COPPELL INDEPENDENT SCHOOL DISTRICT

COTTONWOOD CREEK ELEMENTARY
CAMPUS IMPROVEMENT PLAN

2012- 2013

DR. ANDRA PENNY, 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
20012 - 13 COMMITTEE MEMBERS

NAME OF PARTICIPANT	COMMITTEE ROLE
CHANTEL KASTROUNIS	ASSISTANT PRINCIPAL
TORRIN GARRISON	KINDERGARTEN TEACHER
BONNIE BAKER	FIRST GRADE TEACHER
KAREN GULLATT	SECOND GRADE TEACHER
CRISTIN COFFEE	THIRD GRADE TEACHER
JAN RIDLEY	FOURTH GRADE TEACHER
BRIAN CHOATE	FIFTH GRADE TEACHER
STEPHANIE HAMMONS	SPECIALS TEACHER
MAY OLSON	PTO PARENT
MICHELLE KING	DISTRICT LIAISON
ROBIN HUBBARD	COMMUNITY MEMBER
SCOTTY COOK	BUSINESS PARTNER

Campus Needs Assessment

List data utilized to identify the needs of your campus

We used multiple sources of data to determine our campus needs:
- Performance Series
- DRA2 Assessments
- STAAR Results
- AYP Data
- PTO Meetings
- Monthly Colt Connect Feedback
- Spring Learner Survey

List the identified needs of your campus derived from data review
Our identified needs are: • Increased integration of learner-driven technology • Implementation of Café in all grade levels • Multiple opportunities for student leadership and character development • Continued emphasis on student choice and voice • A strategic focus on reciprocal relationships with community partners • Purposeful use of brain based teaching strategies in all areas of the curriculum

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:	Unit plans, lesson plans, student growth and program audit data.							

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Campus observations, Campus discussions, and state requirements	Implement Learning Framework to align with research-based best practices including ELPS, Thinking Maps and CCRS, and scope/sequence rubrics.	All	Content Specialists, Team Leaders, Administration, and Teachers	August 2012	June 2013	Research-based best practice resources by authors such as Eric Jensen, Marcia Tate, Angela Maiers, and Dinah Zikes, local funds, Immigrant funds, lesson plans, and UBD or PBL training	Monthly vertical curriculum meetings, lesson plans, walkthroughs, team meetings, and campus book study	
Campus observations and administrative discussions	Monitor accelerated instruction practices with research-based best practices, including 21st century learning skills and tools.	All	Campus Administration and Educators	August 2012	June 2013	Aware data, Performance Series data, iStation data, Immigrant Funds ($TBA), Comp Ed funds ($4,158), local funds, and RtI data	RtI Meetings, team meetings, ARDs, walkthroughs, lesson plans, and monthly staff meetings	
Campus observations and visioning document	Full implementation of Daily 5 and Café strategies.	All	Literacy Coach, Language Arts Content Specialist, Educators, and Campus Administration	August 2012	June 2013	Daily 5 and Café resources, local funds, PTO grants/funds, Director of Language and Literacy, and Café Cadre	Lesson plans, grade level curriculum maps, walkthroughs, educator and learner notebooks	

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:	Unit plans, lesson plans, student growth and program audit data.							
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Formative Evaluation**	**Documented**
Campus observations, administrative discussions, and Visioning Document	Full implementation of Marcia Tate's and Eric Jensen's work on brain-based learning.	All	Campus Administration, and Educators	August 2012	June 2013	Tate and Jensen books, and modeling at monthly staff meetings	Staff meeting agenda, walkthroughs, lesson plans, and student engagement	

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, on-line/paper evaluations, walkthroughs, and evaluations of campus needs assessments.

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Quantitative data such as: AEIS, STAAR, and local assessments	Provide highly-qualified teachers with additional opportunities to use data to improve instruction.	Immigrant learners, ESL students, and Newcomer learners	ESL Facilitator, Campus Administration, Educators, and SPURS design team	August 2012	June 2013	Immigrant funds ($TBS), Comp Ed funds ($2,000), STAAR data, and Aware data	Campus needs assessment, documentation of professional learning opportunities, Eduphoria documentation, and Today's Meet backchannel	
Quantitative data such as: Performance Series data, DRA2 data, and student interest surveys	Provide learners flexible grouping and strategy lessons to target students during Café.	All	Educators, and Campus Administration	August 2012	June 2013	Performance Series data, DRA2 data, Café book, Café professional learning, Director of Language and Literacy, Café Cadre, and Language Arts Content Specialist	Campus needs assessment, Café notebooks, and lesson plans	
Operation Transformation Plan and Visioning Document	Provide opportunities for learners to have choice and voice in PBL or UBD designed lessons.	All	Campus Administration, and Educators	August 2012	June 2013	District Content Directors, Learning Framework, and Professional Learning opportunities	Goal setting form, lesson plans, participation in professional learning, and walkthroughs	

	Strategic Objective/Goal: 1								

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, on-line/paper evaluations, walkthroughs, and evaluations of campus needs assessments.

Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Operation Transformation Plan and Visioning Document	Provide professional learning opportunities for staff in UBL and PBL.	All	Campus Administration, and Director Professional Learning	August 2012	August 2013	Professional Learning Director, PBL and UBD trainers, and district level professional learning	Eduphoria certificates, and Staff calendar of events	
Quantitative data such as team leader meetings and classroom walkthroughs, and Visioning Document	Provide initial training in campus "white paper" and Learning Framework.	All	Director of Professional Learning, Curriculum Directors, and Campus Administration	August 2012	August 2013	Campus Pedagogy "whitepaper", Learning Framework, in-district presenters, books, manuals, and Region 10 workshops	Eduphoria records, classroom walkthroughs, RtI Tier I documentation, campus needs assessments, Professional Learning Plan, and Staff meeting agendas	
Operation Transformation Plan and Visioning Document	Conduct an ongoing constructivist dialogue about effective grading practices to align grading belief within the staff.	All	Campus Administration, and Director Professional Learning	August 2012	August 2013	Campus Pedagogy "whitepaper", Learning Framework, in-district presenters, Director of Professional Learning and Doug Reeves Book on Effective Grading.	Vertical team meeting agendas, staff meeting agendas, and artifacts from dialogue	

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 the district assessment plan to parents and teachers and report outcomes individually to parents and collectively to stakeholders.							
Summative Evaluation:	Copies of documents used to communicate to parents, teachers, students, and stakeholders.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Campus feedback	Provide targeted instruction and guidance to help students take responsibility for their individual performance and progress.	All	Campus Administration, and Educators	August 2012	June 2013	Educators, learners, and grade level teams	Learner goal setting forms, parent communication log, and lesson plans, and student-led conferences	
Campus / Community feedback	Provide communication for parents to receive feedback on individual learner assessments through learner-lead conferences.	All	Campus Administration, Educators, and Counselor	August 2012	June 2013	Grade level teams, Educators, and Learners	Parent conference log, Individualized phone conversation log, and student led conference form	
Campus / Community feedback and visioning document	Provide opportunities to increase communication with our stakeholders via electronic pathways.	All	Campus Administrators, and Educators	August 2012	August 2013	Campus Administration, I-Team Specialist, PTO, Technology professional development, and Design team	Learner-led broadcast studio, campus, educator, and student websites, PTO/CCE electronic school newsletter (Weekly Watch), Twitter feeds, and Facebook page	

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 community participation in campus partnerships in Campus Improvement Plans.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Community Feedback, Visioning Document, and Operation Transformation Plan	Support college and career awareness through a monthly spotlight on student broadcast studio.	All	Campus Administration, Educators, Learners, and Community partners	August 2012	June 2013	Campus Administration, Educators, Parents, I-Team, and Collegiate partners	Calendar of events, student broadcasts, photographs, social media posts, and newspaper articles	
Community Feedback, Visioning Document, and Operation Transformation Plan	Community leaders are recognized at monthly Round Ups and during morning announcements.	All	Campus Administration	August 2012	June 2013	Campus and community feedback, Visioning Document, and community members	Calendar of events, Round Up agendas, photographs, social media posts, and newspaper articles	
Community Feedback, Visioning Document, and Operation Transformation Plan	Form reciprocal relationships with community partners to enhance student leadership and foster service learning.	All	All	August 2012	August 2013	Campus Administration, Educators, Parents, community members, Stephen Covey resources (Leader in Me), and Learners	School-wide calendar, agendas, notes related to development of partnership activities, Weekly Watch communication, social media feeds, and newspaper articles	

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 or system to assess 21st Century skills.							
Summative Evaluation:	Documentation of staff development offerings, updated teacher walkthroughs, 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
Campus feedback	Customized professional learning opportunities will be provided to the staff based on individual interests and needs.	All	Educators, and Campus Administrators	August 2012	August 2013	Curriculum Team , I-Team, Director of Professional Learning, Campus design team, and Café cadre	Eduphoria documentation, walkthroughs, Fed Ex participation, and student satisfaction survey	
CISD Strategic Plan	Provide time for exploration and reflection on various and engaging learning practices.	All	Campus Administration, and Educators	August 2012	June 2013	Passion Driven Classroom by Angela Maiers, and The Leader in Me by Stephen Covey	Fed Ex days on staff calendar, Win/Win days for learners, classroom passion projects, goal setting documents, and Colt College	

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 21st Century learning skills within the district.						
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
Needs assessment and community feedback	Learners will lead the community through multiple service learning opportunities.	All	Campus Administration, Educators, and Learners	August 2012	June 2013	Learners, The Leader in Me by Stephen Covey, community partners, and service learning communities	Colt College, Learner/Educator project reflections, photographs, posts on social media, in the newspaper, and the Weekly Watch, and lesson plans	
Visioning Document, and Operation Transformation Plan	Learners will Implement a learner-led broadcast studio.	All	I-Team, District Technology, Campus Administration, and 5th Grade Team	August 2012	June 2013	Training on equipment, and PTO funds/grants	Mentoring 4th graders, calendar, schedule of archived broadcasts, and student participation	
Visioning Document, and Operation Transformation Plan	Learners will have the opportunity to participate in interest driven clubs and courses.	All	Campus Administration, Educators, and Community partners	August 2012	June 2013	Grant opportunities, course catalog, and student interest inventory	Schedule, social media posts, newspaper, student reflections, and student survey	

13

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 21st Century learning skills within the district.							
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
Strategic Plan and Community Feedback, and Operation Transformation Plan	Learners will create a student advisory leadership panel to have voice in campus decisions.	All	Campus Administration	August 2012	August 2013	The Leader in Me by Stephen Covey, and PTO grants	Calendar of events, meeting agendas, and student proposals	
Visioning document and Operation Transformation Plan	Educators will design lessons that foster collaboration, constructivist theory, brain based strategies, and the use of thinking maps.	All	Campus Administration, and Educators	August 2012	June 2013	Administrator book study (The Constructivist Leader), Curriculum Team, and modeling by administration	Walkthroughs, staff recognition, and lesson designs	

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 and the Visioning Document	Provide multiple opportunities for students to demonstrate leadership by connecting to the global community using technology tools such as distance learning, podcasting, Skype, flipped lessons and virtual field trips.	All	ITeam specialist, technology committee, Educators, and Media specialist	August 2012	June 2013	I Team, educators, computer cameras and/or Macbooks, and technology training	Lesson plans, walkthroughs, team planning, flipped lessons, virtual field trips, and library curriculum map	
CISD Strategic Plan , Visioning Document, and Operation Transformation Plan	Redesign campus schedule to allow for time within the instructional day for students to explore and participate in learning experiences of their interest. (Ex: Colt College, Win/Win, Passion Projects).	All	Campus Administration, And Educators	August 2012	June 2013	Community partners, parents, and student interest surveys	Lesson plans, student reflections from Colt College, Win/Win or Passion Projects, and master schedule	

15

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 students to be successful in post-secondary education and beyond.							
Summative Evaluation:	Visioning Document 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
Campus and community feedback, Strategic Plan, and Visioning document	Emphasis on college and career readiness through the implementation of monthly college days.	All	Campus Administration, and Counselor	August 2012	June 2013	Pennants, college shirts, and college posters	Photographs, pennants posted, and visuals throughout the building	
Learning Framework, Visioning Document, and Strategic Plan 2009	Design an instructional transformation plan for our campus.	All	Campus Administration	August 2012	August 2013	Curriculum Department, Visioning Institute Document, Campus Administrators, SPURS and Design Team	Completed Transformation Plan	

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:	Documentation of campus character education program within our Campus Improvement Plan.							
Needs Assess.	**Action Step(s)**	**Sp. Pop.**	**Person(s) Responsible**	**Timeline Start**	**Timeline End**	**Resources Human/Material/Fiscal**	**Formative Evaluation**	**Documented**
CISD Strategic Plan	Provide weekly student-led opportunities using R-time, to guide students in recognizing and practicing character traits.	All	Counselor, Campus Administration, and Educators	August 2012	June 2013	R-time manual, staff training, Counselor, and Great Expectations	lesson plans, classroom visits, and observations	
CISD Strategic Plan	Provide varied service learning experiences in each grade level(promoting leadership and other Character Ed qualities).	All	Campus Administration, and Educators	August 2012	June 2013	Community partners, service learning committee, Great Expectations, and The Leader In Me.	Lesson plans, learner/ educator reflections, Weekly Watch communication, local newspaper coverage, educator newsletters and blogs, and social media posts	
CISD Strategic Plan	Emphasize leadership (and character) traits by recognizing students through "Leader of the Week" program.	All	Campus Administration, and Educators	August 2012	June 2013	Weekly morning announcements, electronic Google form on faculty site, and student awards	Certificates, recognition bulletin board, local newspaper articles, photographs, and social media posts	

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 Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Campus needs assessment, Visioning Document, Campus Transformation Plan, and Strategic Plan 2009	Build the capacity of staff to effectively execute BYOD, Flipped, and virtual learning experiences.	All	Campus Administration, and I-Team Specialist	August 2012	June 2013	Staff members, technology committee, district technology training, campus technology training, and I Team Specialist	Goal setting meetings with administration, Eduphoria portfolio, lesson plans, and walkthroughs	
CISD Strategic Plan 2009, Campus needs assessment, Visioning Document, and Campus Transformation Plan	Inform stakeholders of the benefits of BYOD and virtual learning experiences.	All	I-Team Specialist, Campus Administration, and Educators	August 2012	July 2013	I-Team, and Technology Committee	Goal setting meetings with administrators, Eduphoria portfolio, and Technology Showcase Night	
Visioning Document, and Operation Transformation Plan	Learners will Implement a learner-led broadcast studio.	All	I-Team, District Technology, Campus Administration, and 5th Grade Team	August 2012	June 2013	Training on equipment, and PTO funds/grants	Mentoring 4th graders, calendar, schedule of archived broadcasts, and student participation	

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 Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Campus needs assessment	Increase opportunities for learners to participate in authentic, integrated technology lessons.	All	Campus Administration, Educators, and I Team Specialist	August 2012	June 2013	District technology proficiency assessment document, staff members, technology committee, district technology training, I Team Specialist, and staff meetings	Walkthroughs, lesson plans, and student work samples	
Campus needs assessment, Visioning Document, and Operation Transformation Plan	Fully implement BYOD to support students having immediate access to information and leadership development.	4th-5th Grade (lower grades optional)	Campus Administration, I- Team, 4th and 5th Grade teachers	August 2012	June 2013	Campus contract, personal devices, I-Team member, and other elementary schools in the district	Participation, walkthroughs, lesson plans, parent feedback, and staff feedback	

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 Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Campus needs assessment, Visioning Document, and Operation Transformation Plan	Increased use of learner-led technology and opportunities for leadership (ex: student contributions to blogs, tweets, and posts, formation of a Geek Squad).	All	Educators, and Campus Administrators	August 2012	June 2013	I-team, Learners, Educators, Campus Administrators, Acceptable Use for Technology Resource, and Technology Clubs	Walkthroughs, posts, student generated contributions, student created blogs, Google sites, digital portfolios, and Technology Showcase for community	
Operation Transformation Plan, and Campus needs assessment	Develop, integrate and promote ways to conserve resources to all stakeholders (ex: Walk to School Wednesdays, recycle "item of the month").	All	All educators, and I-Team	August 2012	June 2013	Broadcast studio, I-Team, Learners, Educators, and Community partners	Student newscast through broadcast studio, student created advertisements, monthly teacher schedule, and reduction of waste from our campus	

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: 3	Enhance the communication system to provide district staff, parents, community members, and business partners with a secure, effective and efficient communication via a reliable and dynamic infrastructure.							
Summative Evaluation:	Documentation of electronic forms of communication.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Community feedback, and Operation Transformation Plan	Effective communication to stakeholders through electronic forms.	All	Campus Administration, PTO Publicity, and PTO	August 2012	August 2013	PTO/CCE Electronic Newsletter	Twitter tweets, Facebook posts, Weekly Watch ENewsletter, educator and learner websites, blogs, and newsletters	
Community feedback, and Operation Transformation Plan	Learners will demonstrate leadership qualities through global communication utilizing Skype, Destiny Quest, etc.	All	Campus Administration, Media specialist, and Educators	August 2012	June 2013	Technology professional development, Macbooks or digital cameras, I-team, and Media specialist	Skype sessions, and Destiny Quest book ratings	

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

Post-Secondary Preparedness: Admissions & Financial Aid Information

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

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

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