



DISTRICT IMPROVEMENT PLAN

2012- 2013

DR. JEFF TURNER
SUPERINTENDENT

MISSION STATEMENT:

The mission of the Coppel Independent School District, as a committed and proven leader in educational excellence, is to ensure our learners achieve personal success, develop strong moral character, and become dynamic leaders and global citizens with a zeal for service by engaging each individual through innovative learning experiences led by a visionary staff and progressive community.

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, and 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.

SUMMARY:

Coppell ISD is a suburban school district with an approximate enrollment of 10,600 students located just north of the Dallas-Fort Worth Airport serving the students of the communities of Coppell and Valley Ranch. Coppell ISD has nine (9) elementary schools, three (3) middle schools, one (1) alternative campus and two (2) high schools. For information about the comprehensive needs assessment executive summary as well as additional district achievements and the student demographics, please visit the district website at <http://www.coppellisd.com> or on the TEA website at <http://www.tea.state.tx.us/perfreport/aeis/>. The district improvement planning process is intended to serve as a collaborative planning tool by utilizing community and staff input to develop goals for the upcoming school year. The members of this team chose the strategic objectives listed above which are completely aligned with the district's five-year strategic plan.

**DISTRICT EDUCATIONAL IMPROVEMENT COUNCIL (DEIC)
2011 - 2012 COMMITTEE MEMBERS**

AUSTIN ELEMENTARY

HEATHER CECHIN
CHRISTINE MCNEME
NICOLE SCOTT

COTTONWOOD CREEK ELEMENTARY

DEBBIE HEAD
CHANTEL KASTROUNIS
KELLY YIN

DENTON CREEK ELEMENTARY

LIZZIE HARTMAN
BARBARA LARSEN
LISA STOKES

LAKESIDE ELEMENTARY

KAREN BYBEE
KELLY GIDDENS
JENNIFER McLAUGHLIN

MOCKINGBIRD ELEMENTARY

DIANA JOHNSTON
MARY MCKNIGHT
DEBBIE SAMARAS

PINKERTON ELEMENTARY

JENNIFER HAYS
ANGELA MADEN
JAYCE SENTER

TOWN CENTER ELEMENTARY

KELLY COLEMAN
SHANNON EDWARDS
MARLY NATHERSON

VALLEY RANCH ELEMENTARY

KARI ECHOLS
APRIL OWEN
ERIN STANTON

WILSON ELEMENTARY

MARILYN MOHR
CATHRYN SUTTON
SUSAN WANGLER

CMSE

RANETA ANSLEY
BILL BUSH
LAURIE SHANKS

CMSN

TAMRA DOLLAR
MIKE DOMINGUEZ
LEANNE DORHOUT
ANGELA GEIGER

CMSW

STACEY HELMBRECHT
JEFF LAHEY
CRISTINA MALONE

CHS

BRUCE HERMANS
JEB PURYEAR
SUNNY RICHARDSON

NTH@C

NORRIE BRASSFIELD
KOLBY KERR
AMANDA ZIAER

EDUCATION ANNEX

RHONDA SHAW

ADMINISTRATION

TABITHA BRANUM
MARILYN DENISON

PARENT/BUSINESS/COMMUNITY

DON CARTER, BUSINESS/COMMUNITY
CARRIE CLARK/ PARENT
CHRISTI GREEN, BUSINESS/COMMUNITY
TRACY FISHER, PARENT
ANTHONY HILL, CISD BOARD/PARENT
ARTHUR JAMES, BUSINESS/COMMUNITY
ERIC PRATT, BUSINESS/COMMUNITY

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| 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 |
| Student Satisfaction Survey, Curriculum Walkthroughs and administrative dialogues | Educate all stakeholders on the CISD Learning Framework. | All | Assistant Superintendent of Curriculum and Instruction, Campus Administrators and Curriculum Team | August 2012 | July 2013 | Research-based best practice resources by authors such as Jensen, Wiggins & McTighe, Marzano, Stiggins, Daggett, etc., local funds, Title II, Forethought | Walkthrough Data, PDAS Committee Report and Unit Designs | |
| Student Satisfaction Survey, Curriculum Walkthroughs and administrative dialogues | Digitize the CISD Learning Framework. | All | Assistant Superintendent of Curriculum and Instruction and Curriculum Team | August 2012 | July 2013 | District Webmaster, Director of Communication, Curriculum Framework and Schoolwires | Digital Curriculum Framework | |
| Campus & community feedback, state/local assessments, and Performance Series data | Align the District Assessment Plan to the District Learning Framework. | All | Assistant Superintendent of Curriculum and Instruction and Curriculum Team | August 2012 | July 2013 | Local Pre-Assessments, Performance Series, and local funds | The use of assessment to drive instruction data, growth model data and the use of formative assessments in classrooms | |
| Student Satisfaction Survey, Curriculum Walkthroughs and administrative dialogues | Continue constructivist conversations regarding assessment and grading beliefs. | All | Assistant Superintendent of Curriculum and Instruction, Campus Administrators and Curriculum Team | August 2012 | July 2013 | Curriculum Framework and research-based best assessment practices | Campus-determined learning outcomes, campus-based grading pilots and campus level assessment and grading dialogues | |

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| 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 and administrative discussions | Align all accelerated instructional practices such as Rtl, GT and EOC with the district Learning Framework. | All | Assistant Superintendent of Curriculum and Instruction, Campus Administration, and Curriculum Team | August 2012 | July 2013 | Performance Series, Title 1 funds, comp ed funds and local funds | District achievement gap data, campus-based data and Advanced Academic Committee Report | |

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| 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, TAKS and EOC Summary Reports, and Local Assessments Qualitative data such as surveys, department and team leader meetings, instructional leader meetings, and classroom walkthroughs | Provide initial/advanced training in assessment with the Learning Framework. | Curriculum team and Campus Administration | Director of Professional Learning, Curriculum Directors, and Assistant Superintendent of Curriculum and Instruction | August 2012 | July 2013 | Curriculum Framework, assessment management system, outside consultants, in-district presenters, books, manuals, Region 10 workshops, etc., TEKS, AP/IB standards, Title I, II, III, local funds, IDEA funds, and D.A.T.E. grant | Eduphoria records, classroom walkthroughs, Rtl Tier 1 documentation, and campus needs assessment | |
| Campus Needs Assessment | Provide Title I Campuses additional opportunities to supplement training and improve instruction for targeted populations. | Title I Campuses | Title I Campus Administrators, Director of School Improvement and Campus Liaison | August 2012 | July 2013 | Title I Funds | Campus Needs Assessment and Title 1 Compliance Notebook documentation | |
| CISD Strategic Plan 2009 | Build the capacity of staff to effectively execute blended and virtual learning experiences. | All | Executive Director of Leading and Learning and Curriculum Directors | August 2012 | July 2013 | Curriculum Department, North Texas Consortium and Campus Administrators and Department Leads | Lesson plans and curriculum units | |

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| 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 |
| CISD Strategic Plan 2009 | Inform stakeholders of the benefits of blended and virtual learning experiences. | All | Executive Director of Leading and Learning | August 2012 | July 2013 | I-Team, Executive Director of Leading and Learning, CISD blended learning pilots and CMSN Staff | Professional Learning opportunities, Project Share offerings and meeting agendas | |
| Quantitative data such as AEIS, and local assessments Qualitative data such as student goal setting and surveys | Revise the district support system for Rtl. | Instructional Staff | Director of Elementary Education, Director of Language and Literacy and Director of Math | August 2012 | July 2013 | Curriculum Department, Intervention Services, Campus Administrators, Counselors and IDEA Funding | Classroom walkthroughs, Forethought lesson plans, PST meeting minutes, Rtl documentation, local/state assessment data, PST protocols and Student-led conferences | |

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| 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 | Create learner goal setting protocols, self-monitoring tools and instructional feedback forms to solicit student voice. | All | Curriculum Department | August 2012 | July 2013 | Teachers of The Year, campus administration, content area leaders, Title I funds, local funds and Comp Ed funds | Analysis of progress of learning goals and reflective feedback data | |
| Campus/Community Feedback | Develop a protocol for reporting to parents current and historical assessment data to reflect the growth of the whole child. | All | Director of Assessment and Campus Administrators | August 2012 | July 2013 | Individual Student Data, Assessment of Learning Outcomes, and Student Goal Setting Tools | District Assessment Reporting Protocol and Protocol Usage Report | |
| Campus/Community Feedback | Pilot various electronic mediums to facilitate learner goal setting and self-monitoring. | All | Executive Director of Technology and I-Team | August 2012 | July 2013 | Web 2.0 tools and Director of Professional Learning | Staff Learner and Parent Feedback on electronic tools | |

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| 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 feedback. | | | | | | | |
| Needs Assess. | Action Step(s) | Sp. Pop. | Person(s) Responsible | Timeline Start | Timeline End | Resources Human/Material/Fiscal | Formative Evaluation | Documented |
| Community Feedback | Create reciprocal relationships with existing business and community partnerships. | All | Assistant Superintendent of Curriculum and Instruction | Aug. 2012 | July 2013 | North Texas Consortium, BEST, parents and community members | Business participation rates | |

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| 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 systems 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 | Expand the adoption of campus-based learning outcomes. | All | Assistant Superintendent of Curriculum and Instruction, Executive Director of Leading and Learning and Director of Elementary Curriculum | August 2012 | June 2013 | Partners for 21 st Century Learning, Buck Institute for Education, Curriculum Directors, and Campus Administration | List of Assessed Campus Based Learning Outcomes | |
| CISD Strategic Plan 2009 | Create, refine and utilize campus-based learning outcomes rubrics. | All | Assistant Superintendent of Curriculum and Instruction, Executive Director of Leading and Learning and Director of Elementary Curriculum | August 2012 | June 2013 | Partners for 21 st Century Learning, Buck Institute for Education, Curriculum Directors, and Campus Administration | Learning Outcome Rubrics | |
| CISD Strategic Plan 2009 | Inform stakeholders on the use of campus-based learning outcomes to develop 21 st century skills. | All | Assistant Superintendent of Curriculum and Instruction, Assistant Superintendent of Administration, Campus Administration Executive Director of Leading and Learning and Director of Elementary Curriculum | August 2012 | June 2013 | Partners for 21 st Century Learning, Buck Institute for Education, Curriculum Directors, and Campus Administration | Meeting agendas, dates and minutes | |

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| 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 |
| Campus Feedback | Update classroom walk-through form to align with the Learning Framework. | All | Assistant Superintendent of Curriculum and Instruction and Campus Administration | August 2012 | June 2013 | Identified 21 st Century Fluency Skills, List of Campus Based Learning Outcomes, Curriculum Directors, and Campus Administrators | Updated walkthrough form | |
| Visioning Document and CISD Strategic Plan 2009 | Create a new principal and teacher evaluation process. | All | Assistant Superintendent of Curriculum and Instruction | August 2012 | June 2013 | Campus and District Administrators | Principal Evaluation and Teacher Evaluation | |
| Visioning Document and CISD Strategic Plan 2009 | Create a new counselor evaluation process. | All | Executive Director of Leading and Learning | August 2012 | June 2013 | Counselors, Principals and Curriculum Directors | Counselor Evaluation | |
| CISD Strategic Plan 2009 | Embed information literacy fluencies into all curriculum areas. | All | Assistant Superintendent of Curriculum and Instruction | August 2012 | Sept 2013 | Curriculum Directors, Information Literacy Committee, Campus Librarians and Campus Administrators | Written and Delivered Curriculum | |

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| 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 |
| Community Feedback | Enhance service learning by providing an electronic database to connect student interests to service opportunities. | Grade 6-12 | Director of Science and Service Learning | August 2012 | June 2013 | Campus Service Learning Reps, Campus Administrators, teachers and X2Vol | Service data reports | |
| CISD Strategic Plan 2009 | Develop a rubric to assess educators' unit design aligned to the Learning Framework. | All | Assistant Superintendent of Curriculum and Instruction | Aug 2012 | June 2013 | Curriculum Model, Director of Professional Learning, Curriculum Directors and Campus Administrators | Course offerings and teacher lesson plans | |
| CISD Strategic Plan 2009 | Train teachers in the instructional designs defined in the Learning Framework. | All | Assistant Superintendent of Curriculum and Instruction | Aug 2012 | June 2013 | Curriculum Model, Director of Professional Learning, Curriculum Directors and Campus Administrators | Eduphoria records, classroom walkthroughs, and campus needs assessment | |
| CISD Strategic Plan 2009 | Develop district guidelines that promote student advocacy in the role of choice in the learning process and how to utilize these tools to maximize academic growth. | All | Assistant Superintendent of Curriculum and Instruction | Aug 2012 | June 2013 | Curriculum Model, Directors of Curriculum and Teachers | Student Satisfaction Survey Data, DIBS, and Student Advisory Panels | |

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| 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: | 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 an instructional transformation plan for each campus. | All | Curriculum Department, Campus Administrators and teachers | August 2012 | June 2013 | Curriculum Department, Visioning Institute Document and Campus Administrators | New Vision Implementation Matrix Post Analysis | |
| AEIS Report | The achievement gap will be reduced through culturally responsive teaching and pedagogy. | All | Curriculum Department, Campus Administrators and teachers. | August 2012 | June 2013 | Curriculum Framework, Research-based best practice resources by authors such as Gilman Whiting, Bonnie Davis and Eleanor Rodrigues | District achievement gap data, campus-based data and unit plans | |
| New Vision Implementation Matrix Pre Analysis, Campus comprehensive needs assessment | Create a committee to review and make recommendations for middle school advanced academics. | All | Executive Director of Leading and Learning and Director of Advanced Academics | August 2012 | June 2013 | Curriculum Framework, College Board data and research and AEIS Reports | Committee Report | |

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| 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. | | | | | | | |
| 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 students. | | | | | | | |
| Needs Assessment | Action steps | Sp. Pop. | Person(s) Responsible | Timeline Start | Timeline End | Resources Human/Material/Fiscal | Formative Evaluation | Documented |
| CISD Strategic Plan 2009 | Provide professional learning opportunities on state identified character traits for all stakeholders. | All | Director of Professional Learning | Aug 2012 | June 2013 | Counselors, Rtime, Negotiate, Rachel's Challenge, and local funds | Compilation of survey results | |
| CISD Strategic Plan 2009 | Establish various District and Community venues for reporting positive character traits by CISD students. | All | Director of Communication | Aug 2012 | June 2013 | Coordinator of Service Learning, Counselors, Campus Administrators and teachers | Media Report | |
| CISD Strategic Plan 2009 | Embed the character traits rubric into the campus-based learning outcomes. | All | Assistant Superintendent of Curriculum and Instruction | Aug 2012 | June 2013 | Character Traits Rubric | List of Campus Based Learning Outcomes | |

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| 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 |
| Survey of surrounding districts; meetings with department and/or campus personnel | Create and implement an assessment to determine technology integration proficiency levels of CISD staff and establish baseline proficiency. | All | Executive Director of Technology, Executive Director of Leading and Learning, Curriculum Department and I-Team | August 2012 | June 2013 | Data collection and planning time for I-Team and technology local funds | Developed assessment product | |
| Meetings with department and/or campus personnel | Train all staff on how to use the proficiency objectives document. | All | Executive Director of Technology and Executive Director of Leading and Learning | August 2012 | June 2013 | I-Team, facilitators, Eduphoria Workshop, Director of Professional Learning, local funds and Proficiency Objectives Document | Eduphoria Transcripts, District and Campus visits | |
| Meetings with department and/or campus personnel | Annually assess and evaluate staff proficiencies using developed assessment. | All | Executive Director of Technology, Executive Director of Leading and Learning, and Principals | August 2012 | June 2013 | I-Team, and Proficiency Objectives Document | District and Campus level walk-throughs, campus visits and evaluations by trained staff | |

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| 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 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, survey surrounding districts and vendor feedback | Research the cost and effectiveness of installing motion sensors that turn off technology related equipment automatically when room is not occupied. | All | Executive Director of Technology | August 2012 | June 2013 | Various online resources, Third-party vendors, District energy consumption data and reports, Purchasing | Focus group meetings, Compiled research data and reports | |
| Meetings with department and/or campus personnel, survey surrounding districts and vendor feedback | Assess the level of paper consumption throughout the district: <ul style="list-style-type: none"> • Create review to evaluate the process and levels of paper consumption • Analyze, develop and recommend improvements based on evaluation. | All | Executive Director of Technology | August 2012 | June 2013 | I-Team and Campus Administrators | Compiled research data and reports, developed implementation of campus “green” awareness programs, reduction in the amount of paper that is used across the District | |
| Meetings with department and/or campus personnel, survey surrounding districts and vendor feedback | Develop, integrate and promote ways to conserve resources to all stakeholders. | All | Executive Director of Technology | August 2012 | June 2013 | I-Team, various online resources, third-party vendors, department/campus staff and students | Compiled research data and reports, developed implementation of campus “green” awareness programs, reduction in the amount of paper that is used across the District | |
| Meetings with department and/or campus personnel, survey surrounding districts and vendor feedback | Launch a District-wide Sustainability Challenge. | All | Assistant Superintendent of Administration and Director of Science and Service Learning | August 2012 | June 2013 | Campus recycling reps and all campus personnel | Energy use data, recycling data and paper use data | |

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| 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 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. | | | | | | | |
| Summative Evaluation: | Research documentation, District/Campus websites, Staff/Parent portal resources and content. | | | | | | | |
| Needs Assessment | Action steps | Sp. Pop. | Person(s) Responsible | Timeline Start | Timeline End | Resources Human/Material/Fiscal | Formative Evaluation | Documented |
| Meetings with I-Team and campus personnel and survey surrounding districts | Research various implementation methods to promote the development of emerging delivery systems technologies such as best practices for web 2.0. | All | Executive Director of Technology, Executive Director of Leading and Learning and Director of Professional Learning | August 2012 | June 2013 | I-Team and campus personnel | Meeting notes from I-Team meetings; feedback from campus personnel; collected information from surrounding school districts | |
| Meetings with I-Team and campus personnel and survey surrounding districts | Implement a virtual desk top initiative to extend the life of our technology devices and to meet the growing demands of our BYOD (Bring Your Own Device) program. | All | Executive Director of Technology | August 2012 | June 2013 | I-Team, campus personnel and VMware | Installation of VMware and training documentation | |

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 (Board Policy FFI, FFF & FFH) | 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 |
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| 1. All campus counselors will be trained as trainers of trainers in the Dallas Children's Advocacy Center's training on Recognizing and Reporting Child Abuse. | Region 10 | Executive Director of Leading and Learning and Campus Counselors | Training sign-in sheets, Training Agendas, and Training Survey Reports |
| 2. All campus staff members will be trained in the Dallas Children's Advocacy Center's protocol on Recognizing and Reporting Child Abuse. | Region 10 | Executive Director of Leading and Learning and Campus Counselors | Training sign-in sheets, Training agendas and Training Survey Reports |
| 3. All school staff members will follow the CISD Child Abuse Reporting Protocol. | Region 10 | Executive Director of Leading and Learning and Campus Counselors | Counselor Documentation |

Coordinated Health - SHAC Council

| Strategies | Resources | Staff Responsible | Evaluation |
|---|-------------------------|-------------------|---|
| 1. The SHAC Council will meet a minimum of 4 times per year. | Student Services Budget | Co-Chairs | Minutes recorded and filed for each meeting |
| 2. The council will provide the CISD Board an annual report of their activities for the year. | Student Services Budget | Co-Chairs | Board Agenda – Presentation by SHAC Chairs |
| 3. The majority of the council membership will be parents and the co-chair will be a parent. | Student Services Budget | Co-Chairs | Membership List |
| 4. The district expectation is that a representative from each campus will participate in the committee | Student Services Budget | Co-Chairs | Membership List |

Dating Violence Awareness

| Strategies | Resources | Staff Responsible | Evaluation |
|---|---|--|---|
| 1. Provide on-going staff training on relationship abuse awareness, detection and prevention. | PEIMS data, SROs, Counselors, parents and Campus Administrators | Executive Director of Leading and Learning, Campus Counselors, and Campus Administrators | Discipline Referrals, Anecdotal campus report |
| 2. High Schools will implement the Be Project to eliminate teen dating violence and promote healthy relationships. | PEIMS data, SROs, Counselors, parents and Campus Administrators | Executive Director of Leading and Learning, Campus Counselors, and Campus Administrators | Discipline Referrals, Anecdotal campus report |
| 3. Selected secondary courses will embed a unit of study designed to increase awareness of teen dating violence and the warning signs of abusive relationships. | PEIMS data, SROs, Counselors, parents and Campus Administrators | Executive Director of Leading and Learning, Campus Counselors, and Campus Administrators | Discipline Referrals, Anecdotal campus report |
| 4. Elementary Counselors will conduct guidance lessons on conflict resolution to promote healthy relationships. | PEIMS data, SROs, Counselors, parents and Campus Administrators | Executive Director of Leading and Learning, Campus Counselors, and Campus Administrators | Discipline Referrals, Anecdotal campus report |

Discipline Management – Safe Environments

| Strategies | Resources | Staff Responsible | Evaluation |
|--|---|---|---|
| 1. Review discipline data and disaggregate the data to identify training needs and issues related to the learning environment. | Discipline Data | Assistant Superintendent of Administration | Discipline report |
| 2. Provide professional learning opportunities on Positive Behavioral Support cohorts. | Incident codes per campus, positive behavior support plan template, campus staff, Specialist/LSSP Region 10 (School wide PBS), and SpEd local and federal funds | Campus Administration and Executive Director of Intervention Services | Eduphoria records |
| 3. Implement and provide advanced training on alternative options to In-School Suspension. | Campus administration, Directors of SpEd, Region 10, Intervention Specialist/LSSP and SpEd local and federal funds | Campus Administration and Executive Director of Intervention Services | Eduphoria records, input from administrative staff, and input from teachers |
| 4. Maintain acceptable percentage related to state target of In-School Suspension (ISS) placements and DAEP within all subpopulations. | Incident codes per campus, positive behavior support plan template, campus staff, | Assistant Superintendent of Administration | Discipline Report |
| 5. Students that are highly at risk of dropping out of school will be recommended for enrollment in Turning Point. | Compensatory Funds | High School Counselors and High School Principals | Monthly reports monitoring the attendance and status of students attending Turning Point. |

Drug Prevention

| Strategies | Resources | Staff Responsible | Evaluation |
|--|---|-----------------------------------|--|
| 1. Provide on-going staff training on drug and relationship abuse awareness, detection and prevention. | PEIMS data, SROs, Counselors, parents and Campus Administrators | Counselors, campus Administrators | Discipline Referrals, Anecdotal campus reports |
| 2. Provide information regarding C.A.R.E to students with drug abuse issues and their parents. | YMCA, Counselors and Campus Administrators | Counselors, campus Administrators | Discipline Referrals, Anecdotal campus reports |

Gifted and Talented Program

| Strategies | Resources | Staff Responsible | Evaluation |
|--|----------------------------------|--|---|
| 1. Revise GT Scope and Sequence of Skills. | GT Faculty | Director of Advanced Academics | Copy of Revised Scope and Sequence |
| 2. Develop GT program assessments reflecting of the learning goals and scope and sequence of curriculum. | GT Faculty and Content Directors | Director of Advanced Academics and Content Directors | Copies of used or in process of development |
| 3. Incorporate the use of the Texas Performance Standards Projects in the secondary GT program. | GT Faculty and local funds | Director of Advanced Academics | Curriculum Documents and Student Projects |
| 4. Work with teacher teams to refine new middle school curriculum for core GT classes in grades 6-8. | GT Faculty and local funds | Director of Advanced Academics and Content Directors | Curriculum Documents |
| 5. Develop additional information about GT program options on the GT website to improve communication. | GT Faculty | Director of Advanced Academics | Web pages available to communicate options |

Highly Qualified Teachers and Paraprofessionals

| Strategies | Resources | Staff Responsible | Evaluation |
|---|--|--|---|
| 1. Provide testing information and guide teachers through the certification process as needed. | State Testing Website, Testing Schedule and Test Prep Guides | Executive Director of HR and Certification Manager | Teacher Test Scores |
| 2. Mentor beginning educators to improve effective teaching and performance while promoting personal and professional well-being. | Title II funds, local funds | Executive Director of HR, Director of Professional Learning and Director of School Improvement | Teacher retention rate, Teacher exit interviews and Beginning Teacher and Mentor Journals |
| 3. Utilize instructional exemplars to reflect on identified aspects of effective instruction including 21 st Century skills. | Title II funds, local funds | Executive Director of HR, Director of Professional Learning, and Communications Department | Teacher retention rate, Teacher exit interviews and Beginning Teacher and Mentor Journals |
| 4. Utilize instructional exemplars to calibrate classroom walkthrough documentation. | Title II funds, local funds | Executive Director of HR and Director of Staff Development, | Teacher retention rate, Teacher exit interviews and Beginning Teacher and Mentor Journals |

Post-Secondary Preparedness: Admissions & Financial Aid Information

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

| Strategies | Resources | Staff Responsible | Evaluation |
|--|---|--|--|
| 4. Counseling and career guidance will be available to help students with certification and technical opportunities. | High School budgets | Counselors | Career pathway graduation plans |
| 5. Parent meetings will be scheduled to provide post-secondary awareness and financial assistance. | High School budgets | High School Principal | Participants attending the meetings, surveys |
| 6. 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 |
| 7. 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 |
| 8. AP and PreAP courses will be open-enrollment. | Campus budgets | Counselors | Number of students completing AP course Number of students passing AP exams |
| 9. 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 |
| 10. 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

ACRONYM INDEX

| | | | |
|----------|--|--------|--|
| AEIS | Academic Excellence Indicator System | IT | Informational Technology |
| AP | Advanced Placement | I-Team | Integration Specialist Team |
| BEST | Business Education Success Team | LSSP | Licensed Specialist in School Psychology |
| BTIM | Beginning Teacher Induction and Mentors | OSS | Out of School Suspension |
| BYOD | Bring Your Own Device | PBMAS | Performance Based Monitoring Assessment |
| C.A.R.E. | Chemical Awareness Resources & Education | System | |
| CISD | Coppell Independent School District | PBS | Positive Behavior Supports |
| Comp Ed | Compensatory Education | PEIMS | Public Education Information Management System |
| CTE | Career and Technical Education | PST | Promoting Success Team |
| EC | Early Childhood | RtI | Response to Intervention |
| EOC | End of Course | SCE | State Comprehensive Education |
| D.A.T.E. | District Award of Teacher Excellence | SHAC | School Health Advisory Council |
| DIBS | Dream, Imagine, Believe and Succeed (Elementary Student Advisory Committee) | SPED | Special Education |
| GT | Gifted and Talented | SRO | Security Resource Officer |
| HR | Human Resources | TAKS | Texas Assessment of Knowledge and Skills |
| IB | International Baccalaureate | TEA | Texas Education Agency |
| ICLE | International Center for Leadership in Education | TEC | Texas Education Code |
| IDEA | Individuals with Disabilities Education Act | TEKS | Texas Essential Knowledge and Skills |
| ISS | In School Suspension | X2VOL | Data Warehouse for Service Learning |