

  
**COPPELL INDEPENDENT SCHOOL DISTRICT**  
**COPPELL MIDDLE SCHOOL WEST**



**West is the Best!**  
A National Blue Ribbon School

**CAMPUS IMPROVEMENT PLAN**  
**2012- 2013**

**PRINCIPAL**  
**VERN EDIN**

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**CISD MISSION STATEMENT:**

The mission of the Coppel 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.

# COPPELL MIDDLE SCHOOL WEST CAMPUS 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 21<sup>st</sup> Century skills.
- **Performance Objective 6:** Integrate 21<sup>st</sup> 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 21<sup>st</sup> 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.

# **COPPELL MIDDLE SCHOOL WEST**

## **CAMPUS IMPROVEMENT PLAN – TITLE I**

### **A CONTINUUM FOR SCHOOL-WIDE PLANNING AND DEVELOPMENT**

### **2012-13**

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Title I schools must address the following ten (10) Components:

- **COMPONENT 1:** Conduct a comprehensive needs assessment in order to design and implement a successful campus plan.
- **COMPONENT 2:** Implement school-wide reform strategies that are scientifically research based.
- **COMPONENT 3:** Provide instruction by highly qualified staff.
- **COMPONENT 4:** Provide high quality on-going professional development for teachers, principals, paraprofessionals and others.
- **COMPONENT 5:** Provide strategies to attract highly qualified teachers to high need students.
- **COMPONENT 6:** Utilize strategies to increase parental involvement.
- **COMPONENT 7:** Ensure smooth transition for students.
- **COMPONENT 8:** Include teachers in decisions regarding the use of assessments in order to provide information on, and to improve, the achievement of students and the overall program.
- **COMPONENT 9:** Implement a plan to ensure that all students master the state’s achievement standards and provide effective, timely additional assistance for students that experience difficulty mastering state standards.
- **COMPONENT 10:** Coordinate and integrate federal, state and local services and programs.

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

<b>NAME OF PARTICIPANT</b>	<b>COMMITTEE ROLE</b>
<b>RYAN LAM</b>	<b>ADMINISTRATOR (ASSISTANT PRINCIPAL)</b>
<b>CHRISTINA MALONE</b>	<b>TEACHER</b>
<b>LAUREL DICKSON</b>	<b>TEACHER</b>
<b>DAVID NORMAN</b>	<b>TEACHER</b>
<b>ALLISON HARTZELL</b>	<b>TEACHER</b>
<b>DIANE DE WAAL</b>	<b>TEACHER</b>
<b>CHERYL GENGLER</b>	<b>TEACHER</b>
<b>VICTORIA TONG</b>	<b>TEACHER</b>
<b>TIM HILL</b>	<b>COMMUNITY MEMBER</b>
<b>LORIE PENTON</b>	<b>PARENT</b>
<b>STACEY HELMBRECHT</b>	<b>COUNSELOR</b>
<b>JILL HALTOM</b>	<b>DISTRICT LIAISON</b>

# Needs Assessment

## Performance Series Math Gains

	Testing Period (9/1/11 to 9/29/11)	Testing Period (5/7/12 to 5/31/12)
6 <sup>th</sup> grade Mean Scaled Score	<b>2682</b>	<b>2814</b>
Mean Scaled Score Difference		<b>+132</b>

## Performance Series Reading Gains

	Testing Period (9/1/11 to 9/29/11)	Testing Period (5/7/12 to 5/31/12)
6 <sup>th</sup> grade Mean Scaled Score	<b>2925</b>	<b>3007</b>
Mean Scaled Score Difference		<b>+82</b>

The Performance Series was administered to all 6<sup>th</sup> graders at the beginning of the year and the end of the year. The diagnostic test reports showed promising results. Significant gains were noted in both Math **+132** and Reading **+82**. Performance Series was not administered to the 7<sup>th</sup> and 8<sup>th</sup> grade groups as a whole.

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

Spring 2012		Raw Score Difference
6 <sup>th</sup> grade Average Raw Score	<b>38</b>	
6 <sup>th</sup> grade economically disadvantaged Raw Score	<b>30</b>	<b>-8</b>
6 <sup>th</sup> grade special education Raw Score	<b>29</b>	<b>-9</b>
6 <sup>th</sup> grade African American Raw Score	<b>30</b>	<b>-8</b>
6 <sup>th</sup> grade Hispanic Raw Score	<b>34</b>	<b>-4</b>

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

Spring 2012		Raw Score Difference
6 <sup>th</sup> grade Average Raw Score	<b>38</b>	
6 <sup>th</sup> grade economically disadvantaged Raw Score	<b>27</b>	<b>-11</b>
6 <sup>th</sup> grade special education Raw Score	<b>24</b>	<b>-14</b>
6 <sup>th</sup> grade African American Raw Score	<b>25</b>	<b>-13</b>
6 <sup>th</sup> grade Hispanic Raw Score	<b>33</b>	<b>-5</b>

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

Spring 2012		Raw Score Difference
7 <sup>th</sup> grade Average Raw Score	<b>40</b>	
7 <sup>th</sup> grade economically disadvantaged Raw Score	<b>35</b>	<b>-5</b>
7 <sup>th</sup> grade special education Raw Score	<b>24</b>	<b>-14</b>
7 <sup>th</sup> grade African American Raw Score	<b>25</b>	<b>-13</b>
7 <sup>th</sup> grade Hispanic Raw Score	<b>33</b>	<b>-5</b>

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

Spring 2012		Raw Score Difference
7 <sup>th</sup> grade Average Raw Score	<b>37</b>	
7 <sup>th</sup> grade economically disadvantaged Raw Score	<b>30</b>	<b>-7</b>
7 <sup>th</sup> grade special education Raw Score	<b>22</b>	<b>-15</b>
7 <sup>th</sup> grade African American Raw Score	<b>29</b>	<b>-8</b>
7 <sup>th</sup> grade Hispanic Raw Score	<b>30</b>	<b>-7</b>

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

Spring 2012		Raw Score Difference
8 <sup>th</sup> grade Average Raw Score	<b>41</b>	
8 <sup>th</sup> grade economically disadvantaged Raw Score	<b>36</b>	<b>-5</b>
8 <sup>th</sup> grade special education Raw Score	<b>33</b>	<b>-8</b>
8 <sup>th</sup> grade African American Raw Score	<b>33</b>	<b>-8</b>

8 <sup>th</sup> grade Hispanic Raw Score	39	-2
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### STAAR 8<sup>th</sup> gr. Math Average Raw Scores

Spring 2012		Raw Score Difference
8 <sup>th</sup> grade Average Raw Score	27	
8 <sup>th</sup> grade economically disadvantaged Raw Score	26	-1
8 <sup>th</sup> grade special education Raw Score	21	-6
8 <sup>th</sup> grade African American Raw Score	22	-5
8 <sup>th</sup> grade Hispanic Raw Score	23	-4

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

Spring 2012		Raw Score Difference
8 <sup>th</sup> grade Average Raw Score	39	
8 <sup>th</sup> grade economically disadvantaged Raw Score	33	-6
8 <sup>th</sup> grade special education Raw Score	28	-11
8 <sup>th</sup> grade African American Raw Score	29	-10
8 <sup>th</sup> grade Hispanic Raw Score	35	-4

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

Spring 2012		Raw Score Difference
8 <sup>th</sup> grade Average Raw Score	36	
8 <sup>th</sup> grade economically disadvantaged Raw Score	29	-7
8 <sup>th</sup> grade special education Raw Score	22	-14
8 <sup>th</sup> grade African American Raw Score	27	-9
8 <sup>th</sup> grade Hispanic Raw Score	32	-4

The preliminary STAAR summary report divulged raw data only. Some conclusions can still be drawn from this data. Significant Raw score differences were particularly notable with various sub pops. **Special Education** subpops raw scores were on average **11.75 points** below the average raw score for all subject areas across all grade levels. In addition, **African American (Avg.9.1 points below)**, **Hispanic (Avg. 4.3 points below)**, and **Economically Disadvantage (Avg. 6.5 points below)** were well below the campus average raw score.

<b>Strategic Objective/Goal: 1</b>	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.							
<b>Performance Objective: 1</b>	Align the written, taught and assessed curriculum.							
<b>Summative Evaluation:</b>	Unit plans, Performance Series data, Aware data, Rtl screener results, Classroom assessments, Local 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>
Campus observations, Local assessment, Performance Series, and Student Satisfaction Survey	Utilize data sources (PS, Aware, etc.) and/or growth model data to inform instruction.	All	Curriculum Team, Campus Administration, Campus Teachers, Math Coach, and Literacy Coach	August 2012	June 2013	Performance Series, Aware, Rtl screeners, and Classroom and Local assessments	Lesson plans, campus visits, intervention plans and AIPs, and PLC Team meetings	
Campus observations, and administrative discussions	Continue to align instructional practices such as questioning and feedback strategies to the Learning Framework.	All	Campus Administration, and Teachers	August 2012	June 2013	Planning time, visioning document, research-based best practice resources by authors such as Erickson, Wiggins & McTighe, Marzano, Stiggins, Daggett, etc., The CISD Learning Framework, Curriculum Team, and I Team	Content Meetings, Walkthroughs, and End Of Year Documentation (Showcase of examples)	



<b>Strategic Objective/Goal: 1</b>	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.							
<b>Performance Objective: 2</b>	Sustain district-wide Early Childhood-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas.							
<b>Summative Evaluation:</b>	Documentation of CISD staff development offering, Eduphoria records, online/paper evaluations, walk-throughs, evaluation of campus needs assessments, and disaggregation of walk through data. Annual, Review, and Dismissal (ARD) Committee paperwork, Individual Education Plans (IEP)							
<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>
Quantitative data such as AEIS, STAAR Summary Reports, and CBAs  Qualitative data such as surveys, writing folder reviews, department meetings, instructional leader meetings, team leader meetings, and instructional snapshots	Monitor the implementation of effective Tier 1 instruction as documented in the Response to Intervention (RTI) Process.  Research and create strategies for Tier 2 interventions.	Instructional Staff	Curriculum Team, Campus Leadership Team, Intervention Services, Math Coach, Literacy Coach, Rtl committee  Campus Administrators, and Campus Counselors	June 2012	July 2013	Curriculum Department, Intervention Services, Campus Administration, Counselors, Literacy Coach, Math Coach, and Learning Framework	Curriculum Instructional Walkthroughs, Forethought lesson plans, PST meeting minutes, Intervention bank of strategies, and Rtl committee meetings	

<b>Strategic Objective/Goal: 1</b>	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.							
<b>Performance Objective: 2</b>	Sustain district-wide Early Childhood-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas.							
<b>Summative Evaluation:</b>	Documentation of CISD staff development offering, Eduphoria records, online/paper evaluations, walk-throughs, evaluation of campus needs assessments, and disaggregation of walk through data. Annual, Review, and Dismissal (ARD) Committee paperwork, Individual Education Plans (IEP)							
<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, and administrative discussions	Utilize technology to deepen learning for individual learners.	All	Curriculum Team, Campus Admin and Teachers, and Leadership Team	August 2012	June 2013	Planning time, iPads, technology-based assessment, visioning document, and Assessment Book Study: <u>Elements of Grading</u> (Reeves)	Curriculum Unit Plans, and Classroom Walkthroughs	
Student surveys, teacher surveys, success rate, campus observation, and administrative discussions	Evaluate the effectiveness of the educator-learner mentorship program that supports rigorous and relevant learning.	All	Curriculum Team, Campus Leadership Team, Intervention Services, Literacy Coach, and Campus Administrators	June 2012	July 2013	Campus administration, Counselors, and Teachers	Review meeting with counselor, student feedback, teacher feedback, and report cards	

<b>Strategic Objective/Goal: 1</b>	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.							
<b>Performance Objective: 4</b>	Expand district educational and business partnerships with the local and global community.							
<b>Summative Evaluation:</b>	Documentation of ways to give back to the community							
<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>
Community Feedback	Investigate reciprocal relationships between campus and community.	All	Campus Administration, and teachers	Aug 2012	June 2013	Campus Administration, teachers, parents, and community members	Dates, agendas, notes related to development of training activities; Products of work related time given to community businesses, and feedback from community members	

<b>Strategic Objective/Goal: 1</b>	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.							
<b>Performance Objective: 6</b>	Integrate 21 <sup>st</sup> century learning skills within the district.							
<b>Summative Evaluation:</b>	Documentation of staff development offerings, report cards and Student Satisfaction Survey.							
<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>
AEIS Report , Local Assessment data, and STAAR Summary Report	Extend during and after school programs to target instruction and accelerate learning as well as equipping learners with emerging technology tools that foster technology literacy and collaboration (i.e. Wrangler Wednesday, Push in support, Title III after-school program, open lab access during school hours).	Identified students	Administration Team, Department Heads, Counselors, and Designated Educators	June 2012	July 2013	Local/State Funds, and Tutorial Stipends (Title 1-\$3,700 and Compensatory Education- \$1,000)	Survey/Feedback, Classroom Assessments, Grading Rubrics, Walkthroughs, and Schedule of after school programs that target instruction.	

<b>Strategic Objective/Goal: 1</b>	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.							
<b>Performance Objective: 7</b>	Increase connections between real world experiences and authentic classroom instruction.							
<b>Summative Evaluation:</b>	Documentation of lessons containing real world experiences, service learning and authentic classroom instruction.							
<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>
Curriculum meetings with campus teams	Provide tools and professional learning on the integration of graphing calculator in the mathematics classroom.	Math 6-8	Campus Administration, and Math Department Head	August 2012	June 2013	Texas Instruments graphing calculator, trainers, Title 1 funds (\$10,000), and Compensatory funds (\$2,500)	Eduphoria transcripts, Forethought lesson plans, District level walkthroughs, and campus visits	
Professional Interest Survey	Research and investigate varied learning experiences focusing on student choices (i.e. advisory academic pullouts).	All	Administration, and Teachers	August 2012	June 2012	Teachers, book studies, Title 1 funds (\$1,000), and Substitution Fund for training	CIP, lesson plans, and student/teacher reflections	
Admin Meetings with other MS Admin	Provide various ways for students to creatively show what they have learned (i.e Glogster training accounts, Goggle Apps).	All	ITeam members, Teachers, and Administration	August 2012	June 2013	School license @ \$2.00/student and resource tools (Title 1 - \$2,000)	Student feedback, and Glogster products	
Community Feedback	Expand Dual Language Immersion program to 7 <sup>th</sup> grade.	7 <sup>th</sup> graders in the DLI program	DLI Teacher, and Administration	August 2012	June 2013	Title 3 Funds (\$2,000)	Enrollment of course offering	

<b>Strategic Objective/Goal: 1</b>	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.							
<b>Performance Objective: 8</b>	Transform systems to more effectively prepare students to be successful in post-secondary education and beyond.							
<b>Summative Evaluation:</b>	Campus self-analysis and campus wide identification of strategic focus (lens); PDAS Summative Conference							
<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>
The Visioning Document	<p>Promote visioning document premises to all stakeholders through campus study and self-assessment.</p> <p>Embed the Learning Framework into the Visioning Document study.</p> <p>Begin dialogue regarding effective assessment and grading.</p> <p>Identify Campus Strategic Initiative.</p>	Instructional Staff	Campus Administration, Leadership Team, Executive Director of Leading and Learning, and Campus Liaison	August 2012	June 2013	Visioning document, Faculty, PLC and leadership team, Learning Framework, Implementation Matrix, and <u>Elements of Grading</u>	Meeting agendas, Artifacts and evidence of implementation, campus observation & participation in meetings, and Visioning Study Timeline	
Campus feedback on New Vision Implementation Matrix Pre-Analysis	Align professional goals with the Visioning Document and Learning Framework.	Instructional Staff	Educators	August 2012	June 2013	Eduphoria transcripts, local funds, New Vision Implementation Matrix, Visioning document, and Learning Framework	Eduphoria transcripts, and Educators Goal Setting meetings	

<b>Strategic Objective/Goal: 1</b>	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.							
<b>Performance Objective: 8</b>	Transform systems to more effectively prepare students to be successful in post-secondary education and beyond.							
<b>Summative Evaluation:</b>	Campus self-analysis and campus wide identification of strategic focus (lens); PDAS Summative Conference							
<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>
The Visioning Document	Model Constructivist Leadership by creating opportunities for staff and admin dialogue regarding aligning practices to the Visioning Document and Learning Framework and by redesigning professional learning through faculty, leadership, and PLC meetings	All	Administration	August 2012	June 2013	Visioning Document, Learning Framework, and <u>The Constructivist Leader</u>	Redesigned PLC, leadership meetings, faculty meetings, meeting agendas, meeting presentations, and staff feedback comments	
Staff Feedback	Model and share Great Expectations (GE) strategies within various staff meetings.	GE trained staff	GE trained staff, and Administration	August 2012	June 2013	GE training with GE coach, GE trained staff, Title 1 Funds, and GE materials	Implementation of GE strategies, and Meeting Agendas	

<b>Strategic Objective/Goal: 2</b>	We will identify CISD character traits to be integrated throughout the district and develop means to assess student demonstration of those traits.							
<b>Performance Objective: 1</b>	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.							
<b>Summative Evaluation:</b>	Assessment results, Character Ed Program recommendation							
<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/ Grade level teams' input	Support current PreK-12 character education through Teams advisory program (Character Ed. lessons determined by grade level needs).	All	All Staff	August 2012	June 2013	Negotiate, Current CISD character education program, counselors, Advisory programs, Wrangler Award of Excellence, Teacher-Student Mentorship, "I am West", and High 5 Guys	Professional discussions, lesson plans, and advisory activities	
Student Satisfaction Survey, and Discipline Referrals	Provide school-wide training in "Negotiate" (program that gives teachers and students the skills to avoid bullying, teaching respect and tolerance of all people).	All	Administration, Counselors, and Teachers	August 2012	June 2013	Negotiate training manuals, and Title I funds (\$1000)	Teacher training log, and schedule of student sessions as they occur during school year	
Student Satisfaction Survey	Provide parent education sessions on bullying prevention (i.e. Coffee with the Counselors).	All	Administration, Counselors, and Teachers	August 2012	June 2013	Teachers, Counselors, Administration, and Title I funds (\$500)	Parent sign-in sheets and workshop evaluation feedback forms	



<b>Strategic Objective/Goal: 3</b>	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.							
<b>Performance Objective: 1</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>	Communication reports, PTO reports							
<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	Provide training and implement various forms of communication through emerging technology (i.e. Edmodo, Google Apps, Public Service Announcements, etc.).	All	Campus Administration, ITeam, and Teachers	August 2012	June 2013	ITeam members	Documentation of training sessions, and Teacher Survey	

<b>Strategic Objective/Goal: 3</b>	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.							
<b>Performance Objective: 2</b>	Develop a “green” IT strategy and promote “green” initiatives to reduce energy costs and appropriately manage electronic waste.							
<b>Summative Evaluation:</b>	Analysis of End of Year Paper Cut Reports							
<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 Sustainability Challenge	Create awareness among staff and students of paper usage and alternatives to reduce paper usage	All	Campus Administration, Campus Counselors, and Identified educators and learners	August 2012	June 2013	ITeam members	Documentation of training sessions, and Teacher Survey	

<b>Strategic Objective/Goal: 3</b>	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.							
<b>Performance Objective: 3</b>	Expand the Career and Technology Education (CTE) within CISD to provide additional opportunities to the entire student population.							
<b>Summative Evaluation:</b>	Integration of career opportunities in teacher lesson plans and school calendar							
<b>Needs Assessment</b>	<b>Action steps</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>
Survey of campus personnel, and surrounding districts and/or third party resources for K-8 career awareness	Provide career awareness opportunities to all students through Advisory time (i.e. Career Day, Explore Testing).	All	Counselors	August 2012	June 2013	Various online resources, Counselor-prepared materials, and Parents	Survey results	

# GLOSSARY

## **Needs Assessment:**

AEIS =Academic Excellence Indicator System, CBA's =Curriculum Based Assessment, DR=Discipline Report, FS=Faculty Survey, O=Other (specify), PS=Parent Survey, PBMAS=Performance Based Monitoring Assessment System, SS=Student Survey

## **Special Populations (Sp. Pop):**

ABC's=Academics, Behavior, Communication & Social Skills

AP=Advanced Placement

AR=At Risk

E=Ethnicity

ELPS = English Language Proficiency Standards

ESL=English as a Second Language

FIE = Full and Individual Initial Evaluation

GT=Gifted and Talented

IEP =Individual Education Plan

IBDP=International Baccalaureate Diploma Program

ICLE=International Center for Leadership in Education

LASSO=Language Acquisition and Social Skills Opportunities

LOTE=Language Other than English

LS=Life Skills

PA=Practical Academics

PLC=Professional Learning Communities

PST =Promoting Success Teams

SE=Special Education

SHAC = School Health Advisory Council

SL=Service Learning

[SPP](#) =State Performance Plan

TES=Texas Effectiveness Student

TOSA=Teachers on Special Assignment

YMCA/CARE=Chemical Awareness Resource Education

**Committees:** AC=Assessment, CC=Curriculum, LCO=Legislative/Campus Oversight, PC=Parent and Community, PD=Prof Dev

**Federal Funds:** T1=Title 1, TITLE II=Title 2, TITLE IID-Title 2D, T3=Title 3, T4= Title 4, SPED=Special Education

## CISD District Improvement Plan 2012-2013

### Appendix A: State and Federal Mandates

#### Bullying Prevention

<b>Strategies</b>	<b>Resources</b>	<b>Staff Responsible</b>	<b>Evaluation</b>
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. 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

<b>Strategies</b>	<b>Resources</b>	<b>Staff Responsible</b>	<b>Evaluation</b>
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 <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
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
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

<b>Strategies: Post-Secondary Preparedness</b>	<b>Resources</b>	<b>Staff Responsible</b>	<b>Evaluation</b>
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 and number of students passing AP exams
10. Dual and Concurrent credit will be available to all eligible students.	High School budgets	Counselors	Number of students enrolled in dual credit courses and 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 and Campus Budgets	Curriculum department, Campus Staff	Student surveys and graduation tracker data

**Suicide Prevention**

<b>Strategies</b>	<b>Resources</b>	<b>Staff Responsible</b>	<b>Evaluation</b>
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

## Appendix B: Components of a Schoolwide Plan

Components of a Schoolwide Plan	Standard	Evidence of Standard Completion and/or Progress Toward Completion
Comprehensive Needs Assessment	<p>Includes a variety of data gathered from multiple sources.</p> <p>Examines student, teacher, school and community strengths and needs.</p>	<p>Performance Series Math and Reading Gains from Sept to May</p> <p>STAAR 6<sup>th</sup> &amp; 7<sup>th</sup> grade reading &amp; math average scores special populations with differential based from campus average; 8<sup>th</sup> grade reading, math, science, and social studies average scores with special populations</p>
Schoolwide reform strategies	<p>Opportunities for all children to meet the State’s proficient and advanced levels of student academic achievement</p> <p>Use effective methods and instructional strategies that are based on scientifically based research:</p> <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 populations</li> </ul>	<p>Teachers provided reteach and accelerated learning opportunities for students before school, after school, lunch hour, and during advisory wrangler time. Teachers used a variety of different instructional and learning methods with struggling students.</p> <p>Utilized Saturday morning reading club with identified struggling students addressing gaps in reading fluency, comprehension.</p>
Instruction by Highly Qualified Professional Staff	<p>Teachers and paraprofessionals meet the highly qualified requirements; parents are aware of the highly qualified status of all teachers.</p> <p>All teachers are assigned to the areas in which they are certified to teach.</p>	<p>All teachers were certified and met the highly qualified requirements within their content area.</p>

<b>Components of a Schoolwide 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>	<p>Provided half day training on Smartboard, Brainpop, Gloster learning strategies. 40 teachers participated in Eric Jensen workshop in working with students of poverty. 17 staff members attended Great Expectations 4 day training and will continue to train other staff members throughout this upcoming year.</p> <p>Selected staff members participated in district assessment committee with book study “Elements of Grading” – Douglas Reeves. The science teachers then design and implemented a standards based assessment model. Staff members attended “Mindset” by Carol Dweck professional training at summer Lovejoy ISD training.</p>
Strategies to Attract Highly Qualified Staff	The School is allowed to provide incentives for highly qualified teachers to teach in high need schools.	<p>Before school, campus and district New Teacher Orientation occurred.</p> <p>New staff members participated in a variety of orientations and training throughout the school year to better their understanding and active implementation of intervention strategies.</p>

<b>Components of a Schoolwide Plan</b>	<b>Standard</b>	<b>Evidence of Standard Completion and/or Progress Toward Completion</b>
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>	<p>Counselor and administrators hosted monthly parenting trainings during day and evening addressing variety of issues: acclimation to middle school, dealing with social media, homework completion and study skills, bullying, career and college readiness, transitioning to next grade level. Counselor led book studies with parents dealing with adolescent issues (bullying, social media).</p> <p>Staff members traveled to homes of identified struggling students and met with parents (home visits). Teachers and administrators connected with families, developed positive relationships, and shared information about schools' sponsored tutorial program at Irving Bible Church.</p> <p>Parents along with campus administrator attended Title 1 and Title 3 parent workshop training in regards to parental involvement and student success within a school learning environment.</p> <p>Parents were involved in decision making opportunities through site based committee and campus PTO.</p>
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 Schoolwide Plan</b>	<b>Standard</b>	<b>Evidence of Standard Completion and/or Progress Toward Completion</b>
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>	<p>Counselors, educators, and administrators collaborated in campus Rtl weekly meetings to identify and design intervention strategies for each individual with difficulty mastering the state standards. Progress was monitored and instructional strategies were adjusted based on individual progress.</p> <p>Thematic units included Lorax study and reflection, Finance Park off campus learning experience, Holocaust unit study with community speakers, museum trip. Educators and learners also skyped with author of book “Petey” by providing an integrated learning experience with a student and family of a similar condition with “Petey”.</p>
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.	Campus is progressing and determining this year’s focus based upon Visioning document. Through this transformation process, our educators will reflect on current status and produce goals as we reach level 4 classrooms.
Measures to Include Teachers in the Decisions Regarding the Use of Academic Assessments	Classroom teachers developed the assessment matrix.	Earlier this year, science teachers collaboratively developed an assessment initiative implementing identifying academic an ethical standards to guide student achievement.