



# **COPPELL MIDDLE SCHOOL WEST**

## **CAMPUS IMPROVEMENT PLAN**

### **2014- 2015**

**EMILY FROESE, PRINCIPAL**

#### **CAMPUS GUIDING PURPOSE:**

By utilizing a connected mindset we will make meaningful connections to one another, our current world, and the future realities our learners will develop. We will leverage technology to build a learning community that fosters exploration, collaboration, creativity, and problem solving.

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#### **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 design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success.

- **Performance Objective 1:** Develop a comprehensive professional learning plan to actualize the CISD Learning Framework .
- **Performance Objective 2:** Reframe and prioritize state standards in a way that leads to profound learning.
- **Performance Objective 3:** Align the written, taught and assessed curriculum.
- **Performance Objective 4:** Sustain district-wide EC-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas.
- **Performance Objective 5:** Create a system for establishing and maintaining reciprocal community partnerships in order to increase authentic and field based learning experiences.
- **Performance Objective 6:** Implement a system or systems to assess Future-Ready skills.
- **Performance Objective 7:** Integrate Future-Ready learning skills within the district.
- **Performance Objective 8:** Increase connections between real world experiences and authentic classroom instruction.
- **Performance Objective 9:** Transform systems to more effectively prepare students to be successful in post-secondary education and beyond.
- **Performance Objective 10:** Provide professional learning for educators and administrators on the effective use of data and assessment tools to inform the design.

**STRATEGIC OBJECTIVE/GOAL 2:** We will respect and leverage the diversity that exists in our community to provide a world-class learning environment.

- **Performance Objective 1:** Increase educator proficiency to respond to our diverse community of learners.
- **Performance Objective 2:** 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 foster proactive and reciprocal communication for the learner success.

- **Performance Objective 1:** Create a system for establishing and maintaining reciprocal community partnerships in order to increase authentic and field based learning experiences.
- **Performance Objective 2:** Create a system to communicate foundational and future-ready skills for each learner.
- **Performance Objective 3:** Communicate the district assessment plan to parents and teachers and report outcomes individually to parents and collectively to stakeholders.

**STRATEGIC OBJECTIVE/GOAL 4:** Design a comprehensive instructional technology system that redefines the role of technology in the classroom (create and share content, collaborate with other learners throughout the world).

- **Performance Objective 1:** Seamlessly integrate digital citizenship across the curriculum so all stakeholders collaborate in an atmosphere of respect, integrity, sharing, trust, and service.
- **Performance Objective 2:** Increase CISD staff's level of technology integration expertise (proficiencies) through a differentiated staff development program that addresses 21<sup>st</sup> Century technology skills.

**STRATEGIC OBJECTIVE/GOAL 5:** We will create a community-based accountability system for reporting learner growth.

- **Performance Objective 1:** Develop support and work with the community to establish a comprehensive accountability system for CISD and an environment conducive to optimal learning and growth.

## CAMPUS SITE-BASED COMMITTEE

### 2014 - 2015 COMMITTEE MEMBERS

<b>NAME OF PARTICIPANT</b>	<b>COMMITTEE ROLE</b>
Emily Froese	Principal
Bruce Hermans	Assistant Principal
Dr. Rose Brock	Campus Librarian
Ann Hale	Department Lead - SPED
Lisa Light	Department Lead - Social Studies
Laurel Dickson	Department Lead - ELA
Kendra Beck	Department Lead - Science
Brandi Cantrell	PE Teacher/Coach
Carson Thompson	LA Teacher
Victoria Tong	Literacy Coach
Cheryl Gengler	Math Coach
Stephanie Howell	LA Teacher
Allison Hartzell	Fine Arts Teacher
Alicia Garza	SS Teacher
Angie Huff	Parent
Aaron Duncan	Community Member
Tim Hill	Business Partner
Jon Eric Ziaer	Campus Liaison



## Campus Needs Assessment

List data utilized to identify the needs of your campus

We looked at the following pieces of data/information to best identify areas of need:

- STAAR Results in every area (some results included on following pages)
- Student Satisfaction Survey Results
- Parent Satisfaction Survey Results
- RtI needs identified from Learner test results
- Faculty/Staff Concerns from Faculty Surveys
- Visioning Document – Self-Assessment Matrix Data
- Informal Learner & Parent Surveys
- MAP data
- Systems Safeguard Data

### STAAR 6<sup>th</sup> gr. Reading Average Scale Scores

Spring 2013	Spring 2014	Level 2 (met standard)=1504 Level 3 (advanced)= 1718	Pop Scale Score Difference from Average
<b>1710</b>	6 <sup>th</sup> grade Average Scale Score	1654	
<b>1626</b>	6 <sup>th</sup> grade Economically Disadvantaged Scale Score	<b>1547</b>	<b>-107</b>
<b>1588</b>	6 <sup>th</sup> grade Special Education Scale Score	<b>1688</b>	<b>34</b>
<b>1633</b>	6 <sup>th</sup> grade African American Scale Score	<b>1606</b>	<b>-48</b>
<b>1644</b>	6 <sup>th</sup> grade Hispanic Scale Score	<b>1610</b>	<b>-44</b>

### STAAR 6<sup>th</sup> gr. Math Average Scale Scores

Spring 2013	Spring 2014	Level 2 (met standard)= 1509 Level 3 (advanced)= 1762	Pop Scale Score Difference from Average
<b>1672</b>	6 <sup>th</sup> grade Average Scale Score	1739	
<b>1555</b>	6 <sup>th</sup> grade Economically Disadvantaged Scale Score	<b>1583</b>	<b>-156</b>
<b>1479</b>	6 <sup>th</sup> grade Special Education Scale Score	<b>1664</b>	<b>-75</b>
<b>1590</b>	6 <sup>th</sup> grade African American Scale Score	<b>1605</b>	<b>-134</b>
<b>1574</b>	6 <sup>th</sup> grade Hispanic Scale Score	<b>1633</b>	<b>-106</b>

### STAAR 7<sup>th</sup> gr. Reading Average Scale Scores

<b>Spring 2013</b>	<b>Spring 2014</b>	Level 2 (met standard)= 1556 Level 3 (advanced)= 1753	Pop Scale Score Difference from Average
<b>1718</b>	7 <sup>th</sup> grade Average Scale Score	<b>1710</b>	
<b>1625</b>	7 <sup>th</sup> grade Economically Disadvantaged Scale Score	<b>1661</b>	<b>-49</b>
<b>1592</b>	7 <sup>th</sup> grade Special Education Scale Score	<b>1574</b>	<b>-136</b>
<b>1607</b>	7 <sup>th</sup> grade African American Scale Score	<b>1650</b>	<b>-60</b>
<b>1655</b>	7 <sup>th</sup> grade Hispanic Scale Score	<b>1647</b>	<b>-63</b>

### STAAR 7<sup>th</sup> gr. Math Average Scale Scores

<b>Spring 2013</b>	<b>Spring 2014</b>	Level 2 (met standard)= 1551 Level 3 (advanced)= 1798	Pop Scale Score Difference from Average
<b>1716</b>	7 <sup>th</sup> grade Average Scale Score	<b>1731</b>	
<b>1573</b>	7 <sup>th</sup> grade Economically Disadvantaged Scale Score	<b>1633</b>	<b>-98</b>
<b>1506</b>	7 <sup>th</sup> grade Special Education Scale Score	<b>1557</b>	<b>-174</b>
<b>1602</b>	7 <sup>th</sup> grade African American Scale Score	<b>1650</b>	<b>-81</b>
<b>1593</b>	7 <sup>th</sup> grade Hispanic Scale Score	<b>1632</b>	<b>-99</b>

### STAAR 7<sup>th</sup> gr. Writing Average Scale Scores

<b>Spring 2013</b>	<b>Spring 2014</b>	Level 2 (met standard)= 3500 Level 3 (advanced)= 4602	Scale Score Difference from Average
<b>4117</b>	7 <sup>th</sup> gr Average Scale Score	<b>4096</b>	
<b>3725</b>	7 <sup>th</sup> gr Eco Disad Scale Score	<b>3798</b>	<b>-298</b>
<b>3358</b>	7 <sup>th</sup> gr Spec Ed Scale Score	<b>3409</b>	<b>-687</b>
<b>3699</b>	7 <sup>th</sup> gr African Am Scale Score	<b>3711</b>	<b>-385</b>
<b>3852</b>	7 <sup>th</sup> gr Hispanic Scale Score	<b>3741</b>	<b>-355</b>

### STAAR 8<sup>th</sup> gr. Reading Average Scale Scores

<b>Spring 2013</b>	<b>Spring 2014</b>	Level 2 (met standard)= 1575 Level 3 (advanced)= 1783	Scale Score Difference from Average
<b>1771</b>	8 <sup>th</sup> grade Average Scale Score	<b>1770</b>	
<b>1709</b>	8 <sup>th</sup> grade Economically Disadvantaged Scale Score	<b>1681</b>	<b>-89</b>
<b>1639</b>	8 <sup>th</sup> grade Special Education Scale Score	<b>1567</b>	<b>-203</b>
<b>1697</b>	8 <sup>th</sup> grade African American Scale Score	<b>1650</b>	<b>-120</b>
<b>1703</b>	8 <sup>th</sup> grade Hispanic Scale Score	<b>1721</b>	<b>-49</b>



### STAAR 8<sup>th</sup> gr. Math Average Scale Scores

Spring 2013	Spring 2014	Level 2 (met standard)=1583 Level 3 (advanced)= 1863	Scale Score Difference from Average
<b>1677</b>	8 <sup>th</sup> grade Average Scale Score	1667	
<b>1645</b>	8 <sup>th</sup> grade Economically Disadvantaged Scale Score	<b>1621</b>	<b>-46</b>
<b>1588</b>	8 <sup>th</sup> grade Special Education Scale Score	<b>1632</b>	<b>-35</b>
<b>1632</b>	8 <sup>th</sup> grade African American Scale Score	<b>1629</b>	<b>-38</b>
<b>1636</b>	8 <sup>th</sup> grade Hispanic Scale Score	<b>1658</b>	<b>-9</b>

### STAAR 8<sup>th</sup> gr. Science Average Scale Scores

Spring 2013	Spring 2014	Level 2 (met standard)= 3500 Level 3 (advanced)= 4406	Scale Score Difference from Average
<b>4071</b>	8 <sup>th</sup> grade Average Scale Score	4182	
<b>3817</b>	8 <sup>th</sup> grade Economically Disadvantaged Scale Score	<b>3706</b>	<b>-476</b>
<b>3518</b>	8 <sup>th</sup> grade Special Education Scale Score	<b>3593</b>	<b>-589</b>
<b>3771</b>	8 <sup>th</sup> grade African American Scale Score	<b>3652</b>	<b>-530</b>
<b>3813</b>	8 <sup>th</sup> grade Hispanic Scale Score	<b>3865</b>	<b>-317</b>

### STAAR 8<sup>th</sup> gr. Social Studies Average Scale Scores

<b>Spring 2013</b>	<b>Spring 2014</b>	Level 2 (met standard)= 3500 Level 3 (advanced)= 4268	Scale Score Difference from Average
<b>4062</b>	8 <sup>th</sup> grade Average Scale Score	<b>4155</b>	
<b>3837</b>	8 <sup>th</sup> grade Economically Disadvantaged Scale Score	<b>3732</b>	<b>-423</b>
<b>3563</b>	8 <sup>th</sup> grade Special Education Scale Score	<b>3486</b>	<b>-669</b>
<b>3776</b>	8 <sup>th</sup> grade African American Scale Score	<b>3720</b>	<b>-435</b>
<b>3773</b>	8 <sup>th</sup> grade Hispanic Scale Score	<b>3824</b>	<b>-331</b>

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

**Findings:**

The STAAR summary report divulged scale score data within certain groups as well as from last year to this year. Most scores in the groups were lower than the grade average but higher than the level 2 standard score designated by the state. Significant scale score differences were particularly notable with various groups. **Special Education** scale scores were on average **(10.5% below)** the average raw score for all subject areas in all grade levels. In addition, **African American (Avg. 8.5% below)**, **Hispanic (6% below)**, and **Economically Disadvantage (Avg. 7.4% below)** were well below the campus average scale score. Due to a decision by the district not to test in some areas, we have a federal safeguard for a group of upper level math learners that we will monitor and ensure continued success during the 2014-15 school year.

Our data story indicates that learners and their parents are invested in education, feel safe at school, know the expectations, and feel well informed of their academic progress. This data is supported by continuous conversations, surveys and an overarching feel of success on the campus. Stakeholders continue to feel safe in communicating comfort and discomfort when it arises. Three areas of needed growth would be to increase school pride, make more personalized connections between learners and educators, and to offer greater voice and choice for our learners. Our assessment and attendance data shows continued improvement and through our learning design and connections we will respond to the needs of our individual learners.

**Next Steps:**

As we transform it is imperative that we expand and deepen our understanding of the “Connected Learning Mindset”. We need to find ways to connect with our at-risk groups so that the achievement gap is narrowed. Some possible solutions that will positively impact student success in this area include: Continued investment in our UbD Lesson Learning Design initiative; Making meaningful connections with each learner’s Past, Present & Future; Identifying and impacting individual Learning Styles; Connecting to each learner via best teaching practices/strategies; Implementation of technology enhanced instruction with our 1:1 iPad initiative; Utilization of connections to authentic “real world” learning opportunities; Investigate mid-level International Baccalaureate programs to determine if implementation of a program would benefit our learners and their success. In addition to the above general initiatives, some of our parents need resources in order to help their children be successful. We can address this through offering learning sessions for parents to address their specific needs.

<b>Strategic Objective/Goal 1:</b>	We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success.
<b>Performance Objective #1</b>	Develop a comprehensive professional learning plan to actualize the CISD learning Framework.

<b>Summative Evaluation:</b>	Results from the campus Professional Learning Plan							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
STAAR, MAP, Data Analysis, Surveys, Classroom walkthrough data	Identify campus professional learning priorities	All	Principals Leadership team	July 2014	Sept. 2014	Campus Data, State Testing Data, Parent/ Student surveys. Leadership team input	Selected areas documented.	
Educator Evaluation System, Parent & Student Surveys, Educator feedback	Implement a system of Educator Learning Rounds	All	Principals Faculty	Oct. 2014	May 2015	Learning Framework, Campus Pedagogy, Book Study, Rounds feedback forms Title 1 Funds	System of evaluation and educator feedback	
Educator feedback, administration feedback, Visioning Document, Learning Framework. PDAS	Educator Evaluation system and Individual Goal setting implementation	All	Principals	Aug. 2014	Sept. 2014	CISD Educator Evaluation tools with consistent feedback	Appraise, Educator Evaluation walkthroughs and observations	
STAAR, Visioning document, Learning Framework, DIP	Training in Scaffolding & UbD Lesson Design Implementation	All	Principals Leadership team, faculty	Aug. 2014	May 2015	Guest Training, Book Studies, PLC/ Team time utilization	Blackboard, Educator Walkthroughs, Formative Assessments	
21 <sup>st</sup> Century Literacy needs, Learning Framework	Information & Digital Literacy Training for Staff and opportunities for parents	All	I-Team Polly Simpkins Librarian: Rose Brock	Aug. 2014	January 2015	Online Content delivery Website, Twitter, team meetings, PLC times	Documentation, Common vocabulary, Communication with parents and community.	

Culture growth, Student & Parent Surveys, Educator feedback	Focus on a campus "One Word" goal and an individual "One Word" goal based on our Jon Gordan book study	All	Administrative team	Aug. 2014	July 2015	Book study: "One Word that will change your life" by Jon Gordon	Creative representation of individual word commitment. Collective choosing of campus word.	
STAAR, MAP, Campus Data, Learner surveys	RTI Workshops	All	Admin Team Literacy and Math coaches Laurel Dickson Core RTI educators	Aug. 2014 Monthly meetings	July 2015	Core RTI Team Read 180, Math 180 Literacy and Math Coaches.	Aware, Intervention growth, SPED referrals that are accurate	
Visioning Document Learning Framework SAMR Model	Technology Digital Design Training Blackboard LMS integration	All	ITeam Polly Librarian – Dr. Rose Brock	Sept 2014 Weekly	May 2015	PLC Time/ Teaming/ Flex Time Technology improvements: WiFi access. 1:1 iPads, ITeam integration	SAMR Model Learner/ Educator feedback/ parent feedback	
DIP, Visioning Document, Learning Framework, Learning Portrait, STAAR, MAP	CIP Workshops to ensure plan implementation	All	Administrative team Leadership team	Aug. 2014 Monthly	May 2015	Leadership team monthly meetings	CIP practical implementation plans	

<b>Strategic Objective/Goal 1:</b>	We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success.							
<b>Performance Objective #2</b>	Reframe and prioritize state standards in a way that leads to profound learning.							
<b>Summative Evaluation:</b>	Update curriculum aligned to new standards and adoptions prioritizing standards.							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
Campus Observations, State and Local Assessments	Utilize UbD Lesson Designs to impact learning retention.	All	Faculty, PLC teams Principals	Aug. 2014	May 2015	Professional Learning, Pull-out days for each department, Curriculum leaders engagement	Blackboard, Educator Evaluation Walkthroughs and Observations, Student Success	
Campus feedback, Faculty surveys	Implement Cross Curricular PLC teams	All	Principals Department leads Leadership team	Aug 2014	May 2015	Leadership team, department leads, PLC team driven time in Master schedule	Administrator observation, Leadership team reports UbD Lessons	
STAAR, MAP, Data Analysis, state and AEIS data, CISD Learning Framework	Fortify RTI process, integrate feedback to learners and parents	All	Principals Leadership team Literacy and Math coaches	Aug. 2014	May 2015	Implementation of RTI Data Teams, continued growth of Read 180 and Math 180 programs	Aware, Rtl team meetings, Administration observation, MAP	
STARR, MAP, Local Assessments and educator feedback	Continue Wilson & IBC Programs for at-risk learners, Create a Friday post-school session to address reluctant learners.	All	Principals Counselors Faculty	Aug. 2014	June 2015	Admin and educators to staff the sessions, Wilson Elementary space, IBC continued support Title 1 Funds SCE Funds	Creation of the Friday School concept and communication to learners, parents, stakeholders of the parameters	

<b>Strategic Objective/Goal 1:</b>	We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success.							
<b>Performance Objective #3</b>	Align the written, taught and assessed curriculum.							
<b>Summative Evaluation:</b>	UbD Lesson Plans, MAP data, Aware data, Rtl screener results, classroom and state assessments.							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
CISD Learning Framework, Learner Portrait, Observations, Faculty feedback, Administrative observation, STARR Data, MAP	Continue to align instructional practices to the CISD Learning Framework	All	Principals Leadership team Faculty	Aug. 2014	June 2015	PLC time, UbD lesson design resources (Wiggins & McTighe) curriculum leaders, CISD Learning Framework, Learner portrait	Content meetings, PCL time, Walkthroughs	
Community feedback, Visioning Document, CISD Learning Framework	Implement revised CISD assessment, grading and reassessment policy	All	Principals Leadership team Faculty	Aug. 2014	June 2015	Professional Learning, Parent link and website communication, Curriculum night	Parent and Learner feedback, Faculty feedback	
Student & Parent satisfaction surveys, Walkthrough Data, PDAS, Learning Framework	Implement and Utilize Blackboard for our comprehensive LMS for learners and parents	All	Principals Counselors iTeam Faculty	Aug. 2014	July 2015	Blackboard, Professional Development, iTeam support, Communication to parents via Parent link & website	Parent and Learner feedback, Faculty feedback. Administrator Observations, Blackboard	

<b>Strategic Objective/Goal 1:</b>	We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success.							
<b>Performance Objective #4</b>	Sustain district-wide EC-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas.							
<b>Summative Evaluation:</b>	Eduphoria records, Educator Walkthroughs & Observations, Blackboard, and Campus needs assessment data.							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
Learning Framework, Visioning Document, Learner Portrait, Campus feedback	Continue to build on our initiative to utilize formative assessment techniques to inform instruction	All	Principals Faculty	Aug. 2014	June 2015	Planning time, UbD lesson design, Assessment for learning reference, Learning Framework Appraisal, Library	Content meetings, Educator Walkthroughs	
NCLB, Learning Framework, Learner Portrait, Campus feedback	Provide advanced training on Scaffolding for Learning	All	Principals iTeam Curriculum leaders	Oct. 2014	May 2015	Oct. 10 <sup>th</sup> Professional Development Day/ PLC time/ Scaffolding resources material	Incorporation of Scaffolding into UbD Lesson plans/ PLC planning time/ Blackboard	
AEIS data, STAAR, MAP, Aware data, Rtl, SPED data, Learning Framework, NCLB	Continue to strengthen Rtl program and documentation in Aware.	Rtl	Principals Rtl team Literacy and Math coaches Faculty	Aug. 2014	July 2015	Provide time for weekly meetings for Rtl team. Provide PLC time for faculty Rtl responsibilities Local Funds	PLC observations, Faculty feedback, Intervention services feedback	
STAAR, MAP data, AEIS data	Implement Math 180 into curriculum options to aid at-risk learners	At-Risk	Principals Counselors Math coach	Aug. 2014	July 2015	Math 180 program, District Math coordinator, Computer platforms for learners involved	MAP scores, Math 180 data	



<b>Strategic Objective/Goal 1:</b>	We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success.							
<b>Performance Objective #5</b>	Create a system for establishing and maintaining reciprocal community partnerships in order to increase authentic and field based learning experiences.							
<b>Summative Evaluation:</b>	Increased active database of community partnerships in both service learning and in real-world 21 <sup>st</sup> century skill development.							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
Visioning Document/ Learning Framework/ Campus initiative	Build new community and business learning partnerships	All	CISD Director of Marketing Admin team Faculty Counselors	Aug. 2014	July 2015	CISD Director of Marketing Curriculum Leaders Counselors/Parents	Business partnership exemplars	
Visioning Document/ Learning Framework/ 21 <sup>st</sup> Century Career exploration	Build and implement curriculum for i-Explore classes	7 <sup>th</sup> gr	Administrative team Counselors Curriculum department Faculty	Aug. 2014	June 2015	Naviance, Career exploration opportunities	Class integrated into 7 <sup>th</sup> grade curriculum.	
Community Feedback/ Parent surveys/ Visioning Document/ Learning Framework	Increase authentic parent involvement in the learning environment	All	Administrative team Counselors Faculty	Aug. 2014	July 2015	Social Media BlackBoard, West Website Parent link Parent surveys	Campus Calendar of events	

<b>Strategic Objective/Goal 1:</b>	We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success.							
<b>Performance Objective #6</b>	Implement a system or systems to assess Future-Ready outcomes (FROS).							
<b>Summative Evaluation:</b>	Future Ready Outcomes embedded into UbD lesson designs and activates evident in all content areas							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
Visioning Document, Learning Framework, Learner Portrait, Parent and community surveys	Define desired Future Ready Learning Outcomes for a Middle School West Learner	All	Principals Counselors Leadership team	Aug. 2014	June 2015	Leadership team meeting time. PLC times	Defined outcome documented in CMS West pedagogy paper	
Learning Framework, Pinnacle 20/20, Visioning document, CMS West strategic initiative- "Connected Learning"	Define Campus Rubrics for defined Future Ready Learning Outcomes	All	Principals, Counselors Leadership team, Faculty, Staff	Aug. 2014	July 2015	Learning Framework, Campus strategic initiative, Leadership team monthly meetings, iTeam	Evidence of rubrics defining Future Ready Outcome Exemplars	
Learning Framework, Student & Parent satisfaction surveys, educator feedback	Implement monthly Learner success reflection meetings in Activity Period with advisors	All	Principals i-Team Counselors Activity advisors	Sept. 2014	June 2015	Activity period time, Pentamation, Aware, Organizational tools, Blackboard	Evidence of planned activities geared toward learner reflection	

<b>Strategic Objective/Goal 1:</b>	We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success.							
<b>Performance Objective #7</b>	Integrate Future-Ready Outcomes for the learners.							
<b>Summative Evaluation:</b>	Evidence of Future-Ready outcomes integrated into the learning environment.							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
Learning Framework, Pinnacle 20/20, Visioning document, CMS West strategic initiative- "Connected Learning"	Implement a campus wide integrated system aimed at fostering Future Ready Outcomes in our learners	All	Principals Counselors Leadership team Faculty	Aug. 2014	July 2015	Learning Framework, Campus strategic initiative, Leadership team monthly meetings, iTeam	Evidence of Future Ready Outcome implementation in our learning environment and classroom	
Learning Framework, Pinnacle 20/20, Visioning document, CMS West strategic initiative- "Connected Learning"	Creation of digital portfolios for individual learners to house their Future-Ready Learning Outcome exemplars.	All	Principals iTeam Blended curator	Sept. 2014	July 2014	Digital Curation tool, Leadership team, iTeam, Technology platforms (IPads, Computers, Storage capacity)	Research into curation tools, leadership agreement on curation goals.	

<b>Strategic Objective/Goal 1:</b>	We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success.							
<b>Performance Objective #8</b>	Increase connections between real world experiences and authentic classroom instruction.							
<b>Summative Evaluation:</b>	Learner, educator satisfaction feedback surveys. Project exemplars.							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
Visioning Document, Learning Framework, Parent and Student satisfaction surveys, Campus Pedagogy initiative statement	Develop "Connected Learning" Mindset in our staff and our learners	All	Principals Faculty Campus Liaison	Aug. 2014	July 2015	Professional Learning activities in August. Staff meetings, October Professional Learning day. PLC planning teams UbD Lesson design Title 1 Funds	Evidence in UbD Lesson Designs, Educator rounds, Educator evaluations	
Pinnacle 2020, Visioning Document, Learning Framework, Campus Pedagogy initiative statement	Increased opportunities for learners to engage in real-world and interest driven learning experiences.	All	Principals Faculty counselors, Advisory planners Club facilitators	Aug. 2014	July 2015	Business Partnership Director, Faculty, Club sponsors	Educator Evaluation walkthroughs and observations, club activities, outside learner activities	
Pinnacle 2020, Parent and Student satisfaction survey	Develop cultural enrichment and appreciation programs to enhance the learner's sense of importance	All	Principals Leadership team Counselors Faculty	Aug. 2014	June 2015	Parents, Community partnerships, Designated events SCE Funds	Project plans, Campus feedback	

<b>Strategic Objective/Goal 1:</b>	We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success.							
<b>Performance Objective #9</b>	Transform systems to more effectively prepare students to be successful in post-secondary education and beyond.							
<b>Summative Evaluation:</b>	Evidence of 21 <sup>st</sup> Century skill development and readiness.							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
Educator Surveys, Administrator feedback, Pinnacle 2020, CISD Strategic plan	Implement professional development for educators to understand and support the new Educator Evaluation growth tool	All	Principals District director of professional development	Aug. 2014	July 2014	Educator Evaluation system, Eduphoria, Goal Setting document	Educator Evaluation walkthroughs	
Learner and Parent satisfaction survey, campus strategic initiatives	Train learners and educators to use a common organization planning tool in Blackboard to enhance productivity	All	iTeam Faculty	Aug. 2014	June 2015	Blackboard, iTeam and technology support, professional development, learner support	Blackboard, Educator and learner feedback	
Learning Framework, Campus strategic initiative	Utilize one day a week in advisory time to help learners reflect and evaluate current performance and set future growth goals	All	Principals Advisory period teachers	Sept. 2014	June 2015	Advisory planning team Designation of Thursday Advisory time for planning and reflection with learners	Educator Evaluation walkthroughs	

<b>Strategic Objective/Goal 1:</b>	We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success.
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<b>Performance Objective #10</b>	Provide professional learning for educators and administrators on the effective use of data and assessment tools to inform the design.							
<b>Summative Evaluation:</b>	Administrator feedback and student achievement increases							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
STAAR, TELPAS, MAP, Rtl, PEIMS data, System Safeguard Report	Create and utilize a data team to analyze information and inform the campus leaders aimed at next steps	All	Principals Faculty	Sept. 2014	May 2015	District data coordinator, Director of Assessment, STAAR, MAP, AEIS, PEIMS, Rtl data	Data team is meeting each semester or as needed to assess and data and make recommendations	
Learning Framework – Assessment, Campus strategic initiative	Continue to invest into the use of formative assessment data to impact learning design and responsive teaching	All	Principals Faculty	Aug. 2014	June 2015	Formative Assessment training, (Wiggins & McTighe) Title 1 Funds	Educator walkthroughs	

<b>Strategic Objective/Goal 2:</b>	We will respect and leverage the diversity that exists in our community to provide a world-class learning environment.							
<b>Performance Objective #1</b>	Increase educator proficiency to respond to our diverse community of learners.							
<b>Summative Evaluation:</b>	Eduphoria Records of training, Educator Walkthrough data, Learner Achievement data							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/ Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
STAAR/ TELPAS/ MAP data/ DRA data	Best practice sheltered instruction training to all new educators.	ESL	Administration team, District Liaison, Deana Harrell	Aug. 2014	Jan. 2015	Online Training modules/ ESL Educators	Educator Goals, Campus ESL goals	
STAAR/ MAP/ GT testing/ Student & Parent Satisfaction Surveys	GT Training	GT	Administration team, District Liaison, Deana Harrell, Curriculum Dept.	Aug. 2014	Jan. 2015	Online Training modules/ GT District coordinators Local Funds	Educator Goals, Campus and District GT	
STAAR/ MAP/ Student & Parent Satisfaction Surveys	Scaffolding training aimed at culturally responsive teaching.	ALL	Administrative team, Leadership Team, PLCs	Aug. 2014	June 2015	Intervention Services/ Parent & student input forums. UbD Lesson Design Local Funds	Educator Walkthroughs, Parent and Student feedback/ forums, UbD Lesson design.	
STAAR/ MAP/ TELPAS	Implement customized goals for students struggling with TELPAS progress	ESL	ESL Facilitators and Educators	Aug. 2014	June 2015	ESL Facilitators	Customized plans for individual learners	

<b>Strategic Objective/Goal 2:</b>	We will respect and leverage the diversity that exists in our community to provide a world-class learning environment.							
<b>Performance Objective #2</b>	Promote the development and demonstration of positive character traits including (but not limited to): Courage, Trustworthiness, Integrity, Respect and Courtesy, Responsibility, Fairness, Caring, Good Citizenship, and School Pride consistent with the terms of the TEC Section 29.906.							
<b>Summative Evaluation:</b>	Digital Citizenship training and Campus Character trait developmental program.							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/ Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
Learning Framework, PEIMS data, Counselor Input, Student/Parent Satisfaction Survey	Acceptable Use Policy - integration into Digital Learning Design	All	Principals iTeam Librarian Faculty	Aug. 2014	June 2015	Digital Citizenship Online Modules, Counselors	Lesson Design, Acceptable use contracts.	
Pinnacle 20/20, Visioning Document/ CISD Mission Statement/ Campus strategic initiative statement	Integrate the CISD Character Trait development into our daily Activity Period	All	Asst. Principals Activity Planning Team Faculty	Aug. 2014	June 2015	Online resources/ Activity planning team	Educator Walkthroughs/ Activity Planning team	
Learning Framework/ Parent & Student Satisfaction Survey	Development of "The Character Trait of the Month" recognition system	All	Principals	Sept. 2014	June 2015	Nominating committee for student/ teachers Award purchases Title Funds	Planning committee and formal plan in place	
Learner and Parent Satisfaction Surveys. Campus strategic initiative statement	Create a mentoring program to enhance at-risk connections and character development	At-Risk learners	Principals Counselors	Sept. 2014	June 2015	Planning Committee, faculty mentor program leader SCE Funds	Learners being paired with student or adult mentoring partners	



<b>Strategic Objective/Goal 3:</b>	We will foster proactive and reciprocal communication for learner success.							
<b>Performance Objective #1</b>	Create a system for establishing and maintaining reciprocal community partnerships in order to increase authentic and field based learning experiences.							
<b>Summative Evaluation:</b>	Increased active community partnerships and opportunities in both service learning and in real-world 21 <sup>st</sup> century skill development.							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
Visioning Document/ Learning Framework/ Campus initiative	Build new community and business learning partnerships	All	District Business partnership liaison Principals Faculty Counselors	Aug. 2014	July 2015	CISD business partner coordinator/ Curriculum Leaders/ Counselors/Parents	Business partnership exemplars	
Visioning Document/ Learning Framework/ 21 <sup>st</sup> Century Career exploration	Build and implement curriculum for i-Explore classes	7 <sup>th</sup> grade	Principals Counselors Curriculum department Faculty	Aug. 2014	June 2015	Naviance, Career exploration opportunities	Class integrated into 7 <sup>th</sup> grade curriculum.	
Community Feedback/ Parent surveys/ Visioning Document/ Learning Framework	Increase authentic parent involvement in the learning environment	All	Principals Counselors Faculty	Aug. 2014	July 2015	Social Media, Blackboard, West Website, Parent link, Parent surveys	Campus Calendar of events	

<b>Strategic Objective/Goal 3:</b>	We will foster proactive and reciprocal communication for learner success.							
<b>Performance Objective #2</b>	Create a system to communicate foundational and future-ready skills for each learner.							
<b>Summative Evaluation:</b>	Develop and implement an integrated System to communicate learning opportunities and future-ready skills development.							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
Pinnacle 2020, Campus Strategic plan	Define and implement a multifaceted and streamlined communication system to reach learners and parents with pertinent information and to also allow feedback from stakeholders	All	Principals	Aug. 2014	July 2015	Website, Parent link, Facebook, Twitter, Flyers, Mailers, phone calls, Blackboard, Skype, face to face symposiums	Effective planning and implementation of available methods	
Pinnacle 2020, Campus Strategic plan	Implement Blackboard as the LMS to allow organization and accessibility of Education Lesson Plans and learner objectives to both parents and learners	All	Principals Counselors Faculty & Staff	Sept. 2014	June 2015	Blackboard, Professional Development training for staff and learners. Training availability for parents.	Increased accessibility of teacher information improved for learners and parents.	
Learning Framework, Pinnacle 20/20, Visioning document, CMS West strategic initiative- "Connected Learning"	Creation of digital portfolios for individual learners to house their Future-Ready Learning Outcome Exemplars.	All	Principals iTeam Blended Curator	Sept. 2014	June 2015	Digital Curation tool, Leadership team, iTeam, Technology platforms (iPads, Computers, Storage capacity)	Research into curation tools, leadership agreement on curation goals.	

<b>Strategic Objective/Goal 3:</b>	We will foster proactive and reciprocal communication for learner success.							
<b>Performance Objective #3</b>	Communicate the district assessment plan to parents and teachers and report outcomes individually to parents and collectively to stakeholders.							
<b>Summative Evaluation:</b>	Implement and Communicate the CISD Learning Framework - Assessment Policy to our students, teachers, and parents.							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
CISD Learning Framework, Visioning document, Educator feedback, STAAR, MAP, Future Ready Outcomes, CMS West strategic initiative- "Connected Learning"	Train Educators and Implement the CISD Learning Framework Assessment Policy as it relates to our MS campus	All	Principals District curriculum directors and assessment director	Aug. 2014	Aug. 2014	Professional development day in Aug. 2014 Blackboard	Department plan for grading/ assessments/ reassessments	
Learning Framework, Visioning document, CMS West strategic initiative- "Connected Learning"	Define and communicate campus assessment, grading, and reassessment policy to stakeholders	All	Principal Asst. Principal Faculty	Aug. 2014	Oct. 2014	Website, Student handbook, Educator syllabus and communication	Positive feedback from learners and parents about communication of policy	
Learning Framework, Pinnacle 20/20, Visioning document, CMS West strategic initiative- "Connected Learning"	Creation of digital portfolios for learners to demonstrate learning proficiencies and Future Ready Learning Exemplars	All	Principals iTeam Blended Curator	Aug. 2014	June 2015	Digital Curation tool, Leadership team, iTeam, Technology platforms (IPads, Computers, Storage capacity)	Research into curation tools, leadership agreement on curation goals.	
Learning Framework, Campus strategic initiative - "Connected Learning"	Utilize one day a week in advisory time to help learners reflect and evaluate current performance and set future goals	All	Principals Advisory Period educators	Sept. 2014	June 2015	Advisory planning team Designation of Thursday Advisory time for planning and reflection with learners	Educator Evaluation walkthroughs	

<b>Strategic Objective/Goal 4:</b>	Design a comprehensive instructional technology system that redefines the role of technology in the classroom (create and share content, collaborate with other learners throughout the world).							
<b>Performance Objective #1</b>	Seamlessly integrate digital citizenship across the curriculum so all stakeholders collaborate in an atmosphere of respect, integrity, sharing, trust, and service.							
<b>Summative Evaluation:</b>	Communication and Implementation of a clear Digital Citizenship program and policy with commitment from stakeholders.							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
Pinnacle 2020, Visioning document, CISD Learning Framework, CMS West strategic initiative- "Connected Learning"	Develop and communicate a digital citizenship program with responsibilities and opportunities for all learners and parents	All	Principals iTeam Blended curator Librarian Faculty Students	Sept. 2014	July 2015	Digital curriculum, parent meetings, learner classes, online materials for reference	Digital Citizenship curriculum and training for faculty, students, and parents	
Pinnacle 2020, Visioning document, CISD Learning Framework, CMS West strategic initiative- "Connected Learning"	Create a 1:1 iPad distribution and integration plan enhancing our UbD Lesson plans and the CISD Learning Design Framework objectives	All	Principals Librarian iTeam Faculty	Sept. 2014	January 2015	Communication of a clear plan to all stakeholders including learners, educators, parents 1:1 devices for all learners by the end of January 2015	Implementation plan for learners, educators, and parents	
Pinnacle 2020, Visioning document, CISD Learning Framework, CMS West strategic initiative- "Connected Learning"	Calibrate an acceptable use policy in conjunction with the CISD Student Code of Conduct, the CISD secondary schools, and the desired character education attributes.	All	Principals i-Team	Sept. 2014	June 2015	CISD character traits, Meetings with other CISD secondary school policy creators, Local funds	Acceptable use policy creation and communication to stakeholders	

<b>Strategic Objective/Goal 4:</b>	Design a comprehensive instructional technology system that redefines the role of technology in the classroom (create and share content, collaborate with other learners throughout the world).							
<b>Performance Objective #2</b>	Increase CISD staff's level of technology integration expertise (proficiencies) through a differentiated staff development program that addresses 21 <sup>st</sup> Century technology skills.							
<b>Summative Evaluation:</b>	Technology integration system in place to assess Digital Citizenship and growth in 21 <sup>st</sup> Century technology skills utilization.							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
Pinnacle 2020, Visioning Document, Learning Framework, Campus pedagogy initiative- "Connected Learning"	Design a technology program to create instructional proficiency and develop integration into our 21 <sup>st</sup> Century Lesson Designs	All	Principals iTeam Librarian Curriculum coordinators Educators Coordinator of Technology Instruction	Aug. 2014	July 2015	Professional learning, PLC times, Staff meetings, Online training modules, flex time focus, 1:1 iPad initiative, Digital Citizenship training, UbD Lesson Design	1:1 Implementation, Professional learning opportunities	
Pinnacle 2020, Visioning document, CISD Learning Framework, CMS West strategic initiative- "Connected Learning"	Provide Parent training on Digital Citizenship	All	Principals i-Team Blended curator Librarian Coordinator of Technology Instruction	Sept. 2014	June 2015	Digital curriculum, parent meetings, online materials for reference	Digital Citizenship curriculum and training opportunities for parents	

<b>Strategic Objective/Goal 4:</b>	Design a comprehensive instructional technology system that redefines the role of technology in the classroom (create and share content, collaborate with other learners throughout the world).							
<b>Performance Objective #2</b>	Increase CISD staff's level of technology integration expertise (proficiencies) through a differentiated staff development program that addresses 21 <sup>st</sup> Century technology skills.							
<b>Summative Evaluation:</b>	Technology integration system in place to assess Digital Citizenship and growth in 21 <sup>st</sup> Century technology skills utilization.							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
Pinnacle 2020, Visioning document, CISD Learning Framework, CMS West strategic initiative- "Connected Learning"	Develop an annual/ongoing needs assessment plan in order to get feedback from learners, educators, parents on digital citizenship for continuous improvement	All	Principals iTeam Blended curator Librarian Coordinator of Technology Instruction Director of Assessment	Aug. 2014	July 2015	Surveys, parent meetings, assessment team	Planning team, Surveys, Parent meetings	

<b>Strategic Objective/Goal 5:</b>	We will create a community-based accountability system for reporting learner growth.							
<b>Performance Objective #1</b>	Develop support and work with the community to establish a comprehensive accountability system for CISD and an environment conducive to optimal learning and growth.							
<b>Summative Evaluation:</b>	Work in partnership with the school district and leverage community partnerships to develop and transform the physical, virtual and experiential learning environments of our school to meet the needs of diverse growing population and to enhance our learners 21 <sup>st</sup> Century Future Ready skills acquisition.							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>

<b>Strategic Objective/Goal 5:</b>	We will create a community-based accountability system for reporting learner growth.							
<b>Performance Objective #1</b>	Develop support and work with the community to establish a comprehensive accountability system for CISD and an environment conducive to optimal learning and growth.							
<b>Summative Evaluation:</b>	Work in partnership with the school district and leverage community partnerships to develop and transform the physical, virtual and experiential learning environments of our school to meet the needs of diverse growing population and to enhance our learners 21 <sup>st</sup> Century Future Ready skills acquisition.							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
Pinnacle 2020, Learning Framework, Campus pedagogy strategic initiative- "Connected Learning"	Redesign and repurpose physical learning spaces within and outside of our current buildings to provide flexibility and eliminate overcrowding thereby maximizing the learning opportunities for all.	All	Principals CISD administration CISD maintenance	Sept. 2014	July 2015	CISD administration commitment and flexibility. CISD budgetary/ bond support, Community partnerships, Campus budget, campus fundraising	Continued expansion of learning space opportunities, continued environmental changes in our classrooms and common spaces	
Pinnacle 2020, Learning Framework, Campus pedagogy strategic initiative- "Connected Learning"	Expand opportunities for partnerships with community and business members to enhance opportunities for career exploration and community service	All	Principals Counselors CISD Business Partnership Development Director Faculty	Aug. 2014	July 2015	Leadership committee, UbD lesson design	Service projects, Job Shadowing opportunities, Business partnerships	
Pinnacle 2020, Learning Framework, Campus pedagogy strategic initiative- "Connected Learning"	Implement integrated technology plan for enhancement of 21 <sup>st</sup> Century Learner Future Ready Skills acquisition	All	Principals iTeam Coordinator of Technology Instruction	Aug. 2014	July 2015	1:1 device implementation, Digital Citizenship training	Parent/ Student/ Educator satisfaction surveys, 21 <sup>st</sup> Century skills acquisition	

## CISD DISTRICT IMPROVEMENT PLAN 2014-2015

### 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 (Board Policy FFI, FFF & FFH)	Campus Budgets	Campus Principals and Campus Counselors	Discipline Reports
2. All Elementary Campuses will implement and support R-Time.	Region 10	Campus Principals and Campus Counselors	R-Time Session Dates, R-Time 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 5 <sup>th</sup> 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	Director of Advanced Academics 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	Director of Advanced Academics 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	Director of Advanced Academics 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; Director of Enrichment Programs	Minutes, Agendas, Sign-in Sheets
2. The council will provide the CISD Board an annual report of their activities for the year.	Student Services Budget	Co-Chairs; Director of Enrichment Programs	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; Director of Enrichment Programs	Membership List
4. The district expectation is that a representative from each campus will participate in the committee	Student Services Budget	Co-Chairs; Director of Enrichment Programs	Membership List
5. Communicate SHAC updates to stakeholders including staff and parents.	SHAC Meeting Minutes Provided to Administration for Updates Communicated	Co-Chairs; Director of Enrichment Programs	Communication Plan for the District and Campuses; Newsletters, Websites, Social media (twitter, Facebook etc)

## Dating Violence Awareness

Strategies	Resources	Staff Responsible	Evaluation
1. Secondary Schools will provide on-going staff training on relationship abuse awareness, detection and prevention.	PEIMS data, SROs, Counselors, Parents and Campus Administrators	Director of Advanced Academics, Campus Counselors, and Campus Administrators	Discipline Referrals, Anecdotal Campus Report
2. High Schools will implement programs, such as the Be Project, to eliminate teen dating violence and promote healthy relationships.	PEIMS data, SROs, Counselors, Parents and Campus Administrators	Director of Advanced Academics, 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	Director of Advance Academics, 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	Director of Advanced Academics, 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 to support campus character education initiatives (such as Great Expectations and Positive Behavioral Support Initiative).	Campus Discipline Reports, Positive Behavior Support Plan Template, Campus Administrators, Specialist/LSSP, Region 10 , 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 Administrators, Region 10, Intervention Specialist/LSSP, and Federal Funds	Campus Administration and Executive Director of Intervention Services	Eduphoria Records, Input from administrative staff, input from teachers
4. Maintain acceptable percentage related to state target of In-School Suspension (ISS) placements and DAEP within all groups.	Campus Discipline Reports, Positive Behavior Support Plan Template, Campus Administrators, Specialist/LSSP, Region 10 , and Federal Funds	Assistant Superintendent of Administration	Discipline Report
5. Students that are highly at risk of dropping out of school will be recommended for enrollment in Victory Place.	Compensatory Education Funds	High School Counselors and High School Principals	Attendance Report, and Progress Monitoring Data of Victory Place and Rtl Students.

## 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. Establish a gifted and talented parent/community advisory committee to support and assist in GT services planning and improvements that emphasize key components of the Texas State Plan.	GT Faculty	Director of Advanced Academics	Committee Meeting Dates, Agendas, and Minutes, Revised scope and sequence
2. Develop and implement an annual review process to measure the effectiveness of GT services.	GT Faculty and Content Directors	Director of Advanced Academics and Content Directors	Annual Report, in process reports
3. Develop and annually update a written comprehensive professional learning plan designed to address the needs of GT learners (including initial 30 hours of GT training and annual 6 hour update).	GT Faculty and Local funds	Director of Advanced Academics	Written Professional Learning Plan
4. Develop a communication plan designed to systematize internal and external communication with all stakeholders	GT Faculty and Local funds	Director of Advanced Academics and Content Directors	Communication Plan

### 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, Teacher Evaluation and Goal setting tool
3. Utilize instructional exemplars to reflect on identified aspects of effective instruction including 21 <sup>st</sup> 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, Teacher Evaluation and Goal setting tool
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, Teacher Evaluation and Goal setting tool

### 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, and Post-Secondary Acceptance Data
2. Students will complete the financial aid process.	High School Budgets	High School Counselors	Student PELL Application Completion Data
3. All 6 – 12 grade students will be assigned a Naviance Account for the purpose of researching college and career options and interests.	High School and Middle School Budgets	High School Counselors, and CTE Educators	User Account Report

4. Counseling and career guidance will be available to help students with certification and technical opportunities.	High School Budgets	Counselors	Career Pathway Graduation Plans
<b>Strategies</b>	<b>Resources</b>	<b>Staff Responsible</b>	<b>Evaluation</b>
5. Parent meetings will be scheduled to provide post-secondary awareness and financial assistance.	High School Budgets	High School Principal	Participant Data, and Participant Surveys
6. 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	Participant Data, and Participant Surveys
7. 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
8. AP and Pre-AP courses will be open-enrollment.	Campus Budgets	Counselors	Number of Students Completing AP Course Number of Students Passing AP Exams
9. 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
10. Increase student and teacher awareness of college and career readiness/post-secondary education in order to best serve all students.	Campus Budgets	Campus Administrators	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 Administrators	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 Directors, Campus Administrators and Educators.	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 2014-2015 APPENDIX B: CORE CONTENT INITIATIVES

### English Language Arts & Reading

Strategies	Resources	Staff Responsible	Evaluation
1. Build learner capacity for expository writing.	Write From the Beginning Training, and STAAR/EOC Data,	Director of Language and Literacy	AEIS Data, Writing Conference Data, and Writing Scoring Session Data
2. Align a balanced literacy program K-12.	Research-Based Best Practices	Director of Language and Literacy	Program Evaluation Report
3. Write K-8 Literacy Curriculum.	Learning Framework, Visioning Document, and TEKS	Director of Language and Literacy	Articulated Curriculum
4. Input K-12 Curriculum in Eduphoria.	Learning Framework, Visioning Document, Eduphoria, and Curriculum	Director of Language and Literacy	Eduphoria Reports

## Math

Strategies	Resources	Staff Responsible	Evaluation
1. Transition to New State Math TEKS.	State TEKS, and Campus Instructional Math Leads	Director of Mathematics	Articulated Courses Aligned to TEKS.
2. Improve instructional practices through effective evidence-based instruction.	Visioning Document, CISD Learning Framework, 8 Mathematical Practices, Instructional Leadership Team, and Research-Based Best Practices	Director of Mathematics	Classroom Walkthrough Data, and Learning Design Units
3. Continue Curriculum writing in elementary and high schools, while beginning the curriculum writing process in middle schools.	Visioning Document, CISD Learning Framework, 8 Mathematical Practices, Instructional Leadership Team, and Research-Based Best Practices	Director of Mathematics	Vertically Articulated Curriculum
4. Redesign teacher cadres to create district exemplars.	Visioning Document, CISD Learning Framework, 8 Mathematical Practices, Instructional Leadership Team, and Research-Based Best Practices	Director of Mathematics	Reflective Journals, Learner Products, and Learner Surveys

## Science

Strategies	Resources	Staff Responsible	Evaluation
1. Continue to support inquiry-based instruction K-12.	Foss Kits, STC Kits, and Inquiry-Based Instruction Training	Director of Science	Classroom Walkthrough data, and Learning Design Units
2. Focus on improving scientific best practices in K-12: <ul style="list-style-type: none"> <li>Planning and Carrying Out Investigations;</li> <li>Analyzing and Interpreting Data;</li> <li>Asking Questions and Defining Problems; and</li> <li>Obtaining, Evaluating and Communicating Information.</li> </ul>	Professional Learning Communities, Professional Learning, 2012-2013 Cadre Recommendations, and classroom walkthrough rubric	Director of Science	Eduphoria Records, Classroom Walkthrough data, Learner Products, and Learning Design Units
3. Expand use of digital content resources K-12.	Instructional Materials Resource Committee, and iTunesU	Director of Science	Completed Instructional Materials Allotment Request Forms



4. Embed information about STEM careers in K-12 classrooms.	Sally Ride Training (K-1 and 6-8), and Follow-up Support for Grades 2-5	Director of Science	Classroom Walkthrough data, and Learning Design Units
5. Expand opportunities for global collaboration.	World Moon Project, Google Earth, E-PALS, and Skype	Director of Science	Local Assessments, Classroom Walkthrough data, and Learning Design Units

## Social Studies

Strategies	Resources	Staff Responsible	Evaluation
1. Create a constructivist conversation regarding Social Studies and the role of inquiry-based instruction.	Inquiry-Based Training	Coordinator of Social Studies	Eduphoria Records, Classroom Walkthrough data, and Learning Design Units
2. Expand the use of virtual learning design K-12.	Virtual Learning Training	Coordinator of Social Studies	Classroom Walkthrough data, and Learning Design Units
3. Expand the use of digital content resources K-12.	Instructional Materials Resource Committee, and iTunesU	Coordinator of Social Studies	Classroom Walkthrough data, and Learning Design Units
4. Create a constructivist dialogue regarding high yield best practices.	John Hattie's Research	Coordinator of Social Studies	Eduphoria Records, Classroom Walkthrough data, and Learning Design Units

**CISD DISTRICT IMPROVEMENT PLAN 2014-2015**  
**APPENDIX C: COMPONENTS OF A SCHOOL-WIDE TITLE I PROGRAM**

<b>Components of a School-wide Plan</b>	<b>Standard</b>	<b>Evidence of Standard Completion and/or Progress Toward Completion</b>
Comprehensive Needs Assessment	Includes a variety of data gathered from multiple sources.  Examines student, teacher, school and community strengths and needs.	STAAR Results, Student Satisfaction Survey Results, Parent Satisfaction Survey Results, and Faculty Satisfaction Survey 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: <ul style="list-style-type: none"> <li>i. Strengthen core academic programs</li> <li>ii. Increase amount and quality of learning time</li> <li>iii. Strategies for meeting educational needs of underserved groups</li> </ul>	STAAR Results, Student Satisfaction Survey Results, Parent Satisfaction Survey Results, and Faculty Satisfaction Survey Results
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.	Conducted by Executive Director of Human Resources on behalf of all CISD
<b>Components of a School-wide Plan</b>	<b>Standard</b>	<b>Evidence of Standard Completion and/or Progress Toward Completion</b>

Highly-qualified and Ongoing Professional Development	<p>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.</p> <p>All staff receives ongoing and sustained professional development that is aligned with the goals of the new vision plan.</p>	Refer to Professional Learning Development Plan included in Title 1 Compliance Notebook – focus is on Flexible Teaching and Learning Voice and Choice
Strategies to Attract Highly Qualified Staff	<p>The School is allowed to provide incentives for highly qualified teachers to teach in high need schools.</p> <p>Only teachers who are highly qualified are assigned to low achieving students and this is the policy throughout the district.</p>	Conducted by Executive Director of Human Resources on behalf of all CISD
Strategies to Increase Parental Involvement	<p>Specific strategies to increase parental involvement, based upon results of the needs assessment have been identified and implemented.</p> <p>Strong collaboration with community resources is evident.</p> <p>Parents are included as decision makers in a broad spectrum of school decisions.</p>	New Student Orientations – done with incoming 6 <sup>th</sup> graders as well as those learners new to the district, Ice Cream Social for new learners and their parents, Curriculum Night, Counselor Parent meetings – several times a year to address specific needs.
Preschool Transition Strategies	<p>Collaboration is evident between the elementary school and preschool programs (Head Start, Even Start, etc.)</p> <p>Specific strategies for helping students' transition into the elementary setting have been identified and implemented.</p>	N/A
<b>Components of a</b>	<b>Standard</b>	<b>Evidence of Standard Completion and/or Progress</b>

School-wide Plan		Toward Completion
Timely and additional Assistance to Students Having Difficulty Mastering the Standards	<p>The school has a well-defined process that is currently being implemented to identify students experiencing difficulty mastering the State's standards.</p> <p>Timely, effective and additional assistance is provided for students experiencing difficulty mastering the state's standards.</p> <p>Thematic, integrated instruction, designed to accommodate the needs of various learning styles is provided.</p>	Blended Learning Program, Investigation of mid-level IB program, Friday school - to meet needs of at-risk learners, Morning and afternoon tutorial program for all learners, Reassessment policy to guarantee opportunity for learning and mastery.
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.	Thinking Maps, Math 180, Read 180, iExplore, MAP integration with local resources to boost learner achievement.
Measures to Include Teachers in the Decisions Regarding the Use of Academic Assessments	Classroom teachers developed the assessment matrix.	Educators in Rtl program, Math coach and Literacy coach, Friday School, MAP data

## CISD DISTRICT IMPROVEMENT PLAN 2014-2015

### ACRONYM INDEX

AEIS	Academic Excellence Indicator System	IT	Informational Technology
AP	Advanced Placement	iTeam	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	Performance Based Monitoring Assessment System
C.A.R.E.	Chemical Awareness Resources & Education	PBS	Positive Behavior Supports
CISD	Coppell Independent School District	PEIMS	Public Education Information Management System
Comp Ed	Compensatory Education	PST	Promoting Success Team
CTE	Career and Technical Education	RtI	Response to Intervention
EC	Early Childhood	SCE	State Comprehensive Education
EOC	End of Course	SHAC	School Health Advisory Council
D.A.T.E.	District Award of Teacher Excellence	SPED	Special Education
DIBS	Dream, Imagine, Believe and Succeed (Elementary Student Advisory Committee)	SRO	Security Resource Officer
GT	Gifted and Talented	TAKS	Texas Assessment of Knowledge & 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 & Skills
IDEA	Individuals with Disabilities Act	x2VOL	Data Warehouse for Service Learning
ISS	In School Suspension		