COPPELL INDEPENDENT SCHOOL DISTRICT

DISTRICT IMPROVEMENT PLAN

2012- 2013

DR. JEFF TURNER
SUPERINTENDENT

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 the 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.

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, and School Pride consistent with the terms of the TEC Section 29.906.

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:** Develop a "green" IT strategy and promote "green" initiatives to reduce energy costs and appropriately manage electronic waste.

- **Performance Objective 3:** 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 approximate enrollment of 10,600 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.

DISTRICT EDUCATIONAL IMPROVEMENT COUNCIL (DEIC)
2011 - 2012 COMMITTEE MEMBERS

AUSTIN ELEMENTARY
HEATHER CECHIN
CHRISTINE MCNEME
NICOLE SCOTT

COTTONWOOD CREEK ELEMENTARY
DEBBIE HEAD
CHANTEL KASTROUNIS
KELLY YIN

DENTON CREEK ELEMENTARY
LIZZIE HARTMAN
BARBARA LARSEN
LISA STOKES

LAKESIDE ELEMENTARY
KAREN BYBEE
KELLY GIDDENS
JENNIFER MCLAUGHLIN

MOCKINGBIRD ELEMENTARY
DIANA JOHNSTON
MARY MCKNIGHT
DEBBIE SAMARAS

PINKERTON ELEMENTARY
JENNIFER HAYS
ANGELA MADEN
JAYCE SENTER

TOWN CENTER ELEMENTARY
KELLY COLEMAN
SHANNON EDWARDS
MARLY NATHERSON

VALLEY RANCH ELEMENTARY
KARI ECHOLS
APRIL OWEN
ERIN STANTON

WILSON ELEMENTARY
MARILYN MOHR
CATHRYN SUTTON
SUSAN WANGLER

CMSE
RANETA ANSLEY
BILL BUSH
LAURIE SHANKS

CMSN
TAMRA DOLLAR
MIKE DOMINGUEZ
LEANNE DORHOUT
ANGELA GEIGER

CMSW
STACEYHELMBRECHT
JEFF LAHEY
CRISTINA MALONE

CHS
BRUCE HERMANS
JEB PURYEAR
SUNNY RICHARDSON

NTH@C
NORRIE BRASSFIELD
KOLBY KERR
AMANDA ZIAER

EDUCATION ANNEX
RHONDA SHAW

ADMINISTRATION
TABITHA BRANUM
MARILYN DENISON

PARENT/BUSINESS/COMMUNITY
DON CARTER, BUSINESS/COMMUNITY
CARRIE CLARK/ PARENT
CHRISTI GREEN, BUSINESS/COMMUNITY
TRACY FISHER, PARENT
ANTHONY HILL, CISD BOARD/PARENT
ARTHUR JAMES, BUSINESS/COMMUNITY
ERIC PRATT, BUSINESS/COMMUNITY

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.								
Performance Objective 1:	Align the written, taught and assessed curriculum.								
Summative Evaluation:	Unit plans, lesson plans, student growth and program audit data.								

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Student Satisfaction Survey, Curriculum Walkthroughs and administrative dialogues	Educate all stakeholders on the CISD Curriculum Framework.	All	Assistant Superintendent of Curriculum and Instruction, Campus Administrators and Curriculum Team	August 2012	July 2013	Research-based best practice resources by authors such as Jensen, Wiggins & McTighe, Marzano, Stiggins, Daggett, etc., local funds, Title II, Forethought	Walkthrough Data, PDAS Committee Report and Unit Designs	
Student Satisfaction Survey, Curriculum Walkthroughs and administrative dialogues	Digitize the CISD Curriculum Framework.	All	Assistant Superintendent of Curriculum and Instruction and Curriculum Team	August 2012	July 2013	District Webmaster, Director of Communication, Curriculum Framework and Schoolwires	Digital Curriculum Framework	
Campus & community feedback, state/local assessments, and Performance Series data	Align the District Assessment Plan to the District Curriculum Framework.	All	Assistant Superintendent of Curriculum and Instruction and Curriculum Team	August 2012	July 2013	Local Pre-Assessments, Performance Series, and local funds	The use of assessment to drive instruction data, growth model data and the use of formative assessments in classrooms	
Student Satisfaction Survey, Curriculum Walkthroughs and administrative dialogues	Continue constructivist conversations regarding assessment and grading beliefs.	All	Assistant Superintendent of Curriculum and Instruction, Campus Administrators and Curriculum Team	August 2012	July 2013	Curriculum Framework and research-based best assessment practices	Campus-determined learning outcomes, campus-based grading pilots and campus level assessment and grading dialogues	

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Summative Evaluation:	Unit plans, lesson plans, student growth and program audit data.								
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Campus observations and administrative discussions	Align all accelerated instructional practices such as RtI, GT and EOC with the district Curriculum Framework.	All	Assistant Superintendent of Curriculum and Instruction, Campus Administration, and Curriculum Team	August 2012	July 2013	Performance Series, Title 1 funds, comp ed funds and local funds	District achievement gap data, campus-based data and Advanced Academic Committee Report	

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, on-line/paper evaluations, walkthroughs, 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
Quantitative data such as AEIS, TAKS and EOC Summary Reports, and Local Assessments Qualitative data such as surveys, department and team leader meetings, instructional leader meetings, and classroom walkthroughs	Provide initial/advanced training in assessment with the Curriculum Framework.	Curriculum team and Campus Administration	Director of Professional Learning, Curriculum Directors, and Assistant Superintendent of Curriculum and Instruction	August 2012	July 2013	Curriculum Framework, assessment management system, outside consultants, in-district presenters, books, manuals, Region 10 workshops, etc., TEKS, AP/IB standards, Title I, II, III, local funds, IDEA funds, and D.A.T.E. grant	Eduphoria records, classroom walkthroughs, RtI Tier 1 documentation, and campus needs assessment	
Campus Needs Assessment	Provide Title I Campuses additional opportunities to supplement training and improve instruction for targeted populations.	Title I Campuses	Title I Campus Administrators, Director of School Improvement and Campus Liaison	August 2012	July 2013	Title I Funds	Campus Needs Assessment and Title 1 Compliance Notebook documentation	
CISD Strategic Plan 2009	Build the capacity of staff to effectively execute blended and virtual learning experiences.	All	Executive Director of Leading and Learning and Curriculum Directors	August 2012	July 2013	Curriculum Department, North Texas Consortium and Campus Administrators and Department Leads	Lesson plans and curriculum units	

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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, on-line/paper evaluations, walkthroughs, 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**
CISD Strategic Plan 2009	Inform stakeholders of the benefits of blended and virtual learning experiences.	All	Executive Director of Leading and Learning	August 2012	July 2013	I-Team, Executive Director of Leading and Learning, CISD blended learning pilots and CMSN Staff	Professional Learning opportunities, Project Share offerings and meeting agendas	
Quantitative data such as AEIS, and local assessments Qualitative data such as student goal setting and surveys	Revise the district support system for RtI.	Instructional Staff	Director of Elementary Education, Director of Language and Literacy and Director of Math	August 2012	July 2013	Curriculum Department, Intervention Services, Campus Administrators, Counselors and IDEA Funding	Classroom walkthroughs, Forethought lesson plans, PST meeting minutes, RtI documentation, local/state assessment data, PST protocols and Student-led conferences	

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Performance Objective 3:	Communicate the 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	Create learner goal setting protocols, self-monitoring tools and instructional feedback forms to solicit student voice.	All	Curriculum Department	August 2012	July 2013	Teachers of The Year, campus administration, content area leaders, Title I funds, local funds and Comp Ed funds	Analysis of progress of learning goals and reflective feedback data	
Campus/Community Feedback	Develop a protocol for reporting to parents current and historical assessment data to reflect the growth of the whole child.	All	Director of Assessment and Campus Administrators	August 2012	July 2013	Individual Student Data, Assessment of Learning Outcomes, and Student Goal Setting Tools	District Assessment Reporting Protocol and Protocol Usage Report	
Campus/Community Feedback	Pilot various electronic mediums to facilitate learner goal setting and self-monitoring.	All	Executive Director of Technology and I-Team	August 2012	July 2013	Web 2.0 tools and Director of Professional Learning	Staff Learner and Parent Feedback on electronic tools	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 4:	Expand district educational and business partnerships with the local and global community.							
Summative Evaluation:	Documentation of increased participation in campus partnerships in Campus Improvement Plans and business partnership survey feedback.							
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Formative Evaluation**	**Documented**
Community Feedback	Create reciprocal relationships with existing business and community partnerships.	All	Assistant Superintendent of Curriculum and Instruction	Aug. 2012	July 2013	North Texas Consortium, BEST, parents and community members	Business participation rates	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.								
Performance Objective 5:	Implement a system or systems to assess 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	Expand the adoption of campus-based learning outcomes.	All	Assistant Superintendent of Curriculum and Instruction, Executive Director of Leading and Learning and Director of Elementary Curriculum	August 2012	June 2013	Partners for 21st Century Learning, Buck Institute for Education, Curriculum Directors, and Campus Administration	List of Assessed Campus Based Learning Outcomes	
CISD Strategic Plan 2009	Create, refine and utilize campus-based learning outcomes rubrics.	All	Assistant Superintendent of Curriculum and Instruction, Executive Director of Leading and Learning and Director of Elementary Curriculum	August 2012	June 2013	Partners for 21st Century Learning, Buck Institute for Education, Curriculum Directors, and Campus Administration	Learning Outcome Rubrics	
CISD Strategic Plan 2009	Inform stakeholders on the use of campus-based learning outcomes to develop 21st century skills.	All	Assistant Superintendent of Curriculum and Instruction, Assistant Superintendent of Administration, Campus Administration Executive Director of Leading and Learning and Director of Elementary Curriculum	August 2012	June 2013	Partners for 21st Century Learning, Buck Institute for Education, Curriculum Directors, and Campus Administration	Meeting agendas, dates and minutes	

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, updated teacher walkthrough, 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
Campus Feedback	Update classroom walk-through form to align with the Curriculum Framework.	All	Assistant Superintendent of Curriculum and Instruction and Campus Administration	August 2012	June 2013	Identified 21st Century Fluency Skills, List of Campus Based Learning Outcomes, Curriculum Directors, and Campus Administrators	Updated walkthrough form	
Visioning Document and CISD Strategic Plan 2009	Create a new principal and teacher evaluation process.	All	Assistant Superintendent of Curriculum and Instruction	August 2012	June 2013	Campus and District Administrators	Principal Evaluation and Teacher Evaluation	
Visioning Document and CISD Strategic Plan 2009	Create a new counselor evaluation process.	All	Executive Director of Leading and Learning	August 2012	June 2013	Counselors, Principals and Curriculum Directors	Counselor Evaluation	
CISD Strategic Plan 2009	Embed information literacy fluencies into all curriculum areas.	All	Assistant Superintendent of Curriculum and Instruction	August 2012	Sept 2013	Curriculum Directors, Information Literacy Committee, Campus Librarians and Campus Administrators	Written and Delivered Curriculum	

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
Community Feedback	Enhance service learning by providing an electronic database to connect student interests to service opportunities.	Grade 6-12	Director of Science and Service Learning	August 2012	June 2013	Campus Service Learning Reps, Campus Administrators, teachers and X2Vol	Service data reports	
CISD Strategic Plan 2009	Develop a rubric to assess educators' unit design aligned to the Curriculum Framework.	All	Assistant Superintendent of Curriculum and Instruction	Aug 2012	June 2013	Curriculum Model, Director of Professional Learning, Curriculum Directors and Campus Administrators	Course offerings and teacher lesson plans	
CISD Strategic Plan 2009	Train teachers in the instructional designs defined in the Curriculum Framework.	All	Assistant Superintendent of Curriculum and Instruction	Aug 2012	June 2013	Curriculum Model, Director of Professional Learning, Curriculum Directors and Campus Administrators	Eduphoria records, classroom walkthroughs, and campus needs assessment	
CISD Strategic Plan 2009	Develop district guidelines that promote student advocacy in the role of choice in the learning process and how to utilize these tools to maximize academic growth.	All	Assistant Superintendent of Curriculum and Instruction	Aug 2012	June 2013	Curriculum Model, Directors of Curriculum and Teachers	Student Satisfaction Survey Data, DIBS, and Student Advisory Panels	

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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 8:	Transform systems to more effectively prepare students to be successful in post-secondary education and beyond.						
Summative Evaluation:	PBMAS, student enrollment, student certification, CTE program evaluations, and New Vision Implementation Matrix.						

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, Campus comprehensive needs assessment	Design an instructional transformation plan for each campus.	All	Curriculum Department, Campus Administrators and teachers	August 2012	June 2013	Curriculum Department, Visioning Institute Document and Campus Administrators	New Vision Implementation Matrix Post Analysis	
AEIS Report	The achievement gap will be reduced through culturally responsive teaching and pedagogy.	All	Curriculum Department, Campus Administrators and teachers.	August 2012	June 2013	Curriculum Framework, Research-based best practice resources by authors such as Gilman Whiting, Bonnie Davis and Eleanor Rodrigues	District achievement gap data, campus-based data and unit plans	
New Vision Implementation Matrix Pre Analysis, Campus comprehensive needs assessment	Create a committee to review and make recommendations for middle school advanced academics.	All	Executive Director of Leading and Learning and Director of Advanced Academics	August 2012	June 2013	Curriculum Framework, College Board data and research and AEIS Reports	Committee Report	

Strategic Objective/Goal 2:	We will identify CISD character traits to be integrated throughout the district and develop means to assess student demonstration of those traits.							
Performance Objective 1:	Promote the development and demonstration of positive character traits including (but not limited to): Courage, Trustworthiness, Integrity, Respect & Courtesy, Responsibility, Fairness, Caring, Good Citizenship, School Pride consistent with the terms of the TEC Section 29.906.							
Summative Evaluation:	Data gathered from random visits to CISD campuses, community feedback including survey data from presenters, guest speakers, etc, on demonstration of character traits by CISD students.							
Needs Assessment	Action steps	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
CISD Strategic Plan 2009	Provide professional learning opportunities on state identified character traits for all stakeholders.	All	Director of Professional Learning	Aug 2012	June 2013	Counselors, Rtime, Negotiate, Rachel's Challenge, and local funds	Compilation of survey results	
CISD Strategic Plan 2009	Establish various District and Community venues for reporting positive character traits by CISD students.	All	Director of Communication	Aug 2012	June 2013	Coordinator of Service Learning, Counselors, Campus Administrators and teachers	Media Report	
CISD Strategic Plan 2009	Embed the character traits rubric into the campus-based learning outcomes.	All	Assistant Superintendent of Curriculum and Instruction	Aug 2012	June 2013	Character Traits Rubric	List of Campus Based Learning Outcomes	

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
Survey of surrounding districts; meetings with department and/or campus personnel	Create and implement an assessment to determine technology integration proficiency levels of CISD staff and establish baseline proficiency.	All	Executive Director of Technology, Executive Director of Leading and Learning, Curriculum Department and I-Team	August 2012	June 2013	Data collection and planning time for I-Team and technology local funds	Developed assessment product	
Meetings with department and/or campus personnel	Train all staff on how to use the proficiency objectives document.	All	Executive Director of Technology and Executive Director of Leading and Learning	August 2012	June 2013	I-Team, facilitators, Eduphoria Workshop, Director of Professional Learning, local funds and Proficiency Objectives Document	Eduphoria Transcripts, District and Campus visits	
Meetings with department and/or campus personnel	Annually assess and evaluate staff proficiencies using developed assessment.	All	Executive Director of Technology, Executive Director of Leading and Learning, and Principals	August 2012	June 2013	I-Team, and Proficiency Objectives Document	District and Campus level walk-throughs, campus visits and evaluations by trained staff	

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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 2:	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 and vendor feedback	Research the cost and effectiveness of installing motion sensors that turn off technology related equipment automatically when room is not occupied.	All	Executive Director of Technology	August 2012	June 2013	Various online resources, Third-party vendors, District energy consumption data and reports, Purchasing	Focus group meetings, Compiled research data and reports	
Meetings with department and/or campus personnel, survey surrounding districts and vendor feedback	Assess the level of paper consumption throughout the district: • Create review to evaluate the process and levels of paper consumption • Analyze, develop and recommend improvements based on evaluation.	All	Executive Director of Technology	August 2012	June 2013	I-Team and Campus Administrators	Compiled research data and reports, developed implementation of campus "green" awareness programs, reduction in the amount of paper that is used across the District	
Meetings with department and/or campus personnel, survey surrounding districts and vendor feedback	Develop, integrate and promote ways to conserve resources to all stakeholders.	All	Executive Director of Technology	August 2012	June 2013	I-Team, various online resources, third-party vendors, department/campus staff and students	Compiled research data and reports, developed implementation of campus "green" awareness programs, reduction in the amount of paper that is used across the District	
Meetings with department and/or campus personnel, survey surrounding districts and vendor feedback	Launch a District-wide Sustainability Challenge.	All	Assistant Superintendent of Administration and Director of Science and Service Learning	August 2012	June 2013	Campus recycling reps and all campus personnel	Energy use data, recycling data and paper use 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 3:	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 I-Team and campus personnel and survey surrounding districts	Research various implementation methods to promote the development of emerging delivery systems technologies such as best practices for web 2.0.	All	Executive Director of Technology, Executive Director of Leading and Learning and Director of Professional Learning	August 2012	June 2013	I-Team and campus personnel	Meeting notes from I-Team meetings; feedback from campus personnel; collected information from surrounding school districts	
Meetings with I-Team and campus personnel and survey surrounding districts	Implement a virtual desk top initiative to extend the life of our technology devices and to meet the growing demands of our BYOD (Bring Your Own Device) program.	All	Executive Director of Technology	August 2012	June 2013	I-Team, campus personnel and VMware	Installation of VMware and training documentation	

CISD DISTRICT IMPROVEMENT PLAN 2012-2013
APPENDIX A: STATE AND FEDERAL MANDATES

Bullying Prevention

Strategies	Resources	Staff Responsible	Evaluation
1. All campuses will implement and support CISD anti-Bullying policies, guidelines and procedures designed to reduce bullying.	Campus Budgets	Campus Principals and Campus Counselors	Discipline Reports
2. All Elementary Campuses will implement and support RTime.	Region 10	Campus Principals and Campus Counselors	RTime Session Dates, RTime Session Agendas and Lessons
3. All Middle School will implement and support Negotiate.	Region 10	Campus Principals and Campus Counselors	Negotiate Session Dates, Negotiate Session Agendas, and Lessons
4. All school staff members will be trained in the CISD Bullying Reporting Protocol.	Campus Budgets	Campus Principals and Campus Counselors	Discipline Reports
5. All 5th Grade students will view Cyber Bullying video from Yellow Dyno through Counseling Guidance Program.	Campus Budgets	Campus Counselor	Discipline Reports
6. Parent information sessions will be held to increase awareness and prevention measures for bullying and cyber bullying.	Local Funds	Assistant Superintendent of Administration	Discipline Reports and agendas

Child Abuse & Sexual Abuse Prevention

Strategies	Resources	Staff Responsible	Evaluation
1. All campus counselors will be trained as trainers of trainers in the Dallas Children's Advocacy Center's training on Recognizing and Reporting Child Abuse.	Region 10	Executive Director of Leading and Learning and Campus Counselors	Training sign-in sheets, Training Agendas, and Training Survey Reports
2. All campus staff members will be trained in the Dallas Children's Advocacy Center's protocol on Recognizing and Reporting Child Abuse.	Region 10	Executive Director of Leading and Learning and Campus Counselors	Training sign-in sheets, Training agendas and Training Survey Reports
3. All school staff members will follow the CISD Child Abuse Reporting Protocol.	Region 10	Executive Director of Leading and Learning and Campus Counselors	Counselor Documentation

Coordinated Health - SHAC Council

Strategies	Resources	Staff Responsible	Evaluation
1. The SHAC Council will meet a minimum of 4 times per year.	Student Services Budget	Co-Chairs	Minutes recorded and filed for each meeting
2. The council will provide the CISD Board a written report of their activities for the year.	Student Services Budget	Co-Chairs	Board Agenda – Presentation by SHAC Chairs
3. The majority of the council membership will be parents and the co-chair will be a parent.	Student Services Budget	Co-Chairs	Membership List
4. The district expectation is that a representative from each campus will participate in the committee	Student Services Budget	Co-Chairs	Membership List

Dating Violence Awareness

Strategies	Resources	Staff Responsible	Evaluation
1. Provide on-going staff training on relationship abuse awareness, detection and prevention.	PEIMS data, SROs, Counselors, parents and Campus Administrators	Executive Director of Leading and Learning and Campus Counselors, campus Administrators	Discipline Referrals, Anecdotal campus report
2. High Schools will implement the Be Project to eliminate teen dating violence and promote healthy relationships.	PEIMS data, SROs, Counselors, parents and Campus Administrators	Executive Director of Leading and Learning and Campus Counselors, campus Administrators	Discipline Referrals, Anecdotal campus report
3. Selected secondary courses will embed a unit of study designed to increase awareness of teen dating violence and the warning signs of abusive relationships.	PEIMS data, SROs, Counselors, parents and Campus Administrators	Executive Director of Leading and Learning and Campus Counselors, campus Administrators Counselors, campus Administrators	Discipline Referrals, Anecdotal campus report
4. Elementary Counselors will conduct guidance lessons on conflict resolution to promote healthy relationships.	PEIMS data, SROs, Counselors, parents and Campus Administrators	Executive Director of Leading and Learning and Campus Counselors, campus Administrators	Discipline Referrals, Anecdotal campus report

Discipline Management – Safe Environments

Strategies	Resources	Staff Responsible	Evaluation
1. Review discipline data and disaggregate the data to identify training needs and issues related to the learning environment.	Discipline Data	Assistant Superintendent of Administration	Discipline report
2. Provide professional learning opportunities on Positive Behavioral Support cohorts.	Incident codes per campus, positive behavior support plan template, campus staff, Specialist/LSSP Region 10 (School wide PBS), and SpEd local and federal funds	Campus Administration and Executive Director of Intervention Services	Eduphoria records
3. Implement and provide advanced training on alternative options to In-School Suspension.	Campus administration, Directors of SpEd, Region 10, Intervention Specialist/LSSP and SpEd local and federal funds	Campus Administration and Executive Director of Intervention Services	Eduphoria records, input from administrative staff, and input from teachers
4. Maintain acceptable percentage related to state target of In-School Suspension (ISS) placements and DAEP within all subpopulations.	Incident codes per campus, positive behavior support plan template, campus staff,	Assistant Superintendent of Administration	Discipline Report
5. Students that are highly at risk of dropping out of school will be recommended for enrollment in Turning Point.	Compensatory Funds	High School Counselors and High School Principals	Monthly reports monitoring the attendance and status of students attending Turning Point.

Drug Prevention

Strategies	Resources	Staff Responsible	Evaluation
1. Provide on-going staff training on drug and relationship abuse awareness, detection and prevention.	PEIMS data, SROs, Counselors, parents and Campus Administrators	Counselors, campus Administrators	Discipline Referrals, Anecdotal campus reports
2. Provide information regarding C.A.R.E to students with drug abuse issues and their parents.	YMCA, Counselors and Campus Administrators	Counselors, campus Administrators	Discipline Referrals, Anecdotal campus reports

Gifted and Talented Program

Strategies	Resources	Staff Responsible	Evaluation
1. Revise GT Scope and Sequence of Skills.	GT Faculty	Director of Advanced Academics	Copy of Revised Scope and Sequence
2. Develop GT program assessments reflecting of the learning goals and scope and sequence of curriculum.	GT Faculty and Content Directors	Director of Advanced Academics and Content Directors	Copies of used or in process of development
3. Incorporate the use of the Texas Performance Standards Projects in the secondary GT program.	GT Faculty and local funds	Director of Advanced Academics	Curriculum Documents and Student Projects
4. Work with teacher teams to refine new middle school curriculum for core GT classes in grades 6-8.	GT Faculty and local funds	Director of Advanced Academics and Content Directors	Curriculum Documents
5. Develop additional information about GT program options on the GT website to improve communication.	GT Faculty	Director of Advanced Academics	Web pages available to communicate options

Highly Qualified Teachers and Paraprofessionals

Strategies	Resources	Staff Responsible	Evaluation
1. Provide testing information and guide teachers through the certification process as needed.	State Testing Website, Testing Schedule and Test Prep Guides	Executive Director of HR and Certification Manager	Teacher Test Scores
2. Mentor beginning educators to improve effective teaching and performance while promoting personal and professional well-being.	BTIM grant, Title II funds, local funds	Executive Director of HR, Director of Professional Learning and Director of School Improvement	Teacher retention rate, Teacher exit interviews and Beginning Teacher and Mentor Journals
3. Utilize instructional exemplars to reflect on identified aspects of effective instruction including 21st Century skills.	BTIM grant, Title II funds, local funds	Executive Director of HR, Director of Professional Learning, and Communications Department	Teacher retention rate, Teacher exit interviews and Beginning Teacher and Mentor Journals
4. Utilize instructional exemplars to calibrate classroom walkthrough documentation.	BTIM grant, Title II funds, local funds	Executive Director of HR and Director of Staff Development,	Teacher retention rate, Teacher exit interviews and Beginning Teacher and Mentor Journals

Post-Secondary Preparedness: Admissions & Financial Aid Information

Strategies	Resources	Staff Responsible	Evaluation
1. Campuses will provide college and post high school information to all students.	High School budgets	High School Counselors	Graduation Plans, Acceptance letters to post-secondary institutions
2. Students will complete the financial aid process.	High School budgets	High School Counselors	100% of students will have completed a PELL application
3. All 9 – 12 grade students will be assigned a Naviance Account for the purpose of	High School budgets	High School Counselors	List of assigned user accounts

researching college and career options and interests.			
4. All 9-12 grade students will have access to Naviance to manage the college application process.	High School budgets	High School Counselors	Acceptance letter to post-secondary institutions
5. Counseling and career guidance will be available to help students with certification and technical opportunities.	High School budgets	Counselors	Career pathway graduation plans
6. Parent meetings will be scheduled to provide post-secondary awareness and financial assistance.	High School budgets	High School Principal	Participants attending the meetings, surveys
7. College and Career Night will be scheduled to offer opportunities for students and parents to visit with college recruiters and businesses.	High School budgets	High School Counselors	Participants attending, surveys
8. College Recruiters will be given a venue to meet with students throughout the school year.	High School budgets	High School Counselors	Schedule of recruiter visits
9. AP and PreAP courses will be open-enrollment.	Campus budgets	Counselors	Number of students completing AP course Number of students passing AP exams
10. Dual and Concurrent credit will be available to all eligible students.	High School budgets	Counselors	Number of students enrolled in dual credit courses Number of students passing dual credit courses
11. Increase student and teacher awareness of college and career readiness/post-secondary education in order to best	Campus budgets	Campus Administrative Team	Student surveys and four year plans

Strategies	Resources	Staff Responsible	Evaluation
serve all students.			
12. Create a culture of college and redefine post-secondary education in order to best serve all students.	Campus Budgets	Campus Administrative Team	Student surveys and graduation tracker data
13. Align college readiness assessments and design intervention framework to ensure college readiness for all.	Advanced Academic Budget and Campus Budgets	Curriculum department, Campus Adminstration and teachers.	Student surveys and graduation tracker data

Suicide Prevention

Strategies	Resources	Staff Responsible	Evaluation
1. All staff members will be trained in the CISD suicide Prevention Protocol.	Campus Budgets	Campus Principal and Counselors	Training sign-in sheets, Training agendas and Training Survey Reports

CISD DISTRICT IMPROVEMENT PLAN 2012-2013
ACRONYM INDEX

AEIS	Academic Excellence Indicator System		IT	Informational Technology
AP	Advanced Placement		I-Team	Integration Specialist Team
BEST	Business Education Success Team		LSSP	Licensed Specialist in School Psychology
BTIM	Beginning Teacher Induction and Mentors		OSS	Out of School Suspension
BYOD	Bring Your Own Device		PBMAS System	Performance Based Monitoring Assessment
C.A.R.E.	Chemical Awareness Resources & Education			
CISD	Coppell Independent School District		PBS	Positive Behavior Supports
Comp Ed	Compensatory Education		PEIMS	Public Education Information Management System
CTE	Career and Technical Education		PST	Promoting Success Team
EC	Early Childhood		RtI	Response to Intervention
EOC	End of Course		SCE	State Comprehensive Education
D.A.T.E.	District Award of Teacher Excellence		SHAC	School Health Advisory Council
DIBS	Dream, Imagine, Believe and Succeed (Elementary Student Advisory Committee)		SPED	Special Education
			SRO	Security Resource Officer
GT	Gifted and Talented		TAKS	Texas Assessment of Knowledge and Skills
HR	Human Resources		TEA	Texas Education Agency
IB	International Baccalaureate		TEC	Texas Education Code
ICLE	International Center for Leadership in Education		TEKS	Texas Essential Knowledge and Skills
IDEA	Individuals with Disabilities Education Act		X2VOL	Data Warehouse for Service Learning
ISS	In School Suspension			