



**LAKESIDE ELEMENTARY
CAMPUS IMPROVEMENT PLAN
2012- 2013**

GEMA HALL, 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
GEMA HALL, KELLY GIDDENS	ADMINISTRATORS
ROBIN TRAVIS	TEACHER, KINDERGARTEN
JENNIFER KUBINSKY	TEACHER, FIRST GRADE
FELICIA WILSON	TEACHER, SECOND GRADE
KELLY FISCHETTI	TEACHER, THIRD GRADE
KAYLA STARNES	TEACHER, FOURTH GRADE
KATTI HENDERSON	TEACHER, FIFTH GRADE
CAMILLE COCHRAN	TEACHER, SPEECH
SARABETH TUFFNELL	TEACHER, SPECIALS
MICHELLE KING	DISTRICT DIRECTOR
TONY MOLINE	COMMUNITY REPRESENTATIVE
MAGGIE TAPLER	PARENT



COPPELL INDEPENDENT SCHOOL DISTRICT

Campus Needs Assessment

List data utilized to identify the needs of your campus

- AYP Campus Data Table
- Attendance Records
- Intervention Data
- 2011-2012 Campus Improvement Plan

List the identified needs of your campus derived from data review

- Meaningful and targeted math interventions, with particular focus on our African American population's needs.
- Maintain performance rates for Special Education, Limited English Proficiency and Economically Disadvantaged population.
- Improve attendance rate for African American population.

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:	Lesson plans, district and state assessment data							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Campus & community feedback, state & local assessment , Performance Series data, and budget restraints	Effectively monitor learner growth and performance to drive instruction.	All	Campus Administration PST Committee Educators	Aug 2012	June 2013	PST Committee, Educator & Learner goals, DRA, Performance Series data, and local funds	Data analysis, lesson plans, Campus Improvement Plan, walkthroughs, and PST documentation	
Campus observations and administrative discussions	Implement accelerated instruction practice, such as Rtl, with District Learning Framework, including 21st century learning skills and tools.	All	Campus Administration Educators	Aug 2012	June 2013	Vertical Teams, PST Committee, Performance Series Data, GT Educator, accelerated instruction, instructional support, Comp Ed funds (\$1000), Title 3 Funds (tbd), and local funds	Campus Improvement Plan, intervention plans, accelerated instruction plans, lesson designs, and walkthroughs	

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Performance Objective: 1	Align the written, taught and assessed curriculum.							
Summative Evaluation:	Lesson plans, district and state assessment data							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Campus observations and administrative discussions	Implement constructivist conversations re: learning, assessment & grading.	All	Campus Administration Educators	Aug 2012	June 2013	Vertical Teams, PST, Performance Series Data, instructional support & constructivist conversations that incorporate <u>Creating & Sustaining the Constructivist Classroom</u> (Marlowe & Page); <u>Teaching with the Brain in Mind</u> (Jensen); <u>Work Hard, Be Nice</u> (Mathews); <u>Truth Beauty & Goodness Reframed</u> (Gardner); <u>What Great Teachers Do Differently</u> (Whitaker); <u>Teaching with Poverty in Mind</u> (Jensen); and <u>Elements of Grading</u> (Reeves)	Campus Improvement Plan, intervention plans, and accelerated instruction plans	
CISD Strategic Plan 2009 and Visioning Institute	Conduct constructivist dialogue regarding effective grading practices.	All	Campus Administration Educators	Aug 2012	June 2013	SBDM Committee, Grade Level teams, Educators, Campus Admin, and <u>Elements of Grading</u> (Reeves)	The new assessment system	

Strategic Objective/Goal: 1	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective: 2	Sustain District-wide EC-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas.							
Summative Evaluation:	Eduphoria records, online/paper evaluations, walkthroughs, and evaluation of campus needs assessment							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
CISD Strategic Plan 2009 and Visioning Institute	Build the capacity of staff to effectively execute blended and virtual learning experiences.	All	Campus Administration I-Team Educators	Aug 2012	July 2013	Campus Admin, Vertical Teams, I-Team, Educators, Campus Transformation Plan, and Campus pedagogy	Lesson designs, and walkthroughs	
CISD Strategic Plan 2009 and Visioning Institute	Facilitate learner development of skills such as communication, collaboration, creativity and critical thinking that prepare them to live and learn in a globally connected and increasingly competitive society.	All	Campus Administration Educators	Aug 2012	July 2013	Campus Admin, Educators, constructivist conversations, and campus-developed rubrics for Critical Thinking, Communication, Creativity & Collaboration	Lesson designs, 4C rubrics, and walkthroughs	

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Performance Objective: 2	Sustain District-wide EC-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas.							
Summative Evaluation:	Eduphoria records, on-line/paper evaluations, walkthroughs, and evaluation of campus needs assessment							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Quantitative data (AEIS & local assessments) Qualitative data (learner goal setting & surveys)	Implement campus Rtl protocols that align with district initiatives.	Instructional Staff	Campus Administration Educators Support staff	Aug 2012	July 2013	Intervention Services, Campus Admin, Educators, and instructional support staff	Walkthroughs, lesson designs, local/state assessment data, Rtl documentation, PST protocols and learner-led conferences	
CISD Strategic Plan 2009 and Visioning Institute	Establish enrichment time where learning standards will respect and value learners' "multiple intelligences" and talents, and provide opportunities for all learners to excel and experience success.	All	Campus Administration Educators Librarian Counselor	Aug 2012	June 2013	Professional development, team collaboration, learner inventories, and personal goal setting	Lesson designs, and classroom observations	

Strategic Objective/Goal: 1	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 3	Communicate district assessment plan to parents & educators and report outcomes individually to parents & collectively to stakeholders.							
Summative Evaluation:	Copies of documents used to communicate with parents, learners & stakeholders							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Campus Feedback	Implement learner goal setting, self-monitoring tools and instructional feedback forms to solicit learner voice.	All	Campus Administration Educators	Aug 2012	July 2013	Campus Admin, content area leaders, and local funds	Analysis of progress of learning goals and reflective feedback data, goal setting forms and self-reflection	
Campus/Community Feedback	Utilize district developed protocol for reporting to parents current and historical assessment data to reflect the growth of the whole child.	All	Campus Administration Educators	Aug 2012	July 2013	Individual student data, assessment of learning outcomes, learner goal setting tools, and rubrics	District assessment reporting protocol and protocol usage report	
Campus Feedback	Provide targeted instruction and guidance to help learners take responsibility for their individual performance and progress on state/local assessments.	All	Campus Administration	Aug 2012	June 2013	Classroom visits, announcements, Educators, Campus Admin, Counselor, tutoring, Comp Ed funds (\$4000), Title 3 Funds (tbd) and local funds	Learner goal setting, documented Educator communication and lesson designs	

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Performance Objective: 3	Communicate district assessment plan to parents & educators and report outcomes individually to parents & collectively to stakeholders.							
Summative Evaluation:	Copies of documents used to communicate with parents, learners & stakeholders							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Campus Feedback	Learners will set personal goals and share results during parent conferences.	Learners	Campus Administration Educators	Aug 2012	June 2013	Educators, and performance data	Documentation of learner goals and 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: 4	Expand district educational and business partnerships with the local and global community.							
Summative Evaluation:	Documentation of increased participation in campus partnerships in Campus Improvement Plans and business partnership survey							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Community Feedback	Seek out and foster reciprocal relationships with business and community partners.	All	Campus Administration Counselor Educators	Aug 2012	July 2013	Parents, community members, and brown bag lunches	Documentation of business and community participation	

Strategic Objective/Goal: 1	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective: 5	Implement a system(s) to assess 21 st Century skills.							
Summative Evaluation:	Documentation of assessment results							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
CISD Strategic Plan 2009	Create, refine and utilize campus-based learning outcomes in the areas of communication, collaboration, creativity and critical thinking.	All	Campus Administration Educators	Aug 2012	June 2013	Campus Admin, campus-developed rubrics for Critical Thinking, Communication, Creativity & Collaboration, and local funds	Learning Outcome Rubrics	
CISD Strategic Plan 2009	Inform stakeholders on the use of campus-based learning outcomes to develop 21 st century skills.	All	Campus Administration	Aug 2012	June 2013	Campus Admin, brown bag lunches, newsletters, social media, curriculum night, TX Public Schools Week, Lakeside YouTube, radio station, and Campus of Communication brochure	Meeting agendas, dates and minutes, and Campus of Communication brochure	

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:	Documentation of staff development offerings, updated teacher walkthrough, snapshot, grading rubrics and Student Satisfaction Survey							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
CISD Strategic Plan 2009, Visioning document	Participate in the development of a new district evaluation process for staff members.	All	Campus Administration	Aug 2012	June 2013	Identified 21 st century fluency skills, list of campus-based learning outcomes, and Campus Administration	Updated evaluation forms	
CISD Strategic Plan 2009 and Visioning Institute	Educators will design learning experiences that engage all learners in meaningful work so that all learners can meet or exceed a reasonable variance to the learning standards as measured by formative assessment and learning outcome rubrics.	All	Educators Librarian Counselor	Aug 2012	June 2013	Prof development, team collaboration, and differentiated technology sessions with I-Team	Lesson designs, and classroom walkthroughs	

Strategic Objective/Goal: 1	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective: 7	Increase connections between real world experiences and authentic classroom instruction							
Summative Evaluation:	Documentation of lessons containing real world experiences, service learning and authentic classroom instruction							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
CISD Strategic Plan 2009	Implement instructional designs defined in the Learning Framework for engagement, exploration, explanation, evaluation, communication, collaboration, critical thinking and creativity.	All	Campus Administration Educators	Aug 2012	June 2013	Curriculum model, Director of Professional Learning, Curriculum Directors, Campus Administrators, Lego Serious Play, Enrichment Time, 4E's, and 4C's	Eduphoria records, classroom walkthroughs, lesson designs, and campus needs assessment	
CISD Strategic Plan 2009 and CISD MS Strategic Plan 2010	Promote learner advocacy in the role of choice in the learning process and how to utilize these tools to maximize academic growth.	All	Campus Administration Educators GT Educator I-Team Counselor	Aug 2012	June 2013	Curriculum Directors, Campus Admin, I-Team, Educators, and librarian	CIP, lesson designs, learner/educator reflections, and learner products	

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Summative Evaluation:	Documentation of lessons containing real world experiences, service learning and authentic classroom instruction							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
CISD Strategic Plan 2009	Build reciprocal relationships with parents and community partners. Access these talent pools at the beginning of the year and as needed to assist with objective.	All	Campus Administration Educators	Aug 2012	June 2013	Educators, PTO, parents and community partners	CIP, PTO, and lists of community/parent expertise	
CISD Strategic Plan 2009	Incorporate opportunities for learners to connect to the global community using technology tools i.e. distance learning, podcasting, virtual field trips, and skypeing.	All	Campus Administration Educator I-Team	Aug 2012	June 2013	I-Team, Educators, and Title 3 funds (tbd) for language learning	Lesson designs, CIP, and classroom observations	

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Summative Evaluation:	Documentation of lessons containing real world experiences, service learning and authentic classroom instruction							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material /Fiscal	Formative Evaluation	Documented
CISD Strategic Plan 2009 and CISD MS Strategic Plan 2010	Provide varied learning experiences focusing on learner choices such as personal projects, and learning based on personal goals.	All	Campus Administration Educators I-Team Counselor	Aug 2012	June 2013	Curriculum Directors, I-Team, Educators, and librarian	CIP, lesson designs, Educator/Learner reflections, and learner products	
CISD Strategic Plan 2009 and CISD Middle School Strategic Plan 2010	Establish Campus schedules/teaching blocks that allow instructional time for learners to explore and reflect on various and engaging learning experiences related to communication, collaboration, creativity and critical thinking.	All	Campus Administration	Aug 2012	June 2013	Curriculum Department, model schedules, Educator, parent assets, and enrichment time	Campus schedules and learner reflections	
CISD Strategic Plan 2009 and Visioning Institute	Educators implement learning standards that reflect realities of the new digital era where learners are creators, collaborators critical thinkers and presenters of knowledge.	All	Campus Administration Educators Librarian	Aug 2012	June 2013	I-Team, Educator collaboration, and professional development	Lesson designs, classroom walkthroughs, personal projects, and rubrics	

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Performance Objective: 7	Increase connections between real world experiences and authentic classroom instruction.							
Summative Evaluation:	Documentation of lessons containing real world experiences, service learning and authentic classroom instruction							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
CISD Strategic Plan 2009	Continue to provide service learning opportunities for all learners based on learner choice/interest and community need.	All	Campus Administration Educators Learners	Aug 2012	June 2013	Campus service learning reps, Campus Admin, Educators and Learners	Service data reports	

Strategic Objective/Goal: 1	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective: 8	Transform systems to more effectively prepare learners to be successful in post-secondary education and beyond							
Summative Evaluation:	PBMAS, Student enrollment, student certification, CTE program evaluations, and New Vision Implementation Matrix							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
New Vision Implementation Matrix Pre Analysis, Campus comprehensive needs assessment	Design and implement an instructional transformation plan for Lakeside.	All	Campus Administration Educators	Aug 2012	June 2013	Curriculum Department, Visioning Document, Campus Admin, campus pedagogy, transformation plan and matrix.	New Vision Implementation Matrix post analysis	
New Vision Implementation Matrix Pre Analysis, Campus comprehensive needs assessment	Communicate campus transformation plan to shareholders.	All	Campus Administration Educators	Aug 2012	June 2013	Curriculum Department, Visioning Institute Document and Campus Administrators	New Vision Implementation Matrix post analysis	
New Vision Implementation Matrix Pre Analysis, Campus comprehensive needs assessment	Conduct calibration of implementation matrix to identify areas of improvement and opportunities for growth to incorporate into the transformation plan.	All	Campus Administration Educators	Aug 2012	June 2013	Curriculum Department, Visioning Implementation Guide and Campus Administrators	New Vision Implementation Matrix post analysis	

Strategic Objective/Goal: 1	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective: 8	Transform systems to more effectively prepare learners to be successful in post-secondary education and beyond							
Summative Evaluation:	PBMAS, Student enrollment, student certification, CTE program evaluations, and New Vision Implementation Matrix							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
AEIS Report	The achievement gap will be reduced through culturally responsive teaching and pedagogy.	All	Campus Administration Educators	Aug 2012	June 2013	Curriculum Framework, Research-based best practices, and constructivist conversations that incorporate <u>Creating & Sustaining the Constructivist Classroom</u> (Marlowe & Page); <u>Teaching with the Brain in Mind</u> (Jensen); <u>Work Hard, Be Nice</u> (Mathews); <u>Truth Beauty & Goodness Reframed</u> (Garder); <u>What Great Teachers Do Differently</u> (Whitaker); and <u>Teaching with Poverty in Mind</u> (Jensen)	Campus-based data walkthroughs, and lesson designs	

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:	Data gathered from random visits to CISD campuses, community feedback, including survey data from presenters, guest speakers, etc, on demonstration of character traits by CISD Learners							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
CISD Strategic Plan 2009	Redesign professional learning opportunities to promote the development of positive character traits.	All	Campus Administration Educators	Aug 2012	June 2013	Counselors, R-time, on-line training, and Director of Prof Learning	Eduphoria records	
CISD Strategic Plan 2009	Establish various campus and community venues for reporting positive character traits by Lakeside Learners.	All	Campus Administration Educators	Aug 2012	June 2013	Counselor, Campus Admin, Educators, R-Time, Mealttime Manners, Longhorn Laws, Citizen of the Month, and Longhorn of the Week, Coppell Rambler, Radio station, and social media	Discipline Reports, classroom visits, grade level newsletters, and media reports	
CISD Strategic Plan 2009 and Visioning Institute	Provide opportunities for learners to develop and integrate soft skills (4 C's) thru guidance lessons with counselor.	All	Campus Administration Educators	Aug 2012	June 2013	Counselor	Discipline Reports, classroom visits, and rubrics	

Strategic Objective/Goal: 3	We will increase efficiency in the district operations and educational delivery system through the use of technology, and further develop business and community partnerships in order to best achieve our mission and objectives.							
Performance Objective: 1	Increase CISD staff's level of technology integration expertise (proficiencies) through a differentiated staff development program that addresses 21st Century technology skills.							
Summative Evaluation:	Documented cumulative evidence of staff growth and progress over time in achieving 21st Century technology skills.							
Needs Assessment	Action steps	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/ Fiscal	Formative Evaluation	Documented
Meetings with department and/or campus personnel	Lakeside staff will develop annual technology goals using district proficiency objectives -Appraisal, goal setting -Team tech initiative to commit to one new innovative technology use.	All	Campus Administration Educators Counselor Librarian	Aug 2012	June 2013	I-Team, facilitators, Eduphoria Workshop, Director of Professional Learning, local funds and Proficiency Objectives Document	Eduphoria Transcripts, Campus walkthroughs and goal sheets	
Meetings with department and/or campus personnel	Participate annually in the assessment of staff technology proficiencies.	All	Campus Administration	Aug 2012	June 2013	I-Team, and Proficiency Objectives Document	Campus level walkthroughs, campus visits and evaluations by trained staff	

Strategic Objective/Goal: 3	We will increase efficiency in the district operations and educational delivery system through the use of technology, and further develop business and community partnerships in order to best achieve our mission and objectives.							
Performance Objective: 2	Develop a “green” IT strategy and promote “green” initiatives to reduce energy costs and appropriately manage electronic waste.							
Summative Evaluation:	District energy report, implementation of District-wide recycling program, and developed “green” initiatives and programs at all campuses							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Meetings with department and/or campus personnel; Survey surrounding districts; Vendor feedback.	Develop, integrate and promote ways to conserve resources such as paper-free instructional days, increased use of Smart Board and other devices instead of paper.	All	Campus Administration Educators	Aug 2012	June 2013	Technology Integration Specialists, various online resources, third-party vendors, department/campus staff, and learners	Developed implementation of campus “green” awareness programs, and reduction in the amount of paper that is used at Lakeside	

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 Administrators, and Campus Counselors	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 Administrators, and Campus Counselors	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 Administrators, and Campus Counselors	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 Administrators, and Campus Counselors	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
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

Strategies: Post-Secondary Preparedness	Resources	Staff Responsible	Evaluation
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
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