



**COPPELL MIDDLE SCHOOL NORTH
CAMPUS IMPROVEMENT PLAN
2012- 2013**

DR. LEANNE DORHOUT, 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 the district assessment plan to parents and teachers and report outcomes individually to parents and collectively to stakeholders.
- **Performance Objective 4:** Expand district educational and business partnerships with the local and global community.
- **Performance Objective 5:** Implement a system or systems to assess 21st Century skills.
- **Performance Objective 6:** Integrate 21st Century learning skills within the district.
- **Performance Objective 7:** Increase connections between real world experiences and authentic classroom instruction.
- **Performance Objective 8:** Transform systems to more effectively prepare students to be successful in post-secondary education and beyond.

STRATEGIC OBJECTIVE/GOAL 2: We will identify CISD character traits to be integrated throughout the district and develop means to assess student demonstration of those traits.

- **Performance Objective 1:** Promote the development and demonstration of positive character traits including (but not limited to): Courage, Trustworthiness, Integrity, Respect & Courtesy, Responsibility, Fairness, Caring, Good Citizenship, School Pride consistent with the terms of the TEC Section 29.906.

STRATEGIC OBJECTIVE/GOAL 3: We will increase efficiency in the district operations and educational delivery system through the use of technology, and further develop business and community partnerships in order to best achieve our mission and objectives.

- **Performance Objective 1:** Increase CISD staff's level of technology integration expertise (proficiencies) through a differentiated staff development program that addresses 21st Century technology skills.
- **Performance Objective 2:** Develop a "green" IT strategy and promote "green" initiatives to reduce energy costs and appropriately manage electronic waste.
- **Performance Objective 3:** Enhance the communication system to provide district staff, parents, community members, and business partners with secure, effective and efficient communication via a reliable and dynamic infrastructure.

**CAMPUS SITE-BASED COMMITTEE
2012 - 13 COMMITTEE MEMBERS**

NAME OF PARTICIPANT	COMMITTEE ROLE
JULIE BOTTOM	SOCIAL STUDIES TEACHER
DEAN BOYKIN	SCIENCE TEACHER
CARRIE CHORDAS	ELA TEACHER
MARGARETTA FARRELL	PARENT
CARROL FREESE	COMMUNITY MEMBER
ANGELA GEIGER	SOCIAL STUDIES TEACHER
DONNA HAWKINS	MATH TEACHER
LYNN HEVRON	CAMPUS LIBRARIAN
LEONARD HILL	ELECTIVE TEACHER
JEREMY LINDQUIST	ELECTIVE TEACHER
JAMIE LAKEY	ITEAM MEMBER
KAY NEUSE	CAMPUS LIAISON – DISTRICT MATH DIRECTOR
TERRY MCCOWN	ATHLETICS
KIM POLITZ	SPECIAL EDUCATION
LISA WALSH	SCIENCE TEACHER
MIKE DOMINGUEZ	ASSISTANT PRINCIPAL
AMANDA ZIAER	ASSISTANT PRINCIPAL
LEANNE DORHOUT	PRINCIPAL



COPPELL INDEPENDENT SCHOOL DISTRICT

Campus Needs Assessment

List data utilized to identify the needs of your campus

Visioning Document – Campus Performance and Goals from 2010-2011
Self Assessment on Visioning Document Implementation – TASA Site
Student Grade Report Scores – Pentamation 2011-2012 and 2010-2011
Middle School Strategic Plan
CISD DIP
AYP Scores
TAKS 2010-2011
AEIS Reports 2010-2011
CIP 2011-2012
PDAS – Campus Summative Evaluations
PDAS – Campus Classroom Walk-Throughs
Student Success Team Meeting Notes – 2011- 2012
PEIMS Data for Discipline
Flex Feedback – CMSN Character Development Lessons
Guidance Counselor Office Log – Student Visit Issues
Campus Goal Sheet – Implementation and Completion Category

List the identified needs of your campus derived from data review

Action: Aligning the curriculum through engagement, enrichment, and empowerment to expand the implementation of 21st century skills, global connection, increase real world experiences, and prepare students to be successful beyond the classroom.

Indicators:

1. According to the Implementation Rubric from the Visioning Document, the campus continues to need to develop curriculum and assessments that engage and enrich each individual student.
2. Initial data on STAAR, average raw scores, show in the subject of mathematics students who are Hispanic and Black or African American score lower in grades six, seven, and eight than the grade level average.
3. Initial data on STAAR, average raw scores, show in the subject of reading students who are Hispanic and Black or African American score lower in grades six, seven, and eight than the grade level average.
4. Initial data on STAAR, average raw scores, show in the subject of social studies students who are Hispanic and Black or African American score lower in grades six, seven, and eight than the grade level average.
5. Initial data on STAAR, average raw scores, show in the subject of science students who are Hispanic and Black or African American score lower in grades six, seven, and eight than the grade level average.
6. Explore data, eighth grade, show on average all student groups can make gains in all core curricular areas to attain and exceed national averages.
7. Comparing Performance Series data from the end of May to the start of school in August shows a growth for sixth grade and seventh grade students during the summer months.

Action: Address special populations and specific programs to address the needs of GT, at-risk, special education, and special populations to increase student success in core academic areas such as math, science, social studies, and English.

Indicators:

1. According to the Implementation Rubric from the Visioning Document, the campus continues to need to develop instructional practices that individualize and enrich instruction for GT students and at-risk students.
2. Initial data on STAAR, average raw scores, show in the subject of mathematics students who are Hispanic and Black or African American score lower in grades six, seven, and eight than the grade level average.
3. Initial data on STAAR, average raw scores, show in the subject of reading students who are Hispanic and Black or African American score lower in grades six, seven, and eight than the grade level average.
4. Initial data on STAAR, average raw scores, show in the subject of social studies students who are Hispanic and Black or

African American score lower in grades six, seven, and eight than the grade level average.

5. Initial data on STAAR, average raw scores, show in the subject of science students who are Hispanic and Black or African American score lower in grades six, seven, and eight than the grade level average.
6. Explore data, eighth grade, show on average all student groups can make gains in all core curricular areas to attain and exceed national averages.
7. Comparing Performance Series data from the end of May to the start of school in August shows a growth for sixth grade and seventh grade students during the summer months.

Action: The need to continue to address middle school character development, goal setting, and substance abuse awareness.

Indicators:

1. Student feedback from student design teams in the Spring of 2012.
2. Parent feedback from the community design team in the Spring of 2012.
3. Campus survey information from the CISD campus survey.

Action: Identifying ways to utilize technology to help increase access to curriculum, student engagement, and diverse formative and summative assessment systems.

Indicators:

1. Self assessment activity of the Visioning Document during leadership team meetings in the Spring of 2012 and Summer of 2012.
2. Tech Time teacher feedback Spring 2012.
3. Initial data on STAAR, average raw scores, show in the subject of mathematics students who are Hispanic and Black or African American score lower in grades six, seven, and eight than the grade level average.
4. Initial data on STAAR, average raw scores, show in the subject of reading students who are Hispanic and Black or African American score lower in grades six, seven, and eight than the grade level average.
5. Initial data on STAAR, average raw scores, show in the subject of social studies students who are Hispanic and Black or African American score lower in grades six, seven, and eight than the grade level average.
6. Initial data on STAAR, average raw scores, show in the subject of science students who are Hispanic and Black or African American score lower in grades six, seven, and eight than the grade level average.
7. Explore data, eighth grade, show on average all student groups can make gains in all core curricular areas to attain and exceed national averages.
8. Comparing Performance Series data from the end of May to the start of school in August shows a growth for sixth grade and seventh grade students during the summer months.

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:	3E Unit & Daily Plans, PLC Team instructional Design Time, and Student Success Meetings.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Performance Data: Performance Series, Explore Data, Progress Monitoring, Limited STAAR Data, and Read 180 and Lexile Scores	PLC Teams will engage in daily design time or time to review student data.	All	Department Heads, Team Leaders, Literacy Coach, Math Coach, ELS Teacher, and Special Ed	August 2012	June 2013	Leadership Team, eTools, Testing Programs – District Fiscal Support, Aware, and PLC Calendar,	Walkthroughs, PLC Meetings, Student Grades, PST Plans for Individual Students, and Campus Student Achievement Data	Lesson Units Meeting Notes PST Plans Data Days Test Results
Performance Data: Performance Series, Explore Data, Progress Monitoring, Limited STAAR Data, and Read 180 and Lexile Scores	Student Success Meetings will take place during week four of each six weeks to address student success.	All	Department Head, MLI Teachers, PLC Teams, Principal, Academic Deans, and Campus Liaison	August 2012	June 2013	Technology Budget, and Team Budget	Walkthroughs, PLC Meetings, Student Grades, PST Plans for Individual Students, and Campus Student Achievement Data	Lesson Units Meeting Notes PST Plans Data Days Test Results

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:	3E Unit & Daily Plans, PLC Team instructional Design Time, and Student Success Meetings.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
PDAS, Walkthroughs Engagement data, Enrichment data, and College & Career Readiness	Etools will be used to increase engagement, enrichment, and empowerment in instruction.	All	Department Heads, Team Leaders, iTeam, Literary Coach, Math Coach, Principal, Academic Deans, and Campus Liaison	August 2012	June 2013	UbD Unit Plan, eTools, UbD Implementation Rubric, Critical Friends, Learning Outcomes, Technology Budget Team and Department Budget	Walk- Throughs, 3E Unit Design, and Student Data	Eduphoria Lessons
Student Design Team, Student Success Meetings, and Campus Design Team: Formative Assessments	Align formative assessment to provide increased student feedback to improve student performance.	All	Teachers, Team Leads, iTeam, Literacy Coach, Math Coach, Principal, Academic Deans, and Campus Liaison	August 2012	June 2013	eTools , Workshops on Formative Assessments, Technology Budget Team and Department Budget	Daily Formative Assessments, Walkthroughs, and Student Data	3E Unit 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 ED-12 TEKS aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas.							
Summative Evaluation:	Documentation of CISD and CMSN professional development, Eduphoria, PLC Team Meetings, and Edmodo lesson folders.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Middle School Strategic Plan, DIP, AEIS, TAKS, and Walk-Throughs Increase rigor and relevance in every middle school classroom through the use of exploration and inquiry based instruction	Implement Professional Development on the 3E Plan to increase rigor and engagement.	All	Department Heads, Curriculum Department, Team Leads, Principal, Academic Deans, and iTeam	August 2012	June 2013	Staff Development Plan for 2012-2013, Workshop Plan, PLC Team Calendar, and iTeam	Campus Professional Development Plan, Eduphoria, and 3E Unit Plans	Completed Units Completed Professional Development Recorded Workshops
Middle School Strategic Plan, DIP, AEIS, TAKS, and Walk-Throughs Increase rigor and relevance in every middle school classroom through the use of exploration and inquiry based instruction	Conduct Assessment Workshops to increase instructional rigor.	All	Department Heads, Curriculum Department, Team Leads, Principal, Academic Deans, and iTeam	August 2012	June 2013	Professional Development Budget, Team Lead, and Department Budgets	Campus Professional Development Plan, Eduphoria, and 3E Unit Plans	Completed Units Completed Professional Development Recorded Workshops

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 ED-12 TEKS aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas.							
Summative Evaluation:	Documentation of CISD and CMSN professional development, Eduphoria, PLC Team Meetings, and Edmodo lesson folders.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Middle School Strategic Plan, DIP, AEIS, TAKS, and Walk-Throughs Increase rigor and relevance in every middle school classroom through the use of exploration and inquiry based instruction	PLC Team work will on improving instruction.	All	Department Heads, Curriculum Department, Team Leads, Principal, Academic Deans, and iTeam	August 2012	June 2013	Utilize business partnerships with IBM and other community members to help as experts within the classroom.	Campus Professional Development Plan, Eduphoria, and 3E Unit Plans	Completed Units Completed Professional Development Recorded Workshops
AEIS reports, limited AYP and STAAR data, student success meetings, PST, RTI, 504, and counselor meetings	Review RTI and 504 Support .	At-Risk Hispanic African American	Counselors, Academic Deans, Principal, Department Heads, Math Coach, Literacy Coach, and Intervention Services	August 2012	June 2013	Intervention Services, Aware, and Curriculum Department	Aware, PST Meetings, and RiT Plan	Updated Aware Information New RTI Plans PST Meeting Records

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 ED-12 TEKS aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas.							
Summative Evaluation:	Documentation of CISD and CMSN professional development, Eduphoria, PLC Team Meetings, and Edmodo lesson folders.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
AEIS reports, limited AYP and STAAR data, student success meetings, PST, RTI, 504, Explore data, performance series, Student Success meetings, and counseling input	PLC Teams through Student Data Days will create intervention plans to close the achievement gap.	At-Risk Special Ed Hispanic African American	Team Leaders, Literacy Coach, Math Coach, Counselors, Academic Dean, Principal, and Campus Liaison	August 2012	June 2013	Team Leads, Department Heads, Academic Deans, Counselors, Principal, Curriculum Department, Intervention Services, iTeam, and Compensatory Education Funds (\$3975.00)	Student Grades Performance Data, and Cougar Academic Academy	Cougar Academic Academy Student Success Team Student Data Day Notes
AEIS reports, limited AYP and STAAR data, student success meetings, PST, RTI, 504, Explore data, performance series, Student Success meetings, and counseling input	Individual Student Success Meetings will create intervention plans to close the achievement gap.	At-Risk Special Ed Hispanic African American	Team Leaders, Literacy Coach, Math Coach, Counselors, Academic Dean, Principal, and Campus Liaison	August 2012	June 2013	Team Leads, Department Heads, Academic Deans, Counselors, Principal, Curriculum Department, Intervention Services, iTeam, and Compensatory Education Funds (\$3975.00)	Student Grades Performance Data, and Cougar Academic Academy	Cougar Academic Academy Student Success Team Student Data Day Notes

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 ED-12 TEKS aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas.							
Summative Evaluation:	Documentation of CISD and CMSN professional development, Eduphoria, PLC Team Meetings, and Edmodo lesson folders.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
AEIS reports, limited AYP and STAAR data, student success meetings, PST, RTI, 504, Explore data, performance series, Student Success meetings, and counseling input	Cougar Academic Academy will address at-risk student performance.	At-Risk Special Ed Hispanic African American	Team Leaders, Literacy Coach, Math Coach, Counselors, Academic Dean, Principal, and Campus Liaison	August 2012	June 2013	Team Leads, Department Heads, Academic Deans, Counselors, Principal, Curriculum Department, Intervention Services, iTeam, and Compensatory Education Funds (\$3975.00)	Student Grades Performance Data, and Cougar Academic Academy	Cougar Academic Academy Student Success Team Student Data Day Notes

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	We will communicate the district assessment plan to parent and teachers and report outcomes individually to parents and collectively to stakeholders.							
Summative Evaluation:	Documents used to communicate to parents, teachers, students, and community stakeholders.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
CMSN, PTO, and Parent Feedback	Share assessment plan, dates, and focus through course syllabi, curriculum night, PST meetings, and grading available through the portal.	All	Teachers Academic Deans Principal District Director of Assessment	August 2012	June 2013	CISD Assessment Handbook Campus Site Principal's Corner eSchool Office Supply Budget	PLC Team Meetings, PTO Meetings, and Attendance at Events	North News Friday Notes Principal's Corner eSchool - Portal Course Syllabus

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:	Documented business partnerships, student community events, and speakers.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Community Feedback, Design Team, and PTO	Expand STEM programing, and global connections with the help of the CMSN design team.	All	Site Base Design Team, PTO, Academic Deans, Principal, and District Liaison	August 2012	June 2013	CMSN Design Team, PTO Members, CISD School Board Members, Business Partnerships, and Department Budget	Survey Feedback Student and Community Design Team	Events and Courses Available to Students 2012-2013

Strategic Objective/Goal: 1	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective: 6	Integrate 21 st Century learning skills within the district.							
Summative Evaluation:	New campus walk-through, professional development, and 3E Unit Design and 3E Unit Rubric.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Visioning Document Campus Self-Assessment and PDAS	Implement 3E Unit design based on UbD.	All	Principal, Academic Deans, Leadership Team, Campus Liaison, and Curriculum Department	August 2012	June 2013	Partnership for 21 st Century, TASA Network Visioning Document, 3E Unit Rubric, Student Learning Outcomes, 3E Unit Design, UbD Resources, Curriculum Department, Transformation Training, Campus Department Budgets, and Campus Professional Development Budget	Evaluation on Visioning Implementation Matrix Guide, Self-Assessment TASA site, 3E Unit Work, and Trainings	Calendar Events with Dates Completed Assessments on Progress Completed Trainings
Visioning Document Campus Self-Assessment and PDAS	Develop new campus walkthrough forms to provide effective feedback to educators.	All	Leadership Team, PLC Teams, Campus Liaison, Principal, and Academic Deans	2012	2013	CISD Learning Framework	New Campus Walkthrough form	Completed Campus Walkthrough

Strategic Objective/Goal: 1	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective: 6	Integrate 21 st Century learning skills within the district.							
Summative Evaluation:	New campus walk-through, professional development, and 3E Unit Design and 3E Unit Rubric.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
CISD Curriculum Framework	Review the new CISD learning framework and Understanding by Design framework.	All	Leadership Team, Teachers, Campus Liaison, Principal, and Academic Deans	August 2012	August 2013	Curriculum Department and Site Base Leadership Team	Campus 3E Unit, Design Template, and 3E Rubric.	Completed Campus 3E Unit Design Template 3E Rubric.
CISD Curriculum Framework	Review and align the 3E UbD Rubric.	All	Leadership Team, Teachers, Campus Liaison, Principal, and Academic Deans	August 2012	August 2013	Curriculum Department and Site Base Leadership Team	Campus 3E Unit, Design Template, and 3E Rubric.	Completed Campus 3E Unit Design Template 3E Rubric.

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:	3E Units documenting the connection, service learning, and increased connections with the business community.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Leadership team feedback, Campus design team, and student design team feedback	Structure unit design to facilitate engagement, enrichment, and empowerment.	All	Teachers, Team Leads, Department Heads, Academic Deans, Principal, iTeam, Curriculum Department, and Campus Liaison	August 2012	August 2013	CISD Learning Framework, UbD Resources, eTools Curriculum Department, and State and Local Funding	Student Products, and Walkthroughs	3E Unit Design
Leadership team feedback, Campus design team, and student design team feedback	Unit design will specify flipped, global connections, PBL, and student voice and choice.	All	Teachers, Team Leads, Department Heads, Academic Deans, Principal, iTeam, Curriculum Department, and Campus Liaison	August 2012	August 2013	CISD Learning Framework, UbD Resources, eTools Curriculum Department, and State and Local Funding	Student Products, and Walkthroughs	3E Unit Design

Strategic Objective/Goal 2:	We will identify CISD character traits to be integrated throughout the district and develop means to assess student demonstration of those traits.							
Performance Objective: 1	Promote the development and demonstration of positive character traits including (but not limited to): Courage, Trustworthiness, Integrity, Respect & Courtesy, responsibility, Fairness, Caring, Good Citizenship, and School Pride consistent with the terms of the TEC Section 29.906.							
Summative Evaluation:	Assemblies, parent meetings, campus Flex Times for anti-bullying, and counseling programs.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Counseling feedback, parent, student, teacher, and community feedback	Utilize flex schedule to provide four character lessons a six weeks.	All	Flex Teachers, Counselors, Academic Deans, and Principal	August 2012	June 2013	Negotiate Materials, Counselors, Online Resources, and State and Local Funds	Flex Lessons, and Student Survey	Completed Flex Lessons Completed Student Survey
Counseling feedback, parent, student, teacher, and community feedback	Schedule student assemblies to address bullying and scheduled parent meetings prior or after events for continued awareness.	All	Counselors, District Cyber and Anti-Bullying Committee, Academic Deans, Principal , and Campus Liaison	August 2012	June 2013	Negotiate Materials, Counselors, Online Resources, District Committee, and State and Local Funds	Campus Assemblies, and Parent/Community Meetings	Scheduled Assemblies Scheduled Parent and Community Meetings

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 21 st Century technology skills.							
Summative Evaluation:	Documentation of staff participation in training, tech time, technology levels integrated in unit plans, PLC team tech time, and campus professional development plan.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Self- Assessment on visioning document, teacher feedback	Through Tech Time, educators will give feedback on campus progress on the visioning documents.	All	iTeam, Team Leads, Academic Deans, and Principal	August 2012	June 2013	iTeam Members, PLC Team Leaders, Academic Deans, Principal, Staff Development Budget, Technology Budget, and PTO Grants	3E Unit Plans, Use of eTools, and Lab Use	Completed Unit Plans Student Products
Self -Assessment on visioning document, teacher feedback	Through workshops, educators will give feedback on campus progress on the visioning document.	All	iTeam, Team Leads, 6 th Team Teachers, Academic Deans, and Principal	August 2012	June 2013	iTeam Members, PLC Team Leaders, Academic Deans, Principal, Staff Development Budget, Technology Budget, and PTO Grants	3E Unit Plans, Use of eTools, and Lab Use	Completed Unit Plans Student Products
Self -Assessment on visioning document, teacher feedback	Through the Campus Year Long Professional Development Plan, educators will engage in activities to promote transformation.	All	iTeam, Team Leads, 6th Team Teachers, Academic Deans, and Principal	August 2012	June 2013	iTeam Members, PLC Team Leaders, Academic Deans, Principal, Staff Development Budget, Technology Budget, and PTO Grants	3E Unit Plans, Use of eTools, and Lab Use	Completed Unit Plans Student Products

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 5 th 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 21 st Century skills.	Title II funds, local funds	Executive Director of HR, Director of Professional Learning, and Communications Department	Teacher retention rate, Teacher exit interviews and Beginning Teacher and Mentor Journals
4. Utilize instructional exemplars to calibrate classroom walkthrough documentation.	Title II funds, local funds	Executive Director of HR and Director of Staff Development,	Teacher retention rate, Teacher exit interviews and Beginning Teacher and Mentor Journals

Post-Secondary Preparedness: Admissions & Financial Aid Information

Strategies	Resources	Staff Responsible	Evaluation
1. Campuses will provide college and post high school information to all students.	High School budgets	High School Counselors	Graduation Plans, Acceptance letters to post-secondary institutions
2. Students will complete the financial aid process.	High School budgets	High School Counselors	100% of students will have completed a PELL application

Strategies: Post-Secondary Preparedness	Resources	Staff Responsible	Evaluation
3. All 9 – 12 grade students will be assigned a Naviance Account for the purpose of researching college and career options and interests.	High School budgets	High School Counselors	List of assigned user accounts
4. All 9-12 grade students will have access to Naviance to manage the college application process.	High School budgets	High School Counselors	Acceptance letter to post-secondary institutions
5. Counseling and career guidance will be available to help students with certification and technical opportunities.	High School budgets	Counselors	Career pathway graduation plans
6. Parent meetings will be scheduled to provide post-secondary awareness and financial assistance.	High School budgets	High School Principal	Participants attending the meetings, surveys
7. College and Career Night will be scheduled to offer opportunities for students and parents to visit with college recruiters and businesses.	High School budgets	High School Counselors	Participants attending, surveys
8. College Recruiters will be given a venue to meet with students throughout the school year.	High School budgets	High School Counselors	Schedule of recruiter visits
9. AP and PreAP courses will be open-enrollment.	Campus budgets	Counselors	Number of students completing AP course Number of students passing AP exams

Strategies: Post-Secondary Preparedness	Resources	Staff Responsible	Evaluation
10. Dual and Concurrent credit will be available to all eligible students.	High School budgets	Counselors	Number of students enrolled in dual credit courses Number of students passing dual credit courses
11. Increase student and teacher awareness of college and career readiness/post-secondary education in order to best serve all students.	Campus budgets	Campus Administrative Team	Student surveys and four year plans
12. Create a culture of college and redefine post-secondary education in order to best serve all students.	Campus Budgets	Campus Administrative Team	Student surveys and graduation tracker data
13. Align college readiness assessments and design intervention framework to ensure college readiness for all.	Advanced Academic Budget and Campus Budgets	Curriculum department, Campus Administration and teachers.	Student surveys and graduation tracker data

Suicide Prevention

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