



**LAKESIDE ELEMENTARY**  
**CAMPUS IMPROVEMENT PLAN**  
**2013- 2014**

**GEMA HALL**

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**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.

# CAMPUS IMPROVEMENT PLAN

**STRATEGIC OBJECTIVE/GOAL 1:** We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.

- **Performance Objective 1:** Align the written, taught and assessed curriculum.
- **Performance Objective 2:** Sustain district-wide EC-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas.
- **Performance Objective 3:** Communicate the district assessment plan to parents and teachers and report outcomes individually to parents and collectively to stakeholders.
- **Performance Objective 4:** Expand district educational and business partnerships with the local and global community.
- **Performance Objective 5:** Implement a system or systems to assess Future-Ready skills.
- **Performance Objective 6:** Integrate Future-Ready 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 Future-Ready technology skills.
- **Performance Objective 2:** Develop a "green" IT strategy and promote "green" initiatives to reduce costs.

**CAMPUS SITE-BASED COMMITTEE  
2013 - 2014 COMMITTEE MEMBERS**

<b>NAME OF PARTICIPANT</b>	<b>COMMITTEE ROLE</b>
<b>ANNELISE FORD</b>	<b>ADMINISTRATOR</b>
<b>KIRBY LEONARD, (1<sup>ST</sup> YEAR)</b>	<b>KINDERGARTEN TEACHER</b>
<b>MELISSA KLING (4<sup>TH</sup> YR)</b>	<b>FIRST GRADE TEACHER</b>
<b>FELICIA WILSON (2<sup>ND</sup> YR)</b>	<b>SECOND GRADE TEACHER</b>
<b>DEBBIE ETHERIDGE (1<sup>ST</sup> YR)</b>	<b>THIRD GRADE TEACHER</b>
<b>KAYLA STARNES (3<sup>RD</sup> YR)</b>	<b>FOURTH GRADE TEACHER</b>
<b>LEIGH ANN ABERNATHY (1<sup>ST</sup> YEAR)</b>	<b>FIFTH GRADE TEACHER</b>
<b>SARA BETH TUFFNELL</b>	<b>SPECIALS TEACHER</b>
<b>PENNY TRAMEL</b>	<b>DISTRICT REPRESENTATIVE</b>
<b>MELISSA VALENZUELA</b>	<b>COMMUNITY REPRESENTATIVE</b>
<b>CHRISTI GREENE</b>	<b>PARENT REPRESENTATIVE</b>



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# COPPELL INDEPENDENT SCHOOL DISTRICT

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## Campus Needs Assessment:

**List data utilized to identify the needs of your campus.**

Local Assessments  
Read 180 Data  
iStation Data  
Report Cards  
RtI Data  
STAAR results  
Classroom Observations  
Attendance Records  
Discipline Referrals  
Teacher Feedback  
District Feedback  
CISD Strategic Plan  
Visioning Matrix  
AYP Campus Data Table

**List the identified needs of your campus derived from data review. These should be written as findings.**

Based on STAAR and AYP data, Lakeside will continue to emphasize meaningful and targeted math interventions, focusing on the individual learner's needs in specific targeted areas while promoting critical thinking and problem solving skills. STAAR data from Accountability Index one shows a need for growth in the targeted areas of our ELL in Math (78%) and Writing (75%), African American Learners in Math (57%), Hispanic in Math (78%) & Writing (79%) and SPED in Science (67%).

We will continue to provide opportunities for educators to reflect on the data and set specific goals to address areas for learner improvement.

Through the CISD Learning Framework and RtI data, we will differentiate instruction to meet the needs of individual learners.

Based on the Visioning Matrix, we will focus on improving effective assessment practices and embedded learner choice and voice through Project Based Learning (PBL). Lakeside will provide opportunities for educators to create and design projects as well as give feedback through classroom observations, rubrics, walkthroughs and identified effective teaching.

We will foster a reciprocal relationship with stakeholders, including district liaisons, PBL coaches, content directors, etc. to enhance our overall learning environment and the implementation of the CISD Strategic Plan.

<b>Strategic Objective/Goal 1:</b>	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
<b>Performance Objective 1:</b>	Align the written, taught and assessed curriculum.							
<b>Summative Evaluation:</b>	Learning Design Units, Student Growth Data, and Program Audit 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>
Student Satisfaction Survey, Curriculum Walkthrough Data, CISD Learning Framework, Visioning Document, Constructivist Classroom	Provide all stakeholders a general overview of the revised CISD Learning Framework through the lens of PBL.	All	Campus Administrators and Educators	August 2013	July 2014	Research-based best practice resources by authors such as Gagnon, Jensen, Wiggins & McTighe, Marzano, Stiggins, Daggett, etc, and Local Funds	Classroom walkthrough data, Rubric data, Learning Design Units, 2013 Parent Survey, teacher newsletters, campus and teacher websites, Curriculum Night, Student led conferences, and Open House	
Student Satisfaction Survey, Curriculum Walkthrough Data, CISD Learning Framework, and Visioning Document, Constructivist Classroom, and Parent/Campus Surveys	Continue constructivist conversation regarding assessment and grading beliefs with all stakeholders and provide exemplars of effective grading practices.	All	Campus Administrators and Educators	August 2013	July 2014	CISD Learning Framework and Research-based best assessment practices	Eduphoria records, Campus Transformation Plan, Failure rate data, Educator feedback, ongoing campus-level dialogue regarding assessment and grading beliefs, and 2014 Parent Survey	

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<b>Summative Evaluation:</b>	Learning Design Units, Student Growth Data, and Program Audit 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>
CISD Learning Framework, AEIS Data, and local assessment data	Evaluate and align accelerated instructional practices such as Rtl, ESL, GT and STAAR to the CISD Learning Framework, including Future-Ready learning skills and tools and communicate it to all stakeholders.	All	Campus Administrators and Educators	August 2013	July 2014	MAP, Title 3 Funds, Compensatory Education Funds \$2,448 (Intensive Intervention), and Local Funds	AEIS data, Local Assessments, Lesson Design/Plans, Classroom Observations and Walkthroughs	
Student Satisfaction Survey, Curriculum Walkthrough Data, CISD Learning Framework, and Visioning Document	Transform classroom instruction aligned to the CISD Learning Framework through content initiatives.	All	Campus Administrators Campus Content Specialists, and Educators	August 2013	July 2014	District Professional Learning Plan, Individual Educator Professional Learning Goals, CISD Learning Framework, Visioning Document, Local Funds	Eduphoria Records, Educator Professional Learning Goal Sheets, Classroom walkthrough data, District Professional Learning Plan	

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<b>Summative Evaluation:</b>	Learning Design Units, Student Growth Data, and Program Audit 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>
2009 Strategic Plan	Implement Standards-based Report Cards in 4 <sup>th</sup> grade.	All	Campus Administrators, and 4 <sup>th</sup> grade Educators	August 2013	July 2014	Curriculum Directors, CISD Learning Framework, Visioning Document, Report Cards, Professional Learning Materials, and Local Funds	Eduphoria Records, Standards-based Report Card Data and 2014 Parent Survey	
Educator and Grade Level input	Plan grade level PBL units to incorporate TEKS and soft skills.	K-5	Classroom Educators, Campus Administration, and support staff as needed	August 2013	July 2014	Planning days for grade level teams, TEKS, CISD Learning Framework, Local funds for substitute teachers on planning days.	Completed PBL Units	
Campus feedback and administrative discussions	Implement PBL units per grading cycle in select subject areas.	K-5 Specials Teachers and Admin	Educators and Campus Administrators	August 2013	July 2014	Learning Design Units and TEKS	Walkthroughs and completed PBL Units	



<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>	Eduphoria records, Classroom walkthrough data, and Campus Needs Assessment Rubrics							
<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>
Student Satisfaction Survey, Curriculum Walkthrough Data, CISD Learning Framework, and Visioning Document	Provide professional learning opportunities to all educators in the revised CISD Learning Framework.	All	Campus Administrators	August 2013	July 2014	CISD Learning Framework, outside consultants, in-district presenters, books, manuals, and local funds	Eduphoria Records, Classroom walkthrough data, and campus staff meeting agendas	
Campus & Community feedback, state/local assessments and MAP data	Build capacity of educators and learners in formative assessment practices for improvement of learning.	All	Campus Administrators and Campus Formative Assessment Team	August 2013	July 2014	Formative Assessment Training materials, Campus Liaison, and Campus Administrators	Eduphoria records, classroom walkthrough data, and Learning Design Units	
Campus and Community feedback	Provide a PBL Parent Night to share Future-Ready learning strategies that will be used in the classroom through the use of PBL, Parent Learning Walks.	All	Campus Administration and Educators	August 2013	July 2014	Educators, PTO, Parents and guardians	Parent Learning Walks Feedback Forms	

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<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>	Eduphoria records, Classroom walkthrough data, and Campus Needs Assessment Rubrics							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
AEIS Data, Local Assessment Data, Curriculum Walkthrough Data, CISD Learning Framework and Visioning Document	Refine Rtl system for implementation to meet the unique needs of our campus.	Educators	Campus Liaison and Campus Administrators	August 2013	July 2014	Curriculum Department, Intervention Services, Campus Administrators, Counselors, Rtl Handbook, and Local Funds	Classroom Observations and AWARE data	
AEIS Data, Local Assessment Data, Curriculum Walkthrough Data, CISD Learning Framework and Visioning Document	Build the capacity of educators in sheltered instruction practices.	ELL	Campus Administrators	August 2013	July 2014	CISD Learning Framework, Best Practice Sheltered Instruction Strategies Training Materials, ESL Facilitators, and ESL/DLI/BL Program Evaluation	Eduphoria Records, Classroom walkthrough data, and Campus Needs Assessment checklist	

<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>
CISD Learning Framework and Visioning Document	Create learner goal setting protocols, self-monitoring tools and instructional feedback forms to solicit student voice through PBL.	All	Campus Administrators	August 2013	July 2014	Campus Administration, content area leaders and local funds	Learner led conferences and learner outcome rubrics. Analyze learning goals and reflective feedback data	
CISD Learning Framework and Visioning Document	Develop a protocol for reporting to parents current and historical assessment data to reflect the growth of the whole child.	All	Campus Administrators	August 2013	July 2014	Individual student data, assessment for future-ready outcomes, MAP, ACT, ASPIRE, and student goal setting tools	District assessment reporting protocol and protocol usage report	

<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 surveys							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
Community Feedback, CISD Learning Framework, and Visioning Document	Increase authentic parent and community involvement in the life of the school, through Parent Learning Walks.	All	Campus Administrators and Educators	August 2013	July 2014	Local Funds, Social Media, and Parent Surveys	Campus Calendars and 2014 Parent Survey Data	
Community Feedback, CISD Learning Framework, and Visioning Document	Create and expand reciprocal relationship with existing business and community partnerships.	All	Campus Administrators and Educators	August 2013	July 2014	North Texas Consortium, Parents and Community Members	Business Partnership Exemplars	

<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 5:</b>	Implement a system or systems to assess Future-Ready skills.							
<b>Summative Evaluation:</b>	Documentation of assessment results							
<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>
Student Satisfaction Survey, Classroom Walkthrough Data, CISD Learning Framework, and Visioning Document	Create, refine and utilize campus-based future-ready outcomes and PBL rubrics.	All	Campus Administrators and Educators	August 2013	July 2014	Partners for 21 <sup>st</sup> Century Learning, Buck Institute for Education, Tony Wagner website, Curriculum Directors and Campus Administrators	Future-ready outcomes, and Future-ready outcome rubrics	
Student Satisfaction Survey, Classroom Walkthrough Data, CISD Learning Framework, and Visioning Document	Inform stakeholders on the use of campus-based future-ready outcomes to develop whole child.	All	Campus Administrators and Educators	August 2013	July 2014	Partners for 21 <sup>st</sup> Century Learning, Buck Institute for Education, Curriculum Directors and Campus Administrators	Meeting agendas, dates, minutes and 2014 Parent Survey	
Visioning Document and CISD Learning Framework	Implement the new CISD Learning Design rubric to assess educators' learning design units aligned to the CISD Learning Framework.	All	Campus Administrators and Educators	August 2013	July 2014	CISD Learning Framework, Learning Design Rubric, Curriculum Directors and Campus Administrators	Learning Design Rubric Data, and Classroom Walkthrough Data	
Visioning Document, CISD Learning Framework, and Current Research	Pilot new CISD classroom walkthrough process aligned with the CISD Learning Framework.	All	Campus Administrators	August 2013	July 2014	Identified 21 <sup>st</sup> Century Fluency Skills, List of Campus-based Learning Outcomes, Curriculum Directors and Campus Administrators	Updated CISD Classroom Walkthrough process	

<b>Strategic Objective/Goal 1:</b>	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
<b>Performance Objective 6:</b>	Integrate Future-Ready Learning Skills within the district.							
<b>Summative Evaluation:</b>	Documentation of staff development offerings, updated teacher walkthrough, snapshot, grading rubrics, and Student Satisfaction Survey							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
Student Satisfaction Survey, Classroom Walkthrough Data, CISD Learning Framework, and Visioning Document	Expand virtual learning opportunities aligned to CISD Learning Framework.	All	Campus Administrators and Educators	August 2013	July 2014	Blackboard, iTeam, North Texas Consortium, Texas High Performance School Consortium, and Blended and Virtual Learning Design template	Classroom Walkthrough Data, Virtual Courses, Blended Courses, and Blended Design Units	
Student Satisfaction Survey, Classroom Walkthrough Data, CISD Learning Framework, and Visioning Document	Build the capacity of staff to effectively execute virtual learning experiences.	All	Campus Administrators and Educators	August 2013	July 2014	Curriculum Department, North Texas Consortium, Texas High Performance Consortium, Campus Administrators, Department Leads, iTeam	Learning Design Units, Eduphoria Records, and Campus Staff Meeting Agendas	
Student Satisfaction Survey, Classroom Walkthrough Data, CISD Learning Framework, and Visioning Document	Inform stakeholders of the benefits of virtual learning experiences.	All	Campus Administrators and Educators	August 2013	July 2014	iTeam, Executive Director of Leading and Learning, Digital Content and Virtual Learning training	Learning Design Rubric Data, and Classroom Walkthrough Data	

<b>Strategic Objective/Goal 1:</b>	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
<b>Performance Objective 7:</b>	Increase Connections between real world experiences and authentic classroom instruction.							
<b>Summative Evaluation:</b>	Documentation of lessons containing real world experiences, service learning and authentic classroom instruction							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
Visioning Document and CISD Learning Framework	Increase opportunities for learners to engage in “real world” and authentic learning experiences connecting to learner interests such as service learning and community internships.	All	Campus Administrators and Educators	August 2013	July 2014	Campus Service Learning Representatives, Campus Administrators and Educators	Service Data Reports	
Visioning Document and CISD Learning Framework	Create a school culture of global awareness and international mindedness that promotes the exploration of new ideas and perspectives as well as fostering global citizenship.	All	Campus Administrators and Educators	August 2013	July 2014	Campus Pedagogy Framework, Campus Liaison, Business Partners, Community Partners, CISD Learning Framework and Visioning Document	Campus Pedagogy Framework, Learning Design Units, and Visioning Matrix	
CISD Strategic Plan 2009	Educators will access parent talent pool at the beginning of the year or as needed to support PBL needs.	All	Campus Administrators and Educators	August 2013	July 2014	Campus Administrators, Educators and PBL Content Specialists	Campus Improvement Plan, PTO and list of parent assets	

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<b>Performance Objective 7:</b>	Increase Connections between real world experiences and authentic classroom instruction.							
<b>Summative Evaluation:</b>	Documentation of lessons containing real world experiences, service learning and authentic classroom instruction							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
CISD Strategic Plan 2009	Embed the CISD Learning Framework in lesson design to support effective Tier 1 instruction in PBL.	All	Campus Administrators and Educators	August 2013	July 2014	PBL Content Specialists, Campus Administrators and Educators	Eduphoria records, classroom walkthrough data	



<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>
Campus comprehensive needs assessment, Classroom walkthrough data, CISD Learning Framework, and Visioning Document	Refine campus Pedagogy Framework through Kotter's Change Model.	All	Campus Liaison, Campus Administrators and Educators	August 2013	July 2014	Curriculum Department, CISD Learning Framework, and Visioning Document	Updated Campus Transformation Plan	
Campus comprehensive needs assessment, Classroom walkthrough data, CISD Learning Framework, and Visioning Document	Utilize the Visioning Matrix to re-assess campus transformation efforts to measure progress.	All	Campus Liaison, Campus Administrators and Educators	August 2013	July 2014	Curriculum Department, and Visioning Document	Updated Campus Transformation Plan	
AEIS Report, Classroom Walkthrough Data, CISD Learning Framework, and Visioning Document	Reduce the achievement gap through responsive teaching and pedagogy.	All	Campus Administrators and Educators	August 2013	July 2014	CISD Learning Framework, ESL/DLI/BL Program Evaluation, and Research-based Best Practice Resources by authors such as Gilman Whiting, Bonnie Davis, and Eleanor Rodriguez	Learning Design Rubric Data, and Classroom Walkthrough Data	

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<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>
Organizational Transformation	Future-Ready pedagogy will be taught through the lens of PBL. Reciprocal relationship between educators and learners will enhance an instructional environment that is risk-free and collaborative.	All	Campus Administration, Educators and PBL Coaches	August 2013	July 2014	Campus Administrators, Educators, PBL Coaches	Eduphoria records, Classroom Walkthrough data	

<b>Strategic Objective/Goal 2:</b>	We will identify CISD character traits to be integrated throughout the district and develop means to assess student demonstration of those traits.							
<b>Performance Objective 1:</b>	Promote the development and demonstration of positive character traits including (but not limited to): Courage, Trustworthiness, Integrity, Respect & Courtesy, Responsibility, Fairness, Caring, Good Citizenship, School Pride consistent with the terms of the TEC Section 29.906							
<b>Summative Evaluation:</b>	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>
CISD Learning Framework	Evaluate Campus character education system to CISD Learning Framework	All	Campus Liaison, Campus Administrators	August 2013	July 2014	Curriculum Department, CISD Learning Framework, and updated Campus Pedagogy Framework	Campus Discipline Data, Campus Attendance Data and Campus Surveys	
CISD Learning Framework	Provide professional learning opportunities to support campus character education initiatives.	All	Director of Professional Learning, Campus Liaison, Campus Administrators	August 2013	July 2014	Curriculum Department, CISD Learning Framework, Character Education Training Materials, and updated Campus Pedagogy Framework	Eduphoria Records and Meeting Agendas	

<b>Strategic Objective/Goal 3:</b>	We will increase efficiency in the district operations and educational delivery system through the use of technology, and further develop business and community partnerships in order to best achieve our mission and objectives.							
<b>Performance Objective 1:</b>	Increase CISD staff's level of technology integration expertise (proficiencies) through a differentiated staff development program that addresses Future-Ready technology skills							
<b>Summative Evaluation:</b>	Documented cumulative evidence of staff growth and progress over time in achieving Future-Ready technology skills.							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
CISD Learning Framework, and Visioning document	Educate all staff members by providing professional learning focused on the new CISD Technology Proficiency model.	All	iTeam, Campus Administrators	August 2013	July 2014	Various online resources, third party vendors, Director of Professional Learning, Campus Administrators and iTeam	Eduphoria records and training agendas	
CISD Learning Framework, and Visioning document	Provide differentiated support for all staff members to meet their learning needs.	All	iTeam, Campus Administrators	August 2013	July 2014	Support protocols, iTeam and Campus Administrators	Differentiated support model	
CISD Learning Framework, and Visioning document	Gather stakeholder feedback on the new CISD Technology Proficiency model.	All	iTeam, Campus Administrators	August 2013	July 2014	Stakeholder survey, iTeam and Campus Administrators	Stakeholder Survey Data	

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<b>Summative Evaluation:</b>	Documented cumulative evidence of staff growth and progress over time in achieving Future-Ready technology skills.							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
CISD Learning Framework, and Visioning document	Spotlight learner achievement through a district-wide technology showcase.	All	Campus Administrators, Educators, iTeam	August 2013	July 2014	Spotlight protocol, iTeam, Campus Administrators and Educators	Exemplars of district Showcase	

<b>Strategic Objective/Goal 3:</b>	We will increase efficiency in the district operations and educational delivery system through the use of technology, and further develop business and community partnerships in order to best achieve our mission and objectives.							
<b>Performance Objective 2:</b>	Develop a “green” IT strategy and promote “green” initiatives to reduce energy costs and appropriately manage electronic waste.							
<b>Summative Evaluation:</b>	District energy report, implementation of District-wide recycling program, and developed “green” initiatives and programs at all campuses.							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
Campus Feedback, District Surveys, and Vendor Surveys	Develop, integrate and promote ways to conserve resources to all stakeholders.	All	Campus Administrators, Educators	August 2013	July 2014	Various online resources, third party vendors, iTeam, Educators and Learners	Compiled research data, and reports	

**CISD DISTRICT IMPROVEMENT PLAN 2013-2014**  
**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 <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, Agendas, Sign-in Sheets
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. Secondary Schools will 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, and Anecdotal Campus Report
2. High Schools will implement programs, such as 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, and 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, and 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, and 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 to support campus character education initiatives (such as Great Expectations and Positive Behavioral Support Initiative).	Campus Discipline Reports, Positive Behavior Support Plan Template, Campus Administrators, Specialist/LSSP, Region 10, 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 Administrators, Region 10, Intervention Specialist/LSSP, and Federal Funds	Campus Administration, and Executive Director of Intervention Services	Eduphoria Records
4. Maintain acceptable percentage related to state target of In-School Suspension (ISS) placements and DAEP within all subpopulations.	Campus Discipline Reports, Positive Behavior Support Plan Template, Campus Administrators, Specialist/LSSP, Region 10, and Federal Funds	Assistant Superintendent of Administration	Discipline Report
5. Students that are highly at risk of dropping out of school will be recommended for enrollment in Victory Place.	Compensatory Education Funds	High School Counselors, and High School Principals	Attendance Report, and Progress Monitoring Data of Victory Place, and RtI Students.

## 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, and Campus Administrators	Discipline Referrals, and 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, and Campus Administrators	Discipline Referrals, and Anecdotal Campus Reports

## Gifted and Talented Program

Strategies	Resources	Staff Responsible	Evaluation
1. Establish a gifted and talented parent/community advisory committee to support and assist in GT services planning and improvements that emphasize key components of the Texas State Plan.	GT Faculty	Director of Advanced Academics	Committee Meeting Dates, Agendas, and Minutes
2. Develop and implement an annual review process to measure the effectiveness of GT services.	GT Faculty, and Content Directors	Director of Advanced Academics, and Content Directors	Annual Report
3. Develop and annually update a written comprehensive professional learning plan designed to address the needs of GT learners (including initial 30 hours of GT training and annual 6 hour update).	GT Faculty, and Local funds	Director of Advanced Academics	Written Professional Learning Plan
4. Develop a communication plan designed to systematize internal and external communication with all stakeholders.	GT Faculty, and Local funds	Director of Advanced Academics, and Content Directors	Communication Plan

## 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, and 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 Future-Ready skills.	Title II funds, and 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, and local funds	Executive Director of HR, and Director of Professional Learning	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, and Post-Secondary Acceptance Data
2. Students will complete the financial aid process.	High School Budgets	High School Counselors	Student PELL Application Completion Data
3. All 6 – 12 grade students will be assigned a Naviance Account for the purpose of researching college and career options and interests.	Secondary School Budgets	Secondary Counselors, and CTE Educators	User Account Report
4. Counseling and career guidance will be available to help students with certification and technical opportunities.	Secondary School Budgets	Secondary Counselors	Career Pathway Graduation Plans

<b>Strategies</b>	<b>Resources</b>	<b>Staff Responsible</b>	<b>Evaluation</b>
5. Parent meetings will be scheduled to provide post-secondary awareness and financial assistance.	High School Budgets	High School Principal	Participant Data, and Participant 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	Participant Data, and Participant 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 Pre-AP courses will be open-enrollment.	Campus Budgets	Counselors	Number of Students Completing AP Course , and 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, and 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 Administrators	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 Administrators	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 Directors, Campus Administrators, and Educators.	Student Surveys, and Graduation Tracker Data

## Suicide Prevention

<b>Strategies</b>	<b>Resources</b>	<b>Staff Responsible</b>	<b>Evaluation</b>
1. All staff members will be trained in the CISD Suicide Prevention Protocol.	Campus Budgets	Campus Principal, and Counselors	Training Sign-in Sheets, Training Agendas, and Training Survey Reports

**CISD DISTRICT IMPROVEMENT PLAN 2013-2014**  
**APPENDIX B: CORE CONTENT INITIATIVES**

**English Language Arts & Reading**

<b>Strategies</b>	<b>Resources</b>	<b>Staff Responsible</b>	<b>Evaluation</b>
1. Build learner capacity for expository writing.	Write From the Beginning Training, and STAAR/EOC Data,	Director of Language and Literacy	AEIS Data, Writing Conference Data, and Writing Scoring Session Data
2. Align a balanced literacy program K-12.	Research-Based Best Practices	Director of Language and Literacy	Program Evaluation Report
3. Write K-8 Literacy Curriculum.	Learning Framework, Visioning Document, and TEKS	Director of Language and Literacy	Articulated Curriculum
4. Input K-12 Curriculum in Eduphoria.	Eduphoria, and Curriculum	Director of Language and Literacy	Eduphoria Reports

**Math**

<b>Strategies</b>	<b>Resources</b>	<b>Staff Responsible</b>	<b>Evaluation</b>
1. Transition to New State Math TEKS.	State TEKS, and Campus Instructional Math Leads	Director of Mathematics	Articulated Courses Aligned to TEKS.
2. Improve instructional practices through effective evidence-based instruction.	Visioning Document, CISD Learning Framework, 8 Mathematical Practices, Instructional Leadership Team, and Research-Based Best Practices	Director of Mathematics	Classroom Walkthrough Data, and Learning Design Units
3. Continue Curriculum writing in elementary and high schools, while beginning the curriculum writing process in middle schools.	Visioning Document, CISD Learning Framework, 8 Mathematical Practices, Instructional Leadership Team, and Research-Based Best Practices	Director of Mathematics	Vertically Articulated Curriculum
4. Redesign teacher cadres to create district exemplars.	Visioning Document, CISD Learning Framework, 8 Mathematical Practices, Instructional Leadership Team, and Research-Based Best Practices	Director of Mathematics	Reflective Journals, Learner Products, and Learner Surveys

## Science

Strategies	Resources	Staff Responsible	Evaluation
1. Continue to support inquiry-based instruction K-12.	Foss Kits, STC Kits, and Inquiry-Based Instruction Training	Director of Science	Classroom Walkthrough data, and Learning Design Units
2. Improve scientific best practices in K-12: <ul style="list-style-type: none"> <li>• Planning and Carrying Out Investigations;</li> <li>• Analyzing and Interpreting Data;</li> <li>• Asking Questions and Defining Problems; and</li> <li>• Obtaining, Evaluating and Communicating Information.</li> </ul>	Professional Learning Communities, Professional Learning, 2012-2013 Cadre Recommendations, and classroom walkthrough rubric	Director of Science	Eduphoria Records, Classroom Walkthrough data, Learner Products, and Learning Design Units
3. Expand use of digital content resources K-12.	Instructional Materials Resource Committee, and iTunesU	Director of Science	Instructional Materials Allotment Request Forms
4. Embed information about STEM careers in K-12 classrooms.	Sally Ride Training (K-1 and 6-8), and Follow-up Support for Grades 2-5	Director of Science	Classroom Walkthrough data, and Learning Design Units
5. Expand opportunities for global collaboration.	World Moon Project, Google Earth, E-PALS, and Skype	Director of Science	Local Assessments, Classroom Walkthrough data, and Learning Design Units

## Social Studies

Strategies	Resources	Staff Responsible	Evaluation
1. Create a constructivist conversation regarding Social Studies and the role of inquiry-based instruction.	Inquiry-Based Training	Director of School Improvement	Eduphoria Records, Classroom Walkthrough data, and Learning Design Units
2. Expand the use of virtual learning design K-12.	Virtual Learning Training	Director of School Improvement	Classroom Walkthrough data, and Learning Design Units
3. Expand the use of digital content resources K-12.	Instructional Materials Resource Committee, and iTunesU	Director of School Improvement	Classroom Walkthrough data, and Learning Design Units
4. Create a constructivist dialogue regarding high yield best practices.	John Hattie's Research	Director of School Improvement	Eduphoria Records, Classroom Walkthrough data, and Learning Design Units



## CISD District Improvement Plan 2013-2014 Acronym Index

AEIS	Academic Excellence Indicator System	ISS	In School Suspension
AP	Advanced Placement	IT	Informational Technology
BEST	Business Education Success Team	iTeam	Integration Specialist Team
BL	Bilingual	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 System
C.A.R.E.	Chemical Awareness Resources & Education	PBS	Positive Behavior Supports
CISD	Coppell Independent School District	PEIMS	Public Education Information Management System
Comp Ed	Compensatory Education	PST	Promoting Success Team
CTE	Career and Technical Education	RtI	Response to Intervention
EC	Early Childhood	SCE	State Comprehensive Education
EOC	End of Course	SHAC	School Health Advisory Council
ESL	English as a Second Language	SPED	Special Education
D.A.T.E.	District Award of Teacher Excellence	SRO	Security Resource Officer
DIBS	Dream, Imagine, Believe and Succeed (Elementary Student Advisory Committee)	STAAR	State of Texas Assessments of Academic Readiness
DLI	Dual Language Immersion	TAKS	Texas Assessment of Knowledge and Skills
GT	Gifted and Talented	TEA	Texas Education Agency
HR	Human Resources	TEC	Texas Education Code
IB	International Baccalaureate	TEKS	Texas Essential Knowledge and Skills
ICLE	International Center for Leadership in Education	X2VOL	Data Warehouse for Service Learning
IDEA	Individuals with Disabilities Education Act		