</b>
<b>MECHELLE BRYSON</b>	<b>DISTRICT/PARENT</b>
<b>LEANNE DORHOUT</b>	<b>PRINCIPAL</b>
<b>RYAN LAM</b>	<b>ASSISTANT PRINCIPAL</b>
<b>MIKE DOMINGUEZ</b>	<b>ASSISTANT PRINCIPAL</b>



6th Reading/ELA TAKS Scores (%)	All Students	African American	White	Hispanic	Econ Disadv	LEP	Spec Ed	At-Risk	CATE- (Secondary Only)	GT
2008-2009 Results	99/71	100/40	99/75	100/52	100/43		91/09	94/38		100/96
2009-2010 Results	99/64	100/64	99/66	94/33	100/31			86/29		
Improvement Status	0/-7	0/+24	0/-9	-6/-19	0/-12			-8/-9		
2010-2011 Goals	100/80	100/80	100/80	100/80	100/80		100/80	100/80		100/100
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. The team also accessed AEIS reports for comparable middle school campuses as additional data to determine trends in middles school performance, and as data to determine projected goals for 2010-2011.									
2.	The leadership team observed that students fell in performance from the 2008-2009 6 <sup>th</sup> grade group to the 2009-2010 6 <sup>th</sup> grade group. The leadership team determined additional data to see trend group performance is needed to understand grade levels and not just general year data. The leadership team had an initial training in Aware, and will continue to use Aware to drill down to individual student performance.									
3.	The leadership team also looked for additional student centered re-teaching opportunities to help with each student in the sub populations. Cougar Academy, Aware, and work on goals under Student Success time during PLC time each week were cited as three steps to address the individual student's needs. The leadership team cited using an individual student approach to increase commended scores as well as general scores across the board in 6 <sup>th</sup> grade.									

<b>6<sup>th</sup> Math TAKS Scores (%)</b>	<b>All Students</b>	<b>African American</b>	<b>White</b>	<b>Hispanic</b>	<b>Econ Disadv</b>	<b>LEP</b>	<b>Spec Ed</b>	<b>At-Risk</b>	<b>CATE- (Secondary Only)</b>	<b>GT</b>
<b>2008-2009 Results</b>	<b>97/69</b>	<b>90/27</b>	<b>97/70</b>	<b>95/42</b>	<b>85/27</b>	<b>100/60</b>	<b>69/23</b>	<b>78/28</b>		<b>100/91</b>
<b>2009-2010 Results</b>	<b>96/65</b>	<b>93/29</b>	<b>95/64</b>	<b>94/56</b>	<b>94/44</b>			<b>71/0</b>		
<b>Improvement Status</b>	<b>-1/-4</b>	<b>+3/+2</b>	<b>-2/-6</b>	<b>-1/-14</b>	<b>+9/+17</b>			<b>-7/-28</b>		
<b>2010-2011 Goals</b>	<b>100/80</b>	<b>100/80</b>	<b>100/80</b>	<b>100/80</b>	<b>100/80</b>	<b>100/80</b>	<b>100/80</b>	<b>100/80</b>		<b>100/100</b>

	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. The team also accessed AEIS reports for comparable middle school campuses as additional data to determine trends in middle school performance, and as data to determine projected goals for 2010-2011.
2.	The leadership team observed that students fell in performance from the 2008-2009 6 <sup>th</sup> grade group to the 2009-2010 6 <sup>th</sup> grade group. The leadership team determined additional data to see trend group performance is needed to understand grade levels and not just general year data. The leadership team noted the positive performance in 6 <sup>th</sup> grade African American and economically disadvantaged math scores. The leadership team had an initial training in Aware, and will continue to use Aware to drill down to individual student performance.
3.	The leadership team also looked for additional student centered reteaching opportunities to help with each student in the sub populations. Cougar Academy, Aware, and work on goals under Student Success time during PLC time each week were cited as three steps to address the individual student's needs. The leadership team cited using an individual student approach to increase TAKS mathematics commended scores as well as general scores across the board in 6 <sup>th</sup> grade. The leadership team cited that a positive increase was due to focused individual approach on two sub groups last year, and to implement this approach to all groups.

<b>7<sup>th</sup> ELA/Reading TAKS Scores (%)</b>	<b>All Students</b>	<b>African American</b>	<b>White</b>	<b>Hispanic</b>	<b>Econ Disadv</b>	<b>LEP</b>	<b>Spec Ed</b>	<b>At-Risk</b>	<b>CATE- (Secondary Only)</b>	<b>GT</b>
<b>2008-2009 Results</b>	<b>99/64</b>	<b>100/33</b>	<b>98/66</b>	<b>100/50</b>	<b>100/40</b>		<b>82/12</b>	<b>100/43</b>		<b>99/86</b>
<b>2009-2010 Results</b>	<b>98/66</b>	<b>90/30</b>	<b>99/69</b>	<b>100/50</b>	<b>95/36</b>			<b>50/20</b>		
<b>Improvement Status</b>	<b>-1/+2</b>	<b>-10/-3</b>	<b>+1/+3</b>	<b>0/0</b>	<b>-5/-4</b>			<b>-50/-23</b>		
<b>2010-2011 Goals</b>	<b>100/80</b>	<b>100/80</b>	<b>100/80</b>	<b>100/80</b>	<b>100/80</b>		<b>100/80</b>	<b>100/80</b>		<b>100/100</b>

	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. The team also accessed AEIS reports for comparable middle school campuses as additional data to determine trends in middle school performance, and as data to determine projected goals for 2010-2011.
2	The leadership team observed that students fell in performance in the majority of sub groups from the 2008-2009 school year to the 2009-2010 school year. The leadership team determined additional data to see trend group performance is needed to understand grade levels and not just general year data. The leadership team had an initial training in Aware, and will continue to use Aware to drill down to individual student performance.
3	The leadership team also looked for additional student centered reteaching opportunities to help with each student in the sub populations. Cougar Academy, Aware, and work on goals under Student Success time during PLC time each week were cited as three steps to address the individual student's needs. The leadership team cited using an individual student approach to increase commended scores as well as the passing rate for all 7 <sup>th</sup> grade populations.

<b>7th Writing TAKS Scores (%)</b>	<b>All Students</b>	<b>African American</b>	<b>White</b>	<b>Hispanic</b>	<b>Econ Disadv</b>	<b>LEP</b>	<b>Spec Ed</b>	<b>At-Risk</b>	<b>CATE- (Secondary Only)</b>	<b>GT</b>
<b>2008-2009 Results</b>	<b>100/67</b>	<b>91/42</b>	<b>100/63</b>	<b>100/65</b>	<b>100/40</b>		<b>94/18</b>	<b>92/23</b>		<b>100/88</b>
<b>2009-2010 Results</b>	<b>99/68</b>	<b>90/50</b>	<b>99/66</b>	<b>100/57</b>	<b>95/50</b>			<b>100/10</b>		
<b>Improvement Status</b>	<b>-1/+1</b>	<b>+1/-8</b>	<b>-1/+3</b>	<b>0/-8</b>	<b>-5/+10</b>			<b>+8/-13</b>		
<b>2010-2011 Goals</b>	<b>100/80</b>	<b>100/80</b>	<b>100/80</b>	<b>100/80</b>	<b>100/80</b>		<b>100/80</b>	<b>100/80</b>		<b>100/100</b>

	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. The team also accessed AEIS reports for comparable middle school campuses as additional data to determine trends in middle school performance, and as data to determine projected goals for 2010-2011.
2	The leadership team observed that students fell in performance from 2008-2009 to 2009-2010 7 <sup>th</sup> grade writing scores. The leadership team determined additional data to see trend group performance is needed to understand grade levels and not just general year data. The leadership team had an initial training in Aware, and will continue to use Aware to drill down to individual student performance. Team leads will work with their PLC teams to develop a goal under the student success category to address the general decrease across all areas of writing and drill down with Aware to individually work on improving student writing success.



<b>7<sup>th</sup> Math TAKS Scores (%)</b>	<b>All Students</b>	<b>African American</b>	<b>White</b>	<b>Hispanic</b>	<b>Econ Disadv</b>	<b>LEP</b>	<b>Spec Ed</b>	<b>At-Risk</b>	<b>CATE- (Secondary Only)</b>	<b>GT</b>
<b>2008-2009 Results</b>	<b>96/65</b>	<b>55/17</b>	<b>98/64</b>	<b>92/54</b>	<b>44/20</b>		<b>75/31</b>	<b>56/19</b>		<b>100/91</b>
<b>2009-2010 Results</b>	<b>95/57</b>	<b>80/40</b>	<b>96/58</b>	<b>83/27</b>	<b>82/23</b>			<b>54/15</b>		
<b>Improvement Status</b>	<b>-1/-8</b>	<b>+25/+23</b>	<b>-2/-6</b>	<b>-9/-27</b>	<b>+38/+3</b>			<b>-2/-4</b>		
<b>2010-2011 Goals</b>	<b>100/80</b>	<b>100/80</b>	<b>100/80</b>	<b>100/80</b>	<b>100/80</b>		<b>100/80</b>	<b>100/80</b>		<b>100/100</b>

	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. The team also accessed AEIS reports for comparable middle school campuses as additional data to determine trends in middle school performance, and as data to determine projected goals for 2010-2011.
2.	The leadership team observed that students performance fell in most groups from the 2008-2009 to the 2009-2010 7 <sup>th</sup> grade math group. The leadership team determined additional data to see trend group performance is needed to understand grade levels and not just general year data. The leadership team noted the positive performance in 7 <sup>th</sup> grade African American and economically disadvantaged math scores. The leadership team had an initial training in Aware, and will continue to use Aware to drill down to individual student performance.
3.	The leadership team also looked for additional student centered reteaching opportunities to help with each student in the sub populations. Cougar Academy, Aware, and work on goals under Student Success time during PLC time each week were cited as three steps to address the individual student's needs. The leadership team cited using an individual student approach to increase TAKS mathematics commended scores as well as general scores across the board in 7 <sup>th</sup> grade. The leadership team cited that a positive increase was due to focused individual approach on two sub groups last year, and to implement this approach to all groups.

<b>8<sup>th</sup> ELA TAKS Scores (%)</b>	<b>All Students</b>	<b>African American</b>	<b>White</b>	<b>Hispanic</b>	<b>Econ Disadv</b>	<b>LEP</b>	<b>Spec Ed</b>	<b>At-Risk</b>	<b>CATE- (Secondary Only)</b>	<b>GT</b>
<b>2008-2009 Results</b>	<b>100/80</b>	<b>100/45</b>	<b>100/78</b>	<b>100/72</b>	<b>100/29</b>		<b>100/38</b>	<b>100/36</b>	<b>100/80</b>	<b>100/94</b>
<b>2009-2010 Results</b>	<b>100/76</b>	<b>100/57</b>	<b>100/77</b>	<b>96/63</b>	<b>100/50</b>			<b>92/15</b>		
<b>Improvement Status</b>	<b>0/-4</b>	<b>0/+12</b>	<b>0/-1</b>	<b>-4/-9</b>	<b>0/-21</b>			<b>-8/-21</b>		
<b>2010-2011 Goals</b>	<b>100/80</b>	<b>100/80</b>	<b>100/80</b>	<b>100/80</b>	<b>100/80</b>		<b>100/80</b>	<b>100/80</b>		<b>100/100</b>

	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. The team also accessed AEIS reports for comparable middle school campuses as additional data to determine trends in middle school performance, and as data to determine projected goals for 2010-2011.
2	The leadership team observed that students passing rates maintained closely to passing rates from the 2008-2009 school year to the 2009-2010 school year. The leadership team determined additional data to see trend group performance is needed to understand grade levels and not just general year data. The leadership team had an initial training in Aware, and will continue to use Aware to drill down to individual student performance. Increases in commended scores for African American students were made, but decreases in commended performances for at-risk, Hispanic, and economically disadvantaged students are also present.
3	The leadership team also looked for additional student centered reteaching opportunities to help with each student in the sub populations. Cougar Academy, Aware, and work on goals under Student Success time during PLC time each week were cited as three steps to address the individual student's needs. The leadership team cited using an individual student approach to increase commended scores as well as the passing rate for all 8 <sup>th</sup> grade populations.

<b>8<sup>th</sup> Math TAKS Scores (%)</b>	<b>All Students</b>	<b>African American</b>	<b>White</b>	<b>Hispanic</b>	<b>Econ Disadv</b>	<b>LEP</b>	<b>Spec Ed</b>	<b>At-Risk</b>	<b>CATE- (Secondary Only)</b>	<b>GT</b>
<b>2008-2009 Results</b>	<b>99/58</b>	<b>88/27</b>	<b>99/56</b>	<b>95/42</b>	<b>75/13</b>		<b>92/25</b>	<b>90/29</b>	<b>99/59</b>	<b>100/86</b>
<b>2009-2010 Results</b>	<b>97/58</b>	<b>86/29</b>	<b>98/54</b>	<b>93/50</b>	<b>82/27</b>			<b>79/14</b>		
<b>Improvement Status</b>	<b>-2/0</b>	<b>-2/+2</b>	<b>-1/+2</b>	<b>-2/+8</b>	<b>+7/+14</b>			<b>-11/+15</b>		
<b>2010-2011 Goals</b>	<b>100/80</b>	<b>100/80</b>	<b>100/80</b>	<b>100/80</b>	<b>100/80</b>		<b>100/80</b>	<b>100/80</b>		<b>100/100</b>

	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. The team also accessed AEIS reports for comparable middle school campuses as additional data to determine trends in middle school performance, and as data to determine projected goals for 2010-2011.
2.	The leadership team observed that students performance stayed within a +/- or 2 points in passing rates for most groups from the 2008-2009 to the 2009-2010 8 <sup>th</sup> grade math group. The leadership team determined additional data to see trend group performance is needed to understand grade levels and not just general year data. The leadership team noted the positive performance in 8 <sup>th</sup> grade commended economically disadvantaged math scores. The leadership team had an initial training in Aware, and will continue to use Aware to drill down to individual student performance.
3.	The leadership team also looked for additional student centered reteaching opportunities to help with each student in the sub populations. Cougar Academy, Aware, and work on goals under Student Success time during PLC time each week were cited as three steps to address the individual student's needs. The leadership team cited using an individual student approach to increase TAKS mathematics commended scores as well as general scores across the board in 8 <sup>th</sup> grade. The leadership team cited that a positive increase was due to focused individual approach on two sub groups last year, and to implement this approach to all groups.

<b>8th Science TAKS Scores (%)</b>	<b>All Students</b>	<b>African American</b>	<b>White</b>	<b>Hispanic</b>	<b>Econ Disadv</b>	<b>LEP</b>	<b>Spec Ed</b>	<b>At-Risk</b>	<b>CATE- (Secondary Only)</b>	<b>GT</b>
<b>2008-2009 Results</b>	<b>95/54</b>	<b>56/22</b>	<b>96/51</b>	<b>94/61</b>			<b>62/15</b>	<b>79/24</b>	<b>94/57</b>	<b>100/81</b>
<b>2009-2010 Results</b>	<b>96/53</b>	<b>86/29</b>	<b>96/51</b>	<b>96/43</b>	<b>100/18</b>			<b>80/7</b>		
<b>Improvement Status</b>	<b>+1/-1</b>	<b>+30/+7</b>	<b>0/0</b>	<b>+2/18</b>	<b>+100/+18</b>			<b>+1/-17</b>		
<b>2010-2011 Goals</b>	<b>100/80</b>	<b>100/80</b>	<b>100/80</b>	<b>100/80</b>	<b>100/80</b>	<b>100/80</b>	<b>100/80</b>	<b>100/80</b>	<b>100/80</b>	<b>100/100</b>

	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. The team also accessed AEIS reports for comparable middle school campuses as additional data to determine trends in middle school performance, and as data to determine projected goals for 2010-2011.
2.	The leadership team determined additional data to see trend group performance is needed to understand grade levels and not just general year data. The leadership team noted the positive performance in 8 <sup>th</sup> grade African American, Hispanic, and economically disadvantaged science scores. The leadership team had an initial training in Aware, and will continue to use Aware to drill down to individual student performance.
3.	The leadership team also looked for additional student centered reteaching opportunities to help with each student in the sub populations. Cougar Academy, Aware, and work on goals under Student Success time during PLC time each week were cited as three steps to address the individual student's needs. The leadership team cited using an individual student approach to increase TAKS science commended scores as well as general scores across the board in 8 <sup>th</sup> grade. The leadership team cited that a positive increase was due to focused individual approach on two sub groups last year, and to implement this approach to all groups.

[illegible]

<b>Strategic Objective/Goal 1:</b>	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
<b>Performance Objective 1</b>	Align the written, taught, and assessed curriculum.							
<b>Summative Evaluation:</b>	Unit plans, lesson plans, curriculum based assessments, performance series 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 Data & TAKS Test Results	Departments will engage in vertical articulation of the curriculum grades 6-8.	All	Department Heads  Academic Deans	August 2010	June 2010	Curriculum Action Committee	Unit and lesson plans, Dialogue, Observations, staff feed back	PDAS Observations Lessons in Fore Thought

Goal 1 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>							
<b>Summative Evaluation</b>	Documentation of CISD staff development completed, Eduphoria records, On-line/paper evaluations, walk-throughs, PDAS							
<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/Materia/ Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
Feedback for 21 <sup>st</sup> 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 -College Readiness Standards	All	Department Heads  Academic Deans  PDAS Evaluators  Curriculum Directors  Principal	August 2010	June 2011	Curriculum Action Committee  Department Chairs  Interdisciplinary team leaders  Academic Deans  Principal	Lesson and unit plans, student products, training certificates	Eduphoria
Counselor Feedback	Monitor the RTI process at the campus level	All	Counselors  RTI Specialist	August 2010	June 2011	Campus Counselors  RTI Specialist	RTI folders and paperwork is completed and up to date	Student Folder

Campus Performance Data	Implement team PLC planning time to address Student Success goals.  Cougar Academy – restructure to help implement PLC goals.	At-Risk, Special Education, Hispanic, African American, GT	Counselors RTI Specialist  Academic Team Leads  Academic Deans  Principal	August 2010	June 2011	Leadership Team  Academic Team Leads  Academic Deans  Principal  Compensatory Education Funds	Student Grades Individual Student Performance Data  Cougar Academy Attendance	PLC Planning Time  Cougar Academy Attendance  PLC Meetings with Deans
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<b>Goal 1 Performance Objective 3</b>	<b>We will communicate district assessment plan to parents and teachers and report outcomes individually to parents and collectively to stakeholders.</b>							
<b>Summative Evaluation</b>	<b>Communication documents to parents, teachers, students, and stake holders.</b>							
<b>Needs Assess.</b>	<b>Action Steps</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documentation</b>
<b>Communication on Assessment Objectives, Design, and District Policy</b>	<b>Staff will share assessment plan with parents through course syllabi, Curriculum Night, individual and team conferences.</b>	<b>All</b>	<b>Principal  Campus Teachers</b>	<b>August 2010</b>	<b>June 2011</b>	<b>CISD Assessment Handbook  Principal  Teachers</b>	<b>Dialogue and observations with staff, students, and parents</b>	<b>Staff Development Agenda  Campus Leadership Retreat Agenda  Teacher Syllabus</b>
<b>Staff Feedback</b>	<b>Complete - Staff will participate in professional learning from author Rick Wormeli's <i>Fair is Not Always Equal: Assessing &amp; Grading in the Differentiated Classroom</i></b>	<b>All</b>	<b>Principal</b>	<b>August 2010</b>	<b>June 2011</b>	<b>Principal  Text  State and Local Funds</b>	<b>Staff feedback Admin. Observations of plan in action</b>	<b>Campus Leadership Team Meeting Agendas</b>

<b>Goal 1 Performance Objective 4</b>	<b>Expand district educational and business partnerships with the local and global community</b>							
<b>Summative Evaluation:</b>	<b>Documentation of new partnerships.</b>							
<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>Documentation</b>
<b>Community Feedback</b>	<b>Staff will explore global and local partnerships.</b>	<b>All</b>	<b>Site Based Committee  Team Leads</b>	<b>August 2010</b>	<b>June 2011</b>	<b>Curriculum Action Committee  Site Based Committee Members  Teachers</b>	<b>Completed List of New Partnerships 2010-2011</b>	<b>Completed List New Partnerships 2010-2011</b>
<b>Community Feedback</b>	<b>Incorporate a Chinese Culture Class at North to learn about global issues with China</b>	<b>8<sup>th</sup> Grade</b>	<b>Mandarin Chinese Teacher, Administration</b>	<b>August 2010</b>	<b>June 2011</b>	<b>Mandarin Chinese Grant Counselors</b>	<b>Feedback from student involvement and experience</b>	<b>Curriculum Documents</b>

<b>Goal 1 Performance Objective 6</b>	<b>Integrate 21st Century Learning Skills within the district.</b>							
<b>Summative Evaluation</b>	<b>Teacher walk-throughs, observations, lesson and unit plans. Staff Development and additional Club 21 classrooms.</b>							
<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>Documentation</b>
<b>Teacher and community feedback, student grades, and student performance on standardized tests.</b>	<b>Implement teaching strategies that promote 21st Century learning skills such as Problem Based Learning, Inquiry Learning, CCR Standards, AP strategies, and Differentiation that allows for student interest and choice.</b>	<b>All</b>	<b>Academic Deans</b>	<b>August 2010</b>	<b>June 2011</b>	<b>Academic Deans</b>  <b>District Staff Development Director</b>  <b>District Curriculum Directors</b>  <b>Curriculum Action Team</b>  <b>Principal</b>  <b>State and Local Funds</b>	<b>PDAS Observations</b>  <b>Forethought</b>	<b>Eduphoria</b>

<b>Teacher Feedback &amp; Student Feedback Performance</b>	<b>PLC Curricular Teams for Math/Science and ELA/Social Studies to help differentiate in 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> core areas through connected math, problem solving, discovery, critical thinking, and inquiry based learning.</b>	<b>All</b>	<b>Curricular PLC Teams 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> Grade</b>  <b>Academic Deans</b>  <b>Principal</b>	<b>August 2010</b>	<b>June 2011</b>	<b>Curriculum Action Team</b>  <b>District Curriculum Directors</b>	<b>Lessons, Units, Student and Staff Feedback</b>	<b>Eduphoria:</b>  <b>Fore Thought</b>  <b>PDAS</b>
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<b>Goal 1 Objective 7</b>	<b>Increase connections between real world experiences and authentic classroom instruction.</b>							
<b>Summative Evaluation</b>	<b>Documentation of service learning lessons and speaker presentations.</b>							
<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>Documentation</b>
<b>Leadership Team Feedback</b>	<b>Engage student learning with real world application through finding new community career speakers and service learning projects to make global connections with learning.</b>	<b>All</b>	<b>Social Studies and Science Representatives</b>  <b>Service Learning Campus Liaison</b>	<b>August 2010</b>	<b>June 2011</b>	<b>Charter Action Committee</b>  <b>Service Learning Campus Liaison</b>  <b>Service Learning Grant Fund</b>	<b>Speakers</b>  <b>Student Products</b>	<b>Completed Survey on connection to global perspectives.</b>

<b>Goal 1 Objective 9</b>	<b>Expand program options and the learning continuum to reinforce strengths, needs, and interests of students served in the gifted and talented program.</b>							
<b>Summative Evaluation</b>	<b>Documentation of student participation in competitive events, calendar.</b>							
<b>Need 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>Documentation</b>
<b>GT Student Progress/Feedback</b>	<b>Research variety of differentiation strategies for GT students.</b>	<b>GT Students</b>	<b>GT Academy Teachers</b>	<b>August 2010</b>	<b>June 2011</b>	<b>GT District Specialist  Campus GT Teachers  Principal</b>	<b>Discussion Walk- throughs Student feedback</b>	<b>PLC Team Planning Eduphoria</b>

<b>Strategic Objective/Goal 2:</b>	We will identify CISD character traits to be integrated throughout the district and develop means to assess student demonstration of those traits.							
<b>Performance Objective 1</b>	Promote the development and demonstration of positive character traits including (but not limited to) Courage, Trustworthiness, Integrity, Respect & Courtesy, Responsibility, Fairness, Caring, Good Citizenship, School Pride consistent with the terms of the TEC Section 29.906.							
<b>Summative Evaluation:</b>	Community and student feedback in the form of a survey							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
Teacher Feedback	Utilize the media class and daily announcements to produce and broadcast campus-wide messages promoting “Cougar Character” and school pride.	All	Media Teacher  Elective Teachers  Assistant Principal in Charge of Daily Ans.	August 2010	June 2011	Media Teacher and Class  Character Action Committee  Elective Teachers  Assistant Principal	Media broadcast Staff and Student Feedback	Posters  Daily Ans.

Teacher, Student, Community Feedback	Promote atmosphere of school pride and spirit by participating in campus and community events. -Homecoming Entry -Student & Staff School Pride Recognition Program -Pep Rallies	All	Principal  Assistant Principals  Administrativ e Intern	August 2010	June 2011	Student Action Committee  Teachers  Student Organizations  Community Action Committee  Local Funds	Observation  Participation in Activities  Feedback Survey	Pep Rally Schedule  Homecoming Entry  Cougar 5 for Student Pride  Spirit Bell for Teacher Pride
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<b>Goal 2 Performance Objective 2</b>	<b>Embed Character Education within the CISD Curriculum in order to reach all students.</b>							
<b>Summative Evaluation:</b>	<b>Documentation of character education program for the campus.</b>							
<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 Evidence</b>	<b>Doc.</b>
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	All	Assistant Principals  Team Leads	August 2010	June 2011	Department Heads  Character Action Committee  Assistant Principals	Student Products	Character Action Committee Agendas

<b>Goal 2 Performance Objective 3</b>	<b>Create a culture where positive character qualities are demonstrated daily.</b>							
<b>Summative Evaluation</b>	<b>Recognition Program report</b>							
<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>Doc.</b>
Leadership Team, Student, and Teacher Feedback	All Staff will continue a system to recognize students for character traits based on “Cougar Character” and create a program where students and staff nominate each other for recognition of “Cougar Character”. Cougar Character addresses: -Bullying -Sexual Abuse and Dating Violence -Harassment	All	Assistant Principals  Principal	August 2010	June 2011	Principal  Assistant Principals  Teachers  Character Action Committee  GEM Committee  PTO Extra Mile Committee	Students and Teachers recognized	Rec forms  Recognition Written Down

<b>Goal 2 Performance Objective 4</b>	<b>Focus integration of service learning into curriculum as a means of authentic character development.</b>							
<b>Summative Evaluation</b>	<b>Overview of campus service learning projects</b>							
<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>Doc.</b>
<b>Community and Campus Feedback</b>	<b>Content curriculum teams will plan and implement a service learning project for the year that will incorporate the core course.</b>	<b>All</b>	<b>Campus Service Learning Liaison  PLC Curriculum Team Leads</b>	<b>August 2010</b>	<b>June 2011</b>	<b>Campus Service Learning Liaison  Team Leads  Service Learning Grand Fund</b>	<b>Student Products  Student and Community Feedback</b>	<b>Team Plans with Service Learning Project</b>

<b>Goal 2 Performance Objective 5</b>	<b>Meet Chapter 37 TEC guidelines: student suspension needs to be a maximum of 3 days.</b>							
<b>Summative Evaluation</b>	<b>PEIMS records</b>							
<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>Doc.</b>
<b>Teacher and Community Feedback</b>	<b>The campus administrativ e 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.</b>	<b>All</b>	<b>Campus Admn</b>	<b>August 2010</b>	<b>June 2011</b>	<b>Principal  Assistant Principals</b>	<b>PEIMS  Attendance  Discipline  Referrals</b>	<b>Student Handbook  Discipline Referral Records</b>

<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>	Documentation of staff participation in training, lesson and unit plans , and staff development.							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
Community and Campus Feedback	Utilizing technology resources to increase student engagement, PLC teams will look at ways to increase technology integration into cross curricular lessons.	All	Team Leads  Academic Deans  Principal	August 2010	June 2011	Club 21 Teachers  Campus Technologist  District Staff Development Director  Academic Deans  Curriculum Directors  Principal  State and Local Funds Intel Grant Fund	Lesson Plans  Student Feedback  Scheduled Staff Development	Staff Development Sign-in  PLC Planning  Student Product

<b>Goal 3 Performance Objective 2</b>	<b>Ensure the availability of resources necessary for students to create digital portfolios, and utilize communication tools such as wikis, blogs, and social networking.</b>							
<b>Summative Evaluation</b>	<b>Report of grants obtained and technology purchased.</b>							
<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>Teacher and Community Feedback</b>	Staff members will write grants to increase student access to 21 <sup>st</sup> century classrooms. The campus will also participate in the districts matching funds program to equip classrooms with 21 <sup>st</sup> Century classroom technology.	All	Teachers  Academic Deans  Campus Technologist  Principal	August 2010	June 2011	Technology Action Committee  School Librarian  Campus Technologist  PTO  Administration  State and Local Funds  Intel Grant Fund	Submitted Grants  Purchased Technology	Grants  Purchase Orders

<b>Goal 3 Performance Objective 4</b>	<b>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.</b>							
<b>Summative Evaluation</b>	<b>Communication documents to parents, staff, and students</b>							
<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>Documentation</b>
<b>Parent Feedback</b>	The campus will increase effective communication to parents via technology through increased information on the campus website.	All	Campus Technology Specialist	August 2010	June 2011	Department Heads  Team Leads  PTO Newsletter Coordinator  Technology Action Committee  Principal	Feedback on Posted Information	Posted Pages to School Website