COPPELL INDEPENDENT SCHOOL DISTRICT

VALLEY RANCH ELEMENTARY
CAMPUS IMPROVEMENT PLAN

2012- 2013

CYNTHIA ARTERBERY

VRE MISSION STATEMENT:

Valley Ranch Elementary believes in engaging students in authentic and relevant learning experiences. We encourage our students to excel through collaboration, communication, and personal responsibility. Using the PBL (Project-Based Learning) cycle, learners become critical thinkers, consumers of information, informed researchers, and effective communicators. As group collaborators and informed decision makers, students will create authentic final products.

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, 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.

CAMPUS SITE-BASED COMMITTEE
2012 - 2013 COMMITTEE MEMBERS

NAME OF PARTICIPANT	COMMITTEE ROLE
CYNTHIA ARTERBERY	PRINCIPAL
LORIE SQUALLS	ASSISTANT PRINCIPAL
JENNIFER COLLIEN	COUNSELOR
BETH MEADOR	PRE K
SANDRA BRADEN	KINDER
MARY RODRIGUEZ	1ST GRADE
JEANNIE SANCHEZ	2ND GRADE
APRIL OWEN	3RD GRADE
NADYA GULAM	4TH GRADE
KATHLEEN WINFREY	5TH GRADE
CATHY BROSE	SPECIALS REPRESENTATIVE
KRISTEN BROWN	DISTRICT LEVEL REPRESENTATIVE
DEBRA ROARK-MACRAE	PARENT REPRESENTATIVE
OMNI HOTEL	COMMUNITY BUSINESS PARTNER
CATHY BENNETT	VRE COMMUNITY MEMBER

Campus Needs Assessment

List data utilized to identify the needs of your campus
2012 STAAR results Local assessments Classroom observations Teacher feedback District feedback CISD Strategic Plan

List the identified needs of your campus derived from data review

Based on our STAAR test results,
- We will continue to focus on effective math strategies that will allow students to critically think and problem solve.
- We will continue to provide students reading opportunities that allow us to assess student across different reading skills.
- Provide opportunities for teachers to reflect on the data and set specific goals to address areas for student improvement.
- Develop strategies for improving the performance of African American students in the areas of science and reading.

We will provide strategies that will enhance our special education and LEP learners in all content areas.

We will continue to provide local assessments, such as DRA2 to help plan and drive instruction for all students.

We will provide opportunities for teachers to create and design projects as well as give feedback through classroom observations, walkthroughs, and identifying effective teaching.

We will continue to teach through the lens of PBL and provide opportunity for staff feedback by using surveys, this will help guide our overall school plan.

We continue to foster a reciprocal relationship with district liaisons, PBL coaches, content directors to enhance our overall learning environment and the implementation of the CISD Strategic 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.								
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 accelerated instruction practices, including 21st century learning skills and tools.	All	Curriculum Team, Campus Administration, and Teachers	August 2012	June 2013	Performance Series data, DRA2 data, Title I funds ($21,197), Comp Ed funds ($10,684), and General funds ($55,006)	Campus improvement plans, Intervention plans, and Accelerated instruction plans	
Teacher, and grade level input	Plan grade level PBL units to incorporate TEKS and soft skills.	K-5	Classroom Teachers, Campus Administration, and Mockingbird staff (as needed)	June 2012	June 2013	Planning days for grade level teams, TEKS, Scope and sequence, Grade level planning, and Subs needed for planning from Title 1 ($13,770)	Completed PBL units	
Campus feedback, and administrative discussions	Pilot a PBL walkthrough template to use at VRE.	All	Campus Administration, and Executive Director of Leading & Learning	August 2012	June 2013	Eduphoria PBL Walkthroughs	PBL Walkthrough	
Campus feedback, and administrative discussions	Continue the PBL partnership with Spring ISD, Duncanville ISD, and Grapevine-Colleyville ISD.	K-5, Special Teachers Administration	Campus Administration	August 2012	June 2013	CISD transportation, Classroom walkthroughs by teacher to observe others in other school districts, and Subs needed from Title 1 funds ($510)	Teacher notes, and implementation of new ideas	

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
Campus feedback, and Administrative discussions	Implement PBL units continuously across the curriculum so that all students will be at the beginning, middle, or end of a PBL project at any given time.	K-5 Specials Teachers Administration	Teachers, and Campus Administration	August 2012	June 2013	Lesson plans, and TEKS	Walkthrough, and completed PBL units	
Campus feedback, and Administrative discussions	Pilot the district created PBL lesson plan format in place of Forethought.	All	Campus Administration, and Executive Director of Leading & Learning	August 2012	June 2013	District created PBL lesson plans	District created PBL lesson plans	
District and campus feedback	Train teachers how to upload Aware data to make informed curriculum decisions for both literacy and RTI.	All	Campus Administration, and Literacy Coach	August 2012	June 2013	Eduphoria Aware computer system, handouts, and trainings	Staff sign in sheets, and training agendas	

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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**
District feedback, and administrative discussions	Train teachers on how to use DRA2 resources for instructional decisions (DRA2 -Focus on Instruction) and progress monitoring (DRA2- Extending Readers).	All At-Risk Students	Teachers, Literacy Coach, and Campus Administration	August 2012	June 2013	Training resources	Staff sign in sheets, and training agendas	
CISD Strategic Plan 2009	Create tools for evaluating student choices in learning experiences and seek ways to expand student choice in all curricular areas.	All	Assistant Superintendent for Curriculum and Instruction, Classroom Teachers, and GT, Literacy, ESL, and SPED support with grade level teams	August 2012	June 2013	Directors of Curriculum, Teachers, Gizmos, Title 1 funds ($2500) Implementation of PBL projects, Daily 5 (K-5), and CAFÉ (1-2)	Student satisfaction survey data, rubrics, results of pretesting, interest inventories, and student differentiated 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: 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, STAAR reports, and local assessments Qualitative data such as surveys, department meetings, instructional leader meetings, team leader meetings, and classroom walkthroughs	Participate in initial/advanced training in ■ Assessment for learning ■ Grading practices ■ Assessment management system's role in data collection ■ Assessment management system's role in RtI ■ DRA 2 ■ Tier 1 Instruction ■ Engagement, rigor, and individualization ■ Math curricular blocks ■ RtI updates ■ Data desegregation ■ STAAR training ■ PBL.	All	Director of Professional Learning, Curriculum Directors, Director of School Improvement, Directory of Elementary Curriculum, Assistant Superintendent of Curriculum, Instruction and Assessment, Math Content Specialist, Literacy Coach, GT Teacher, SPED Teacher, MLI Teacher, and CISD PBL Leaders	June 2012	June 2013	Assessment management system, outside consultants, district presenters, books, manuals, Region 10 workshops, TEKS, AP.IB standards, (general funds for instructional materials and supplies), Marcia Tate, local and, D.A.T.E. grant	Eduphoria records, classroom walkthroughs, RTI, Tier 1 documentation, and campus needs assessments	

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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
STAAR summary report	Provide additional opportunities to supplement training and improve instruction for targeted populations, such as 5th grade science and 4th grade reading. Share instructional strategies with staff and activities from *How to Teach Students Who Don't Look Like You.*	All	Campus Admin, Teachers, Literacy Coach, Science and ELAR Content Specialists, and trained staff	June 2012	June 2013	Training materials, and time for teachers to analyze data and set specific goals for student improvement	Lesson plans, walkthroughs, student products, benchmarks, training agendas, and sign in sheets	

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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
Quantitative data such as AEIS, TAKS summary reports, and local assessments Qualitative data such as surveys, department meetings, instructional leader meetings, team leader meetings, and classroom walkthroughs	Provide additional opportunities to supplement training and improve instruction for targeted populations.	All	Title 1 Campus Administrators	August 2012	June 2013	Planning days for grade level teams, and campus trainings during instructional day	Campus needs assessment and documentation of additional staff development opportunities	
Math STAAR 3-5, Math benchmarks K-1, and PS tests 2-5	Strengthen focused math differentiated small groups.	PreK-5	Classroom teachers	August 2012	June 2013	Istation (Title 1 funds - $4,000), Reading A-Z (general funds - $1,500), RazKids (general funds - $2,000), and Increased Neufeld training and student/teacher program use data	Lesson plans, walkthroughs, student products, math benchmarks, and PST intervention plans/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: 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
Campus feedback, and Community feedback	Provide a PBL parent night to share 21st century learning strategies that will be used in the classroom through the use of PBL Invite a speaker to address how best to support students at home (Brenda Bird).	All	Campus Administration, and teachers	August 2012	June 2013	Materials needed for parent night from Title 1 funds ($417), Teachers, PTOs, and parents and guardians	Sign in sheet	
Campus feedback, and Writing STAAR results	Strengthen Write from the Beginning program with campus training, Teachers will analyze STAAR data.	All	Assistant Principal	August 2012	June 2013	Write from the Beginning Binders, and handouts	Write from the Beginning agenda	
Campus feedback	Attend PBL Buck Institute Training for Elementary.	Grade level reps	Campus Administration	August 2012	June 2013	Cost of sending team to the PBL Buck Institute (PBL World-Napa,CA) Training for Elementary	Agenda from presentations	

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 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 and community feedback	The staff will read and apply best practices described in the book *Elements of Grading: A Guide to Effective Grading Practice* by Douglas Reeves.	All	Campus Admin, Teachers, and Director of Advanced Academics and CTE	August 2012	June 2013	Books for staff	Campus book study discussions, and presentations	

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 discussion	The staff will read/apply best practices described in the book *Power of our Words.*	All	Teachers, and Campus Administration	August 2012	June 2013	Teachers, PTO, and parents and guardians	Campus book study discussions and presentations, and classroom observations	
Campus discussion	The staff will read/apply best practices described in the book *Mindset.*	Team leaders Administration	Teachers, and Campus Administration	June 2012	August 2013	Campus administrators, and Team leaders	Campus book study discussions, and presentations to grade level teams	

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	Grade levels will access parent talent pool at the beginning of the year or as needed to support PBL needs.	All	Campus Administration, and Classroom Teachers	June 2012	August 2013	Campus administrators, Teachers, and PBL Content Specialists	Campus improvement plan, PTO, and list of parent assets via website form	
Campus feedback	Provide a speaker from Region 10 (Jose Velasquez) to train teachers on best practices for English Language Learners.	All	Region 10 Instructor, and Campus Administration	August 2012	June 2013	Teachers, immigrant students, materials, and tutoring and staff development from Title III funds	Tutoring logs, and staff development ideas to implement	
Campus feedback	Plan, design, and create a VRE garden using PBL process at all grade levels.	All	Campus Administration, and Teachers	August 2012	June 2013	Teachers, VRE PTO, and Dad's Club	Creation of the garden	

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, and Campus comprehensive needs assessment	All teachers and instructional staff will conduct a self-assessment using the implementation matrix rubric, use data to identify areas for improvement that will be applied in the classroom.	All	Campus Administration, and Director of Advanced Academics and CTE	August 2012	Sept. 2013	Campus Administrators, Teachers, and online survey tool	Self-analysis results, and final implementation with students	
CISD Curriculum Framework	Provide staff with an introduction to the CISD Curriculum Framework.

Continue to provide opportunities for discussion and professional learning opportunities throughout the school year. | All | Campus Administration, District Liaison, and PBL Coaches | August 2012 | June 2013 | Campus Administrators, and district liaison | Professional learning sign-in sheets, educator reflections, and evaluation surveys | |

Strategic Objective/Goal: 1	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective: 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
Organizational Transformation	21st century pedagogy will be taught through the lens of PBL. Leaders will lead as leaders and learners. The instructional environment will be risk-free and collaborative, with teacher as facilitators. Share VRE Transformation Plan with staff.	All	Campus Administration, District Liaison, and PBL Coaches	August 2012	June 2013	Campus administrators, and district liaison	Professional learning sign-in sheets, educator reflections, and evaluation surveys	
Reciprocal Community Partnerships	Continue partnership with Omni Hotel and Las Colinas Credit Unit. Offer additional opportunities to establish reciprocal relationships in the community.	All	Campus Administration	August 2012	June 2013	Campus administrators	Artifacts from partnership activities (photos, communication, SBDM documentation)	

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 feedback	Conflict resolution will be taught to students and practiced daily to enhance communication and collaboration.	All	Campus counselor, and Classroom Teachers	August 2012	June 2013	List of conflict resolution ideas and resources, instructional specialists, content curriculum writers, and local funds	Lesson plans, classroom visits, assembly agendas, and grade level skits on announcements	
Campus feedback	Implement community expectations to focus on good character.	All	Teachers, and Campus Administration	August 2012	June 2013	List of community resources to be implemented, teachers, and administration	Walkthroughs, assemblies, and agendas	

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	
Campus feedback	Revise the VRE 3-Year Technology Plan to meet the current needs of VRE.	All	Campus Admin, I-Team, and Teachers	August 2012	June 2013	Staff members, annual review of materials, and Integration specialists	Updated technology plan		
Administrative discussions	Increase technology integration across curriculum for all grade levels.	All	Teachers, I-Team, and Librarian/CTA	August 2012	June 2013	Lesson plans	Walkthroughs		

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 Schools 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 an annual 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, Campus Counselors, and 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, Campus Counselors, and 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, Campus Counselors, and 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, Campus Counselors, and 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.	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.	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.	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

Strategies: Post-Secondary Preparedness	Resources	Staff Responsible	Evaluation
3. All 9 – 12 grade students will be assigned a Naviance Account for the purpose of researching college and career options and interests.	High School budgets	High School Counselors	List of assigned user accounts
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

Strategies: Post-Secondary Preparedness	Resources	Staff Responsible	Evaluation
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 serve all students.	Campus budgets	Campus Administrative Team	Student surveys and four year plans
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 Administration 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
APPENDIX B: COMPLIANCE RUBRIC FOR A SCHOOLWIDE PLAN

Components of a Schoolwide Plan	Standard	Evidence of Standard Completion and/or Progress Toward Completion
Comprehensive Needs Assessment	Includes a variety of data gathered from multiple sources. Examines student, teacher, school and community strengths and needs.	STAAR data, local assessments, teacher assessments will be used to monitor student progress. This will be evident through formative and summative assessments and differentiation will be provided as needed.

Schoolwide reform strategies	Opportunities for all children to meet the State's proficient and advanced levels of student academic achievement
	
	Use effective methods and instructional strategies that are based on scientifically based research:
	  i. Strengthen core academic programs
	  ii. Increase amount and quality of learning time
	  iii. Strategies for meeting educational needs of underserved populations
		The use of Gizmos, istation and reading materials will support our learners. Teaching through the lens of PBL will strengthen core academic programs and allow learners to achieve proficient and advanced levels of academic achievement.

Instruction by Highly Qualified Professional Staff	Teachers and paraprofessionals meet the highly qualified requirements; parents are aware of the highly qualified status of all teachers.	We will ensure that a highly qualified instructional staff member leads all classrooms and recruiting process and that all teachers are assigned to areas in which they are certified to teach.

Components of a Schoolwide Plan	Standard	Evidence of Standard Completion and/or Progress Toward Completion
Highly-qualified and Ongoing Professional Development	All staff is trained to meet individual needs of all students, but particularly the lowest achieving students of any program that is included in the schoolwide program. All staff receives ongoing and sustained professional development that is aligned with the goals of the new vision plan.	Professional learning opportunities will be provided in the areas of the PBL cycle, data analysis, rubric designs, questioning strategies and formation and summative assessments. We will retain staff by providing ongoing professional learning, recognizing and honoring their strengths and providing a cohesive work environment.
Strategies to Attract Highly Qualified Staff	The School is allowed to provide incentives for highly qualified teachers to teach in high need schools.	Information regarding our school will be displayed on our campus webpage, shared via parent meetings, and provided through other modes of media. Our overall progress as a school will be shared as a way to attract all stakeholders.
Strategies to Increase Parental Involvement	Specific strategies to increase parental involvement, based upon results of the needs assessment have been identified and implemented. Strong collaboration with community resources is evident. Parents are included as decision makers in a broad spectrum of school decisions.	Parent meetings, newsletters, and parent-teacher conferences will be used to increase parental involvement. This will be evident through their attendance and documented with sign in sheets.

Components of a Schoolwide Plan	Standard	Evidence of Standard Completion and/or Progress Toward Completion
Preschool Transition Strategies	Collaboration is evident between the elementary school and preschool programs (Head Start, Even Start, etc.) Specific strategies for helping students' transition into the elementary setting have been identified and implemented.	Kindergarten round up is provided in the Spring of each year, parent meetings, and opportunities to experience the classroom environment is extended to preschoolers. Teachers have the opportunity to provide curriculum information to parents annually. This transition is continued in the Fall at a meet the teacher night to prepare students for the first day of school.
Timely and additional Assistance to Students Having Difficulty Mastering the Standards	The school has a well-defined process that is currently being implemented to identify students experiencing difficulty mastering the State's standards. Timely, effective and additional assistance is provided for students experiencing difficulty. Thematic, integrated instruction, designed to accommodate the needs of learning styles is provided.	Teachers will differentiate for all students to meet their individual needs. Pre-assessments are provided as a tool to help guide lesson planning. Additional monitoring of students is provided through the Response to Intervention (RtI) process, which allows grade level teams to collaborate and if additional assistance is needed the RtI team, along with parents will meet to address the needs of the learner and monitor their progress. Teacher will also continue to have professional learning designed to accommodate the needs of various learning styles.
Coordination and Integration of Federal, State and Local Programs and Resources	The school has established its new vision plan based on need, and is knowledgeable about and uses all resources available to the school to meet its goals.	All funds are coordinated and used to meet the needs of all learners based on data. Our overall goal is to teach through the lens of PBL, therefore materials, supplies and equipment I purchased to support our overall goal.
Measures to Include Teachers in the Decisions Regarding the Use of Academic Assessments	Classroom teachers developed the assessment matrix.	As teachers create PBL projects, they will also design rubrics for assessment. Professional learning opportunities will also be provided with the assistance of PBL coaches and content directors.