



CAMPUS IMPROVEMENT PLAN

2010- 2011

COPPELL MIDDLE SCHOOL EAST

PRINCIPAL

LAURA SPRINGER

CISD MISSION STATEMENT:

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

CISD DISTRICT IMPROVEMENT PLAN

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

- **Performance Objective 1:** Align the written, taught and assessed curriculum.
- **Performance Objective 2:** Sustain district-wide EC-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas.
- **Performance Objective 3:** Communicate district assessment plan to parents and teachers and report outcomes individually to parents and collectively to stakeholders.
- **Performance Objective 4:** Expand district educational and business partnerships with the local and global community.
- **Performance Objective 5:** Implement a system or systems to assess 21st Century skills.
- **Performance Objective 6:** Integrate 21st century learning skills within the district.
- **Performance Objective 7:** Increase connections between real world experiences and authentic classroom instruction.
- **Performance Objective 8:** Expand the Career and Technology programs to increase opportunities to all CISD students.
- **Performance Objective 9:** Expand program options and the learning continuum to reinforce strengths, needs, and interests of students served in the gifted and talented program.
- **Performance Objective 10:** Sustain district-wide EC-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas.
- **Performance Objective 11:** Sustain a district-wide effective School Health Advisory Council (SHAC).
- **Performance Objective 12:** Implement the requirements and purposes of IDEA by meeting State and Federal targets.
- **Performance Objective 13:** Improve student performance and program effectiveness by meeting State and Federal standards
 - Meet or exceed the state target percentage of students graduating with a Recommended High School Program (RHSP) who are receiving special education services
 - Maintain acceptable percentage related to state target of In-School Suspension (ISS) placements for students receiving special education services.
- **Performance Objective 14:** Ensure equitable distribution of highly qualified teachers.
- **Performance Objective 15:** Expand opportunities for student choice (elementary/secondary) in meaningful learning experiences.

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

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

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

- **Performance Objective 1:** Increase CISD staff's level of technology integration expertise (proficiencies) through a differentiated staff development program that addresses 21st Century technology skills
- **Performance Objective 2:** Ensure the availability of resources necessary for students to create digital portfolios, and utilize communication tools such as wikis, blogs, and social networking.
- **Performance Objective 3:** Develop a green IT strategy and promote green initiatives to reduce energy costs and appropriately manage electronic waste.
- **Performance Objective 4:** Enhance the communication system to provide district staff, parents, community members, and business partners with secure, effective and efficient communication via a reliable and dynamic infrastructure.
- **Performance Objective 5:** Provide an adequate and equitable infrastructure, through an appropriate replacement schedule, to meet the instructional and technological needs of all staff and students.
- **Performance Objective 6:** Create a system for providing online learning opportunities for all stakeholders, which incorporates such tools as a video portal solution for parents, online professional development resources for staff members, distance learning and partnerships for dual credit opportunities for students.
- **Performance Objective 7:** Expand the Career and Technology Education (CTE) within CISD to provide additional opportunities to the entire student population.
- **Performance Objective 8:** Establish a method for all stakeholders to obtain appropriate skills needed to be effective consumers and producers of information.

**CAMPUS SITE-BASED COMMITTEE
2010 - 11 COMMITTEE MEMBERS**

NAME OF PARTICIPANT	COMMITTEE ROLE
TIMILYN WHITEMAN	TEACHER
AMANDA BLEVINS	TEACHER
JENNY PROFFITT	TEACHER
WHITNEY NEAL	TEACHER
JUDY BARBO	PARENT
EDDIE BEAL	COUNSELOR
RANETA ANSLEY	TEACHER
ANNE DALY	ADMINISTRATIVE ASSISTANT
BRANDON MCGILL	ADMINISTRATION
LAURA SPRINGER	PRINCIPAL
LESTER BELL	BUSINESS/ COMMUNITY MEMBER



COPPELL INDEPENDENT SCHOOL DISTRICT

Reading/ELA TAKS Scores (%)	All Students	African American	White	Hispanic	Econ Disadv	LEP	Spec Ed	At-Risk	CATE- (Secondary Only)	GT
2008-2009 Results	99%	100%	99%	98%	97%	92%	89%	97%	99%	100%
2009-2010 Results	97%	95%	98%	98%	92%	80%	85%	93%	99%	100%
Improvement Status	-2	-5	-1	0	-5	-12	-4	-4	0	
2010-2011 Goals										

Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders.	
1.	Our reading scores while still very good dropped this year in some areas. We will have to really target our LEP and SPED populations next year.
2.	We will need to stay on top of our data with dropping a double block of ELA.
3.	

Math TAKS Scores (%)	All Students	African American	White	Hispanic	Econ Disadv	LEP	Spec Ed	At-Risk	CATE- (Secondary Only)	GT
2008-2009 Results	98%	89%	98%	99%	96%	97%	90%	96%	99%	100%
2009-2010 Results	96%	89%	98%	95%	94%	97%	79%	93%	99%	100%
Improvement Status	-2	0	0	-4	-2	0	-11	-3	0	0
2010-2011 Goals										

Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders.	
1.	We dropped in our SPED population this year and need to continue seeking ways to meet our AA and Hispanic pops.
2.	We need to stay on top of our data with our at-risk students as we are dropping a double block of math.
3.	

Writing TAKS Scores (%)	All Students	African American	White	Hispanic	Econ Disadv	LEP	Spec Ed	At-Risk	CATE- (Secondary Only)	GT
2008-2009 Results	100%	100%	100%	100%	100%	100%	88%	100%	100%	100%
2009-2010 Results	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Improvement Status										
2010-2011 Goals										

	Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders.
1.	Our staff and students did an excellent job with our writing this year as we did last year.
2.	
3.	

Science TAKS Scores (%)	All Students	African American	White	Hispanic	Econ Disadv	LEP	Spec Ed	At-Risk	CATE- (Secondary Only)	GT
2008-2009 Results	94%	88%	96%	89%	86%	100%	67%	77%	100%	100%
2009-2010 Results	98%	89%	98%	97%	97%	100%	89%	97%	99%	100%
Improvement Status	+4	+1	+2	+8	+9	0		+20	-1	0
2010-2011 Goals										

	Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders.
1.	We really disaggregated data this year and targeted science on our campus. This really paid off in our TAKS results. Every sub pop improved and did a fantastic job.
2.	
3.	

Social Studies TAKS Scores (%)	All Students	African American	White	Hispanic	Econ Disadv	LEP	Spec Ed	At-Risk	CATE- (Secondary Only)	GT
2008-2009 Results	99%	100%	100%	100%	100%	99%	93%	97%	100%	100%
2009-2010 Results	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Improvement Status										
2010-2011 Goals										

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

	Attendance: Discuss your attendance concerns and celebrations. List any actions and resources.
1.	Our attendance has been great at East.
2.	
3.	

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

	Retention (if applicable): Discuss your retention concerns and celebrations. List any actions and resources.
1.	n/a
2.	
3.	

	Culture and Climate: Discuss your culture and climate concerns and celebrations. List any actions and resources.
1.	We have built such a spirit of family and success at East. I am so proud of my staff and students for the great atmosphere we produce at this campus.
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	June 2010	July 2011	Research-based best practice resources by authors such as Erickson, Wiggins & McTighe, Marzano, Stiggins, Daggett, etc., local funds, Title Funds, Forethought	Curriculum Unit Plans, Instructional Snapshots	
CBA data, campus & community feedback, CBA data/local assessment comparison and Performance Series	Monitor the delivery of instruction to ensure alignment with CISD curriculum and new TEKS	All	Campus Administration, Curriculum Dept. and TESA groups	August 2010	June 2011	Content planning time, CBA 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	Utilize data and/or growth model data such as Performance Series to inform and drive instruction	All	Campus Administration and Dept. Heads	August 2010	June 2011	TAKS data and Performance Series Data as well as local data from teachers	Forethought lesson plans and campus walkthroughs	

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
<p>Quantitative data such as AEIS, TAKS Summary Reports, CBAs, etc.</p> <p>Qualitative data such as surveys, department meetings, instructional leader meetings, team leader meetings, instructional snapshots, etc.</p>	<p>Continue training in:</p> <ul style="list-style-type: none"> • 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 (Rtl) process • ELPS Co-Teach Model of Instruction for special ed. students 	All	Campus Administration	June 2010	July 2011	<p>PD360, Outside consultants, in-district presenters, books, manuals, Region 10 workshops, etc.,</p> <p>TEKS, Title I, local funds, Director of Staff Development</p>	<p>Eduphoria records, Walk Throughs, Campus Needs Assessment on-line and paper evaluations</p> <p>TESA</p> <p>walkthroughs</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 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 2010	June 2011	TESA Manual and training guide for using tried methods to improve instruction for the at-risk learner, Title I funding for training	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, especially in the area of math and science.	Staff and campus administration	Title I Campus Administrators	August 2010	June 2011	Title I Funds	Campus Needs Assessment and Documentation of Additional Staff Opportunities and conferences	
Quantitative data such as AEIS, TAKS Summary Reports, CBAs, etc.	Train our teachers in the documentation process for Response to Intervention (RTI)	Instructional Staff	RTI Specialist, and Campus Administrators and staff	August 2010	June 2011	Curriculum Department, Intervention Services, Campus Admin, Counselors, IDEA Stimulus Funding and Title Funding	PST meeting minutes and campus staff development planning	

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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
Campus feedback	Implement a book study on the book "Never Work Harder Than Your Students" to enhance engagement strategies and practices	Instructional Staff	Campus Administration and teaching instructors on the staff	August 2010	June 2011	Campus Administration and Title I funding for reading materials	Campus walk-throughs , lesson plans, and campus staff development	Campus feedback

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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	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	August 2010	June 2011	Title I funding, Classroom visits, announcements, teachers, campus administration, counselors, Company Time with mentors	Campus newsletters, agendas, handouts and portal. PSP Documents	
Campus feedback	Implement a "Father's Friday Day" once a month in the mornings. Donuts and tell about the happenings at school for the month and have fathers greet our students at the doors to start the day.	All	Campus Administration	August 2010	June 2011	Local funds and Title Funds	Survey from students and parents	

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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 are involved with.	All	Campus Administration	August 2010	June 2011	Title Funding	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:	Technology review and Counselor review							
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 2010	June 2011	Business partnerships and counselors	Feedback from mentor and student for effectiveness	
Community and campus feedback	Recruit businesses and organizations that can meet the needs that were identified on our campus. Allow them to present in our classrooms to inspire our students to achieve.	All	Counselors and Principal	August 2010	June 2011	Administrators, staff	Documentation of activities held with partners	
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 2010	June 2011	Business Owners and partnerships	Documentation of activities held and how many students were involved	
Community Feedback	Incorporate a Chinese Culture Class at East to learn about global issues with China	Sixth and Seventh Grade Students	Mandarin Chinese Teacher, Administration	August 2010	June 2011	Mandarin Chinese Grant, Counselors	Feedback from student involvement and experience	

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Performance Objective 5:	Implement a system or systems to assess 21 st 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	Administer Readistep from College Board as an assessment program that targets College Readiness and 21 st Century skills.	8 th graders	Advanced Academics Coordinator and Campus Administration	August 2010	June 2011	Curriculum Directors, Campus Administration, and I-Team	Test Results	
CISD Strategic Plan 2009	Provide results to our parents in a language that they will understand to gauge their child's progress and success for college and career readiness	All	Campus Administration	August 2010	June 2011	Campus Administration, District Testing Coordinator, Advanced Academic Director	Survey	

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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	Conduct a campus book study of 21 st century learning methods to be incorporated into the classroom	All Instructional Staff	Campus administration and leadership team	August 2010	June 2010	Administrators, teachers, books and Title I funds	District and campus staff development plans	
Community and Campus Feedback	Create a physical learning environment that fosters technology literacy and collaboration through Third Thursday Technology Days	All	Campus Principal, I-team specialist and 21 Club members	August 2010	June 2011	Principals, teachers, I-team leader, Compensatory Ed. Funds	Observation of innovative classroom structures	

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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	Utilize updated teacher walkthrough form to include 21 st century learning skills.	All	Campus Administration	August 2010	June 2011	Curriculum Directors, campus administrators,	Updated walkthrough form.	

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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
Campus Feedback	Fund and require 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 • Inquiry based instruction • Instructional technology • Concept based instruction • Tier I instruction • Authentic assessment 	All	Campus administration	June 2010	July 2011	Director of staff development, campus administrators, teachers, Comp. Ed. Funding, Title Funding	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 2010	August 2011	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	August 2010	June 2011	Director over service learning, campus administrators, teachers, class time	Postings on website, other evidence of service learning activities	
Middle School Strategic Plan	Provide varied learning experiences focusing on student choices.	All	Campus Administrators	August 2010	June 2011	Curriculum Directors, 21 st Century Learning, Title Funding, Comp.Ed. Funding	Lesson plans, and student/ teacher reflections, PSP	

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.	Increase student and teacher awareness of college and career readiness/post secondary education opportunities.	All	CTE Coordinator, Campus Administration, Counselors	August 2010	June 2011	Carl D. Perkins Grant, Counselors	Student surveys and four year plans	
Student recruitment into CTE programs of study	Continue to provide an in school event (Passport) for all eight grade students to prepare for selection of courses for four year plan.	8 th graders	CTE Coordinator and Campus Administration	August 2010	June 2011	CTE Coordinator, Perkins Grant., Middle School BIM instructor, Counselors,	Student survey in reflection activities; Student four year plans	

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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	Implement and train on new middle school curriculum.	Middle School GT	Director of Advanced Academics; Campus Administration, GT Teachers	June 2010	June 2111	GT Faculty and local funds	Curriculum Documents	
Middle School Strategic Plan	Increase opportunities for students to work on independent research projects on topics of interest	Middle School GT	Director of Advanced Academics and GT Faculty	August 2010	June 2011	GT Faculty	Curriculum Documents	
GT State Plan Standards	Initiate additional out of school learning opportunities for students in their areas of interest.	GT	GT Faculty and Campus Administration	September 2010	June 2011	GT Faculty, Coppell Gifted Association	Student Feedback	

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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
Sp.Ed. Permanent folder review; instructional snapshots; department meetings	Provide ongoing training in Standards-Based IEPs	Special Ed	Directors of Special Education Lead Diagnostician Lead Speech Pathologist Special Education Team Leaders	August 2010	June 2011	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	

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 2010	June 2011	SHAC Committee indicators, members, and SHAC campus reps	CIPs	

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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 2010	June 2011	Intervention Services Personnel, Region 10, SpEd Local and Federal funds	Documentation of Intervention Services staff development Eduphoria records	

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Performance Objective 13:	Improve student performance and program effectiveness by meeting State and Federal standards <ul style="list-style-type: none"> • 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 2010	June 2011	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	August 2010	June 2011	Directors of Special Ed, Transition Coordinator, Region X. Counselors	Documentation of CISD staff development Eduphoria records On-line and paper evaluations	Surveys
CHS Transcripts	Maintain co-teach sections to ensure success and stay on the path to the recommended high school plan.	SpEd	Director of Secondary SpEd, Campus Administration, Counselors	August 2010	June 2011	General & Special, Education Staff and SpEd local and federal funding	PBMAS indicators, Master Schedule, Academic Achievement Records (AAR), ARD 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 13:	Improve student performance and program effectiveness by meeting State and Federal standards <ul style="list-style-type: none"> • 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
PEIMS	Continue providing training on Positive Behavioral Supports.	All	Campus Administration, Directors of SpEd Intervention Specialists	August 2010	June 2011	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,	
Campus feedback	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 2010	June 2011	Title Funding and 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 15:	Expand opportunities for student choice (elementary/secondary) in meaningful learning experiences							
Summative Evaluation:	Student and Teacher Reflections on the educational impact associated with student choice in learning experiences.							
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	Train teachers in a variety of learning methods that give more options for student choice in academic experiences	All	Assistant Superintendent of Curriculum and Instruction, Campus Administration	Aug 2010	June 2011	Director of Staff Development, PD360, Curriculum Directors and Campus Admin, Title Funds, Comp Ed Funds	Eduphoria records, classroom walkthroughs, and campus needs assessment	
CISD Strategic Plan 2009	Provide varied learning experiences focusing on student choice using a variety of teaching methods such as PBL, Inquiry Learning and Technology Driven Instruction	All	Assistant Superintendent of Curriculum and Instruction and Campus Administration	Aug 2010	June 2011	Director of Staff Development, PD360, Curriculum Directors and Campus Admin, Title Funds, Comp Ed Funds	Course offerings and teacher lesson plans	CISD Strategic Plan 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 Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Campus input	Promote our "Company 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 2010	June 2011	Company Committee and Title I funds	Campus Culture and character growth	
Campus input	Continue the Aim for Success program to teach abstinence based program.	7 th and 8 th grade students	PTO, Campus Administration , Counselors	August 2010	June 2011	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 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 2010	June 2011	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 2010	June 2011	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 2010	June 2011	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:	Create a culture where positive character qualities are demonstrated daily							
Summative Evaluation:	Documentation on shared community/CISD website							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
CISD Strategic Plan 2009	Establish a character education committee on campus to review and promote campus character education program.	All	Campus Administrator	August 2010	June 2011	Site-based or other existing committee representatives of the school's community	Minutes, sign-in sheets, and action plan	
Community and Campus Feedback	Provide students with opportunities that foster character development outside of the campus and within the community.	All	Campus Administrator	August 2010	June 2011	Site-based or other existing committees representative of the school's community	Publicized list of student 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 3:	Create a culture where positive character qualities are demonstrated daily							
Summative Evaluation:	Documentation on shared community/CISD website							
Needs Assess.	Action Step(s)	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 through our club time once a month	All	Campus Administration and faculty	August 2010	June 2011	Student committee	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:	Sustain a District-wide safe and drug free school program							
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
Discipline Referrals, Anecdotal campus reports	Provide staff and parent training on drug and relationship abuse awareness, detection and prevention, and prevention of sexual abuse of children.	Secondary Staff	Counselors, campus administrators and SRO	August 2010	July 2011	PEIMS data, SROs, Counselors, parents and Campus Administrators, Title 1, Comp. Ed. Funds	Discipline Referrals, Anecdotal campus reports	
Discipline Referrals, Anecdotal campus reports	Implement the "Fish Philosophy" to enhance respect for each student's body and mind.	All	Counselor, Teachers, and Campus Administration	August 2010	June 2011	Support materials, School Resource Officers (SROs), and Title 1	Curriculum documents, counselor & nurse feedback, discipline data	

Strategic Objective/Goal 2:	We will identify CISD character traits to be integrated throughout the district and develop means to assess student demonstration of those traits.							
Performance Objective 4:	Sustain a District-wide safe and drug free school program							
Summative Evaluation:	Post-instruction assessment							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Student Satisfaction Survey and Discipline Reports	Provide small group anti-bullying counseling and parent bullying awareness counseling.	All	Counselors	August 2010	June 2011	Teachers, Assistant Principals, and anti-bullying program and research, Title 1 funds	Counseling log and discipline reports	

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
Meetings with department and/or campus personnel.	Train all staff on how to use integrated technology lessons in their content areas.	All	Integrated Technology Specialist on Campus	August 2010	June 2011	Integration Specialists, Trainers, facilitators, Eduphoria Workshop, local funds	Eduphoria Transcripts, District and Campus visits	
Staff Survey	Send staff to trainings on 21 st Century Learning and College Readiness.	Content Area	Campus Administration	August 2010	June 2011	Title 1 and Comp. Ed. Funding, Local funds, and Integration specialists	Campus evaluations and presentations to staff after training.	
Middle School Strategic Plan	Train staff on Title 1 issues and Differentiation Issues with targeted conferences	All	Campus Administration	August 2010	June 2011	Title 1, Comp. Ed. , and 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 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 2010	June 2011	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, etc.	All	Executive Director of Technology	July 2010	June 2011	Director of Staff Development, Integration Specialists, various online resources and Title II, 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	Documented
District Energy and Green Strategy	Continue supporting a technology “green week” to conserve on paper and resources within the campus level.	All	Campus Administration and IT Specialist	August 2010	June 2011	Integrated Technology Specialist	Staff Survey and Conservation report	

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 6:	Create a system for providing online learning opportunities for all stakeholders, which incorporates such tools as a video portal solution for parents, online professional development resources for staff members, distance learning and partnerships for dual credit opportunities for students.							
Summative Evaluation:	Utilization reports, Campus/Department feedback, District and campus technology inventory reports (Follett Destiny Asset), Bond project reports and expenditures.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Campus Needs	Create a "Friday Night Live" Program to meet the needs of students through an online offering of E2020 and tutors to provide one-on-one help for at-risk learners	At-risk	Campus Administration	August 2010	June 2011	Title 1 and Comp. Ed. Funding	AEIS Reports and Testing data	

Strategic Objective/Goal 3 :	We will increase efficiency in the district operations and educational delivery system through the use of technology, and further develop business and community partnerships in order to best achieve our mission and objectives.							
Performance Objective 7:	Expand the Career and Technology Education (CTE) within CISD to provide additional opportunities to the entire student population.							
Summative Evaluation:	Integration of career opportunities in teacher lesson plans and school calendar							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Survey of campus personnel	Provide career awareness opportunities at our campus for students with varied career interests.	All	Career & CTE Technical Education and Service-Learning Coordinator, Counselors, and CTE Teacher	August 2010	June 2011	Carl D. Perkins Grant	Survey results	