

*Coppell Middle School North Campus Improvement Plan***Goal 2: Incorporate differentiated instructional strategies through the use of conceptual-based integrated curriculum. (Strategy 3)****Objective 1: Implement TEKS strategies leading to increased academic growth of all tested areas. (Strategy 3, Plan 7 and Plan 8)**

| STRATEGIES/STRATEGIC PLAN CORRELATIONS | NEEDS ASSESSMENT | SPECIAL PROGRAM/ POPULATIONS | WHO | TIME FRAME START/END | RESOURCES HUMAN/MATERIAL/ FISCAL | EVIDENCE OF MONITORING/ ATTAINMENT |
|---|------------------|---|--|-------------------------|---|--|
| Tutorials will be offered to all students within the day, before/after school, each week. | TAKS/SDAA | At-risk All 504 Special Ed | Teachers | Aug. 2003- June 2004 | Instructional materials, technology subscriptions, books purchased with Comp Ed funds of \$1675 | Students' improvement (grade comparisons), TAKS, schedule, team minutes |
| Provide stimulating library media center environment. | S3 P7 | All | Library personnel | Aug. 2003- June 2004 | Books, videos, games, laser disk, magazines, internet, etc. | Students' frequency reports, students' projects, usage statistics, observation |
| Interdisciplinary teams analyze TAKS/SDAA (team concept & individual student deficiencies) in order to meet the needed skills to be re-taught. | Pre-S3 P10B | At-risk Special Education Dyslexia 504 | Inter-disciplinary team leaders Principal | Aug. 2003- Oct. 2003 | Awards, funds, time, TAKS results | Student results, award ceremony, photos, list of students, TAKS results |
| Implement the vertically aligned curriculum | S3 | All | Principal Staff S. Dotson | Aug. 2003- June 2004 | Staff development, time, collaboration | Lesson plans, observations |
| Continue implementation of THINKING MAPS: Teach THINKING MAPS to 6 th grade through advisory & review maps 7 th and 8 th through an integrated subject format. | S3 | All | Teachers | Aug. 2003- June 2004 | THINKING MAP Notebooks for staff, supplies, time | Student work, TAKS Results, walk-throughs, observations |
| Implementation of conceptual-based integrated curriculum. | S3 | All | Teachers, Principals | Aug. 2003- June 2004 | THINKING MAP notebooks for staff, supplies, time, portal, intranet | TAKS results, walk-throughs, student products, observations |

2003-2004
Coppell Middle School North Campus Improvement Plan

S=Strategic Plan Goal
P=Action Plan
(#)=Step of Action Plan

Goal 2: Incorporate differentiated instructional strategies through the use of conceptual-based integrated curriculum. (Strategy 3)

Objective 1: Implement TEKS strategies leading to increased academic growth of all tested areas. (Strategy 3, Plan 7 and Plan 8)

| STRATEGIES/STRATEGIC PLAN CORRELATIONS | NEEDS ASSESSMENT | SPECIAL PROGRAM/ POPULATIONS | WHO | TIME FRAME START/END | RESOURCES HUMAN/MATERIAL/ FISCAL | EVIDENCE OF MONITORING/ ATTAINMENT |
|--|---|------------------------------|--|-------------------------|---|--|
| Increase number of students participating in Pre-AP classes | S3 P1(1) | All | Principal Staff Counselors CISD | Aug. 2003- June 2004 | Time, consistent materials, opportunities | Enrollment in Pre-AP, Increase of DAP graduates from North |
| Differentiated instructional strategies utilized in all subject areas | S3 P7 | All | Teachers Principal | Aug. 2003- June 2004 | Staff development, time, funds, idea bank | Observations, student products |
| Teach lessons in each class through active learning such as, but not limited to, murals, ads, role playing, cartoons, dialogues, newspapers, news broadcasts, interviews, labs, peer teaching, creating procedures, letters, poems, essays, essay tests, poster designs, class discussions, question writing and journals. | S3 P7 | All | Teachers Principals | Aug. 2003- June 2004 | Time to plan, paper, colors, glue, tape, etc., text, HISTORY ALIVE, training, portal, intranet, staff development | TEKS and TAKS objectives (varies by subject), students' work, TAKS results, photos, observations |
| Use questions that reflect TAKS reading question format to understand reading for content. | TAKS information, TEA releases: re: test format | All | Teachers | Aug. 2003- June 2004 | Questions/answer form handout, copies of TEA TAKS published passages, funds, time for Staff development | TAKS scores on reading section, observations, samples of questions. |
| Utilize open-ended questioning, Bloom's Taxonomy (Bloom's Taxonomy posted in all classrooms) | TAKS information | All | Staff | Aug. 2003- June 2004 | Staff development, time, funds, materials | Walk-through, PDAS, TAKS results, examples of students' work |
| Encourage enrollment in challenging courses | S3 P4(4) | All | Staff Counselors P. Lupia | Aug. 2003- June 2004 | Time, consistent information, opportunities | Enrollment in classes, agendas, printed materials |

2003-2004
Coppell Middle School North Campus Improvement Plan

S=Strategic Plan Goal
P=Action Plan
(#)=Step of Action Plan

Goal 2: Incorporate differentiated instructional strategies through the use of conceptual-based integrated curriculum. (Strategy 3)

Objective 1: Implement TEKS strategies leading to increased academic growth of all tested areas. (Strategy 3, Plan 7 and 8)

| STRATEGIES/STRATEGIC PLAN CORRELATIONS | NEEDS ASSESSMENT | SPECIAL PROGRAM/ POPULATIONS | WHO | TIME FRAME START/END | RESOURCES HUMAN/MATERIAL/ FISCAL | EVIDENCE OF MONITORING/ ATTAINMENT |
|--|---------------------------|---------------------------------|---|----------------------|---|--|
| Use strategies which move students toward more self-evaluation of metacognitive processes/alternative assessment, i.e. problem solving relationships, summarization, focus | TAKS information, TEKS S3 | All | Teachers | Aug. 2003-June 2004 | Staff development, time, internet, library media resources | Students' work, TAKS results, observations, PDAS |
| Organize writing across the curriculum program where all subject areas, including electives, compose at least once a six week | TAKS information, TEKS | All | Team leaders | Aug. 2003-June 2004 | Staff development, research tools, technology, time | Observation, PDAS, flow maps, examples of students' work |
| Use reasoning skills to evaluate data | TAKS information, TEKS | All | Staff | Aug. 2003-June 2004 | Lab materials, lab reports, staff development | Students' conclusions, TAKS results |
| Perform conceptual-based, multi-sensory activities/projects through integrated curriculum | S3 | All Special Ed. At-risk G/T 504 | Staff | Aug. 2003-June 2004 | Internet, library, time | Students' work, photos, TAKS results, rubrics |
| Provide alternative/authentic assessments with integrated curriculum emphasis | S3 | All Special Ed. At-risk G/T 504 | Teachers | Aug. 2003-June 2004 | Teacher materials, computer lab, library, art supplies, Integrated Technologist, time | Students' reflections, students' work |
| Provide staff development addressing depth of curriculum alignment and TAKS questioning. | S3 | All | North trainers, K. Simons Principal Staff | Aug. 2003-June 2004 | Time, copied materials, facilitators, collaboration | Attendance list, agendas |

2003-2004
Coppell Middle School North Campus Improvement Plan

S=Strategic Plan Goal
P=Action Plan
(#)=Step of Action Plan

Goal 2: Incorporate differentiated instructional strategies through the use of conceptual-based integrated curriculum. (Strategy 3)

Objective 1: Implement TEKS strategies leading to increased academic growth of all tested areas. (Strategy 3, Plan 7 and 8)

| STRATEGIES/STRATEGIC PLAN CORRELATIONS | NEEDS ASSESSMENT | SPECIAL PROGRAM/ POPULATIONS | WHO | TIME FRAME START/END | RESOURCES HUMAN/MATERIAL/ FISCAL | EVIDENCE OF MONITORING/ ATTAINMENT |
|---|--|--|--|----------------------|---|--|
| Evaluate and analyze all areas of study by identifying main ideas, drawing conclusions, provide summaries, determine reasonableness of their conclusions and question | TAKS/SDAA S3 | Special Ed. At-risk Dyslexia All 504 | Teachers and Students | Aug. 2003-June 2004 | Time, text, plays, TAKS results, old tests | TAKS results, students' work, lesson plans, team minutes, rubrics, examples of the use of I, II, III level questions on tests/SDAA |
| Encourage reading during spare time all year and during tutorial days. | TAKS/SDAA information, Mission Statement | All Special Ed. At-risk 504 | Teachers | Aug. 2003-June 2004 | Library books, magazines, software, diversified reading level materials | Observations, TAKS results, SDAA results |
| Implement TAKS warm-ups across the curriculum. | TAKS/SDAA information, TEKS | All | Teachers Team leaders | Aug. 2003-June 2004 | TAKS practice materials, time, TEA information | TAKS results, students' work, observations |
| Teach vocabulary to improve understanding of reading content. | TAKS/SDAA information, TEKS S3 | All | Teachers | Aug. 2003-June 2004 | Textbook, novels, funds, strategy materials | Students' work, TAKS/SDAA results, observations, lesson plans |
| Focus 80% of interdisciplinary team planning time in creating and planning conceptual-based integrated curriculum studies | TAKS information S3 | All | Inter-disciplinary leaders Principals | Aug. 2003-June 2004 | Integrated technologist, time, library media center specialist, staff development | Students' work, observations, PDAS, team minutes, team newsletter/website |
| Require students to use complete sentences in reports, essays, etc. | TAKS/SDAA information, TEKS S3 | All | Students Teachers | Aug. 2003-June 2004 | Textbook, news articles, time | Student essays, students' work, TAKS results, observations |
| Utilize content area curriculum to emphasize district character traits | S5 P2(1) | All | Staff Principals P. Lunia | Aug. 2003-June 2004 | Collaboration, time, staff development | Student products, observations, student reflections |

2003-2004
Coppell Middle School North Campus Improvement Plan

S=Strategic Plan Goal
P=Action Plan
(#)=Step of Action Plan

Goal 2: Incorporate differentiated instructional strategies through the use of conceptual-based integrated curriculum. (Strategy 3)

Objective 1: Implement TEKS strategies leading to increased academic growth of all tested areas. (Strategy 3, Plan 7 and Plan 8)

| STRATEGIES/STRATEGIC PLAN CORRELATIONS | NEEDS ASSESSMENT | SPECIAL PROGRAM/ POPULATIONS | WHO | TIME FRAME START/END | RESOURCES HUMAN/MATERIAL/ FISCAL | EVIDENCE OF MONITORING/ ATTAINMENT |
|--|---------------------------|------------------------------|--|-------------------------|---|---|
| Require students to support opinions with written elaboration | S3 | All | Students Teachers | Aug. 2003- June 2004 | Posters, excellent student writing examples, WRITE TRAIT Training | Students' work, TAKS results, observations |
| Provide teachers with professional materials to assist them in classroom reading instruction | TAKS information | All | Library personnel, L/A Academic Leader | Aug. 2003- June 2004 | Funds, time, training | TAKS results library media resources list |
| Provide diverse reading material for student body that addresses all types of reading material...technical, fiction, scientific, atlas, etc. | TAKS information, TEKS S3 | All | Library Staff | Aug. 2003- June 2004 | Catalogs, circulation system, financial support, library data system | Circulation reports, meeting w/teams (dates/agendas), purchase orders, library title list |
| Reinforce test taking strategies | TAKS information S3 | All | Teachers | Aug. 2003- June 2004 | Staff development, materials, funds, time. | TAKS/SDAA results, observations, lesson plans |
| Provide the time for staff to develop horizontal assessment tools based upon depth curriculum alignment and TAKS questioning | TAKS information S3 | All | Academic leaders, teachers | Aug. 2003- June 2004 | Time resources, training | TAKS results, assessments, created meeting agendas, staff development schedule |
| Plan at least three conceptual-based integrated curriculum projects per team | S3 | All | Teachers, team leaders Principals | Aug. 2003- June 2004 | HISTORY ALIVE, internet, team planning time, curriculum maps, volunteers, core teachers/fine arts/P.E., time, transportation, funds | Students' work, programs/agendas, team meeting minutes, calendar of events |

S=Strategic Plan Goal
P=Action Plan
(#)=Step of Action Plan

2003-2004

Coppell Middle School North Campus Improvement Plan

Goal 2: Incorporate differentiated instructional strategies through the use of conceptual-based integrated curriculum. (Strategy 3)

Objective 1: Implement TEKS strategies leading to increased academic growth of all tested areas. (Strategy 3, Plan 7 and 8)

| STRATEGIES/STRATEGIC PLAN CORRELATIONS | NEEDS ASSESSMENT | SPECIAL PROGRAM/ POPULATIONS | WHO | TIME FRAME START/END | RESOURCES HUMAN/MATERIAL/ FISCAL | EVIDENCE OF MONITORING/ ATTAINMENT |
|--|--|------------------------------|-------------------------|---|---|--|
| Connect content and learning to real life world problems and situations | TAKS information, TEKS S3 | CATE All | Staff | Aug. 2003-June 2004 | Speakers from the business world, newspapers, problem solving activities, Internet, research time in computer labs, staff development | Students' real world projects, PDAS, lesson plans, observation reports |
| Students relate TEKS to real life experiences through the writing process | TAKS information, TEKS, S3 | CATE All | Staff and students | Aug. 2003-June 2004 | Interdisciplinary team, support staff, TEKS, community | PDAS, students' work, TAKS results |
| Create a task force to restructure the advisory system with focus on the integration of character traits, service learning, and curriculum | S7 P4(3) P7(4) | All | Principal Staff | Aug. 28-2003 Tutorial Oct. 15-2003 Advisory System | Time, resources, creative thoughts and collaboration | Written guidelines and expectations |
| Implement the created advisory system | S7 P7(5) | All | Principal Staff | Oct. 15, 2003 | Cooperation, Time, lesson plans | Observations, students' products and agendas, tutorial records |
| Integrate language root words, prefixes, and suffixes taught across all areas of study | TAKS information, TEKS S3 | All | Teams, Academic leaders | Aug. 2003-June 2004 | Academic and Interdisciplinary Teams planning, staff development, time | Students' work, TAKS results, lesson plans |
| Provide a set of instructions with no single correct answer and have students create from their own interpretation | TAKS information, TEKS, Bloom's Taxonomy, S3 | All | Teachers | Aug. 2003-June 2004 | Time, ideas for sets of instructions with numerous options provided as resources | Students' work, TAKS, students' reflections, examples of sets |

2003-2004
Coppell Middle School North Campus Improvement Plan

S=Strategic Plan Goal
P=Action Plan
(#)=Step of Action Plan

Goal 2: Incorporate differentiated instructional strategies through the use of conceptual-based integrated curriculum. (Strategy 3)

Objective 2: Meet all compliance guidelines related to programs for students with special needs. (Strategy 3)

| STRATEGIES/STRATEGIC PLAN CORRELATIONS | NEEDS ASSESSMENT | SPECIAL PROGRAM/ POPULATIONS | WHO | TIME FRAME START/END | RESOURCES HUMAN/MATERIAL/ FISCAL | EVIDENCE OF MONITORING/ ATTAINMENT |
|--|---|---|---|-------------------------|--|---|
| Teachers of special education will participate in the planning and execution of team field trips with teachers, parents and students | IEP Goals S3 | Special Ed. | Teachers | Aug. 2003- June 2004 | Lesson plans, field trip information, time, transportation, funds, volunteers | Students' reflections, participation lists |
| The 504 process will be monitored and adjusted in order to meet guidelines and students' needs | Law Observation S3 | 504 Dyslexia | SAFE teams Counselors Assistant Principals Dyslexia Teachers | Aug. 2003- June 2004 | Time, supplies | Printed procedures, students folders |
| Provide an active S.A.F.E. community | SAFE folders, Identification criteria S3 | At-risk Dyslexia 504 | Teams, Counselors, Office | Aug. 2003- June 2004 | Time, appropriate data, staff development | SAFE folders, feedback, students' progress, meeting dates |
| Students with special needs will read at the appropriate levels with support | IEP goals, SDAA/TAKS S3 | Special Ed. At-risk Dyslexia 504 | Spec. Ed. Teachers, Reg. Ed. Teachers, Diagnostician | Aug. 2003- June 2004 | Textbooks, novels, testing results, materials, grade books, software, staff development, SDAA/TAKS related materials | Testing results (SDAA/TAKS), Brigrance results, grades |
| Identify each student's target areas and compile individual student and inter-team plan | AEIS-IT reports, TAKS/SDAA results, IEP's S3 | Special Ed. At-risk Dyslexia 504 | Teachers | Aug. 2003- June 2004 | AEIS-IT reports, time, TAKS results SDAA results Brigrance results | Students' work, TAKS/SDAA results, interdisciplinary team minutes |

2003-2004
Coppell Middle School North Campus Improvement Plan

S=Strategic Plan Goal
P=Action Plan
(#)=Step of Action Plan

Goal 2: Incorporate differentiated instructional strategies through the use of conceptual-based integrated curriculum. (Strategy 3)

Objective 2: Meet all compliance guidelines related to programs for students with special needs (Strategy 3)

| STRATEGIES/STRATEGIC PLAN CORRELATIONS | NEEDS ASSESSMENT | SPECIAL PROGRAM/ POPULATIONS | WHO | TIME FRAME START/END | RESOURCES HUMAN/MATERIAL/ FISCAL | EVIDENCE OF MONITORING/ ATTAINMENT |
|--|------------------------------|---------------------------------|--|--------------------------|---|--|
| Weekly team meetings addressing the integrate/coordinate of lessons with teachers of special education. Academic teachers submit lesson plans to teachers of special needs each Thursday for the following week. | IEP goals S3 | Special Ed. | Teachers Academic Leader of Special Ed. | Aug. 2003- June 2004 | Time, funds , email, resources | IEP results, report cards, team meeting minutes |
| Teachers of special education will participate in all subject areas | IEP goals S3 | Special Ed. | Special education teachers | Aug. 2003- June 2004 | Lesson plans, time, cooperation, collaboration | Observations, schedule, Special Ed. recording of services rendered |
| Multi-cultural understanding and appreciation nurtured through integrated teaching units. | TAKS information, TEKS S3 | ESL At-risk All | Teachers, Staff Counselors | Aug. 2003- June 2004 | Teacher editions, staff development, newspapers, time, library resources, supplemental textbook resources | Discipline records, observations, photographs, students' work |
| The assistant principals and counselors will work with, monitor, and goal set with individual students who have failed during each six weeks grading period | Six weeks grade S3 | At-risk, Special Ed., All | Counselors, Assistant Principals | Sept. 2003- June 2004 | Time, grade data | Students' grades, TAKS, teacher/parent feedback |

2003-2004
Coppell Middle School North Campus Improvement Plan

S=Strategic Plan Goal
P=Action Plan
(#)=Step of Action Plan

Goal 2: Incorporate differentiated instructional strategies through the use of conceptual-based integrated curriculum. (Strategy 3)

Objective 3: Integrate technology application throughout all instructional operations to positively impact student achievement. (Strategy 3)

| STRATEGIES/STRATEGIC PLAN CORRELATIONS | NEEDS ASSESSMENT | SPECIAL PROGRAM/ POPULATIONS | WHO | TIME FRAME START/END | RESOURCES HUMAN/MATERIAL/ FISCAL | EVIDENCE OF MONITORING/ ATTAINMENT |
|---|------------------------------------|------------------------------|--|----------------------|---|---|
| At least once a month, collaborate with content teachers on research projects that include print and non-print resources including internet, presentation software, and library materials | S3 | CATE All | Library and technology personnel | Aug. 2003-June 2004 | Software, hardware, printed resources, funds | Students' work, rubrics, lab/library calendars and schedules, library monthly reports |
| Use spreadsheet and database applications to analyze data. | TAKS information S3 | All At-risk | Staff | Aug.-Oct. 2003 | Integration technologist computer lab, Trekkers, computer links, computer training | Rubrics, TAKS/SDAA results, students' work, lesson plans |
| Learn technical reading through instructions and lab produced tutorials | TAKS information, TEKS S3 | CATE All | Integrated technologist | Aug. 2003-June 2004 | Technical manuals, Internet, time | TAKS results, students' work, book of technical instructions |
| Integrate technology in all areas of study | TAKS information, TEKS S3 S1 | CATE All | Teachers, technologist | Aug. 2003-June 2004 | Time in computer lab, time with integration technologist, staff development, laptops, funds | Students' generated products, teachers' presentations, integrated technologist schedule, integrated curriculum unit rubrics, team minutes, PDAS |
| Participate in the STAR educational program that emphasizes self-paced instruction to obtain Level I-Level IV progress | S1 P3a(8) | All | Principal Staff K. Simons T. Branum | Aug. 2003-June 2004 | Time and staff development | Teachers' plans, student work, certificates of participation |

2003-2004
Coppell Middle School North Campus Improvement Plan

S=Strategic Plan Goal
P=Action Plan
(#)=Step of Action Plan

Goal 2: Incorporate differentiated instructional strategies through the use of conceptual-based integrated curriculum. (Strategy 3)

Objective 4: Increase the number of students receiving the TAKS commended performance rating by 13%. (2003-04 District Improvement Plan)

| STRATEGIES/STRATEGIC PLAN CORRELATIONS | NEEDS ASSESSMENT | SPECIAL PROGRAM/ POPULATIONS | WHO | TIME FRAME START/END | RESOURCES HUMAN/MATERIAL/ FISCAL | EVIDENCE OF MONITORING/ ATTAINMENT |
|--|---------------------------------|------------------------------|--|-------------------------|---|---|
| Use spreadsheet and database applications to analyze data. | TAKS information S3 | All At-risk | Staff | Aug.-Oct. 2003 | Integration technologist computer lab, Trekkers, computer links, computer training | Rubrics, TAKS/SDAA results, students' work, lesson plans |
| Use strategies which move students toward more self-evaluation of metacognitive processes/alternative assessment, i.e. problem solving relationships, summarization, focus | TAKS information, TEKS S3 | All | Teachers | Aug. 2003- June 2004 | Staff development, time, internet, library media resources | Students' work, TAKS results, observations, PDAS |
| Use reasoning skills to evaluate data | TAKS information, TEKS S3 | All | Staff | Aug. 2003- June 2004 | Lab materials, lab reports, staff development | Students' conclusions, TAKS results |
| Provide staff development addressing depth of curriculum alignment and TAKS questioning. | S3 | All | North trainers, K. Simons Principal Staff | Aug. 2003- June 2004 | Time, copied materials, facilitators, collaboration | Attendance list, agendas |
| Provide diverse reading material for student body that addresses all types of reading material...technical, fiction, scientific, atlas, etc. | TAKS information, TEKS S3 | All | Library Staff | Aug. 2003- June 2004 | Catalogs, circulation system, financial support, library data system | Circulation reports, meeting w/teams (dates/agendas), purchase orders, library |
| Provide the time for staff to develop horizontal assessment tools based upon depth curriculum alignment and TAKS questioning | TAKS information S3 | All | Academic leaders, teachers | Aug. 2003- June 2004 | Time resources, training | TAKS results, assessments, created meeting agendas, staff development schedule |

2003-2004
Coppell Middle School North Campus Improvement Plan

S=Strategic Plan Goal
P=Action Plan
(#)=Step of Action Plan

Goal 2: Incorporate differentiated instructional strategies through the use of conceptual-based integrated curriculum. (Strategy 3)

Objective 4: Increase the number of students receiving the TAKS commended performance rating by 13%. (2003-04 District Improvement Plan)

| STRATEGIES/STRATEGIC PLAN CORRELATIONS | NEEDS ASSESSMENT | SPECIAL PROGRAM/ POPULATIONS | WHO | TIME FRAME START/END | RESOURCES HUMAN/MATERIAL/ FISCAL | EVIDENCE OF MONITORING/ ATTAINMENT |
|--|---------------------------|------------------------------|-------------------------|-------------------------|--|--|
| Require students to support opinions with written elaboration | S3 | All | Students Teachers | Aug. 2003- June 2004 | Posters, excellent student writing examples, WRITE TRAIT Training | Students' work, TAKS results, observations |
| Integrate language root words, prefixes, and suffixes taught across all areas of study | TAKS information, TEKS S3 | All | Teams, Academic leaders | Aug. 2003- June 2004 | Academic and Interdisciplinary Teams planning, staff development, time | Students' work, TAKS results, lesson plans |