CISD
COPPELL INDEPENDENT SCHOOL DISTRICT

CAMPUS IMPROVEMENT PLAN

2011- 2012

COPPELL MIDDLE SCHOOL EAST

PRINCIPAL

LAURA SPRINGER

CISD MISSION STATEMENT:

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

CISD CAMPUS 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:** Prepare students for post-secondary education success.
- **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 special education curricular areas.
- **Performance Objective 11:** Sustain a district-wide effective School Health Advisory Council (SHAC).
- **Performance Objective 12:** Implement the requirements and purposes to meet state and federal targets for Special Education.
- **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:** Maintain 100% highly qualified teachers at each campus.

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 and service learning projects in order to reach all students.
- **Performance Objective 3:** Sustain a District-wide safe and drug free school program.

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.

CAMPUS SITE-BASED COMMITTEE
2011 - 12 COMMITTEE MEMBERS

NAME OF PARTICIPANT	COMMITTEE ROLE
HEATHER ASTON	TEACHER
MEGAN WRIGHT	TEACHER
ROCHELLE COWAN	TEACHER
WHITNEY NEAL	TEACHER
MARK ECHOLS	PARENT
PAM DEMPSEY	COUNSELOR
RANETA ANSLEY	TEACHER
ANNE DALY	ADMINISTRATIVE ASSISTANT
BRANDON MCGILL	ADMINISTRATION
LAURA SPRINGER	PRINCIPAL
STEVE WILLIAMS	BUSINESS/ COMMUNITY MEMBER
KAY NEUSE	DISTRICT 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
2009-2010 Results	97	95	98	98	92	80	85	93	N/A	100
2010-2011 Results	97.3	97.56	98.39	98.21	96.05	52.94	93.75	97.56	N/A	100
Improvement Status	.3	2.5	.3	.2	4.0	-27	8.7	4.5	N/A	
2011-2012 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.	Our LEP students dropped in reading this year. They will be a targeted group for us to make sure we are meeting their needs.
2.	
3.	

Math TAKS Scores (%)	All Students	African American	White	Hispanic	Econ Disadv	LEP	Spec Ed	At-Risk	CATE- (Secondary Only)	GT
2009-2010 Results	96	89	98	95	94	97	79	93	N/A	100
2010-2011 Results	95.97	90.24	96.26	95.54	94.87	76.47	85.29	84	N/A	100
Improvement Status	0-	1.2	-1.75	-0	-0	-20.5	6	-9	N/A	-0
2011-2012 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.	We will work on our LEP and At-Risk Math students. It made a difference in not having the double block section for our math students. We are working hard to change the way we use our time in class to ensure student success.
2.	This is an area that we will have to work hard to ensure success on the STAAR Test.
3.	

Writing TAKS Scores (%)	All Students	African American	White	Hispanic	Econ Disadv	LEP	Spec Ed	At-Risk	CATE- (Secondary Only)	GT
2009-2010 Results	100	100	100	100	100	100	100	100	N/A	100
2010-2011 Results	99.6	100	99.21	100	96.43	100	100	98.04	N/A	100
Improvement Status	0	0	-1	0	-4	0	0	-2	N/A	0
2011-2012 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.	We did a great job with our students in writing. We had a few groups that we need to keep our eye on to ensure their success.
2.	
3.	

Science TAKS Scores (%)	All Students	African American	White	Hispanic	Econ Disadv	LEP	Spec Ed	At-Risk	CATE-(Secondary Only)	GT
2009-2010 Results	98	89	98	97	97	100	89	97	99	100
2010-2011 Results	98.35	85.71	99.2	100	92.59	66.67	87.5	89.19	N/A	100
Improvement Status	0	-4	0	0	-5	-33	0	-8	NA	0
2011-2012 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.	We worked so very hard this year to make sure our kids were ready for their science TAKS. We will really need to zero in on our LEP students as well as our African American students. Overall we did an excellent job, but we must make sure that all students experience success in Science.
2.	This is an area that we will have to work hard to maintain success on the STAAR Test.
3.	

Social Studies TAKS Scores (%)	All Students	African American	White	Hispanic	Econ Disadv	LEP	Spec Ed	At-Risk	CATE- (Secondary Only)	GT
2009-2010 Results	100	100	100	100	100	100	100	100	N/A	100
2010-2011 Results	99.59	92.86	100	100	96.3	100	100	97.3	N/A	100
Improvement Status	0	-7	0	0	-4	0	0	-3	N/A	0
2011-2012 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.	My teachers continue to do an awesome job with Social Studies. All groups were in the 90's and are geared for the switch to STAAR.
2.	
3.	

	Attendance: Discuss your attendance concerns and celebrations. List any actions and resources.
1.	We have great attendance at school and I attribute this to the relationships my staff builds with our students. They are ready to come and learn in an environment in which they feel loved and valued.
2.	
3.	

	Dropouts (if applicable): Discuss your dropout rates, concerns and celebrations. List any actions and resources.
1.	Our dropout rate is wonderful and once again I attribute our relationship building with this.
2.	
3.	

	Retention (if applicable): Discuss your retention concerns and celebrations. List any actions and resources.
1.	We did not retain any students this year, but we have students that move into our school with major learning gaps. We will need to keep an eye on this as we move to the STAAR Test and increase the rigor.
2.	
3.	

	Culture and Climate: Discuss your culture and climate concerns and celebrations. List any actions and resources.
1.	I believe we have created a culture and climate in our building of love and acceptance. We have a diverse population and we work heavily on respect for all. My entire staff is incredible and care deeply about their students. We don't just know about how kids do in the classroom. We care about them as people first and students second. East is a great place to work.
2.	
3.	

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 assessment (CBA) data							
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Formative Evaluation**	**Documented**
Campus observations & discussions	Implement written curriculum documents to align with research-based best practices and new TEKS	All	Campus Administration and Department Heads	August 2011	June 2012	Research-based best practice resources by authors such as Erickson, Wiggins & McTighe, Marzano, Stiggins, Daggett, etc., local funds,Forethought	Curriculum Unit Plans, Instructional Snapshots	
CBA data, campus & community feedback, CBA data/local assessment comparison and Performance Series	Implement and monitor the District Assessment Plan in order to more effectively monitor student growth, program effectiveness and to drive instruction.	All	Campus Administration, Curriculum Dept.and TESA groups	August 2011	June 2012	Content planning time, preview process, TEKS, Forethought documents, Rigor/ Relevance Framework	Forethought lesson plans, Instructional Snapshots/campus walkthroughs	
Campus observations, CBA data/local assessment comparison and Performance Series	Align accelerated instruction practices with research-based best practices, including 21st century learning skills and tools.	All	Campus Administration and Dept. Heads	August 2011	June 2012	Performance Series data, and local funds	Campus Improvement Plans, intervention plans and accelerated instruction 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:	Eduphoria records, on-line/paper evaluations, walk throughs, TESA								

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, department meetings, instructional leader meetings, team leader meetings, instructional snapshots, etc.	Continue training in: • Research-Based Best Practices such as Differentiated Instruction, Brain-Based Instruction, Pre AP Strategies, Thinking Maps, Problem /Project Based Learning (PBL), 21st Century Literacy, Concept – Base Instruction, Inquiry Based Instruction, including, but not limited to special ed. and LEP students, etc. • Response to Intervention (RtI) process • ELPS Co-Teach Model of Instruction for special ed. students	All	Campus Administration	August 2011	June 2012	Outside consultants, in-district presenters, books (Title I – $1000), manuals, Region 10 workshops, etc., TEKS, local funds, Director of Staff Development	Eduphoria records, Walk Throughs, Campus Needs Assessment on-line and paper evaluations TESA walkthroughs	

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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:	Eduphoria records, on-line/paper evaluations, walk throughs, TESA							

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Qualitative data such as surveys, department meetings, instructional leader meetings, team leader meetings, instructional snapshots, etc.	Continue using TESA (Teacher Expectation Student Achievement) and provide feedback time to implement strategies with our students.	All	Campus Administration and TESA trained teaching staff	August 2011	June 2012	TESA Manual and training guide for using tried methods to improve instruction for the at-risk learner, Comp.Ed. funding ($1000)	Campus walk-throughs and feedback documentation shared between staff members	
Quantitative data such as AEIS, TAKS Summary Reports, CBAs, Performance Series, etc.	As a Title I Campus provide additional opportunities to supplement training and improve instruction for targeted populations.	Staff and campus administration	Title I Campus Administrators	August 2011	June 2012	Title I Funds ($6000)	Campus Needs Assessment and Documentation of Additional Staff Opportunities and conferences	
Quantitative data such as AEIS, TAKS Summary Reports, CBAs, Performance Series, etc.	As a Title I Campus provide additional part-time staff to supplement training and improve instruction for targeted populations.	At-risk learners	Title I Campus Administrators and HR Dept.	August 2011	June 2012	Title I Funds ($14,500)	Campus Needs Assessment and Documentation of Additional Tutoring with our at-risk population	Quantitative data such as AEIS, TAKS Summary Reports, CBAs, Performance Series, etc.

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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:	Eduphoria records, on-line/paper evaluations, walk throughs, TESA							

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.	Provide additional training for documentation and instructional strategies for Response to Intervention (RTI) and 504	Instructional Staff	Campus Administrators and staff	August 2011	June 2012	Curriculum Department, Intervention Services, Campus Admin, Counselors, IDEA Stimulus Funding	PST meeting minutes and campus staff development planning	
Campus feedback	Implement a campus study on the book "Focus" to enhance authentic literacy and 21st Century Skills for all students. Working on teaching students to understand the importance of being able to read, write, and understand what is happening in their world with authentic news.	Instructional Staff	Campus Administration and teaching instructors on the staff	August 2011	June 2012	Campus Administration and Title I funding for reading materials ($882)	Campus walk-throughs , lesson plans, and campus staff development	Campus feedback

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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:	Eduphoria records, on-line/paper evaluations, walk throughs, TESA								

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, and Local Assessments. Qualitative data such as surveys, department meetings, instructional leader meetings, team leader meetings, and classroom walkthroughs.	Provide initial/advanced training in: • Assessment for learning • Grading practices • Assessment management system's role in data collection • Assessment management system's role in RtI	Curriculum team and campus admin. team	Director of Staff Development, Curriculum Directors, Director of School Improvement, Assistant Superintendent of Curriculum, Instruction, and Assessment	August 2011	July 2012	Assessment management system, Outside consultants, in-district presenters, books, manuals, Region 10 workshops, etc., TEKS, Title I ($4000)	Eduphoria records, classroom walkthroughs, RtI Tier 1 documentation, and campus needs assessment	
Campus AEIS report and campus assessment data.	As a campus create and implement an RtI transition plan aligned to District initiative.	Campus admin team and staff.	Curriculum Department and Campus Administrators and Campus Staff	June 2011	July 2012	Curriculum department, intervention services and local funds	Local and state assessments and campus visits.	
Quantitative data such as AEIS, TAKS Summary Reports, and Local Assessments.	Provide tutoring for our LEP students to ensure they are able to keep up with the rigor for the new STAAR test.	LEP and ESL students of all levels	Campus Administration and Campus ESL Coordinator	June 2011	July 2012	ESL District Coordinator, Campus Coordinator, Title III ($2061), Campus Administration	Local and state assessments and campus visits	

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:	Eduphoria records, on-line/paper evaluations, walk throughs, TESA							

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, and Local Assessments.	Provide tutoring for our math and science students to ensure they are able to keep up with the rigor for the new STAAR test.	LEP and ESL students of all levels	Campus Administration and Math and Science teachers	June 2011	July 2012	District Coordinator's for math and science, Campus Coordinator, Title I ($1725), Comp. Ed. Funds ($5400), Campus Administration	Local and state assessments and campus visits	
New Vision Implementation Matrix Pre Analysis, CISD 2010-2011 graduation data and comprehensive needs assessment	Provide learners with assessment feedback that facilitates growth for each student.	All	Administrative Team	June 2011	July 2012	New Vision Implementation Matrix Pre Analysis, CISD 2010-2011 graduation data and comprehensive needs assessment	New Vision Implementation Matrix Post Analysis,	
New Vision Implementation Matrix Pre Analysis, CISD 2010-2011 graduation data and comprehensive needs assessment	Incorporate assessment tools such as rubrics, processes and other methods into instruction	All	Administrative Team	June 2011	July 2012	New Vision Implementation Matrix Pre Analysis, CISD 2010-2011 graduation data and comprehensive needs assessment	New Vision Implementation Matrix Post Analysis,	

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 through a Personal Success Plan.	All students	Campus Administration, Staff during Bronco Time	August 2011	June 2012	Classroom visits, announcements, teachers, campus administration, counselors, Bronco Time with mentors	Campus newsletters, agendas, handouts and portal. PSP Documents	

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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	Host a "brown bag" lunch and an evening "dessert social" to inform and educate our parents in the assessment areas our students take this year in a language that they can understand.	All	Campus Administration	August 2011	June 2012	Title Funding ($500)	Survey Monkey with our attendees	
Campus feedback	Host an evening meeting to educate our parents on STARR assessments and EOC assessments.	All	Campus Administration and Director of Advanced Academics	August 2011	June 2012	Powerpoint presentations and presentation of data.	Survey Monkey with our attendees	

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Performance Objective 4:	Expand district educational and business partnerships with the local and global community.							
Summative Evaluation:	Documentation of increased campus partnerships.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Community Feedback	Continue using businessmen and women as mentors in our building for at-risk students	At-risk students	Counselor and Campus Administration	August 2011	June 2012	Business partnerships and counselors	Feedback from mentor and student for effectiveness	
Community and campus feedback	Recruit businesses and organizations to help meet the identified needs on our campus. Allow them to present in our classrooms to inspire our students to achieve and seek new pathways to success.	All	Counselors and Principal	August 2011	June 2012	Administrators, staff	Documentation of activities held with partners	

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Performance Objective 4:	Expand district educational and business partnerships with the local and global community.							
Summative Evaluation:	Documentation of increased campus partnerships.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Parent Involvement	Host a food night at local restaurants and fast food establishments to support our school programs and the local business.	All	Campus Administration and PTO	August 2011	June 2012	Business Owners and partnerships	Documentation of activities held and how many students were involved	

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Performance Objective 5:	Implement a system or systems to assess 21st Century Skills							
Summative Evaluation:	Documentation of assessment results							
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	Identify and incorporate current systems and assessment programs that target 21st Century skill development for students.	All	Campus Administration, Counselors, and Dept. Heads	August 2011	Jan 2012	Curriculum Directors, Campus Administration, Head Librarian and I-Team	Comparative matrix of researched systems	

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 21st 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	Conduct a campus study of 21st century assessment methods to be incorporated into the classroom	All Instructional Staff	Campus administration and leadership team	August 2011	June 2012	Administrators, teachers, videos	District and campus staff development plans. Walk through and teacher appraisals	
Community and Campus Feedback	Create a physical learning environment that fosters technology literacy and collaboration during Content Time with I-Team leader	All	Campus Principal, I-team specialist and 21 Club members	August 2011	June 2012	Principals, teachers, I-team leader,	Observation of innovative classroom structures	

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Performance Objective 6:	Integrate 21st 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	Utilize updated teacher walkthrough form to include 21st century learning skills.	All	Campus Administration	August 2011	June 2012	Curriculum Directors, campus administrators,	Updated walkthrough form.	

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	Continue to fund and require ongoing staff development targeted to • Real world application • Service Learning • Differentiation inside/outside the classroom • Project-based, problem-based teaching/learning • Inquiry based instruction • Instructional technology • Concept based instruction • Tier I instruction • Authentic assessment	All	Campus administration, I-Team specialist, Department Heads	June 2011	July 2012	Director of staff development, campus administrators, teachers, Comp. Ed. Funding ($1117) Title Funding ($13072)	Staff development offerings in Eduphoria	
CISD Strategic Plan	Establish campus time within the instructional day for students to explore and reflect on various and engaging learning experiences.	All	Campus Administrators	June 2011	August 2012	Curriculum Department, Administration and staff	Campus schedules 2010-2011 and student reflections	

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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
Community Feedback	Enhance service learning: Improve quality and quantity of service learning projects at each grade level	All	Campus Service Learning Director, All Team Leaders	August 2011	June 2012	Director over service learning, campus administrators, teachers, class time	Postings on website, other evidence of service learning activities	
CISD Strategic Plan 2009 and CISD Middle School Strategic Plan 2010	Establish a campus flex schedule allowing for time within the instructional day for students to explore and reflect on various and engaging learning experiences.	All	Campus Administrators	June 2011	August 2012	Curriculum department, model schedules	Campus schedules 2011-2012 and student reflections	
CISD Strategic Plan 2009	Incorporate opportunities for students to connect to the global community using technology tools such as distance learning, podcasting, and online courses.	All	Campus Administration and I-Team Specialist	August 2011	June 2012	I Team, teachers, Title II, IDEA and local funds	Lesson plans and Campus Improvement Plans	
CISD Strategic Plan 2009 and CISD Middle School Strategic Plan 2010	Provide varied learning experiences focusing on student choices.	All	Campus Administrators	August 2011	June 2012	Curriculum Directors, 21st Century Learning, and ICLE Resources	Lesson plans, and student/ teacher reflections	

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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**
CISD Strategic Plan 2009	Provide varied learning experiences focusing on student choice using a variety of teaching methods such as PBL, blended learning, and differentiated instruction.	All	Campus Administration, Department Heads, Staff	Aug 2011	June 2012	Director of Staff Development, Curriculum Directors and Campus Admin., Title III	Course offerings and teacher lesson plans	
CISD Strategic Plan 2009	Train teachers in a variety of learning methods that give more options for student choice in academic experiences.	All	Campus Administration, Department Heads, Staff	Aug 2011	June 2012	Director of Staff Development, Curriculum Directors and Campus Admin	Eduphoria records, classroom walkthroughs, and campus needs assessment	

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 8:	Expand the Career and Technology programs to increase opportunities to all CISD students								
Summative Evaluation:	PBMAS, student enrollment, student certification, CTE program evaluations								
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Middle School Strategic Plan	Implement new CTE electives to provide transitional bridge for high school opportunities.	All	Campus Administration, Counselors, CATE Teacher	August 2010	June 2011	Executive Director of Technology, Middle School Teachers, Campus Administrators, academy leaders, and New Tech facilitators. and Carl D. Perkins Grant	Projected enrollment data and Professional Development Evaluation Survey	
Student placement into CTE Programs of Study, Middle School Strategic Plan	Continue to increase student and teacher awareness of college and career readiness/post-secondary education opportunities.	All	CTE Coordinator, Campus Administration, Counselors	August 2011	June 2012	Carl D. Perkins Grant, Counselors	Student surveys and four year plans	
Student recruitment into CTE programs of study, Middle School Strategic Plan	Continue to provide an in school event (Passport) for all eight grade students to prepare for selection of courses for four year plan.	8th graders	CTE Coordinator and Campus Administration	August 2011	June 2012	CTE Coordinator, Perkins Grant., Middle School BIM instructor, Counselors,	Student survey in reflection activities; Student four year 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 8:	Expand the Career and Technology programs to increase opportunities to all CISD students								
Summative Evaluation:	PBMAS, student enrollment, student certification, CTE program evaluations								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Formative Evaluation**	**Documented**
New Vision Implementation Matrix Pre Analysis, CISD 2010-2011 graduation data and comprehensive needs assessment	The Role of adults will become more about facilitating understanding and designing engaging taks	All	Campus administration and teachers.	August 2011	June 2012	Curriculum Department, Visioning Institute Document and Campus Admins.	New Vision Implementation Matrix Post Analysis	
CISD 2010-2011 graduation data and comprehensive needs assessment	Create a culture of college and redefine post-secondary education in order to best serve all students.	All	Curriculum department, campus admins. and teachers.	August 2011	June 2012	Counselors, Curriculum Department, Naviance, Bridges and Campus Admins.	Student surveys and graduation tracker data	

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 8:	Expand the Career and Technology programs to increase opportunities to all CISD students								
Summative Evaluation:	PBMAS, student enrollment, student certification, CTE program evaluations								
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
CISD 2010-2011 graduation data and comprehensive needs assessment	Provide a college week on campus where staff helps our counselors promote attending college and its merit with various activities.	All	Campus Administration, teachers, and counselors	August 2011	June 2012	Counselors, Campus Administration, and Teachers	Student surveys	
CISD 2010-2011 graduation data and comprehensive needs assessment	Align college readiness assessments and design intervention framework to ensure college readiness for all.	All	Curriculum department, campus administration and teachers.	August 2011	June 2012	Counselors, Curriculum Department, Campus Administration	Student surveys and graduation tracker data	

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
GT State Plan and GT National Program Standards	Develop GT program assessments that reflect the learning goals and scope and sequence of the GT curriculum	GT	Director of Advanced Academics and GT Teachers	July 2011	June 2012	GT Faculty, Content Directors	Copies of used or in process of development	
GT State Plan and GT National Program Standards	Incorporate the use of the Texas Performance Standards Projects in the secondary GT program.	GT	Director of Advanced Academics and GT Teachers	September 2011	June 2012	GT Faculty and local funds	Curriculum Documents and Student Projects	

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**
Middle School Strategic Plan	Work with Coordinators of Curriculum to refine new middle school curriculum for core GT classes in grades 6-8.	Middle School GT	Director of Advanced Academics; Content Directors, Campus Administration and GT Teachers	May 2011	June 2012	GT Faculty and local funds	Curriculum Documents	

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 special education 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**
Special Ed. permanent folder review; classroom walkthroughs; department meetings	Provide training in Standards-Based IEPs utilizing Special Education Management System (SEMS).	Special Ed.	Directors of SpEd, Lead Diagnostician, Lead Speech Pathologist, SpEd Team Leaders	August 2011	June 2012	SpEd Teachers, Lead Diagnostician, Lead Speech Pathologist, SpEd Team Leaders, SpEd local and federal funds	ARD committee reports, IEP reviews	

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:	Sustain a district-wide effective School Health Advisory Council (SHAC).								
Summative Evaluation:	CIP checklists								
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Student Satisfaction Survey	Implement SHAC recommended indicators for improving Coordinated School Health Programs and physical activity levels on our campus.	All	Director of Elementary Curriculum and Campus Administrators and Physical Education teachers	August 2011	June 2012	SHAC Committee indicators, members, and SHAC campus reps	CIPs	

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 12:	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	Continue to provide training on State and Federal timelines/ guidelines	Special Education	Directors of Special Education Lead Diagnostician Lead Speech Pathologist, Campus Administration	August 2011	June 2012	Intervention Services Personnel, Region 10, SpEd Local and Federal funds	Documentation of Intervention Services staff development Eduphoria records	

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 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.							
Summative Evaluation:	Public Education Information Management System (PEIMS) reports, Performance-Based Monitoring Analysis System (PBMAS) reports, Academic Excellence Indicator System (AEIS) reports, SpEd Referral Reports							
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Formative Evaluation**	**Documented**
AEIS Reports PEIMS Reports PBMAS Reports SpEd Referral Reports	Provide training in the administration of assessment tools and methods that consider the student's culture and background	All	Campus Administration and SPED Faculty	August 2011	June 2012	Intervention Services Personnel, Region 10, Curriculum Department, Campus Administrators, Promoting Success Teams (PST), SpEd Local and Federal Funds	PST Reports SpEd Referral Reports Documentation of CISD staff development Eduphoria records Agendas	
Surveys	Provide training to special education staff on transition and graduation plan options (all levels)	SpEd	Directors of Special Ed, Transition Coordinator, Special Ed. Dept. Head, Campus Administration	August 2011	June 2012	Directors of Special Ed, Transition Coordinator, Region X. Counselors	Documentation of CISD staff development Eduphoria records On-line and paper evaluations	Surveys

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 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.								
Summative Evaluation:	Public Education Information Management System (PEIMS) reports, Performance-Based Monitoring Analysis System (PBMAS) reports, Academic Excellence Indicator System (AEIS) reports, SpEd Referral Reports								

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
CHS Transcripts	Maintain co-teach sections to ensure student success and stay on the path to the recommended high school plan.	SpEd	Director of Secondary SpEd, Campus Administration, Counselors	August 2011	June 2012	General & Special, Education Staff and SpEd local and federal funding	PBMAS indicators, Master Schedule, Academic Achievement Records (AAR), ARD Documents	
PEIMS	Continue providing training on Positive Behavioral Supports.	All	Campus Administration, Directors of SpEd Intervention Specialists	August 2011	June 2012	Incident codes per campus, positive behavior support plan template, campus staff, Specialist/LSSP Region 10 (School wide PBS), and SpEd local and federal funds	Eduphoria records,	

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 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.							
Summative Evaluation:	Public Education Information Management System (PEIMS) reports, Performance-Based Monitoring Analysis System (PBMAS) reports, Academic Excellence Indicator System (AEIS) reports, SpEd Referral Reports							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Campus feedback	Continue to implement a KEB (Keep East Beautiful) discipline program to help students stay out of ISS and learn proper time management with logical consequences	All	Campus Administration	August 2011	June 2012	Local campus funding	Campus survey	

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:	Maintain 100% highly Qualified Teachers at Each Campus								
Summative Evaluation:	Teacher retention rates and Annual Highly Qualified Report								
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Formative Evaluation**	**Documented**
Teacher Turnover Rates and exit interviews	Provide testing information and guide teachers through the certification process as needed.	All	Executive Director of HR,Certification Manager and Campus Administration	Aug 2011	July 2012	State Testing Website, Testing Schedule and Test Prep Guides	Teacher Test Scores	
Teacher Turnover Rates and exit interviews	Mentor beginning educators to improve effective teaching and performance while promoting personal and professional well-being.	Beginning Educators (0-2 years of experience)	Executive Director of HR, Director of Staff Development, Director of School Improvement	Aug 2011	July 2012	BTIM grant, Title II funds, local funds	Teacher retention rate, Teacher exit interviews and Beginning Teacher and Mentor Journals	

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:	Maintain 100% highly Qualified Teachers at Each Campus							
Summative Evaluation:	Teacher retention rates and Annual Highly Qualified Report							
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Formative Evaluation**	**Documented**
Teacher Turnover Rates and exit interviews	Utilize lesson video to reflect on identified aspects of effective instruction including 21st Century skills.	Beginning Educators (0-2 years of experience)	Executive Director of HR, Director of Staff Development, Director of School Improvement	Aug 2011	July 2012	BTIM grant, Title II funds, local funds	Teacher retention rate, Teacher exit interviews and Beginning Teacher and Mentor Journals	
Teacher Turnover Rates and exit interviews	Provide campus mentoring program to understand campus rules, guidelines, and feeling of belonging to team.	Beginning Educators (0-2 years of experience	Campus Administration, Counselors, and Department Heads	August 2011	July 2012	Local funds and programs for mentoring	Teacher retention rate, Teacher exit interviews and Beginning Teacher and Mentor Journals	

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
Campus input	Promote our "Bronco Time" concept as we use a mixture of all grade levels to promote respect and pride in CMS East in once a month meetings.	All	Campus Administration and all faculty	August 2011	June 2012	Company Committee, Counselor and Team Leads	Campus Culture and character growth	
Campus input	Continue the Aim for Success program to teach abstinence based education.	7th and 8th grade students	PTO, Campus Administration and Counselors	August 2011	June 2012	PTO Program Committee, Counselors	Aim for Success survey	

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	Docume nted
Campus input	Provide certificates of achievement for students each six weeks to recognize growth both in academics and character.	All	Counselors and Campus Administration	August 2011	June 2012	Campus administration	Campus Culture and Growth of students	
Campus Input	Provide a Pace Setter Breakfast for student recognition. PACE (Pride, Attendance, Citizenship, and Effort).	All	Campus Administration , Counselors and staff	August 2011	June 2012	Local funding, Counselor and teacher input.	Survey results	
Campus Input	Provide t-shirts to students that go over and beyond to set a standard of caring and concern for other students.	All	Campus Admin., Counselors and staff	August 2011	June 2012	Comp. Ed. Funds ($1000), local funding and teacher/admin. Input.	Survey Results	

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 and Curriculum Management System							
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	Embed the assessment of character traits into existing grading practices utilizing project rubrics.	All	Classroom Teacher	August 2011	June 2012	Rubrics for Assessing Character Traits, Curriculum Directors, Service Learning Coordinator and local funds	Project Rubrics	
Campus/service learning coordinator feedback	Integrate Service Learning and other Character Ed. projects into existing content area curriculum where appropriate.	All	Campus Service Learning Coordinator and teachers	August 2011	June 2012	Service Learning Reps and Service Learning Grant	Classroom visits	

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 and Curriculum Management System							
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 and publish the process for a campus based system for recognizing students exhibiting positive character traits and for reporting character concerns.	All	Campus Administrative Staff and Teachers	August 2011	June 2012	Director of School Improvement, Character Education List of Resources, Campus Resource Officer	Newsletters and Recognition Ceremonies	

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:	Sustain a district-wide safe and drug free program.							
Summative Evaluation:	Discipline referrals, secondary student satisfaction survey and safe schools survey							

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Discipline Referrals, Anecdotal campus reports	Provide on-going staff training on drug and relationship abuse awareness, detection and prevention.	All	Director of School Improvement, Counselors, Campus Administration	August 2011	June 2012	PEIMS data, SROs, Counselors, parents and Campus Administrators	Discipline Referrals, Anecdotal campus reports	
Discipline Referrals, Anecdotal campus reports Parent/community feedback	Promote an effective drug prevention program campus wide.	All	Campus Administration and counselors	August 2011	June 2012	PEIMS, Library, Exemplary Programs, YMCA C.A.R.E	Recommended plan	
Discipline Referrals, anecdotal campus reports and the CISD Strategic Plan 2009	Promote and train staff on the Negotiate program for school bullying.	All	Campus Administration and Counselors	August 2011	June 2012	Counselors, Director of School Improvement, Campus Admin.	Discipline referrals and campus culture.	

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:	Sustain a District-wide safe and drug free school program							
Summative Evaluation:	Discipline referrals, secondary student satisfaction survey and safe schools survey							
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Formative Evaluation**	**Documented**
Discipline Referrals, Anecdotal campus reports	Provide staff and parent training on relationship abuse awareness, detection and prevention, and prevention of sexual abuse of children.	Secondary Staff	Counselors, campus administrators and SRO	August 2011	July 2012	PEIMS data, SROs, Counselors, parents and Campus Administrators	Discipline Referrals, Anecdotal campus reports	
Discipline Referrals, Anecdotal campus reports	Continue to implement the "Fish Philosophy" to enhance respect for each student's body and mind.	All	Counselor, Teachers, and Campus Administration	August 2011	June 2012	Support materials, School Resource Officers (SROs)	Curriculum documents, counselor & nurse feedback, discipline data	
Student Satisfaction Survey and Discipline Reports	Provide small group anti-bullying counseling and parent bullying awareness counseling.	All	Counselors	August 2011	June 2012	Teachers, Assistant Principals, and anti-bullying program and research	Counseling log and discipline reports	

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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.							
Summative Evaluation:	Documented cumulative evidence of staff growth and progress over time in achieving 21st Century technology skills.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Middle School Strategic Plan	Train all staff on providing technology driven instruction.	All	Integrated Technology Specialist on Campus, Campus Administration, and Dept. Heads	August 2011	June 2012	Integration Specialists, Trainers, facilitators, Eduphoria Workshop, local funds	Eduphoria Transcripts, District and Campus visits	
Middle School Strategic Plan	Send staff to trainings on 21st Century Learning and College Readiness.	Content Area	Campus Administration	August 2011	June 2012	Local funds, and Integration specialists	Campus evaluations and presentations to staff after training.	
Middle School Strategic Plan	Train staff on diversity issues and Differentiation Issues with targeted conferences on 21st Century Skills.	All	Campus Administration	August 2011	June 2012	Local funding	Staff presentations and campus evaluations	

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.							
Summative Evaluation:	Documented cumulative evidence of staff growth and progress over time in achieving 21st Century technology skills.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Middle School Strategic Plan	Focus and train our staff on 21st Century Assessments, PBL assignments, Authentic Literacy, and Rigorous Questioning Techniques	All	Campus Administration, Content Directors and Leadership Team	August 2011	June 2012	Local funding and ASCD videos and books.	Staff appraisals and walk throughs	

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 21st 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
Middle School Strategic Plan	Assess the need to implement and integrate a centralized digital portfolio solution for all students to house their Personal Success Plan.	All	Campus Administration and IT Specialist	August 2011	June 2012	District Technology Director and Technology Staff	Committee meetings, Compiled research data and reports; product demonstrations	
Meetings with Director of Staff Development, Integration Specialists, campus personnel.	Define and train teachers on the use of Web 2.0 communication tools, such as wikis, blogs, glogster, etc.	All	Executive Director of Technology and Campus Administration	July 2011	June 2012	Director of Staff Development, Integration Specialists, various online resources and local funds	Developed training materials, Eduphoria training sessions	

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:	District energy report, implementation of District-wide recycling program, and developed "green" initiatives and programs at all campuses.

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Docum ented
District Energy and Green Stategy	Continue supporting a technology "green week" to conserve on paper and resources within the campus level.	All	Campus Administration and IT Specialist	August 2011	June 2012	Integrated Technology Specialist	Staff Survey and Conservation report	
Meetings with department and/or campus	Assess the level of paper consumption on the campus: • Compile a monthly paper usage by department/teacher • Analyze, develop and recommend improvements based on date collection	All	Campus Administration and Administrative Assistant	August 2011	June 2012	Technology integration specialists, Principals and administrative assistants	Compiled research data and reports, reduction in the amount of paper that is used on campus.	

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:	Research documentation, District/Campus websites, Staff/Parent portal resources and content							
Needs Assessment	Action steps	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/ Fiscal	Formative Evaluation	Documented
Meetings with Integration Specialists and campus personnel; Survey surrounding districts	Research various implementation methods to promote the development of emerging delivery systems technologies such as podcasting.	All	Executive Director of Technology	August 2011	June 2012	Technology Integration Specialists, campus personnel	Meeting notes from I-Team meetings; feedback from campus personnel; collected information from surrounding school districts	
CISD Strategic Plan 2009	Create a virtual school website that identifies online learning opportunities.	All	Director of School Improvement	August 2011	June 2012	Director of School Improvement, Director of Advanced Academics and webmaster	Completed website and parent and student surveys	
Meetings with parents and PTO	Utilize a weekly communication letter to parents from the principal to inform them of all the day to day happenings on campus.	All	Campus Principal	August 2011	June 2012	Technology Integration Specialists, campus personnel	Parental Survey on Communication techniques.	

Three Areas for East to Address from the Visioning Document

- **Role of adults will become more about facilitating understanding and designing engaging tasks. Move away from so much lecture. We will teach students how to think and become active in the learning process.**
- **We will learn to provide feedback to student assessments that will facilitate growth for each student.**
- **Assessment tools such as rubrics, processes, and other methods will be incorporated into our lessons. It will become a goal to assess each type of learner at their level of strength. We will use PBL's and other alternative assessments to grow our students as 21st Century Learners. We will grow in the "questioning process" to deepen the rigor in our classrooms.**