



# **DENTON CREEK CAMPUS IMPROVEMENT PLAN 2012- 2013**

**BRYAN MCLAIN, 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 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.

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

<b>NAME OF PARTICIPANT</b>	<b>COMMITTEE ROLE</b>
<b>BRYAN MCLAIN</b>	<b>PRINCIPAL</b>
<b>ANGIE HUX</b>	<b>ASSISTANT PRINCIPAL</b>
<b>BARBARA LARSEN</b>	<b>COUNSELOR</b>
<b>LINDA COOK</b>	<b>DISTRICT REPRESENTATIVE</b>
<b>KATHY STRUCK</b>	<b>5<sup>TH</sup> GRADE REPRESENTATIVE</b>
<b>JENNIFER STEPTER</b>	<b>4<sup>TH</sup> GRADE REPRESENTATIVE</b>
<b>BARBRA VANRIPER</b>	<b>3<sup>RD</sup> GRADE REPRESENTATIVE</b>
<b>JENNIFER FRANCIS</b>	<b>2<sup>ND</sup> GRADE REPRESENTATIVE</b>
<b>ALISON WILKINSON</b>	<b>1<sup>ST</sup> GRADE REPRESENTATIVE</b>
<b>STACEY CHIANG</b>	<b>KINDERGARTEN REPRESENTATIVE</b>
<b>ROSIE STEVENS</b>	<b>PARENT REPRESENTATIVE</b>
<b>ROYA TOMPKINS</b>	<b>PTO REPRESENTATIVE</b>
<b>JUDY BARBO</b>	<b>SCHOOL BOARD REPRESENTATIVE</b>



# COPPELL INDEPENDENT SCHOOL DISTRICT

## Campus Needs Assessment

List data utilized to identify the needs of your campus

- Visioning Matrix
- Denton Creek Guiding Principle
- Learning Framework and Expectations
- Principal Academy
- Technology and innovation book studies
- Special programs input (RtI, SPED, ESL, Structured Learning, Dual Language Immersion,)
- Communication, Collaboration, Critical Thinking and Creativity teacher created learning outcomes
- Communication, Collaboration, Critical Thinking and Creativity rubrics
- DIP 2012-2013
- CIP 2011-2012
- DCE visioning: self and campus assessments
- Local and state assessment benchmarks and evaluations

List the identified needs of your campus derived from data review

Because our at-risk population is continuously growing, we will continue to search for instructional tools that will ensure success for all students. We will use the Title I budget to support this. Our dual immersion programs continue to expand and will require updating of resources and training. Special programs such as PPCD and Structured Learning will need support, and we are meeting with these groups for feedback to understand our next steps. The RtI process continues to be a huge part of ensuring success for all learners, and the need for ongoing, data-informed meetings will drive this process.

DCE teachers will be working towards implementing the Communication Initiative, as we continue to emphasize the soft skills and ramp up instructional expectations. In looking and defining our guiding principle, DCE staff realizes the emphasis on transforming instructional practices and will be evident in PLC and book studies, specialized training in technology and assessment, and the importance of preparing authentic learning experiences for our learners. Campus administration will support staff by having more focused walkthroughs, promoting reciprocal ongoing business partnerships, and time for reflection and tweaking along the way.

<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 EC-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas.							
<b>Summative Evaluation:</b>	Unit design, lesson design, learner data							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
Visioning Matrix, CISD DIP, DCE CIP, Student inventories, data from design team, transition plan, Learning Framework, and <u>Constructivist Leader</u>	Study and implement strategies to promote communication, collaboration, creativity and critical thinking to expand the School of Communications initiative.	K-5	Campus administration, all DCE staff, District C & I team, and Community partners	May 2012	June 2013	Team leader book studies: <u>Teaching Digital Natives</u> and <u>Creative Innovators</u> , Activity Fund (\$169), Title I funds (\$2000.00), and Campus resources and supplies	UBD lesson design, student portfolios, anecdotal notes, teacher created checks/assessments, teacher created rubrics, student reflective goal setting, and PLC cadre to focus and report out on four C's	Lesson plans, team meetings, and walkthroughs
DIP, CIP, transformation plan, and Learning Framework	Research and implement Understanding by Design lesson framework to increase rigor of instruction.	PK-5	Campus admin, PreK-5 teachers, District liaison, curriculum writing teams, and Curriculum directors	June 2012	June 2013	UBD design training, and Title I funds	Faculty focused updates/ trainings, focused team planning, use of K-3 digital gradebook, and use of Forethought in creation of lessons	Lesson plans, and planning template usage

<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 EC-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas.							
<b>Summative Evaluation:</b>	Unit design, lesson design, learner data							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
DIP, Transformation Plan, Constructivist Leader, Principal Academy, and DCE design team	Engage learners by offering more diverse opportunities for enrichment and reteach strategies.	PreK-5	All DCE staff, Literacy coach, PreK-5, Teachers, and GT specialist,	August 2012	June 2013	Blended learning opportunities through RAZ kids, IXL, and IStation, software programs, tutoring, and State Comp Ed funds (\$9,158)	Rtl master list, PST meetings, grade level data review meetings, PS and district benchmark testing to review growth	IStation, IXL reports, tutoring, and anecdotal notes
Teacher input, TELPAS, STAAR, and local assessments	Increase support and rigor for the Dual Language Immersion program as it expands.	K-3 <sup>rd</sup> implemented, 4 <sup>th</sup> and 5 <sup>th</sup> will study design	ESL specialist, K-5 dual, Language staff, and Campus admin	August 2012	June 2013	Training, campus resources, site visits, team planning time, Title I funds (\$3,000), research on looping opportunities, Title III funding, and collaboration with Wilson	Small group opportunities with educators, running records ongoing flexible reading grouping, and teacher planning and collaboration	Local and state assessment results, and PST minutes
Local and state assessment review, Title I targeted school requirements, and increased numbers in special populations	Review data of at-risk and special populations to ensure adequate yearly progress.	All	RTI team, PreK-5, PPCD, SL, teachers, counselor, and literacy coach	August 2012	June 2013	Comp Ed and Title I funding	Performance Series, IStation, STAAR, implementation team, ABA district training, and Rubrics	Aware documents, local and state assessment data, PST meeting minutes, and ARD minutes

<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 EC-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas.							
<b>Summative Evaluation:</b>	Unit design, lesson design, learner data							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
Visioning Matrix, CISD DIP, DCE CIP, data from design team, transition plan, Learning Framework, and <u>Constructivist Leader</u>	Increase utilization of Daily 5 by requiring Café components.	K-3 teachers	District LA director, Literacy coach, Campus admin, and K-3 teachers	August 2012	June 2103	Update trainings, site visits within district, learner goal setting and reflection training	Goal setting conversations and data review, small group reading opportunities, ongoing flexible reading grouping, teacher planning and collaboration, and running records	Walkthroughs, Lesson plans, learner goals and learner data review



<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: 3</b>	Communicate the district assessment plan to parents and teachers and report outcomes individually to parents and collectively to stakeholders.							
<b>Summative Evaluation:</b>	Copies of documents used to communicate to parents, teachers, students and stakeholders.							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
Principal book study dialogue from <u>Elements of Grading</u>	Implement and continue to research alternative methods to assess learner mastery of content.	EC-5	Campus Administration and District Liaison	April 2012	June 2013	<u>Elements of Grading</u> Principal book study on Formative assessment	Educator and learner rubrics, New Tech visits to show individualized learner mastery, and faculty bi-monthly updates to assist in formative and summative assessment methods	Documented Minutes from meetings
Review of SBRC data and changes to document, input from students and teacher committees, district transformation expectations, and principal academy	Begin Constructivist conversations regarding grading and assessment beliefs.	K-5	Campus Administration, Team Leaders, and District curriculum support	September 2012	June 2013	<u>Constructivist Leader</u> , PLC study on four C's, Formative and Summative assessment, campus trainings/updates, and continued training on creating rubrics	Diverse learner products, learner goal setting and tracking of progress, and learner dialogue regarding ongoing and end of year learning result	Lesson plans, walkthroughs, and SBRC

<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 increased participation in campus partnerships in Campus Improvement Plans and business partnership survey feedback.							
<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 Matrix, CISD DIP, DCE CIP, data from design team, transition plan, Learning Framework, and <u>Constructivist Leader</u>	Strengthen reciprocal relationships with community partners.	PK-5	Campus staff, Campus Administration, District support, and Service Learning Coordinator	August 2012	June 2013	Community/parental surveys, Service Learning Grants, and Campus activities to garner community involvement	Announcements	Digital campus newspaper, Coppell paper, and learner created campus communication via Twitter, Facebook, etc.

<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>	Eduphoria records, on-line/paper evaluations, walkthroughs, and evaluations of campus need 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>
DIP, Transformation Plan, Constructivist Leader, Principal Academy, and DCE design team	Create pilot teams to research diverse learning opportunities.	EC-5	Campus Administration, and District Curriculum team,	October 2012	June 2013	Examples may include: global learning, looping, cognitive coaching, site visits to Schools of Communication, and interest inventories for teachers	Reflections from research teams, and sharing faculty updates with reflections from campus	.
Visioning Matrix, CISD DIP, DCE CIP, Student inventories, data from design team, transition plan, Learning Framework, Senate Bill 1557, and <u>Constructivist Leader</u>	Increase learner accountability by promoting learner voice and choice.	PK-5	Campus Administration, All staff, and Curriculum Team support	August 2012	June 2013	Interest inventories, DCE university, 21 <sup>st</sup> library: extended morning hours, self-check-out, and learner created rubrics	Learner led conferences, learner goal setting after reviewing of data, learners understanding of Visioning Matrix, and critical friends protocol	.

<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>	PBMAS, student enrollment, student certification, CTE program evaluations, and New Vision Implementation Matrix.							
<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>
Grade level input, and District initiative	Create an implementation team to spearhead the transformation process.	EC - 5	K-5 staff, and Campus administration	April 2013	June 2013	Planning days to work on design initiatives, design team outcomes, and Transformation Plan	Meeting minutes, Teacher surveys, feedback from team and campus meetings	
Visioning Matrix, CISD DIP, DCE CIP, Student inventories, data from design team, transition plan, Learning Framework, Senate Bill 1557, and <u>Constructivist Leader</u>	Define and implement clear and concise educator and learner expectations using the Learning Framework.	EC-5	Campus Administration, All DCE staff, and District Curriculum Directors	August 2012	June 2013	Learning Framework, and grade level and faculty planning	Educator and learner rubrics, and goal centered dialogue between educator, learner, and parents	.
Visioning Matrix, CISD DIP, DCE CIP, Student inventories, data from design team, transition plan, Learning Framework, Senate Bill 1557, and <u>Constructivist Leader</u>	Increase student advocacy and leadership opportunities and skills.	All students	All staff, IT specialist, SPED, counselor, ESL specialist, and campus liaison	August 2012	June 2013	Faculty meeting trainings on student led conferences, and learner input meetings to determine needs	Student led conferences SPED, Rtl, and classrooms, recycle team, safety patrol, and student council	.

<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 and Courtesy, Responsibility, Fairness, Caring, Good Citizenship, School Pride consistent with the terms of the TEC Section 29.906.							
<b>Summative Evaluation:</b>	Data gathered from random visits to CISD campuses, community feedback including survey data from presenters, guest speakers, etc, on demonstration of character traits by CISD students.							
<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 Matrix, CISD DIP, DCE CIP, Student inventories, data from design team, transition plan, Learning Framework, Senate Bill 1557, and <u>Constructivist Leader</u>	Implement CHAMPS program in conjunction with PBIS program to strengthen character and culture.	PK-5	PK-5 staff, Campus Administration, Counselor, and CIA team	April 2012	June 2103	CHAMPS staff and learner training	Reflective ongoing dialogue with staff, and Informal learner classroom collaboration	
Visioning Matrix, CISD DIP, DCE CIP, Student inventories, data from design team, transition plan, Learning Framework, and <u>Constructivist Leader</u>	Connect Campus Communication Initiative to service learning opportunities.		PreK-5 Teachers, Campus Administration, PTO, District Service Learning partners, and DCE parents	August 2012	June 2013	District Service Learning Grant, bank of SL projects, and Broadcast and collaboration classroom	Learner discussions with admin and teachers regarding ideas for service	

<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>	Enhance the Coppell ISD communication system to provide district staff, parents, community members, and business partners with secure, effective, and efficient communication via a reliable and dynamic infrastructure.							
<b>Summative Evaluation:</b>	Copies of documents used to communicate to parents, teachers, students, and stakeholders							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
Visioning Matrix, CISD DIP, DCE CIP, Student inventories, data from design team, transition plan, Learning Framework, Senate Bill 1557, and <u>Constructivist Leader, Digital Natives</u>	Create diverse learning opportunities through technology.	PreK-5	PK-5 staff, Librarian, and District IT staff	August 2012	June 2013	Angela Maiers, You're on Twitter, Now what? Staff training, Title I funds (\$4,000), Library IPad café, IPad, Itouch, and Smartboard implementation, and matching funds	Twitter educator and learner expectations, Facebook, Edmodo, digital portfolios, Friday Live, Skype, and blogging	
Visioning Matrix, CISD DIP, DCE CIP, Student inventories, data from design team, transition plan, Learning Framework, Senate Bill 1557, and <u>Constructivist Leader</u>	Expand on campus communication initiative through multiple methods, including technology.	PK-5	Campus PK-5 staff, Campus IT, Administration, and PTO	April 2012	June 2013	Title I funds (\$4,000), Angela Maier training, and book study, <u>Digital Native</u>	Technology showcase/fundraiser, digital broadcasting, and choice of learner end product to showcase learned content	
Visioning Matrix, CISD DIP, DCE CIP, Student inventories, data from design team, transition plan, Learning Framework, Senate Bill 1557, and <u>Constructivist Leader</u>	Expand parental involvement opportunities to ensure partnership with DCE vision for learners.	All DCE staff	All DCE staff, Campus Administration, Counselor, and DCE learners	August 2012	June 2013	2 <sup>nd</sup> Cup of Coffee administration, parent meetings, parent/school connection workshop, and Title I parent speaker	Parent feedback, and parent surveys	

## 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 <sup>th</sup> Grade students will view Cyber Bullying video from Yellow Dyno through Counseling Guidance Program.	Campus Budgets	Campus Counselor	Discipline Reports
6. Parent information sessions will be held to increase awareness and prevention measures for bullying and cyber bullying.	Local Funds	Assistant Superintendent of Administration	Discipline Reports and agendas

## Child Abuse & Sexual Abuse Prevention

Strategies	Resources	Staff Responsible	Evaluation
1. All campus counselors will be trained as trainers of trainers in the Dallas Children's Advocacy Center's training on Recognizing and Reporting Child Abuse.	Region 10	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
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

<b>Strategies: Post-Secondary Preparedness</b>	<b>Resources</b>	<b>Staff Responsible</b>	<b>Evaluation</b>
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

## CISD DISTRICT IMPROVEMENT PLAN 2012-2013

### APPENDIX B: COMPLIANCE RUBRIC FOR A TITLE I SCHOOL 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>Administration meets ongoing with special programs and grade levels to gather information regarding learner and educator needs. This helps to build the action steps that are included in the CIP and will promote DCE's Communication Initiative, and will ultimately lead to our goal of becoming a School-Wide Title I campus.</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>DCE staff continuously disaggregates learner data through formal and informal assessments. Through the Rtl process, learners' needs are identified and scaffolding plans are developed. Through the ongoing PST process, these plans are reviewed and changes are made based on data and learner needs.</p> <p>Our staff continues to research innovative and research-based instructional strategies to improve learning. The study of communication, collaboration, creativity and critical thinking enhances learning opportunities. Authentic lesson planning is a key component and our teachers are continuing training to increase capacity. Creating formative classroom assessments that drive next instructional steps will increase the quality of the learning experience. And in order to tie all of these facets of the instructional process together, our staff will continue to reflect on current teaching practice and learner data, collaborate with teams both vertical and horizontal, and make necessary adjustments along the way.</p>



<b>Components of a Schoolwide Plan</b>	<b>Standard</b>	<b>Evidence of Standard Completion and/or Progress Toward Completion</b>
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>	All DCE staff are 100% qualified in the areas that they are assigned.
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>	Every DCE staff member receives research-based staff development that is tied in to our Communication Initiative. In addition, special programs receive differentiated instruction that is focused to their area of need. DCE is and will be involved in transforming lesson design, adjusting grading norms, and improving all facets of instruction. This training will be ongoing and updated during faculty and grade level discussions, planning days offered throughout the year, and with the support of the campus-based trainers, district curriculum directors, as well as outside speakers.
Strategies to Attract Highly Qualified Staff	The School is allowed to provide incentives for highly qualified teachers to teach in high need schools.	There are no CISD schools that are considered a state improvement school.

<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>Parents are crucial partners to maintaining a successful campus. Campus administration has monthly meetings with PTO in order to build communication and improve system operation. Information is disseminated through a parent communication system. To continue more parental involvement, surveys will be utilized to get feedback for continued school improvement.</p> <p>Through our School of Communications Initiative, we will involve more community members and stakeholders using reciprocal relationships. These partnerships will only strengthen and connect learners to their community and improve their worth and value as a citizen in their community.</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>	<p>CISD works in partnership with Child Find to ensure that learners' needs are identified and supported. Understanding the least restricted environment and offering inclusion opportunities are essential to the successful transition of our learners. DCE staff is trained using the latest research strategies that improve learner opportunities. DCE staff collaboration, which involves all stakeholders, allows all educators to be unified in the learning of all learners.</p>

<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>	DCE is focused on the early and ongoing identification of learners that struggle. Individualized plans are developed to support learners needs, and are implemented with fidelity. The PST and Rtl process assures that educators are offering research-based individualized instruction, formatively assessing learners and checking for progress, and meeting back with instructional teams to review data and make a plan for success.
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.	DCE coordinates all funding based on the Communication Initiative, learners and educator identified needs, and school-wide improvement. We strive to create learning opportunities that are rigorous, highly engaging, and able to connect learners to their community and world.
Measures to Include Teachers in the Decisions Regarding the Use of Academic Assessments	Classroom teachers developed the assessment matrix.	DCE staff collaboratively support the Rtl process. Through partnerships with educators, learners, and community partners, we will transform education to create life-long meaning for students both in academics and in the global society.