COPPELL INDEPENDENT SCHOOL DISTRICT

Pinkerton Elementary

CAMPUS IMPROVEMENT PLAN

2012- 2013

KRISTI MIKKELSEN

PRINCIPAL

CISD MISSION STATEMENT:

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

CISD 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.

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
ANGELA GARVIN	EDUCATOR
SARAH FEARS	EDUCATOR
GINGER DENTON	EDUCATOR
JEREMY PHILLIPS	EDUCATOR
LISA ROWE	EDUCATOR
CINDY SINE	EDUCATOR
KATIE ROBINSON	EDUCATOR
KATHY KIRKLEY	COUNSELOR
KATIE JOBE	PARENT
KIM CONNER	COMMUNITY MEMBER
DR. MECHELLE BRYSON	DISTRICT LIAISON
DEBBIE YOUNGS	ASSISTANT PRINCIPAL
KRISTI MIKKELSEN	PRINCIPAL

List data utilized to identify the needs of your campus

- Performance Series Data
- Spelling Inventories
- ORF Assessments
- Reading Maze Assessments
- Writing Assessments
- RtI Documentation
- Read 180 SRI Data
- DRA2 Data
- iStation Data
- Report Cards
- PBIS Data
- Attendance
- AYP
- Visioning Document: Implementation Matrix
- IB Philosophy and Tenets

List the identified needs of your campus derived from data review.

- In disaggregating STAAR data for third grade, the 2011-2012 third graders as a whole did not demonstrate mastery at the same level as previously assessed third grade learners.
- According to AYP data, performance gaps exist in math for African American, Special Education, Economically Disadvantaged, and English Language learners. Although gains have been made by African American and Economically Disadvantaged learners, these groups failed to meet the 83% AYP target. In reading, African American learners did not meet the 87% AYP target.
- When examining pre- and post-assessment data, it was concluded that a greater emphasis should be placed on differentiating instruction to address learner needs.
- In reviewing the Visioning Document Implementation Matrix, there is a strong need to incorporate new leadership and character building opportunities for learners to move to a Level 4.
- In reviewing IB objectives, there is a need to increase global awareness to support our diverse population and the tenets of IB.
- In reviewing the Visioning Document Implementation Matrix, there is a need to allow more choice for learners through process and product to move to a Level 4.

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 with research-based best practices, including 21st century learning skills and tools.	All	Curriculum Team, Campus Administration, and Educators	August 2012	June 2013	AWARE Data, Performance Series Data, Title 1 Funds ($2,000), Comp Ed Funds ($1,000), and Local Funds	Campus Improvement Plans, Intervention Plans and Accelerated Instruction Plans	
Visioning Document, and Needs Assessment	Expand the use of inquiry-based instruction into all curricular areas.	All	Campus Administration, and IB Trainers	August 2012	June 2013	Learning Framework, Curriculum Department, Foss Kits, Investigations Math, Words their Way, Daily Five, Pinkerton Patch, and Mind Missions	Inquiry-based Planners, and Walkthroughs	
Visioning Document, and Needs Assessment	Vertically and horizontally align TEKS to develop a Program of Inquiry based upon the six transdisciplinary themes of IB.	All	Campus Administrators, Staff, GT Specialist, and IB Consultant	August 2012	August 2012	IB Consultant, TEKS, GT Specialist, Curriculum Directors, and Campus Administration	Aligned Documents	

Strategic Objective/Goal: 1	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective: 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 Assessment Data	Staff will participate in a book study on Elements of Grading by Douglas Reeves to align assessment practices.	All	Campus Staff, and Campus Liaison	August 2012	May 2013	District Funds	Sign-in Sheets, and Agenda	
Needs Assessment	Continue to strengthen and improve our data-driven dialogues and grading practices to close the achievement gap.	All	Curriculum Team, Campus Administration, and Educators	August 2012	June 2013	AWARE Data, Performance Series Data, and Staff Meetings	Intervention Plans and Accelerated Instruction Plans	

Strategic Objective/Goal: 1	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective: 2	Sustain district-wide EC-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas.							
Summative Evaluation:	Inquiry-based planners, 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**
District Assessments, Classroom Assessments, and Report Cards	Provide targeted intensive intervention for learners not meeting grade level standards.	K-5 RTI students	Classroom Educators, Literacy Coach, ESL Facilitator, and RTI Tutor	August 2012	June 2013	AWARE Data, and Comp Ed Funds ($4,000)	Progress Monitoring, and Aware Data	
Visioning Document	Provide IB training to enhance inquiry-based instruction.	All	Campus Staff, Campus Liaison, and IB Trainers	August 2012	May 2013	Title I Funds ($10,000)	Sign-in Sheets, Agenda, Registration, Walkthroughs, and Team Meeting Discussions	
DIP	Provide refresher training in Gizmos to strengthen learners' engagement in math and science.	Grades 3-5	Science Curriculum Director, Grades 3-5 Educators, and Gizmos Trainer	August 2012	May 2013	Title I Funds ($2,500)	Inquiry-based Planners, and Walkthroughs	

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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:	Inquiry-based planners, 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	Extend training and implementation on "Lego Serious Play" and "Lego Robotics" to increase rigor and engagement.	GT, 3rd-5th Learners	Campus Administrators, GT Educator, and Science Content Specialist	August 2012	June 2013	Scholastic Grant	Sign-in Sheets, Inquiry-based Planners, and Walkthroughs	
Needs Assessment	Create a book club for learners to celebrate the love of literature.	3rd-5th Learners	Librarian	August 2012	June 2013	Librarian, and Local Funds	Learner Schedule, and Library Schedule	
Needs Assessment	Provide educator training to enhance integration of technology through all content areas.	All	Region 10 Consultant	August 2012	August 2012	Curriculum Department, and Technology Specialists	Sign-in Sheets, and Agenda	
Campus Feedback	Provide opportunities for staff to attend trainings and conferences tailored to at-risk, ELL, and immigrant learners.	All	Campus Administrators, ESL Facilitator, and Region 10 Trainers	August 2012	June 2013	Title III Immigrant Funds, and Local Funds	Training Certificates	

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 and Visioning Document	Allow learner participation in goal-setting conferences to increase awareness and responsibility for their individual performance and progress on state/local assessments.	All	Campus Administrators	August 2012	June 2013	Classroom Visits, Announcements, Educators, Campus Administration, and Counselors	Student Goal Setting, Educator Communication, and Inquiry-based Planners	
Campus/Community Feedback	Provide feedback on individual learner assessment to parents through Curriculum Night, emails, parent-teacher conferences, student-led conferences, and report cards.	All Parents	K-5 Instructional Staff, and Campus Administration	August 2012	June 2013	Campus Administrators, and K-5 Instructional Staff	Individual Learner Reports, Agendas, and Sign-in Sheets	

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	Continue the Half Hour Hero Mentor Program through Riverside Church of Christ.	At-Risk Learners	Counselor, and Classroom Educators	August 2012	June 2013	Campus Administrators, Educators, Parents, and Community Members	Sign-in Sheets	
Principals Academy	Explore ways to create reciprocal relationships with business and community partners to improve learning opportunities and community relations.	All	Principal and SBMC	August 2012	June 2013	Campus Administrators, Educators, Parents, and Community Members	Agendas, Sign-in Sheets and identified action steps	

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	Integrate 21st century learning skills within the district.								
Summative Evaluation:	Units of Inquiry								
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/ Fiscal	Formative Evaluation	Documented
Visioning Document	Provide learners with 21st century tools that enable them to become stronger risk-takers and creators of knowledge.	All	Campus Instructional Technologist, Educators, and Campus Administration	August 2012	June 2013	Technology Integration Specialists, Various Online Resources, Campus Staff, and Learners	Units of Inquiry, Walkthroughs, Staff Training, and Learner Products	

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**
Visioning Document	Research the six global themes of IB PYP, Primary Years Program, and write unit plans using inquiry-based format.	All	IB Trainers, Campus Administration, and Staff	August 2012	June 2013	IB Resources, TEKS, PBL Coaches, and Curriculum Directors	Inquiry-based Planners	
CISD Strategic Plan 2009	Incorporate opportunities for learners to connect to the global community using technology tools.	All	Director of Advanced Academics, Director of School Improvement, and Executive Director of Technology	August 2012	June 2013	I Team, Educators, IDEA, and Local Funds	Inquiry-based Planners and Campus Improvement Plans	
Campus Feedback	Continue school-wide enrichment and varied learning experiences focusing on learner interest and profile through Cowboy Camps.	All	Campus Administrators	August 2012	June 2013	Cowboy Camp Syllabus, Student Choice Sheet, and Educators	Cowboy Camp Schedule and Roster, andLearner/ Educator Reflections	
Needs Assessment	Utilize parents' areas of expertise to enhance and enrich career and global awareness.	All	Staff, Campus Administration, and Counselor	August 2012	June 2013	Parents, Campus Administration, PTO, and Counselor	Inquiry-based Planners	

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Performance Objective: 7	Increase connections between real world experiences and authentic classroom instruction.								
Summative Evaluation:	Documentation of lessons containing real world experiences, service learning and authentic classroom instruction								
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/ Fiscal	Formative Evaluation	Documented
Campus Feedback	Utilize Pinkerton Patch to enhance inquiry-based instruction.	All	Staff	August 2012	June 2013	Local Funds, GT Specialist, and Staff	Inquiry-based Planners	
Campus Feedback	Increase participation of Cowpoke Credit Union to enhance financial literacy and math skills.	All	Fourth Grade Team	August 2012	June 2013	Credit Union, and Fourth Grade Team	Deposits	
Campus Feedback	Implement a program to provide weekly Spanish lessons for learners to enhance global opportunities and support the IB tenets.	All	Educators, and Spanish Instructors	August 2012	June 2013	PTO Funds	Sign-in Sheet	
CISD Strategic Plan 2009	Provide varied learning experiences focusing on student choice using a variety of teaching methods such as inquiry-based, blended learning, and differentiated instruction.	All	Assistant Superintendent of Curriculum and Instruction	August 2012	June 2013	Director of Professional Lerning, Curriculum Directors, and Campus Administration	Course Offerings and Inquiry-based Planners	

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Performance Objective: 7	Increase connections between real world experiences and authentic classroom instruction.								
Summative Evaluation:	Documentation of lessons containing real world experiences, service learning and authentic classroom instruction								
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/ Fiscal	Formative Evaluation	Documented
CISD Strategic Plan 2009	Train educators in inquiry-based methods that give more options for learner choice and engagement in academic experiences.	All	Educators, Campus Administration, and GT Specialist	August 2012	June 2013	Director of Staff Development, Curriculum Directors and Campus Administration, and Title Funds	Eduphoria Records, Walkthroughs, and Campus Needs Assessment	
TAKS, Campus Feedback	Provide High-Touch High-Tech science lessons to all learners K-5.	All	Campus Administration, and HTHT Staff	Sept. 2012	June 2013	PTO Funds	Inquiry-based Planners, and Observation	
Campus Feedback, Visioning Document	Create integrated units utilizing the inquiry-based template and the transdisciplinary themes of IB to increase the depth and rigor of instruction and support international-mindedness.	All Staff	Campus Administration, Educators, District Trainer, and Elementary Curriculum Director	August 2012	June 2013	Title Funds ($3,000)	Inquiry-based Planners, Observations, and Sign-in Sheet	
Needs Assessment	Host a Family Math/Science Night to strengthen the home-school partnership and improve understanding of STEM concepts.	All Staff	Math and Science Content Specialists, Campus Administration, and Curriculum Directors	August 2012	June 2013	Family Math and Science curriculum, Local Funds, and Staff	Sign-in Sheets, Schedule, and Fliers	

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
Needs Assessment	Host a Family International Night to develop an appreciation of cultural differences and increase cultural awareness.	All	Staff, and Parents	August 2012	June 2013	Parents, Staff, and PTO	Fliers	
Visioning Document	Provide opportunities for students to learn through multiple pathways by utilizing multiple intelligences surveys and interest inventories to increase individualization and engagement.	All	Campus Administrators, and Educators	August 2012	June 2013	Local and Immigrant Funds ($1,000)	Completed Surveys, Inventories, Inquiry-based Planners, and Walk-throughs	

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
CISD 2010-2011 Graduation Data and Needs Assessment	Continue to build a culture of college by displaying college pennants in the hallway and featuring our educators' colleges on the morning announcements.	All	Curriculum Department, Campus Administration, and Educators	August 2012	June 2013	Counselors, Curriculum Department, Pennants, and Campus Administration	Morning Announcement Records	
Campus Feedback	Continue the 5th grade field trip to a local university to increase college/career awareness.	5th Graders	Counselor, 5th Grade Educators, and Campus Administration	August 2012	June 2013	Counselors and Campus Administration	Learner Reflection Logs	
Campus Feedback	Invite parents/community members to share information about their careers with learners while exploring potential reciprocal relationships.	K-5	Counselor, and Campus Administration	August 2012	June 2013	Counselors and Campus Administration	Inquiry-based Planners, and Schedule	
Visioning Document	Train staff regarding CISD's Learning Framework to transform the leadership, instruction, and environment of the school.	Staff	Curriculum Liaison, and Campus Administration	August 2012	June 2013	Curriculum Department, Campus Liaison, and Learning Framework	Agenda	
Visioning Document Implementation Matrix	Transform campus instruction, leadership, and environment through the lens of IB.	All	Campus Administration, and Curriculum Department	August 2012	June 2013	Curriculum Department, Campus Administration, Campus Liaison, Visioning Document, and IB Resources	Agenda, and Matrix Evaluation	

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
Campus Feedback	Plan and hold a monthly citizen breakfast/recognition.	All	Counselor, Campus Administration, and Educator	August 2012	June 2013	Local Funds	Citizens of the Month List	
PEIMS	Implement year 3 of Positive Behavior Intervention Supports, PBIS, to address chronic, campus behavior concerns.	All	Region X Trainers, Campus Administration, and PBIS Team	August 2012	June 2013	Training Materials for CHAMPS, Trainer for Region 10, and PBIS Team	Eduphoria Records, and Inquiry-based Planners	
Needs Assessment	Continue to explore IB Primary Years Program's learner profile to increase learners' global citizenship.	All	Campus Administration, GT Specialist, and Team Leaders	August 2012	June 2013	Title Funds ($1,000)	Unit Plans, Walkthroughs, and Inquiry-based Planners	
Campus Feedback	Implement a leadership program called Red Vests/Greeters.	5th Grade Learners	PE Educator	August 2012	June 2013	PE Educator, and 5th Grade Educators	Classroom Visits, and Learner Schedule	
Campus Feedback	Incorporate traits of the Learner Profile into Units of Inquiry.	All	Classroom Educators, and Administrators	August 2012	June 2013	IB Consultant, Curriculum Department, and Title I Funds ($1,500)	Classroom Visits, Walkthroughs, and Program of Inquiry	

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
Campus Feedback	Use school-wide, weekly vocabulary instruction to teach Learner Profile traits and Learner Attitudes.	All	Administrators, and Classroom Educators	August 2012	June 2013	Administrators, Local Budget, IB Learner Profile, and IB Learner Attitudes	Classroom Visits, Walkthroughs, and Learner Products	
Campus/service Learning Coordinator Feedback	Integrate Service Learning projects into each Unit of Inquiry.	All	Curriculum Directors, and Service Learning Coordinator	August 2012	June 2013	CISD Curriculum Writers, Service Learning Reps, and Service Learning Grant	Classroom Visits, and Curriculum Documents	
Classroom Feedback, and PBIS Survey	Conduct monthly PRIDE team meetings to disaggregate data and reflect on school character.	All	PRIDE Team	August 2012	June 2013	Region 10, and CHAMPS Manuals	Meeting 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 Assessment	Action steps	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/ Fiscal	Formative Evaluation	Documented
TAKS	Provide technology based curriculum and intervention programs such as Reading A-Z and I-Station.	All	Campus Administration, and Educators	August 2012	June 2013	Title Funds ($1,200)	Web based programs	
Campus Feedback	Spotlight the use of educator's integration of technology into the curriculum at monthly staff meetings.	All Staff	I-Team, Staff, and Campus Administration	August 2012	June 2013	Campus I-Team	Staff Meeting Agendas	
Campus Feedback Visioning Document	Provide additional training on technology integration into existing curriculum practices.	All Staff	I-Team, Staff, and Campus Administration	August 2012	June 2013	Campus I-Team, and Region 10	Team Meetings	
Campus Feedback	Conduct a book study on Teaching Digital Natives by Marc Prensky.	All	Campus Administration, and IT Specialist	August 2012	June 2013	Local Funds, IT Specialist, and Edmodo	Edmodo Documentation	

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
Campus Feedback	Revive the recycling program called Green Team.	3rd-5th Grade Learners	Counselor	August 2012	June 2013	Counselor, and Abitibi Recycling	Classroom Visits, and Learner Schedule	

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 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 evidence and data collected regarding 21st Century best practices, developed training documentation, Eduphoria training offerings, and all policies and procedures reflect current standards and recommendations.							
Needs Assessment	Action steps	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Campus Feedback	Each classroom will communicate to the school community through the use of Twitter accounts.	All	IT Specialist, Classroom Educators, and Campus Administration	August 2012	June 2013	IT Specialist, Technology Devices, and Twitter	Twitter Accounts	

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 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

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.	PS Data, Spelling inventories, ORF assessments, Reading Maze assessments, Writing assessments, RtI documentation, Read 180 SRI Data, DRA2 Data, istation data, Report Cards, PBIS data, Attendance, AYP, Visioning Document: Implementation Matrix, IB Philosophy and Tenets, 2012 STAAR results

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
		Through the implementation of IB units that are both trans- disciplinary and concept-based, as well as the use of Gizmos, Raz-Kids, and istations, learners will have opportunities to meet proficient and advanced levels of academic achievement. All learners are provided inquiry-based learning opportunities supported by the constructivist model of learning.

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. All teachers are assigned to the areas in which they are certified to teach.	All staff assigned to Pinkerton Elementary are highly qualified in the areas in which they teach. Parents are informed of this status at the campus and district level.

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 IB/concept-based instruction, UBD planning, formative and summative assessments, as well as technology integration.
Strategies to Attract Highly Qualified Staff	The School is allowed to provide incentives for highly qualified teachers to teach in high need schools.	All staff on campus is highly qualified. Through our campus website and newsletters we share information to attract such staff. We retain highly qualified teachers by providing a welcoming climate, acknowledging staff for their accomplishments and valuing their contributions to the school.
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.	We encourage parent involvement through family Math/Science night, International Night, Fall family picnic, as well as learner-led conferences.
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 Night is held in the spring to familiarize parents of pre-schoolers with the kindergarten program and elementary setting. A Meet the Teacher Night is held in August to welcome families back to school and help with the back to school transition.

Components of a Schoolwide Plan	Standard	Evidence of Standard Completion and/or Progress Toward Completion
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 mastering the state's standards. Thematic, integrated instruction, designed to accommodate the needs of various learning styles is provided.	Pre-assessments and benchmark assessments are given to monitor students' progress. Through differentiated instruction, multiple intelligences surveys and interest inventories we identify students' interests and strengths. The RtI process identifies students who are struggling, and then develops, implements and monitors intervention plans to ensure success. Various learning styles are addressed through inquiry-based instruction and units based on the six trans-disciplinary themes of IB.
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. Our overall goal is for our learners to develop international mindedness and global learning opportunities through the lens of inquiry-based instruction and the IB-Primary Years Program. All of the training, materials, supplies and equipment purchased, will support this overall goal.
Measures to Include Teachers in the Decisions Regarding the Use of Academic Assessments	Classroom teachers developed the assessment matrix.	As teachers create their inquiry-based IB units, they will also design assessment rubrics to go along with them. Professional development and support will be provided through campus administration and the curriculum department.