



**CAMPUS IMPROVEMENT PLAN
LAKESIDE ELEMENTARY
2011-2012**

**GEMA HALL
PRINCIPAL**

MISSION STATEMENT:

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

CISD DISTRICT IMPROVEMENT PLAN

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

- **Performance Objective 1:** Align the written, taught and assessed curriculum.
- **Performance Objective 2:** Sustain district-wide 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:** Transform systems to more effectively prepare students to be successful in post-secondary education and beyond.
- **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 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 project 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.

SUMMARY:

Coppell ISD is a suburban school district with an enrollment of 10,000 students located just north of the Dallas-Fort Worth Airport serving the students of the communities of Coppell and Valley Ranch. Coppell ISD has nine (9) elementary schools, three (3) middle schools, one (1) alternative campus and two (2) high schools. For information about the comprehensive needs assessment executive summary as well as additional district achievements and the student demographics, please visit the district website at <http://www.coppellisd.com> or on the TEA website at <http://www.tea.state.tx.us/perfreport/aeis/>. The district improvement planning process is intended to serve as a collaborative planning tool by utilizing community and staff input to develop goals for the upcoming school year. The members of this team chose the strategic objectives listed above which are completely aligned with the district's five-year strategic plan.

**CAMPUS SITE-BASED COMMITTEE
2011 - 12 COMMITTEE MEMBERS**

| NAME OF PARTICIPANT | COMMITTEE ROLE |
|---------------------------------|------------------------------|
| GEMA HALL, KELLY GIDDENS | ADMINISTRATORS |
| NATALIE SMITH | TEACHER, KINDERGARTEN |
| MELISSA ANDERSON | TEACHER, FIRST GRADE |
| KORTNI VANICEK | TEACHER, SECOND GRADE |
| KELLY FISCHETTI | TEACHER, THIRD GRADE |
| KAYLA STARNES | TEACHER, FOURTH GRADE |
| KATTI HENDERSON | TEACHER, FIFTH GRADE |
| CAMILLE COCHRAN | TEACHER, LITERACY |
| SARABETH TUFFNELL | TEACHER, SPECIALS |
| TODD KETTLER | DISTRICT DIRECTOR |
| MAGGIE TAPLER | PARENT |
| RUTH ELLIOTT | BUSINESS PARTNER |



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 | 98% | 100% | 99% | 80% | 88% | -- | -- | -- | -- | 100% |
| 2010-2011 Results | 99% | 100% | 99% | 100% | 100% | -- | -- | -- | -- | 100% |
| Improvement Status | +1% | -- | -- | +20% | +12% | -- | -- | -- | -- | |
| 2011-2012 Goals | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | -- | 100% |

| Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders. | |
|---|---|
| 1. | Gains were made in the student sub pops that required early and effective intervention. |
| 2. | Although our LEP, SpEd and At Risk populations are small, we will continue to monitor student progress and provide additional targeted support as needed. |
| 3. | |

| Math TAKS Scores (%) | All Students | African American | White | Hispanic | Econ Disadv | LEP | Spec Ed | At-Risk | CATE- (Secondary Only) | GT |
|---------------------------|--------------|------------------|-------|----------|-------------|------|---------|---------|---------------------------|------|
| 2009-2010 Results | 98% | 100% | 98% | 80% | 88% | -- | -- | -- | -- | 100% |
| 2010-2011 Results | 98% | 100% | 99% | 93% | 75% | -- | -- | -- | -- | 100% |
| Improvement Status | -- | -- | +1% | +13% | -13% | -- | -- | -- | -- | -- |
| 2011-2012 Goals | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | -- | 100% |

| | Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders. |
|----|--|
| 1. | Passing rate for Hispanic student population improved significantly. |
| 2. | Efforts to provide meaningful and targeted math interventions will continue. Need to monitor progress of Econ Disadv population very closely. |
| 3. | Provide additional training to teachers who work with Econ Disadv or At Risk students to reinforce the students need for differentiated instruction and support. |

| Writing TAKS Scores (%) | All Students | African American | White | Hispanic | Econ Disadv | LEP | Spec Ed | At-Risk | CATE- (Secondary Only) | GT |
|---------------------------|--------------|------------------|-------|----------|-------------|------|---------|---------|---------------------------|------|
| 2009-2010 Results | 99% | 100% | 98% | 100% | 100% | -- | -- | -- | -- | 100% |
| 2010-2011 Results | 99% | 100% | 98% | 100% | 100% | -- | -- | -- | -- | 100% |
| Improvement Status | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| 2011-2012 Goals | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | -- | 100% |

| | Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders. |
|----|--|
| 1. | Increase rigor of writing instruction to promote a higher percentage of commended performances (comparable to Reading and Math performances) for all students and within each student sub population |
| 2. | Continue to use Thinking Maps in the writing process |
| 3. | |

| Science TAKS Scores (%) | All Students | African American | White | Hispanic | Econ Disadv | LEP | Spec Ed | At-Risk | CATE- (Secondary Only) | GT |
|-------------------------|--------------|------------------|-------|----------|-------------|------|---------|---------|------------------------|------|
| 2009-2010 Results | 99% | 100% | 98% | 100% | 100% | -- | -- | -- | -- | 100% |
| 2010-2011 Results | 95% | 100% | 96% | 78% | 33% | -- | -- | -- | -- | 100% |
| Improvement Status | -4% | -- | -2% | -22% | -67% | -- | -- | -- | -- | -- |
| 2011-2012 Goals | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | -- | 100% |

| Analysis of Data: based on the review of program implementation, disaggregated data, and input from stakeholders. | |
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| 1. | Continue to incorporate conceptual and hands-on learning experiences within the Science curriculum. |
| 2. | Continue to provide meaningful, targeted instruction and intervention to all students, particularly those in the Hispanic and Econ Disadv populations, with regular progress monitoring. |
| 3. | Provide additional training to teachers who work with Econ Disadv or At Risk students to reinforce the students need for differentiated instruction and support. |

| Social Studies TAKS Scores (%) | All Students | African American | White | Hispanic | Econ Disadv | LEP | Spec Ed | At-Risk | CATE- (Secondary Only) | GT |
|--------------------------------|--------------|------------------|-------|----------|-------------|-----|---------|---------|------------------------|----|
| 2009-2010 Results | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| 2010-2011 Results | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| Improvement Status | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |
| 2011-2012 Goals | -- | -- | -- | -- | -- | -- | -- | -- | -- | -- |

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

| | Attendance: Discuss your attendance concerns and celebrations. List any actions and resources. |
|----|--|
| 1. | Tardies have decreased significantly with new policy that began in Jan 2011 (loss of recess time). |
| 2. | We will continue to stress to parents the importance of daily attendance for student success as well as the state's legal requirement for attendance. These will be addressed initially at Residency Verification day and Curriculum Night, then in regularly scheduled grade level newsletters. |
| 3. | |

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

| | Retention (if applicable): Discuss your retention concerns and celebrations. List any actions and resources. |
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| 1. | We continue to hold at a 1% retention rate for the 2011-2012 school year. This is a result of early and effective intervention at the Tier 1 and Tier 2 levels. |
| 2. | We will utilize highly effective instruction to ensure student achievement and minimize the need for retention. |
| 3. | |

| | Culture and Climate: Discuss your culture and climate concerns and celebrations. List any actions and resources. |
|----|---|
| 1. | We celebrate our students in a variety of ways, including monthly spirit rallies, daily acknowledgement during morning announcements, citizens of the month, and with a "Celebrations" board in the main hallway. |
| 2. | Our students will continue to be acknowledged across the curriculum and grade levels. |
| 3. | |

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| 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: | Lesson plans, district and state assessment data | | | | | | | |
| Needs Assess. | Action Step(s) | Sp. Pop. | Person(s) Responsible | Timeline Start | Timeline End | Resources Human/Material/Fiscal | Formative Evaluation | Documented |
| Campus & community feedback, state & local assessment, Performance Series data, and budget restraints | Effectively monitor student growth and program effectiveness to drive instruction | All | Campus Admin, PST Committee and teachers | Aug 2011 | June 2012 | PST Committee, Staff & Student goals, DRA, Performance Series data, and local funds | Data analysis, lesson plans, campus improvement plan, and campus visits | |
| Campus observations and administrative discussions | Align accelerated instruction practices with research-based best practices, including 21 st century learning skills and tools. | All | Curriculum Team, Campus Admin, Teachers | Aug 2011 | June 2012 | Vertical Teams, PST Committee, Performance Series Data, Tutoring, Instructional support, Comp Ed funds (\$1849.00), Title 3 Funds (\$2061.00) and local funds | Campus Improvement Plan, intervention plans, and accelerated instruction plans | |

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| Strategic Objective/Goal 1: | We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences. | | | | | | | |
| Performance Objective 2: | Sustain district-wide EC-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas | | | | | | | |
| Summative Evaluation: | Eduphoria Records, online/paper evaluations, walk-throughs, and evaluations of campus needs assessments. | | | | | | | |
| Needs Assess. | Action Step(s) | Sp. Pop. | Person(s) Responsible | Timeline Start | Timeline End | Resources Human/Material/Fiscal | Formative Evaluation | Documented |
| Campus AEIS Report and Campus Assessment Data | Create and implement an RtI Transition Plan aligned to district initiatives | Campus Admin team and staff | Curriculum Department and Campus Administrators | June 2011 | July 2012 | Curriculum Department, Intervention Services, Compensatory education funds (\$1849.00) and local funds | Local and State assessments and campus visits. | |
| CISD Strategic Plan 2009 and Visioning Institute | Learning standards should respect and value students' "multiple intelligences" and talents, and provide opportunities for all students to excel and experience success | All | Campus Admin, teachers, librarian, counselor | Aug 2011 | May 2012 | Professional development, team collaboration, Student Inventories, Personal Goal setting | Lesson plans, classroom observations | CISD Strategic Plan 2009 and Visioning Institute |

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|------------------------------------|--|-----------------|------------------------------|-----------------------|---------------------|--|--|-------------------|
| Strategic Objective/Goal 1: | We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences. | | | | | | | |
| Performance Objective 3: | Communicate district assessment plan to parents and teachers and report outcomes individually to parents and collectively to stakeholders | | | | | | | |
| Summative Evaluation: | Copies of documents used to communicate to parents, teachers, students and stakeholders | | | | | | | |
| Needs Assess. | Action Step(s) | Sp. Pop. | Person(s) Responsible | Timeline Start | Timeline End | Resources Human/Material/Fiscal | Formative Evaluation | Documented |
| Campus Feedback | Provide targeted instruction and guidance to help students take responsibility for their individual performance and progress on state/local assessments | All | Campus Admin | Aug 2011 | June 2012 | Classroom visits, announcements, teachers, campus administration, counselors, tutoring, Comp Ed funds (\$1849.00), Title 3 Funds (\$2061.00) and local funds | Student Goal Setting, teacher communication and lesson plans | |
| Campus Feedback | Students will set personal goals and share results during parent conferences | Students | Teachers, Campus Admin | Aug 2011 | June 2012 | Teachers, performance data | Documentation of student goals and results | |

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| Strategic Objective/Goal 1: | We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences. | | | | | | | |
| Performance Objective 6: | Integrate 21 st century learning skills within the district | | | | | | | |
| Summative Evaluation: | Documentation of staff development offerings, updated teacher walk-through, snapshot, grading rubrics and Student Satisfaction Survey | | | | | | | |
| 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 and Visioning Institute | Teachers will design learning experiences that engage all students in meaningful work so that all students can meet or exceed a reasonable variance to the learning standards | All | Teachers, librarian, counselor | Aug 2011 | May 2012 | Professional development, book study of Daniel Pink's <u>Drive</u> (motivation), team collaboration, differentiated technology sessions with iTeam. | Lesson plans, classroom observations | CISD Strategic Plan 2009 and Visioning Institute |

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|---|--|-----------------|--|-----------------------|---------------------|--|--|-------------------|
| 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 |
| CISD Strategic Plan 2009 | Access parent talent pool at the beginning of the year or as needed to determine assets. | All | Campus Administrators, Teachers | August 2011 | June 2012 | Teachers, PTO, parents and guardians | Campus Improvement Plan, PTO, lists of parent assets | |
| CISD Strategic Plan 2009 | Incorporate opportunities for students to connect to the global community using technology tools i.e. distance learning, podcasting, virtual field trips, and skypeing | All | Campus Administrators, Teachers, I Team | Aug 2011 | June 2012 | I Team, teachers, Title 3 funds (\$2061.00) for lang. learning | Lesson plans, Campus Improvement Plan, classroom observations | |
| CISD Strategic Plan 2009 and CISD MS Strategic Plan 2010 | Provide varied learning experiences focusing on student choices such as personal projects, and learning based on personal goals | All | Campus Administrators, teachers, GT teacher, I Team, Counselor | August 2011 | June 2012 | Curriculum Directors, I Team, teachers, librarian | CIP, lesson plans, student/teacher reflections, student products | |
| CISD Strategic Plan 2009 and CISD Middle School Strategic Plan 2010 | Establish Campus schedules/teaching blocks that allow instructional time for students to explore and reflect on various and engaging learning experiences | All | Campus Administrators | Aug 2011 | June 2012 | Curriculum Department, model schedules, teacher and parent assets | Campus Schedules and student reflections | |
| CISD Strategic Plan 2009 | Provide varied learning experiences focusing on student choice and differentiated instruction. | All | Teachers | Aug 2011 | June 2012 | Director of Staff Development, Curriculum Directors, Campus Admin and I Team | Teacher lesson plans, student products | |

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| 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 |
| CISD Strategic Plan 2009 and Visioning Institute | Learning standards reflect realities of the new digital era, where students are creators, collaborators and presenters of knowledge. | All | Campus Admin, teachers, GT teacher, librarian | Aug 2011 | May 2012 | I Team, Teacher collaboration, professional development | Lesson plans, classroom observations, personal projects | |

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|---|--|-----------------|--|-----------------------|---------------------|--|-----------------------------------|-------------------|
| 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: | Admission, Review, and Dismissal (ARD) Committee paperwork, Individualized 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 | Create Standards-Based IEPs utilizing SpEd Management System (SEMS) | Special Ed | Directors of SpEd, Lead Diag, Lead Speech Pathologist, SpEd Team Mambers | Aug 2011 | June 2012 | SpEd Teachers, Lead Diag, Lead Speech Pathologist, SpEd Team Leaders, SpEd local and federal finds | ARD Committee reports, IEP Review | |

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| 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 |
| SHAC vision | Implement SHAC recommended indicators for improving Coordinated School Health programs on campus. | All | P.E. teacher, Music teacher, Campus Administration | August 2011 | June 2012 | SHAC committee indicators, campus SHAC members, campus SHAC representatives | Lesson plans, walkthroughs, videos | |

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|---|--|-----------------|------------------------------|-----------------------|---------------------|--|--|-------------------|
| 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 |
| AEIS Reports PEIMS Reports PBMAS Reports SpEd Referral Reports | Participate in advanced training to have better cultural awareness and to understand how to work with a diverse population in the gen ed setting in order to prevent over-representation in Special Education. | All | Campus Admin, Teachers | Aug 2011 | June 2012 | Intervention Services Personnel, Region 10, Campus Administrators, Promoting Success Teams (PST), SpEd Local and Federal Funds | PST Reports, SpEd Referral Reports, Eduphoria records, Agendas | |

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| 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 discipline reports, community feedback including survey data from presenters, guest speakers, etc, on demonstration of character traits by CISD students | | | | | | | |
| Needs Assessment | Action steps | Sp. Pop. | Person(s) Responsible | Timeline Start | Timeline End | Resources Human/Material/Fiscal | Formative Evaluation | Documented |
| CISD Strategic Plan 2009 | Establish various campus and community venues for reporting positive character traits by Lakeside Students, such as Citizen of the Month, Longhorn of the Week and Celebrations Wall postings | All | Counselor, Campus Admin, Teachers | Aug 2010 | June 2011 | Counselor, Campus Admin, Teachers, RTime, Mealttime Manners, Longhorn Laws, Citizen of the Month, and Longhorn of the Week | Discipline Reports, classroom visits, grade level newsletters | |

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| 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 Assessment | Action steps | Sp. Pop. | Person(s) Responsible | Timeline Start | Timeline End | Resources Human/Material/Fiscal | Formative Evaluation | Documented |
| Campus/service learning coordinator feedback | Integrate Service Learning and other Character Ed. projects into each content area curriculum. | All | Curriculum Directors, Service Learning Coordinator, Teachers and Counselor | August 2011 | June 2012 | CISD curriculum writers, Service Learning Reps and Service Learning Grant | Classroom visits, teacher lesson plans | |

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| 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 Assessment | Action steps | 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 | Counselor, Campus Admin | Aug 2011 | June 2012 | PEIMS data, Counselors, parents, and Campus Admin | Discipline referrals, anecdotal campus reports | |
| Discipline Referrals, Anecdotal campus reports, and the CISD Strategic Plan 2009 | Organize a committee at each school that will create a culture where character qualities are demonstrated daily. | All | Counselor, Campus Admin and Staff | Aug 2011 | June 2012 | Campus Counselors, administrators, anti-bullying programs and CISD website. | Discipline referrals and anecdotal reports, Citizens of the Month, Longhorns of the Week | |
| Discipline Referrals, Anecdotal campus reports | Implementation of district-wide bullying program at the campus level (RTime) | All | Counselor, Campus Admin, and teachers | August 2011 | June 2012 | Counselors, Administrators, teachers, students, small group intervention | Student/teacher survey & feedback, daily schedules reflecting RTime | |

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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 Assessment | Action steps | Sp. Pop. | Person(s) Responsible | Timeline Start | Timeline End | Resources Human/Material/Fiscal | Formative Evaluation | Documented |
| Meetings with campus personnel | All CISD staff members will develop annual technology goals using a proficiency objectives document -Appraisal, goal setting -Team Tech Initiative | All | Campus Administrators, teachers, GT, counselor, librarian | August 2011 | June 2012 | Staff Members, proficiency objectives document, annual review materials and integration specialists | Evaluations by supervisor and/or principal, annual goals documentation | |

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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 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 Assessment | Action steps | Sp. Pop. | Person(s) Responsible | Timeline Start | Timeline End | Resources Human/Material/Fiscal | Formative Evaluation | Documented |
| Meetings with department and/or campus personnel; Survey surrounding districts; Vendor feedback. | Develop, integrate and promote ways to conserve resources to all stakeholders, such as paper-free instructional days and increased use of Smart Board instead of paper. | All | Campus Administrators, Campus faculty | Aug 2011 | June 2012 | Technology Integration Specialists, various online resources, third-party vendors, department/campus staff, students | developed implementation of campus "green" awareness programs, reduction in the amount of paper that is used at Lakeside | |