



CAMPUS IMPROVEMENT PLAN

2009- 2010

CYNTHIA ARTERBERY
PRINCIPAL

MISSION STATEMENT:

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

CISD DISTRICT IMPROVEMENT PLAN

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

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

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

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

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

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

2000-2010 COMMITTEE MEMBERS

**CYNTHIA ARTERBERY, ANGIE HUX, BETH MEADOR, JODI CARTER, DEBBIE LUKERT, JEANNIE SANCHEZ,
KATHLEEN WINFREY, PARRISH NOLAN, EMILY JAMES, SANDY BURRELL, ERIN RAITH**



Reading/ELA TAKS Scores (%)	All Students	African American	White	Hispanic	Econ Disadv	LEP	Spec Ed	At-Risk	CATE- (Secondary Only)	GT
2007-2008 Results	98%	90%	98%	92%	100%	89%	75%	77%	N/A	100%
2008-2009 Results	100%	91.5%	100%	100%	100%	100%	--	100%	N/A	100%
Improvement Status	2%	1.5%	2%	8%	Same	11%	--	23%	N/A	same
2009-2010 Goals	100%	95%	100%	100%	100%	100%	90%	100%	N/A	100%

		Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders.
	1	Continue with small group guided reading and frequent assessment for continued improvement.
	2	Continue interventions such as literacy, Read 180 and PST.
	3	

Math TAKS Scores (%)	All Students	African American	White	Hispanic	Econ Disadv	LEP	Spec Ed	At-Risk	CATE- (Secondary Only)	GT
2007-2008 Results	97%	70%	98%	92%	93%	78%	75%	40%	N/A	95%
2008-2009 Results	99%	79.5%	100%	100%	89.5%	100%	100%	93%	N/A	100%
Improvement Status	2%	9.5%	2%	8%	-3.5%	22%	25%	53%	N/A	5%
2009-2010 Goals	100%	90%	100%	100%	95%	100%	100%	95%	N/A	100%

		Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders.
		1
		Continue and implement use of intervention programs such as Key Math, FAST math, Gizmos
		2
		Continue monitoring student progress using benchmark data (CBA, PA series) and through PST
		3

Writing TAKS Scores (%)	All Students	African American	White	Hispanic	Econ Disadv	LEP	Spec Ed	At-Risk	CATE- (Secondary Only)	GT
2007-2008 Results	95%	50%	100%	86%	100%	--	--	14%	N/A	94%
2008-2009 Results	100%	--	100%	--	--	--	--	100%	N/A	100%
Improvement Status	5%	--	Same	--	--	--	--	86%	N/A	6%
2009-2010 Goals	100%	100%	100%	100%	100%	100%	100%	100%	N/A	100%

		Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders.
	1	Continue with writing workshop by Erik Cork.
	2	
		Continue Write Traits, the use of thinking maps, and Write From the Beginning.
	3	Monitor assessment data for (CBA, Perf Series)

Science TAKS Scores (%)	All Students	African American	White	Hispanic	Econ Disadv	LEP	Spec Ed	At-Risk	CATE- (Secondary Only)	GT
2007-2008 Results	95%	80%	93%	100%	100%	--	29%	20%	N/A	83%
2008-2009 Results	96%	86%	96%	100%	100%	--	--	--	N/A	100%
Improvement Status	1%	6%	3%	same	same	--	--	--	N/A	17%
2009-2010 Goals	98%	100%	97%	100%	100%	--	--	88%	N/A	100%

Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders.		
	1	Continue FOSS kits, Gizmo, High Touch/High Tech, and Inquiry-based learning
	2	Monitor student progress through assessment data and use of PST
	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		
		<p>Valley Ranch attendance rate was 97%. In order to ensure that our students are arriving at school on time and attending school on a regular basis, attendance /notifications of policy violations are sent out to parents twice a 9 weeks. Our staff works very diligently sending emails or making phone calls to students' parents that are not adhering to the tardy/absence policy. We have held parent conferences and attendance meetings to try and remedy the situation. This year, VRE sent one case to truancy court for excessive absences. For future reference/reminders, VRE teachers will review the attendance/tardy policy at curriculum night to hopefully deter these types of situations.</p>

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		
		<p>Valley Ranch Elementary had retained 5 students in the 07-08 school year from K-2 grades. Each of these students have progressed well, with the exception of one student that is now receiving SPED services.</p> <p>For the 08-09 school year,our PST committee, along with parents have decided to retain 5 students, all from grades K-1st, along with 2-5th grade students based on Grade Placement Committee decisions. The students will remain in the PST process and be monitored very closely for progress.</p>

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, Forethought lesson plans, 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 discussions	Implement campus-wide study of project-based learning	K-5 students, Administration, All staff	Campus Staff, Curriculum Directors All Staff Administration	June 2009	July 2010	PBL Book studies: \$1500, Stimulus Grant, PBL manipulatives and supplies: \$10,000, Stimulus grant, Monthly campus studies, monthly team studies	Curriculum Unit Plans, Instructional Snapshots, lesson plans	
Campus observations, CBA data/local assessment comparison and Performance Series	Utilize CBA data and/or growth model, K/1 new math assessment data to inform instruction	All staff K-5 teachers	Curriculum Team, Campus Admin and Teachers	August 2009	June 2010	Achievement Series data and Performance Series Data, K/1 math assessment	Forethought lesson plans and campus visits, team meetings, PST meetings	
District initiative Campus decision	Implement investigations math program	K-5	Staff, Administration, Curriculum Directors, Administration	June 2009	July 2010	Resources and manipulatives: local funds Region X trainings Forethought scope and sequence	Assessment spreadsheet, 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 2:	Sustain district-wide Early Childhood – 12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas							
Summative Evaluation:	Documentation of CISD staff development offerings, Eduphoria records, on-line/paper evaluations, walk-throughs, evaluation of campus improvement plans and disaggregation of walk-through 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, CBAs, etc. Qualitative data such as surveys, writing folder reviews, department meetings, instructional leader meetings, team leader meetings, instructional snapshots, etc	Monitor the implementation of Research-Based Best Practices & Response to Intervention (RTI) Process	Instructional Staff	Curriculum Team, Director of School Improvement, Intervention Services, RTI Specialist, and Campus Administrators	June 2009	July 2010	Curriculum Department, Intervention Services, Campus Admin, Counselors and IDEA Stimulus Funding, Key Math, Read Naturally, usage of Rtl database (Oct) Read 180, 3-5 weekly tutoring: \$2,500, Comp Ed funds	Curriculum Instructional Walk-Throughs, Forethought lesson plans, PST meeting minutes, AP to attend Administrative Rtl conference, sending a teacher team to TEPSA's conference on engagement, increased progress monitoring, pre and post tests to indicate academic improvement	
Research-based application	Implement ESL model to enhance student learning	All staff, ESL facilitator	ESL facilitator, all staff, ESL Director, Curriculum Directors	June 2009	July 2010	Staff trainings, Curriculum Directors	Number of staff ESL certified, number of student exits from ESL, increase ELL student performance	
Research-based strategies, 21 st century learning	Enhance technology materials and teaching methods in the classroom to address the needs of at-risk students, LEP, and retained students	PreK-5 students	ITeam, campus Technology and Curriculum team, administration, curriculum directors. ESL facilitator	August 2009	June 2010	Extending RAZ kids: Title Funds Key Math: Local Funds Classroom supplies: \$4,111.55, Comp. Ed Funds	Student progress reports, growth model using PS series, report cards, classroom progress monitoring	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 3:	We will communicate district assessment plan to parents and teachers and report outcomes individually to parents and collectively to stakeholders.							
Summative Evaluation:	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
Campus feedback	Provide targeted instruction for students to help them understand the various assessment measures, including providing technology to allow them to understand, track and take responsibility for their individual performance and progress.	All	Campus Principals	August 2009	June 2010	Classroom visits, announcements, teachers, campus administration, counselors, PS series reports, CISD video explanations on website	Campus newsletters, agendas, handouts and portal, progress monitoring of programs such as Read Naturally and Key Math	

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 their 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	Expand partnerships to include Irving Partnerships , New Tech, and other schools studying PBL	All	Administration, Staff, Students	August 2009	June 2010	Administrators, staff, administration meetings with corporations, teams for site visits	Documentation of activities held with partners	

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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.							
Summative Evaluation:	Document assessment results							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Campus Feedback	Participate in the gathering of feedback and input from teachers at all grade levels, using both quantitative (survey) and qualitative (focus group) approaches, to promote faculty involvement and support of this type of assessment	All	VRE intern, All teachers	August 2009	June 2010	Campus survey	Focus group attendance sheets and minutes and survey results	

Strategic Objective/Goal :	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:	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 Feedback	Observe through site visits 21 st century schools	All	Assistant Superintendent of Curriculum and Instruction	August 2009	June 2010	Curriculum Directors, teachers, subs	Documentation of visits and of sharing information gained in visits	
Campus and Community Feedback	Create grading rubrics that address 21 st century learning skills (oral and written communication, collaboration, technology literacy, critical thinking, global awareness exposure, and professional ethics and responsibilities).	All	Curriculum Directors, campus teams	August 2009	June 2010	Curriculum Directors, Campus administrators, teachers, New Tech speaker, District liaison	Updated grading rubrics	

Strategic Objective/Goal :	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:	Integrate 21 st century learning skills within the district							
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
Community and Campus Feedback	Create a physical learning environment that fosters technology literacy and collaboration	All	Administration, IT, and librarian , all staff	August 2009	June 2010	Principals, teachers, funds for classroom needs: \$9,810, Title I, trial use of Active Boards in one 5 th , and one K classroom, Literacy supplies: \$400, Comp Ed	Observation of innovative classroom structures, library upgrade	
Campus Feedback	Participate in ongoing staff development targeted to <ul style="list-style-type: none"> • Real world application • Service Learning • Differentiation inside/outside the classroom • Project-based, problem-based teaching/learning 	All	Administration All PreK-5 teachers, Campus committees and leaders	June 2009	July 2010	Director of staff development, campus administrators, teachers, PD360, Team to Title I conference: Title I funds: \$4,000 Substitutes for mid-year planning: Title I: \$3,000 Site Visits: \$14,000, Stimulus Grant Substitutes, once a 9 weeks: \$14,620, Stimulus funds	Staff development offerings in Eduphoria and in (CIP) campus improvement plan, Individualized Teacher Department Plan	

Strategic Objective/Goal :	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:	Integrate 21 st century learning skills within the district							
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
Community and Campus Feedback	Access parent talent pool at the beginning of the year or as needed to determine assets.	All	Principals, teachers	August 2009	June 2010	Principals, teachers, PTOs, parents and guardians, parent survey given at curriculum night Parent Involvement: \$130, Title I	Campus improvement plans. PTO, Lists of parent assets, curriculum night sign in sheet	
Community and Campus Feedback	Align concept-based instruction with real world application.	All	Campus staff, Administration, Curriculum Director Liaison	August 2009	June 2010	Grant manager and PBL consultant: \$7,000, Stimulus grant Hightouch/High tech: \$3,510, Title I	Information in Forethought, staff development offerings	

Strategic Objective/Goal :	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:	Integrate 21 st century learning skills within the district							
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
Community and Campus Feedback	Incorporate opportunities for students to connect to the global community using technology tools such as distance learning, podcasting, on line courses, etc.	All	Director of Advanced Academics	August 2009	June 2010	Parent involvement survey, ITeam trainings, Technology upgrades (active boards, mini laptops, flip cameras and software to support PBL: \$132,000, Stimulus grant Speaker for M/Sci night: \$1,000, Title I	Lesson plans and Campus Improvement Plans, Friday Live	
Community Feedback	Implement campus-wide service learning project	All	Director over Service Learning, VRE service learning coordinators	August 2009	June 2010	Director over service learning, campus administrators, teachers, class time, partnership with the YMCA	Postings on website, other evidence of service learning activities	
Campus feedback, Stimulus money	Apply for Engaging the Future Grant Application	PreK-5	Administrators, All staff PreK-5, district liaison	August 2009	September 2009	Federal Stimulus money, feedback from campus staff and liaison, campus CIP	Approval of grant funding, implementation of grant, evaluation	

Strategic Objective/Goal :	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:	Integrate 21 st century learning skills within the district							
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
21 st century learning skills	Construction of VRE Greenhouse	All students, gen ed and SPED K-5	All students, All staff, Community partners, All parents	August 2009	July 2010	Dad's club Funding and support, parent involvement surveys, Startup Funds for Greenhouse, \$6,000, Stimulus funds, Community resources, outside corporate grants	Completion of greenhouse, student centered products, ongoing learning and evaluation	

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:	The CISD GT Program Guide reflects 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
2009 Program Evaluation	Implement GT Scope and Sequence of Skills	GT	Director of Advanced Academics and GT Committee	September 2009	December 2009	GT Committee Members	Copy of Revised Scope and Sequence	
GT State Plan Standards	Implement a Standards Based Report Card to report student mastery of skills in the scope and sequence	GT	Director of Advanced Academics and GT Committee	November 2009	March 2010	GT Committee Members	Copy of GT Reports Cards	
GT State Plan Standards	Implement the Texas Performance Standards Projects as part of GT Curriculum and Assessment	GT	Director of Advanced Academics and GT Faculty	September 2009	May 2010	GT Faculty and TEA Website for Performance Standards Project	Curriculum Documents and Student Projects	
GT State Plan Standards	Develop a program to cultivate reading and writing talents.	GT and Advanced Academic Students	Director of Advanced Academics; Director of Language Arts	September 2009	May 2010	GT Faculty	Program Description and Learning Opportunities	

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 10:	Sustain district-wide EC-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas							
Summative Evaluation:	Annual, Review, and Dismissal (ARD) Committee paperwork, Individual Education Plans (IEP)							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Sp.Ed. Permanent folder review; instructional snapshots; department meetings	Attend initial and ongoing training in Standards-Based IEPs	Special Ed	Directors of Special Education Lead Diagnostician Lead Speech Pathologist Special Education Team Leaders	August 2009	June 2010	Special Education Teachers, Director of Special Education, Lead diagnostician, Lead Speech Pathologist, Special Education Team Leaders, Region 10, Special Education Local and Federal Funds, Special Education Data Management System	ARD committee reports, IEP Progress	
SPED student numbers and student need	Expand Co-teach to 3 rd grade to better meet student IEPs	3 rd grade teachers, SPED teachers	Campus Special Education teachers, SPED director	August 2009	July 2010	Co Teach Training, Co-planning with teachers	IEP data collection, IEP progress reports, gen ed progress and report cards	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 11:	Implement the requirements and purposes of IDEA by meeting State and Federal targets							
Summative Evaluation:	Annual, Review, and Dismissal (ARD) Committee paperwork, Individual Education Plans (IEP), Full and Individual Evaluations (FIE), Annual Performance Report (APR)							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
State Performance Plan (SPP) Indicators Referral Logs Child Find Logs	Implement new data base for writing standards-based IEPs	Special Education Ages 0-21	Directors of Special Education, Diagnosticians Speech Pathologists Licensed Specialists in School Psychology Instructional Services Personnel Related Services Personnel	October 2009	June 2010	Intervention Services Personnel, Region 10, Regional Day School Program for the Deaf (RDSPD) Personnel, SpEd Local and Federal funds, Contract Services, September training	ARD Committee paperwork FIE reports Referral Logs Child Find Logs	

Updated Sept. 18, 2009

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 Assessment	Action steps	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Teacher and admin , and staff recommendations	Establish a Student Leadership Team	Grades 2-5 students	Teachers, admin	August 2009	June 2010	Teachers recommendation, interview process	Group meetings once a 9 weeks	
Collaboration	Establish campus administrative team	ESL facilitator, literacy, GT, AP, Princ, counselor	Administration	August 2009	June 2010	Student growth data, Curriculum and student focused discussion	Group minutes, group meetings once a 9 weeks	
Teachers' input	Provide overview of VRE discipline plan	All	All campus staff, admin, and counselors	Aug 2009	June 2010	Campus schedule, overview of 2008-2009's discipline referrals	-grade level input on policies beforehand	

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 character education program within each Campus Improvement Plan							
Needs Assessment	Action steps	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Community/ Campus feedback	Seamlessly integrate (campus-developed) Character Ed. program into existing school practices	All	Librarians, counselors, classroom teachers, assistant principals, principals	August 2009	June 2010	Library time, counselor visits, announcements, assemblies, advisory time, discipline programs, Project Wisdom character program, Quantum Learning Strategies	Campus visits	
Campus/service learning coordinator feedback	Integrate Service Learning and other character ed. projects into existing content area curriculum where appropriate	All	Curriculum Directors, Director of Service Learning	August 2009	June 2010	CISD curriculum writers, Curriculum Directors, imbed self evaluation rubrics into classroom projects	Classroom visits, curriculum documents, PBL studies	
Student interest	Expand campus clubs/service	K-5	K-5 teachers, admin, all staff	August 2009	June 2010	Watt Watchers, K-5 clubs, recycling, safety patrol, local funding	Energy report	

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:	Documentation on shared community/CISD website							
Needs Assessment	Action steps	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Community/campus feedback	Identify, develop and implement extracurricular character programs that are relevant to student life	All	Sponsor of student committee	August 2009	June 2010	Student committee, Drama, science and scrabble after school clubs, Math Olympiad	Publicized list of student extracurricular opportunities	

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:	Establish consistent safe and drug free school programs district wide.							
Summative Evaluation:	Post-instruction assessment							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
<i>Discipline Referrals, Anecdotal campus reports</i>	Increase the effectiveness of the relational aggression prevention program <ul style="list-style-type: none"> • Bullying • violence 	All	Dir. Student Services, Counselors, Teen Leadership teachers	August 2009	June 2010	Support materials, Teen Leadership curriculum, School Resource Officers (SROs), Title IV	Curriculum documents, counselor & nurse feedback, discipline data	
<i>Counselor's meetings and discussions</i>	Expand Quantum Learning (8 Keys of Knowledge) and Project Wisdom into current guidance sessions	Counselor K-5 staff and students	Counselor	August 2009	June 2010	Support texts, counselor meetings and discussion	Student and teacher feedback	

Strategic Objective/Goal 3 :	We will increase efficiency in the district operations and educational delivery system through the use of technology, and further develop business and community partnerships in order to best achieve our mission and objectives.							
Performance Objective 1:	Increase CISD staff's level of technology integration expertise (proficiencies) through a differentiated staff development program that addresses 21 st Century technology skills.							
Summative Evaluation:	Documented cumulative evidence of staff growth and progress over time in achieving 21 st Century technology skills.							
Needs Assessment	Action steps	Sp. Pop	Person(s) Responsible	Time line Start	Timelin e End	Resources Human/Material/Fiscal	Formative Evaluation	Docu ment ed
Meetings with department and/or campus personnel	All CISD staff members will develop annual technology goals using a proficiency objectives document.	All	Integration Specialists; Principals	July 2009	June 2010	Staff members, proficiency objectives document, annual review materials	Evaluations by supervisor and/or principal, annual goals documentation	
Meetings with department and/or campus personnel	Utilize online learning resources to increase differentiated staff development.	All	Integration Specialists; Staff Development Director	July 2009	June 2010	Bond \$/M&O, I-Team, Technology Dept, PD 360	Online resources, Eduphoria transcripts, District level site visits, Follow up reflective discussions	
Meetings with department and/or campus personnel	Develop and provide differentiated 21 st Century Training to accommodate all staff member's technology levels.	All	Integration Specialists; Staff Development Director	July 2009	June 2010	I-Team, Curriculum Team, Trainers, Materials (books, manuals, resources, etc.) PD360	Meeting handouts, Eduphoria transcripts, Follow up reflective discussions	

Strategic Objective/Goal 3 :	We will increase efficiency in the district operations and educational delivery system through the use of technology, and further develop business and community partnerships in order to best achieve our mission and objectives.							
Performance Objective 4:	Enhance 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.							
Summative Evaluation:	District/Campus websites, Staff/Parent portal resources and content, Security audit report							
Needs Assessment	Action steps	Sp. Pop.	Person(s) Responsible	Time line Start	Timeli ne End	Resources Human/Material/ Fiscal	Formative Evaluation	Docum ented
Meetings with district and campus staff; Review District policy and guidelines for website posting/content; Survey surrounding districts; Parent survey for standards-based reporting	Review and update VRE website and staff websites.	All	Executive Director of Technology; ITeam, All teachers PreK-5	July 2009	June 2010	District and campus staff, Survey Monkey, CISD website policy resources	Staff and community feedback, District, campus and teacher website content, Survey results	

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