



MOCKINGBIRD ELEMENTARY
CAMPUS IMPROVEMENT PLAN
2010- 2011

PAM MITCHELL
PRINCIPAL

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 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 21st Century skills.
- **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:** 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 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 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

2010 - 11 COMMITTEE MEMBERS

NAME OF PARTICIPANT	COMMITTEE ROLE
PAM MITCHELL	PRINCIPAL
DEBBIE YOUNGS	ASSISTANT PRINCIPAL
TRICIA BADILLO	KINDERGARTEN
MARIE SUMRALL	FIRST GRADE
SUSAN BOYLES	SECOND GRADE
PAM PARKER	THIRD GRADE
HEATHER ASHBY	FOURTH GRADE
DAVID NOEL	FIFTH GRADE
DIANNE JOHNSTON	SPECIAL EDUCATION
PAM CARROLL	MUSIC
JUANELL ISAAC	DIRECTOR OF ELEMENTARY SPECIAL EDUCATION
AMY KRYZAK	PARENT
KAYLEA SCHULTZ	PARENT
BILL HIGHTOWER	COMMUNITY MEMBER



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
2008-2009 Results	99.3	92.4	100	97.7	91.7	100	100	98	NA	100
2009-2010 Results	99.3	100	100	97.3	100	83.4	92.4	95.2	NA	100
Improvement Status	0	+7.6	0	- 0.4	+8.3	-16.6	-7.6	-2.8	NA	0
2010-2011 Goals	99.5	100	100	98	100	100	95	98	NA	100

	Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders.
1.	Accurately determine which LEP students need to take TAKS.
2.	Allow students the full three year LEP exemption for TAKS when documentation supports an exemption.
3.	

Math TAKS Scores (%)	All Students	African American	White	Hispanic	Econ Disadv	LEP	Spec Ed	At-Risk	CATE- (Secondary Only)	GT
2008-2009 Results	97.1	100	98.2	90.7	83.3	80	92.3	88.2	NA	100
2009-2010 Results	99	100	99	100	89.5	100	100	98	NA	100
Improvement Status	+ 2	0	+ 1	+9.3	+6.2	+20	+7.7	+10	NA	0
2010-2011 Goals	99	100	99	100	95	100	100	99	NA	100

	Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders.
1.	More focus on reaching economically disadvantaged students, particularly problem solve when to tutor children who ride the bus and cannot come to school early or stay late.
2.	
3.	

Writing TAKS Scores (%)	All Students	African American	White	Hispanic	Econ Disadv	LEP	Spec Ed	At-Risk	CATE- (Secondary Only)	GT
2008-2009 Results	99	100	98	100	100	100	100	93	NA	100
2009-2010 Results	99	100	100	100	100	75	100	92	NA	100
Improvement Status	0	0	+2	0	0	-25	0	-1	NA	0
2010-2011 Goals	99	100	100	100	100	85	100	95	NA	100

	Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders.
1.	Accurately determine which LEP students need to take TAKS.
2.	Allow students the full three year LEP exemption for TAKS when documentation supports an exemption.
3.	

Science TAKS Scores (%)	All Students	African American	White	Hispanic	Econ Disadv	LEP	Spec Ed	At-Risk	CATE- (Secondary Only)	GT
2008-2009 Results	97	100	96.1	100	100	100	100	100	NA	100
2009-2010 Results	90	50	100	82	80	NONE	100	64	NA	100
Improvement Status	-7	-50	+4	-18	-20	NA	0	-36	NA	0
2010-2011 Goals	95	75	100	90	90	100	100	75	NA	100

	Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders.
1.	Research teaching African American and at-risk students.
2.	Problem solve ways to provide tutoring in science during the school day for students who already have Tier III interventions of 60-90 minutes daily during school hours for reading, math, and writing. These students cannot be tutored before or after school due to transportation issues.
3.	

Social Studies TAKS Scores (%)	All Students	African American	White	Hispanic	Econ Disadv	LEP	Spec Ed	At-Risk	CATE- (Secondary Only)	GT
2008-2009 Results	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
2009-2010 Results	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Improvement Status	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
2010-2011 Goals	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

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

	Attendance: Discuss your attendance concerns and celebrations. List any actions and resources.
1.	Through ongoing communication with parents regarding attendance laws and the impact of at-capacity enrollment, we decreased the number of days missed due to extended vacations during the school year.
2.	Parents were contacted by teachers when students missed school.
3.	Letters were sent by the assistant principal when students missed several days.

	Dropouts (if applicable): Discuss your dropout rates, concerns and celebrations. List any actions and resources.
1.	
2.	
3.	

	Retention (if applicable): Discuss your retention concerns and celebrations. List any actions and resources.
1.	Four children were retained in kindergarten. Two did not meet grade level standard. Parents of twins requested that they be retained because they moved in, the children were behind, and they had a hard time adjusting to the changes. The staff agreed.
2.	Two students were retained in first grade for not meeting grade level standards.
3.	One fourth grade child and one fifth grade child were retained for not meeting grade level standard and immaturity. In addition, the fourth grade child failed the Reading and Writing TAKS and the fifth grade child failed the Science TAKS and the first and second administration of the Math TAKS.

	Culture and Climate: Discuss your culture and climate concerns and celebrations. List any actions and resources.
1.	Team Leaders attended a retreat in June to hone leadership skills and set goals for the school year. They did an incredible job of working collaboratively with their teams to ensure that the needs of learners were being met.
2.	Mockingbird had a number of new students, so the staff was challenged to determine where the learners were academically and how to help those who had skills deficits.
3.	The administrative team worked together to encourage learners and staff, from the MKB Divas, to Spirit Rallies, games, skits and food.
4.	The Mockingbird Elementary parents, children and staff raised \$23,664.56 to put a SMART Board in every classroom.

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 on Forethought, Performance Series Data, and curriculum-based assessments (CBAs)							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Campus observations and discussions, discussions with staff at New Tech High	Review the PBL unit drafts from 2009-2010 with staff at New Tech High to ensure validity.	All	Campus administrators, instructional staff, staff from New Tech High	August 2010	June 2011	District PBL Leadership Team, instructional staff, campus administrators, staff at New Tech High	PBL drafts, staff discussions	Revised PBL unit drafts
Campus observations and discussions	Implement finalized Project/Problem Based Learning (PBL) projects developed in 2009-2010.	All	Campus administrators, instructional staff	August 2010	June 2011	District PBL Leadership Team, local funds	Curriculum unit plans, instructional snapshots, lesson plans, PBL projects	Walkthrough forms, Forethought lesson plans
Campus observations, CBA data/local assessment comparison and Performance Series	Utilize CBA data and growth model data to inform instruction and revise current PBL units.	All	Campus administrators, instructional staff	August 2010	June 2011	Assessment data	Lesson plans, classroom observations	Forethought lesson plans

Campus feedback	Create a physical learning environment that fosters and supports technological literacy and collaboration.	All	Campus administrators	August 2010	June 2011	Campus administrators, instructional staff, PTO and matching funds	Observation of PBL implementation utilizing innovative classroom structures	Environment observations
Campus and/or community	Implement created assessment rubrics that address 21 st Century learning skills in PBL (oral and written communication, collaboration, technological literacy, critical thinking, global awareness exposure, and professional ethics and responsibilities).	All	Campus administrators	August 2010	June 2011	Campus administrators, instructional staff	Assessment rubrics	Assessment rubrics
Community	Conduct Kindergarten Round-up	Prospective Kindergarten Students and their Parents	Kindergarten teachers, campus administrators	April 2011	May 2011	Kindergarten teachers, campus administrators, activity fund	Number of students and parents in attendance	Sign-in sheets

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 EC-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas.							
Summative Evaluation:	Documentation of CISD staff development offering(s), Eduphoria records, on-line, paper evaluations, walkthroughs, evaluations of campus needs and disaggregation of walkthrough data							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Quantitative data, such as AEIS, TAKS Summary Reports, district assessment data, TELPAS data Qualitative data, such as surveys, assessment folder reviews, team leader meetings	Provide training in: Research-based best practices, such as differentiated instruction, brain-based instruction, cultural literacy, writing rigorous assessment items, 5E Model, role of literacy in learning, Inquiry Based Unit Design, PBL, etc. <ul style="list-style-type: none"> Response to Intervention process (Rtl) Co-Teach Model of Instruction 	All	Campus administrators	August 2010	June 2011	CISD Staff Development Director, Curriculum team, outside consultants, in-district presenters, books, manuals, Region 10 workshops, etc., TEKS, Title I funds, \$2,000.00	Documentation of CISD staff development offerings, Eduphoria records, on-line and paper evaluations, campus needs assessment	Eduphoria records, walkthrough forms, less plans

Quantitative data, such as AEIS, TAKS Summary Reports, district assessment data, TELPAS data Qualitative data, such as surveys, assessment folder reviews, team leader meetings	Provide training and improve instruction for targeted populations, such as LEP	Instructional staff	Campus administrators	August 2010	June 2011	Director of School Improvement, Curriculum Directors, Title I funds, \$7,500.00	Campus Needs Assessment and Documentation of Additional Staff Opportunities	Agendas, sign-in sheets
District Assessments, Classroom Assessments	Provide tutoring for students not meeting standards on benchmark data	Grades 3-5	Campus administrators, instructional staff	August 2010	June 2011	Campus administrators, Counselor/SCE - \$2,798.00	TAKS, progress monitoring data	Eduphoria lesson plans, tutorial schedule, Rtl process
TAKS	Provide tutoring for students scoring 2200 and below	Grades 4-5	Campus administrators, instructional staff	August 2010	June 2011	Campus administrators, Counselor/SCE - \$2,000.00	TAKS, progress monitoring data	Eduphoria lesson plans, tutorial schedule, Rtl process
District assessments, Classroom assessments, SBRC	Provide targeted intensive intervention for students not meeting grade level standards	Grades K-2	Classroom teacher, Literacy Coach	August 2010	June 2011	Campus Administrators	Progress monitoring	Assessment data, Rtl process

AEIS, TAKS, district assessment data, TELPAS data	Develop aligned instructional strategies and framework in core subject areas and PBL.	All	Principal, Assistant Principal, Teachers, Curriculum Team	August 2007	April 2008	Principal, Assistant Principal, Classroom Teachers, Curriculum Team, Title I Funds, \$2,259.50	RBI, RMB, RBS	BA, TAKS, walk-through visits
Quantitative data, such as AEIS, TAKS Summary Reports, district assessment data, TELPAS data Qualitative data, such as surveys, assessment folder reviews, team leader meetings	Implement Research-Based Best Practices and Response to Intervention (Rtl)	Instructional staff	Campus administrators	August 2010	June 2011	Curriculum department, intervention services, campus administrators, counselor, curriculum team, Director of School Improvement, Intervention Services, Rtl Specialist, and IDEA Stimulus Funding	Walkthroughs, lesson plans, PST meeting minutes	Walkthrough forms, Forethought lesson plans, PST meeting minutes
Campus, district, and state assessments	Implement Research-Based Best Practices, such as differentiated instruction, brain-based instruction, cultural literacy, writing rigorous assessment items, 5E Model, role of literacy in learning, Inquiry Based Unit Design	All	Campus administrators, Campus PBL team	August 2010	June 2011	Campus administrators, District PBL Liaison, District PBL Team, Campus PBL Team, Title I funds, \$1,000.00	Walkthroughs, lesson plans	Walkthrough forms, Forethought 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 3:	Communicate district assessment plan to parents and teachers and report outcomes individually to parents and collectively to stakeholders.							
Summative Evaluation:	Copies of documents used to communicate to parents, teachers, students, and stakeholders							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Community and/or campus feedback	Conduct ongoing meetings to inform parents in K-5 about the SBRC and district assessment plans.	Parents in K-5	K-5 Instructional staff, campus administrators	August 2010	June 2011	Campus administrators, K-5 instructional staff	Posting of meeting times on websites, campus newsletters, agendas	Agendas, sign-in sheets
Campus feedback	Provide targeted instruction for students in understanding SBRC and district assessment plans.	Students in K-5	K-5 Instructional staff	August 2010	June 2011	Classroom visits, K-5 instructional staff, campus administrators, literacy coach, Director of School Improvement	Student reflections and/or student-teacher conferences	Forethought 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 4:	Expand district educational and business partnerships with the local and global community							
Summative Evaluation:	Documentation of increase in campus partnerships included in the campus improvement plan							
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	Recruit businesses and organizations that can meet campus needs.	All	Campus administrators, Site-Based Committee	August 2010	June 2011	Administrators, staff	Documentation of activities held with partners	Agendas, schedules

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 5:	Implement a system or systems to assess 21 st Century skills.							
Summative Evaluation:	Documentation of staff development offerings and updated teacher walkthrough and snapshot, and grading rubrics.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Campus and/or community feedback	Implement assessment rubrics that address 21 st century learning skills (oral and written communication, collaboration, technological literacy, critical thinking, global awareness exposure, and professional ethics and responsibilities).	All	Instructional staff	August 2010	June 2011	Campus administrators, District PBL Team, Campus PBL Team, SBRC Rubrics	Assessment rubrics	Assessments

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 6:	Integrate 21 st Century learning skills within the district.							
Summative Evaluation:	Unit plans, lesson plans on Forethought							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Campus observations and discussions, discussions with staff at New Tech High	Create additional PBL unit drafts with staff at New Tech High to ensure validity.	All	Campus administrators, instructional staff	August 2010	June 2011	District PBL Leadership Team, instructional staff, campus administrators	PBL drafts, staff discussions	Revised PBL unit drafts
Campus observations and discussions, discussions with staff at New Tech High	Meet with staff at New Tech High to ensure validity of newly created PBL units.	All	Campus administrators, instructional staff, staff from New Tech High	August 2010	June 2011	District PBL Leadership Team, instructional staff, campus administrators, staff at New Tech High	PBL drafts, staff discussions	Revised PBL unit drafts

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 lessons containing real world experiences, service learning, and authentic classroom instruction.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Campus feedback	Meet with current, and if possible, previous student advisory councils to gain their input into the instruction, climate, and physical environment at Mockingbird.	Current, and possibly previous, Student Advisory Councils	Principal, Student Advisory Council staff liaison	August 2009	June 2010	Advisory Council, principal, liaison, staff	Notes from meetings, meeting dates	Agendas
Campus feedback	Implement at least one PBL project per grade level that incorporates technology and includes learners in assessment process.	All	Campus administrators, Campus PBL Leadership Team	August 2010	June 2010	Campus administrators, District PBL Leadership Team, Campus PBL Leadership Team, NTH@C staff, District Liaison	Review feedback from panel, grade level products or showcases	Lesson plans, 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:	Provide an array of learning opportunities for gifted and talented students both within the school day as well as out of school options.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
UIL Program	Provide opportunities for GT students to participate in areas of interest in UIL	GT	Campus personnel and UIL campus coordinator	August 2010	June 2011	UIL materials, UIL coaches, UIL campus coordinator	List of UIL categories and enrollment numbers for UIL	UIL roster
GT State Plan Standards	Communicate additional out of school learning opportunities for students in their areas of interest.	GT	GT teacher and campus personnel	August 2010	June 2011	GT Teacher	List of out of school learning opportunities in Mosaic	Letter to parents
State Highly Qualified Teacher Initiative	Ensure all classroom teachers have acquired the initial 30 hours of GT training	Classroom teachers	Campus administrators	August 2010	June 2011	CISD Staff Development Department	Eduphoria registrations	GT Hours Certificate
State Highly Qualified Teacher Initiative	Ensure all classroom teachers have completed the yearly GT follow-up training of 6 hours	Classroom teachers	Campus administrators	August 2010	June 2011	CISD Staff Development Department	Eduphoria registrations	Eduphoria Portfolios

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 14:	Ensure equitable distribution of highly qualified teachers.							
Summative Evaluation:	Number of highly qualified teachers							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Number of teachers retained from the previous school year	Hire highly qualified teachers.	All	Principal, Director of Human Resources	June 2011	August 2011	Director of Human Resources	Number of teachers hired/retained	Staff roster
Number of teachers who apply to teach at Mockingbird Elementary	Create an appealing website.	All	Webmaster, secretary, staff	August 2010	June 2011	Webmaster, I Team	Teacher applications	Website

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 15:	Expand opportunities for student choice (elementary/secondary) in meaningful learning experiences.							
Summative Evaluation:	Provide an array of learning opportunities for students.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
UIL Program	Provide opportunities for students to participate in areas of interest in UIL	All	Campus personnel and UIL campus coordinator	August 2010	June 2011	UIL materials, UIL coaches, UIL campus coordinator	List of UIL categories and enrollment numbers for UIL	UIL roster
CISD Strategic Plan 2009	Provide varied learning experiences involving student choice using PBL	All	Campus administrators, instructional staff	August 2010	June 2011	District PBL Leadership Team, local funds	Curriculum unit plans, instructional snapshots, lesson plans, PBL projects	Walkthrough forms, Forethought lesson plans
CISD Strategic Plan 2009	Provide an opportunity at least once every 9-week period for students to participate in a club offering aligned to their individual interests	All	Instructional staff	August 2010	June 2011	Local funds	List of club offerings per grade level	Club roster

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:	Data gathered from random visits to CISD campuses, community feedback including survey data from presenters, guest speakers, etc., on demonstration of character traits by CISD students							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
CISD Strategic Plan 2009	Create a bulletin board to recognize Magnificent Mavericks whom have displayed outstanding character.	All	Campus principal	August 2010	June 2011	Local funds	Ongoing recognition of students	Final display of those with outstanding character
CISD Strategic Plan 2009	Provide a character lesson during morning announcement.	All	Counselor	August 2010	June 2011	Grant	Daily announcements	Copy of scripted announcements
CISD Strategic Plan 2009	Provide character education lessons and games to students	All	Counselor	August 2010	June 2011	Local funds	Lesson plans of counselor	Lesson plans
CISD Strategic Plan 2009	Implement RTime across the campus.	All	Counselor, assistant principal, classroom teachers	August 2010	June 2011	Local funds	Surveys	Lesson plans

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, including through service learning projects, in order to reach all students.							
Summative Evaluation:	Documentation of campus service learning							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Integration of Service Learning and Character Education	Continue documentation and celebration of student participation in service learning projects.	All	Instructional staff, campus service learning leader	August 2010	June 2011	Campus service learning leader, instructional staff, documentation of service learning projects, parent volunteers	Reports of service learning projects, lesson plans	Completed reports
Integration of Service Learning and Character Education	Allow for reflection at the completion of a service learning project to guide students to recognize the character traits utilized in the project.	All	Instructional staff	August 2010	June 2011	Instructional staff, students	Lesson plans	Lesson plans
Integration of Service Learning and Character Education	Integrate service learning into created PBL unit drafts.	All	Instructional staff, campus service learning leader	August 2010	June 2011	Instructional staff, students, campus service learning leader	Lesson plans	Lesson plans

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:	Documented reminders of positive character qualities							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
CISD Strategic Plan 2009	Establish a campus character team to evaluate campus character displayed in common areas of campus.	All	Campus Character Team	August 2010	June 2011	Local funds	District guiding principles	Character Posters Displayed in Common Areas

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:	Sustain a District-wide safe and drug free school program							
Summative Evaluation:	Documentation of lessons to ensure a safe and drug free school							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Integration of Service Learning and Character Education	Continue education on the prevention of bullying.	All	Counselor, instructional staff	August 2009	June 2010	Counselor, instructional staff	Lesson plans from counselor	Lesson plans

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 that addresses 21 st Century technology skills.							
Summative Evaluation:	Documented cumulative evidence of staff growth and progress over time in achieving 21 st Century technology skills							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Meetings with staff members	Develop and provide differentiated 21 st century staff development to support the creation of PBL unit drafts.	All	Campus IT specialists, Campus PBL Team	August 2010	June 2011	I-Team, trainers, books, manuals, Title I funds, \$1,000.00	Eduphoria transcripts, agendas	Agendas

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:	Research evidence and data collected regarding 21 st Century best practices, developed training documentation, Eduphoria training offerings, and all policies and procedures reflect current standards and recommendations.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Meetings with staff members	Annually review all federal, state, and local requirements, such as the CISD AUP for Technology, in order to adhere to all regulations, guidelines, and district standards and make recommendations as needed	All	Campus IT specialists, Campus principal	August 2010	June 2011	I-Team, trainers	Agenda	Agenda
Meetings with staff members	Encourage the use of Web 2.0 communication tools, such as blogs	All	Campus IT specialists	August 2010	June 2011	I-Team, trainers	Agenda	Staff websites
Campus feedback	Research available technology to support PBL unit drafts.	All	Campus IT Specialist	June 2009	July 2010	IT Specialist, instructional staff	Research notes	Meeting minutes

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:	Research evidence and data collected regarding 21 st Century best practices, developed training documentation, Eduphoria training offerings, and all policies and procedures reflect current standards and recommendations.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Campus feedback	Integrate technology into PBL unit drafts.	All	Campus IT Specialist, instructional staff	August 2009	June 2010	IT Specialist, instructional staff, lesson plans, students	Lesson plans, PBL unit drafts	Created PBL unit drafts

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 3:	Develop a green IT strategy and promote green initiatives to reduce energy costs and appropriately manage electronic waste.							
Summative Evaluation:	Implementation of school recycling program and developed “green” initiatives and programs.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Meetings with staff members	Implement a school-wide system for recycling paper and plastic products.	All	Fifth Grade Team	August 2010	June 2011	Recycling companies, Fifth Grade Team, staff	Weekly recycling and recycling dispensers in hallways	Checks from recycling companies

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 7:		Expand the Career and Technology Education (CTE) within CISD to provide additional opportunities to the entire student population.						
Summative Evaluation:		Integration of career opportunities in lesson plans.						
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Meetings with staff members	Provide students with the opportunity to hear speakers from a variety of occupations discuss their career.	Grades 4-5	Counselor	August 2010	June 2011	Counselor, staff, community	Lesson plans	List of speakers