



**COPPELL INDEPENDENT SCHOOL DISTRICT**

**Cottonwood Creek Elementary**

# **CAMPUS IMPROVEMENT PLAN**

**2009- 2010**

**DR. ANDRA PENNY**

**PRINCIPAL**

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## **CISD MISSION STATEMENT:**

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

# CISD DISTRICT IMPROVEMENT PLAN

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

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

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

- **Performance Objective 1:** Promote the development and demonstration of positive character traits including (but not limited to) Courage, Trustworthiness, Integrity, Respect & Courtesy, Responsibility, Fairness, Caring, Good Citizenship, School Pride consistent with the terms of the TEC Section 29.906.
- **Performance Objective 2:** Embed Character Education within the CISD Curriculum in order to reach all students.
- **Performance Objective 3:** Create a culture where positive character qualities are demonstrated daily.

- **Performance Objective 4:** Focus integration of service learning into curriculum as a means of authentic character development.
- **Performance Objective 5:** Meet Chapter 37 TEC guidelines: student suspension needs to be a maximum of 3 days.

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

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

## **CAMPUS SITE-BASED COMMITTEE**

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

KATY COOPER, ASSISTANT PRINCIPAL  
 GINA OLSEN, KINDERGARTEN TEACHER  
 DEBBIE HEAD, FIRST GRADE TEACHER  
 ROXANN KRAUTKRAMER, SECOND GRADE TEACHER—PARENT  
 LACI BRIDGES, THIRD GRADE TEACHER  
 HEATHER RICH, FOURTH GRADE TEACHER  
 BRIAN CHOATE, FIFTH GRADE TEACHER  
 KELLY ROLLETT, CLASSROOM TEACHER  
 MECHELLE BRYSON, CENTRAL ADMINISTRATION  
 DEB KRENEK, PTO REPRESENTATIVE



# COPPELL INDEPENDENT SCHOOL DISTRICT

Reading/ELA TAKS Scores (%)	All Students	African American	White	Hispanic	Econ Disadv	LEP	Spec Ed	At-Risk	CATE- (Secondary Only)	GT
<b>2007-2008 Results</b>	99%	N/A	99%	100%	N/A	100%	96%	87%	N/A	100%
<b>2008-2009 Results</b>	97%	N/A	99%	95%	N/A	63%	89%	87%	N/A	100%
<b>Improvement Status</b>	- 2%	N/A	----	-5%	N/A	-37%	-7%	---	N/A	-----
<b>2009-2010 Goals</b>	100%	N/A	100%	100%	N/A	95%	98%	97%	N/A	100%

		Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders.
		Coordinate efforts between Literacy Coach and Rtl Specialist to customize instruction to meet the individuals learning needs of students.
		Implementing Power Groups based upon disaggregated data to address learning gaps in all students.

Math TAKS Scores (%)	All Students	African American	White	Hispanic	Econ Disadv	LEP	Spec Ed	At-Risk	CATE- (Secondary Only)	GT
2007-2008 Results	96%	N/A	96%	90%	N/A	100%	90%	94%	N/A	100%
2008-2009 Results	97%	N/A	97%	95%	N/A	86%	100%	88%	N/A	100%
Improvement Status	+1%	N/A	+1%	+5%	N/A	-14%	+10%	-6%	N/A	----
2009-2010 Goals	100%	N/A	100%	100%	N/A	97%	98%	97%	N/A	100%

		Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders.
		1 Implementing Power Groups based upon disaggregated data to address learning gaps in all students.
		2
		3

Writing TAKS Scores (%)	All Students	African American	White	Hispanic	Econ Disadv	LEP	Spec Ed	At-Risk	CATE- (Secondary Only)	GT
2007-2008 Results	100%	N/A	100%	100%	N/A	N/A	100%	N/A	N/A	100%
2008-2009 Results	97%	N/A	100%	86%	N/A	N/A	67%	N/A	N/A	100%
Improvement Status	-3%	N/A	-----	-14%	N/A	N/A	-33%	N/A	N/A	-----
2009-2010 Goals	100%	N/A	100%	97%	N/A	N/A	90%	N/A	N/A	100%

		Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders.
		1 Improving the implementation of Write from the Beginning program to address the writing needs of all students.
		2 Implementing Power Groups based upon disaggregated data to address learning gaps in all students.
		3

Science TAKS Scores (%)	All Students	African American	White	Hispanic	Econ Disadv	LEP	Spec Ed	At-Risk	CATE- (Secondary Only)	GT
2007-2008 Results	99%	N/A	98%	100%	N/A	N/A	100%	80%	N/A	100%
2008-2009 Results	96%	N/A	98%	88%	N/A	N/A	83%	75%	N/A	100%
Improvement Status	-3%	N/A	----	-12%	N/A	N/A	-27%	-5%	N/A	----
2009-2010 Goals	100%	N/A	100%	95%	N/A	N/A	96%	90%	N/A	100%

		Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders.
		1 Improve the utilization of CBA data to drive instruction.
		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	N/A									
2008-2009 Results	N/A									
Improvement Status	N/A									
2009-2010 Goals	N/A									

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
		2007-2008 school year: 96.17%
		2008-2009 school year: 95.97%
		As a campus we are trying to eliminate the number of tardies and absences. This year we will celebrate students who excel in being on time with a Buckaroo celebration breakfast. (this will occur once a 4 week period)
		We will also have class awards for perfect attendance. (per 4 weeks)

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

		Retention (if applicable): Discuss your retention concerns and celebrations. List any actions and resources

<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 1,6,7:</b>	Align the written, taught, and assessed curriculum. (2) Sustain district-wide Pre-K-12 TEKS aligned curriculum and assessment with research based instructional practices that enhance all curricular areas. (6) Integrate 21 <sup>st</sup> century learning skills within the district. (7) Increase Connections between real world experiences and authentic classroom instruction.							
<b>Summative Evaluation:</b>	Academic Excellence Indicator System Report (AEIS), TAKS summary report , classroom data (formative and summative), Thinking Map portfolio							
<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>
21 <sup>st</sup> century learning CISD strategic plan Campus observations and discussions	Implement Thinking Map in our campus PLC (staff) -book study -blog on FB -site visits	All	Staff, Administration	August 2009	June 2010	Books for book studies  Thinking Maps Manual	- Book study discussions/reflection - 9 wk ½ day grade level PLCs - Face book CCE group blogging over discussion posts - monitor and analyze	
AEIS report 08-09 21 <sup>st</sup> century learning TAKS Rdg (LEP) scores 08-09	Incorporate Thinking Maps to build rigor in the classroom and engage all students. (ESL, MTA, GT, etc.)	All	Staff, Administration  ESL (Newcomer teacher)	August 2009	June 2010	ESL certification of all CCE teachers  ELL Thinking Maps training	Thinking Map portfolios, TAKS data  100% of faculty ESL certification	
AEIS report 08-09 CBA (Performance Series data)	Provide small group tutoring to targeted students in reading and math  Grades 3-5	All	Classroom teachers, admin, and tutor	Jan. 2010	April 2010	Comp. Ed funds used for small group pull-out tutoring (total amount \$2373.14)	Teacher observations  Weekly assessments	

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<b>Summative Evaluation:</b>	Academic Excellence Indicator System Report (AEIS), TAKS summary report , classroom data (formative and summative), Thinking Map portfolio							
<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>
<p>Staff meetings/team leader meetings, blogging on specific topics, discussions in PLC's</p> <p>AEIS report and local assessment data</p> <p>21<sup>st</sup> century learning</p> <p>CISD Strategic Plan</p>	<p>Provide training in:</p> <ol style="list-style-type: none"> <li>1) Thinking Maps based on teacher's needs</li> <li>2) Brain based instruction</li> <li>3) RTI</li> <li>4) More teachers trained as TM TOT</li> <li>5) TM parent night: provide activities to engage our parents in TM</li> <li>6) TEPSA (fall conference on engagement)</li> <li>7) Increase Parental Involvement</li> <li>8) SBRC</li> </ol>	All	CCE staff	August 2009	June 2010	<p>Training that occurs in and/or out of district, book studies, outside consultants (Thinking Maps)</p> <p>-Utilize PD360, staff meetings, school visits to Keller ISD (Bluebonnet Elem.), Coppell ISD TOT Thinking Maps training, FB CCE group blog</p>	<p>Documentation of staff development, Eduphoria, reflections from book studies</p> <p>CCE Facebook blog over discussion topics</p> <p>TOT documentation</p> <p>Parent survey</p>	

<b>Strategic Objective/Goal 2:</b>	We will identify CISD character traits to be integrated throughout the district and develop means to assess student demonstration of those traits.							
<b>Performance Objective 2,3,4:</b>	Embed Character Education within the CISD Curriculum in order to reach all students. (3) Create a culture where positive character qualities are demonstrated daily. (4) Focus integration of service learning into curriculum as a means of authentic character development							
<b>Summative Evaluation:</b>	Grade level service learning projects and surveys							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
Campus input  CISD Strategic Plan	Integrate character development through service learning projects	All	Classroom teachers	June 2009	July 2010	Current CISD character education program  Service learning committee	Grade level service learning projects  Documentation of character ed.  Evidence of student participation displayed on bulletin boards	
Campus input and feedback	Increase the effectiveness of bullying and anti-drug programs on our campus	All	Classroom teachers, administration, counselor , students	June 2009	June 2010	Counselor  School House Bullies lessons	Guidance lessons  Student/staff survey  Red Ribbon Week lesson plans (activities)	

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<b>Performance Objective 2,3,4:</b>	Embed Character Education within the CISD Curriculum in order to reach all students. (3) Create a culture where positive character qualities are demonstrated daily. (4) Focus integration of service learning into curriculum as a means of authentic character development							
<b>Summative Evaluation:</b>	Grade level service learning projects and surveys							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
Campus input and feedback  09-10 discipline issues regarding bullying	Increase the effectiveness of bullying program with our faculty	All	Classroom teachers, counselor, administration	August 2009	June 2010	Counselor  School House Bullies Manual/ DVD	10% decrease in discipline issues  Teacher survey	
Campus input	Incorporate Project Wisdom on the Dr. Penny show	All	Administration , classroom teachers	August 2009	June 2010	Project Wisdom manual	Artifacts of completed assignments in Project Wisdom Manual	
Staff and Parent input  Parent concern on cyber safety	Increase Cyber Safety awareness	All	All CCE staff, administration, and parents	August 2009	June 2010	Parent training in the fall	Parent/ staff input inventory from training (surveys)	

<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 (4) :</b>	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.							
<b>Summative Evaluation:</b>	PDAS evaluations, walkthroughs, discussion on blogs, and Thinking Map folders on T share.							
<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>
21 <sup>st</sup> century learning Technology TEKS CISD Strategic Plan	Provide a more technology enriched learning environment	All	All CCE staff IT teacher	August 2009	July 2010	purchase of smart boards for the classroom (matching funds grant)	PDAS—walkthroughs Staff survey	
Campus observations and discussions	Increase knowledge of TM through FB blog	All	All CCE staff, parents, administration	August 2009	June 2010	Teacher/parent discussions on Thinking Maps and how they are being incorporated in the classrooms at CCE	Facebook blog	
Campus observations and discussions	Sharing of TM thru online folders and staff web pages	All	All CCE staff	August 2009	June 2010	School wires staff web pages T-share (for Thinking Maps)	Staff Portal Staff web pages	

