



TOWN CENTER ELEMENTARY CAMPUS IMPROVEMENT PLAN 2012- 2013

PRINCIPAL:
ANGIE BROOKS APPLGATE

CISD 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, School Pride consistent with the terms of the TEC Section 29.906.

STRATEGIC OBJECTIVE/GOAL 3: We will increase efficiency in the district operations and educational delivery system through the use of technology, and further develop business and community partnerships in order to best achieve our mission and objectives.

- **Performance Objective 1:** Increase CISD staff's level of technology integration expertise (proficiencies) through a differentiated staff development program that addresses 21st Century technology skills.
- **Performance Objective 2:** Develop a "green" IT strategy and promote "green" initiatives to reduce energy costs and appropriately manage electronic waste.
- **Performance Objective 3:** Enhance the communication system to provide district staff, parents, community members, and business partners with secure, effective and efficient communication via a reliable and dynamic infrastructure.

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

NAME OF PARTICIPANT	COMMITTEE ROLE
ANGIE BROOKS APPLGATE	PRINCIPAL
SHANNON EDWARDS	ASSISTANT PRINCIPAL
TABITHA BRANUM	DISTRICT REPRESENTATIVE
ROBIN MILLER	KINDERGARTEN EDUCATOR
JULIE MCCULLOUGH	FIRST GRADE EDUCATOR
HEATHER JUDD	SECOND GRADE EDUCATOR
BETH PARKER	THIRD GRADE EDUCATOR
JULIE POLNICK	FOURTH GRADE EDUCATOR
LINDSAY REINBERG	FIFTH GRADE EDUCATOR
KIM WESTCOTT	PARENT REPRESENTATIVE
TONI EVANS	PARENT REPRESENTATIVE
MICHELE PITMAN	COMMUNITY REPRESENTATIVE
CHARLA STEIN	BUSINESS REPRESENTATIVE

List data utilized to identify the needs of your campus

- STAAR Testing Data
- Past TAKS Data
- TELPAS Data
- AWARE Data
- DRA2 information
- QSI Spelling Inventory Data
- Math Assessment Data and Benchmarks K-2
- Science/Social Studies Benchmarks 2-5th
- Performance Series Data
- Portfolio samples of student work
- Discipline Reports
- Dyslexia Referrals
- Special Education Referrals
- Counseling Groups
- RTI Data/Progress Monitoring

List the identified needs of your campus derived from data review

Student Achievement: Based on data sources analyzed from our campus TAKS 2010-2011 testing and our preliminary STAAR data for 2011-2012, we have found that there is still a need to target our LEP, economically disadvantaged, and at-risk sub-populations for our campus in all academic areas. We will be using the RTI process to identify and provide appropriate interventions for these learners and we will utilize our ESL facilitator, GT Specialist, Dyslexia Specialist and Literacy Specialist in order to support classroom teachers in designing appropriate interventions for all learners. We will continue strengthening our math interventions and enrichment by utilizing our GT/Math Content Specialist to help with teacher training during vertical teams and faculty meetings. We will also use our Literacy/LA Content Specialist/Dyslexia Specialist to help provide teacher training on Language Arts/Reading/Phonemic Awareness interventions and enrichment during vertical teams and faculty meetings. There will also be a focus on vocabulary instruction and how it is incorporated into all academic areas, especially in the areas of Social Studies and Science.

School Climate/Culture: We will be implementing strategies from Great Expectations with our campus as we work on creating a positive, safe and engaging learning environment for all of our learners. All staff will be participating in a book study on two of Eric Jensen's books, Teaching with Poverty in Mind and Different Brains Different Learners. This will allow our campus to have reciprocal discussions about how we can meet the needs of all of our learners throughout the school year and create a culture that embraces diversity at our campus as well within our community and our world. We will communicate with all stakeholders through the use of Web 2.0 tools and will create partnerships with other campuses and businesses in order to provide a greater sense of community among all learners.

Authentic Assessments:

As a campus, we will develop learner outcomes and rubrics that will align with these outcomes. This will enable us to have a profile of what a Town Center graduate should accomplish during their Kinder-5th grade years. We will continue implementing our STEM engineering design units and will utilize all of our resources to ensure integration of all academic areas with a specific focus on career awareness/readiness. Rubric creation for the engineering units will incorporate our learner outcomes for the campus. We will continue using blended learning opportunities for our students that will allow for differentiated learning at any pace, any place or any time. Assessments created will align with our blended learning that is incorporated into our curriculum to show the impact of the learning experiences.

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, Forethought lesson plans, Performance Series Data and curriculum-based assessment (CBA) 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 Curriculum Framework.	All	Assistant Superintendent of Curriculum and Instruction, Campus Administrators, and Curriculum Team	August 2012	June 2013	Research-based best practice resources by authors such as Jensen, Wiggins & McTighe, Marzano, Stiggins, Daggett, etc., local funds, Title II, and Forethought	Walkthrough Data, PDAS Committee Report, and Unit Designs	
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	June 2013	Learning Framework, and research-based best assessment practices	Campus-determined learning outcomes, campus-based grading pilots, and campus level assessment/grading dialogues	
Campus Assessment Data From Needs Assessment	Continue utilizing the RTI process to provide interventions for at-risk learners.	All	Campus Administrators, All Staff, and PST committee	August 2012	June 2013	Curriculum department, and intervention services	Local and state assessments, campus walkthroughs, PDAS, and Aware documentation	

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Summative Evaluation:	Unit plans, Forethought lesson plans, Performance Series Data and curriculum-based assessment (CBA) data							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Campus Assessment Data from Needs Assessment	Provide updated training for progress monitoring and the RTI process.	All	Campus Administrators, Counselor, Literacy Teacher, ESL Facilitator, Dyslexia Specialist, and Speech Pathologist	August 2012	June 2013	Curriculum Department, and Intervention Services	Sign-in sheets, and Aware documentation	
Campus Input	Provide remediation instruction for students based on assessment data.	At-risk students including Ec. Disadv. and Hispanic	Teachers	August 2012	June 2013	SCE Funds: -Tutoring \$3,000.00, -Materials \$1,842.00	Tutoring groups, and Teacher lesson plans	
Campus & parent feedback, and state/local/campus assessments	Purchase engineering kits and tools to support STEM initiative.	All, including at-risk, Hispanic, Sp. Ed., Ec. Disadv. and GT	Classroom Teachers, and Campus Administration	August 2012	June 2013	Title 1 Funds: -Materials \$14,701.00 -Gizmo's \$2,500.00	Purchase orders	

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Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Campus & parent feedback, and state/local/campus assessments	Provide campus inservice day(s) allowing for teachers to plan integrated units and create assessments using the Understanding by Design Model, blended learning and specific learner outcomes.	All	Classroom Teachers, and Campus Administration	August 2012	May 2013	Materials, Planning Time, Title 1 Funds \$4,800.00, Marzano's research on assessment, Visioning Document and Visioning Implementation Rubric	Bookkeeping records, Units, and sign-in sheets	
Campus & parent feedback, and state/local/campus assessments	Implement STEM curriculum.	All	Classroom Teachers, Specials Teachers, and Special Ed. Teachers	August 2012	June 2013	Common planning time, and staff collaboration time (vertical team and faculty meeting)	Agendas, and Lesson plans in Forethought	
Campus & parent feedback, and state/local/campus assessments	Implement staff development aligned with STEM curriculum which focuses on assessment and rubric design.	All	Classroom Teachers, Campus Administration, and Campus Liaison	August 2012	June 2013	Visioning Document and Implementation Rubric, and Marzano's research on assessment	Purchase Orders, Agenda, and Sign-in sheets	
Campus & parent feedback, and state/local/campus assessments	Provide campus in-service days for teachers to plan and design blended learning lessons addressing the needs of immigrant students.	Immigrant Students	Classroom Teachers, and ESL Facilitator	August 2012	June 2013	Title III Funds, Visioning Document and Visioning Implementation Rubric	Purchase orders	

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Summative Evaluation:	Unit plans, Forethought lesson plans, Performance Series Data and curriculum-based assessment (CBA) data							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/ Fiscal	Formative Evaluation	Documented
Campus Input	Continue working on alignment model for K-5 STEM curriculum units.	All	Classroom Teachers, Campus Administrators, Specials Teachers, Special Ed. Teachers, and District Liaison	August 2012	May 2013	Campus in-service, vertical team, common planning time, Visioning Document, and Visioning Implementation Rubric	Curriculum Units	
Campus Input	Create a live binder as a resource tool for staff usage and collaboration.	All	Campus Administrators, I-Team Liaison, and Campus Technology Committee	August 2012	June 2013	Campus in-service, vertical team, common planning time, and faculty meetings	Live binder	
Campus Input	Engage and collaborate in reciprocal conversations during a campus-wide book study on diverse/at-risk learners.	All	Campus Administrators, and All Staff	August 2012	June 2013	Vertical team meetings, faculty meetings, and <u>The Constructivist Leader</u>	<u>Teaching with Poverty in Mind</u> , <u>Different Brains</u> , <u>Different Learners</u> , Eric Jensen	

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 researched-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	Build the capacity of staff to effectively execute blended and virtual learning experiences.	All	Executive Director of Leading and Learning, Curriculum Directors, and Campus Administrators	August 2012	July 2013	Curriculum Department, North Texas Consortium, Campus Administrators, and Department Leads	Lesson plans, and curriculum units	
CISD Strategic Plan 2009	Inform stakeholders of the benefits of blended and virtual learning experiences.	All	Executive Director of Leading and Learning, Campus Administrators, and TCE Staff	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	
Input from staff and parents	Continue exploring and identifying mediums for storage of blended learning.	All	Campus Administrators, I-Team Liaison, and Campus Technology Committee	August 2012	June 2013	Curriculum Department, Campus Administrators, I-Team Liaison, and Director of Technology	Evaluation results	
Input from staff and parents	Continue creating a plan for implementation of blended learning opportunities for staff and students.	All	Campus Administrators, I-Team Liaison, and Campus Technology Committee	August 2012	June 2013	Curriculum Department, Campus Administrators, I-Team Liaison, Director of Technology, Visioning Document, and Visioning Implementation Rubric	Blended Learning Plan	

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Performance Objective: 2	Sustain district-wide EC-12 TEKS-aligned curriculum and assessment with researched-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
Campus assessment data, and STAAR AYP report	Utilize ESL facilitator, GT teacher and Literacy teacher for staff training using brain based strategies to close achievement gap for LEP, Hispanic and Economically Disadvantaged populations.	All	Campus Administrators, Teachers, and ESL Facilitator	August 2012	June 2013	Title III Funds, and ESL facilitator	Sign-in sheets, and local and state assessments	
Input from staff and parents	Implement integrated STEM curriculum.	All, esp. Hispanic, GT, Eco. Disadv., Sp. Ed.	Teachers	Sept. 2012	June 2013	Materials, and Title I Funds \$14, 701.00 (listed earlier for materials)	Lesson plans, and Walkthroughs	
Input from staff and parents	Create and share rubrics in faculty meetings and vertical team meetings that assess 21st Century skills such as innovation, speaking skills, organization of a presentation, etc.	All	Teachers	Sept. 2012	May 2013	Vertical Team Meetings, Visioning Document, and Visioning Implementation Rubric	Meeting minutes, and rubrics	
Input from staff and parents	Provide training to teachers on creating authentic rubrics and assessments.	All	Teachers, and Campus Administration	Sept. 2012	June 2013	Executive Director of Leading and Learning, Director of Elementary Curriculum, Visioning Document, and Visioning Implementation Rubric	Sign-in sheets, agendas, and rubrics	

Strategic Objective/Goal: 1	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective: 3	Communicate district/campus 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, Campus Administrators, and TCE Staff	August 2012	July 2013	Teachers of The Year, Campus Administration, Content Area Leaders, and Campus Liaison	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, Campus Administrators, and TCE Staff	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 Feedback	Provide targeted instruction and guidance to help students take responsibility for their individual performance and progress on assessments.	All	Campus Administrators, and Teachers	August 2012	June 2013	Classroom visits, announcements, Teachers, Campus Administration, Counselor, Visioning Document, Visioning Implementation Rubric, and <u>The Constructivist Leader</u>	Student goal setting conferences	
Campus/Community Feedback	Provide multiple communication pathways for parents to receive feedback on individual student assessment.	All	Campus Administrators, and Classroom teachers	August 2012	June 2013	Campus Administrators, and <u>The Constructivist Leader</u>	Individual student reports	

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Performance Objective: 3	Communicate district/campus 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
Community feedback, Campus feedback, and state requirements.	Present information to parents through PTO and Brown Bag Breakfast/lunch and to staff during PLC's regarding state/local assessments with emphasis on the new growth model.	All staff	Campus Administration	August 2012	April 2013	Sign-in sheets, and General budget	Posting of meeting times on campus calendar, campus newsletters, agendas, and handouts	

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 campus partnerships with the local and global community							
Summative Evaluation:	Documentation of increased participation in campus partnerships 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, Campus Administrators, and Campus Liaison	Aug. 2012	July 2013	North Texas Consortium, BEST, and parents and community members	Business participation rates	
Community Feedback	Post school partnerships on the Town Center website and post pictures of business partners working with students on the Town Center website.	All	Campus Administration	Aug 2012	June 2013	Local and business partners	Website	
Community Feedback	Expand partnership opportunities to build upon our STEM initiative.	All	Campus Administration	Aug 2012	June 2013	Website, PTO Tidbits, business and community partners, New Tech High at Coppell, Coppell High School, Campus Administrators, UTD's SEEC (Science and Engineering Education Center), Visioning Document, and Visioning Implementation Rubric	Newsletters, PTO Meeting minutes, and PTO Tidbits	

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	Create, refine and utilize campus-based learning outcomes rubrics.	All	Assistant Superintendent of Curriculum and Instruction, Executive Director of Leading and Learning, Director of Elementary Curriculum, and Campus Administrators	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, Director of Elementary Curriculum, and Campus Administrators	August 2012	June 2013	Partners for 21 st Century Learning, Buck Institute for Education, Curriculum Directors, and Campus Administration	Meeting agendas, dates, and minutes	

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
Campus Input	Create learner outcomes based on profile of a TCE graduate.	All	All Staff, and Campus Liaison	August 2012	June 2013	Campus liaison, Rubrics, Books/Videos focusing on 21 st century skills, Visioning Document, and Visioning Implementation Rubric	Learner outcome rubrics	
Campus/Community Input	Participate in staff development on Visioning Document and Implementation Rubric.	All	Campus Administrators, All Staff, and Campus Liaison	August 2012	June 2013	Campus liaison, Visioning Document, and Visioning Implementation Rubric	Agendas from faculty meetings, vertical meetings, and site-based meetings	
Campus/Community Input	Participate in campus wide self-analysis using the Visioning Implementation Rubric.	All	Campus Administrators, All Staff, and Campus Liaison	August 2012	June 2013	Campus Liaison, Visioning Document, and Visioning Implementation Rubric	Data results, Agendas from faculty meetings, vertical meetings, and site-based meetings	

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 campus							
Summative Evaluation:	Documentation of staff development offerings, teacher walkthroughs, snapshot, grading rubrics and Student Satisfaction Survey							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Campus Feedback	Increase the number of physical and/or virtual learning environments utilizing things such as Google Apps that foster technology literacy and collaboration.	All	Campus Administration	August 2012	June 2013	Campus Integration Specialist, Hardware, Library Media Specialist, District Matching Funds, and PTO Funds	Classroom walkthroughs, Purchase Orders, student engagement surveys, and lesson plans.	

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:	Unit plans, Forethought lesson plans, Performance Series Data and curriculum-based assessment (CBA) data							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Campus Input	Increase opportunities for students to connect to the global community using technology tools such as distance learning, podcasting, SKYPE, etc.	All	Campus Administrators, Library Media Specialist, and Teachers	August 2012	June 2013	Integration Specialist, Library Media Specialist, Matching Funds, PTO Funds, Community Partners, and Parents	Lesson plans	
Campus Input	Redesign personal projects for grades 3-5 incorporating our STEM initiative and real world learning/application.	All	Campus Administrators, Classroom Teachers, Campus Liaison, Librarian/Media Specialist, and I-Team Liaison	August 2012	June 2013	Business/Community Partners, Campus Liaison, Librarian/Media Specialist, and STEM resources	Lesson Plans, Vertical Team meetings, Faculty meetings, and Grade level team meetings	

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, and Campus comprehensive needs assessment	Design an instructional transformation plan that will allow for change, advancement and growth for all stakeholders.	All	Campus Administrators, All Staff, and Campus Liaison	August 2012	June 2013	Curriculum Department, Visioning Institute Document and Campus Administrators	New Vision Implementation Matrix Post Analysis, and Transformation Plan	
AEIS Report	Reduce the achievement gap through culturally responsive teaching and pedagogy.	All	Curriculum Department, Campus Administrators and Teachers.	August 2012	June 2013	Curriculum Framework, and 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	
Campus and parent feedback	Leverage parents, business and community members to promote stronger career awareness for students.	All	Classroom Teachers, and Campus Administration	Sept. 2012	June 2013	Parent, business, and community resource base, and Sally Ride Science	Lesson plans	
Campus and parent feedback	Partner with CHS STEM Academy and New Tech High to establish mentors for students.	All	Campus Administration, Integration Specialist, and GT Specialist	Sept. 2012	June 2013	Robotics Kits, Engineering Units, and Time for teacher collaboration	Lesson plans, Campus visits, and walkthroughs	

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 Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Campus Input	Recruit mentors for students needing positive role models.	At-risk students	Counselor, Campus Administration, and Teachers	Aug. 2012	June 2013	Coppell Chamber of Commerce contacts, CISD Communications Department, Coppell High School and New Tech High	List of mentors needed and obtained	
Campus Input	Implement strategies from Great Expectations promoting positive character traits and student responsibility.	All	Counselor, Campus Administration, and Teachers	August 2012	June 2013	Great Expectations resources, KTEX Broadcasting, and General Budget	Morning announcements, Lesson plans, and Spirit Rally Agendas	
Campus Input	Provide on-going staff development using Great Expectations strategies.	All	Campus Administration; and Teachers (Great Expectations training team)	August 2012	June 2013	Great Expectations manuals, Great Expectations training team, Great Expectations trainers, and Title 1 funds \$1,000.00	Lesson Plans, Staff Development certificates, and Agendas	

Strategic Objective/Goal: 3	We will increase efficiency in the district operations and educational delivery system through the use of technology, and further develop business and community partnerships in order to best achieve our mission and objectives.							
Performance Objective: 1	Increase CISD staff's level of technology integration expertise (proficiencies) through a differentiated staff development program that addresses 21st Century technology skills.							
Summative Evaluation:	Documented cumulative evidence of staff growth and progress over time in achieving 21st Century technology skills.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documente d
Meetings with department and/or campus personnel	All TCE staff members will develop annual technology goals.	All	Campus Administrators	August 2012	June 2013	Staff members, annual review materials and I-Team Liaison	Evaluations by supervisor and/or Principal, and annual goals documentation	
Campus Input	Staff will complete a survey based on their technology needs for staff development and then differentiated training will be provided.	All	Campus Administrators, I-Team Liaison, and Librarian Media Specialist	August 2012	June 2013	I-Team Liaison, Librarian Media Specialist, and Survey	Eduphoria documentation	

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	Develop, integrate and promote ways to conserve resources to all stakeholders.	All	Executive Director of Technology, Campus Administrators, and TCE Staff	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, and reduction in the amount of paper that is used across the District	
Campus and Community Input	Assess the level of paper consumption on our campus.	All	Campus Administrators, Library Media/Specialist, and I-Team Liaison	August 2012	June 2013	Director of Technology, I-Team Liaison, and Administrators	Reports developed by implementation of campus “green” awareness programs, and reduction in the amount of paper that is used	

Strategic Objective/Goal: 3	We will increase efficiency in the district operations and educational delivery system through the use of technology, and further develop business and community partnerships in order to best achieve our mission and objectives.							
Performance Objective: 3	Enhance the communication system to provide district staff, parents, community members, and business partners with secure, effective and efficient communication via a reliable and dynamic infrastructure.							
Summative Evaluation:	Research documentation, Campus websites, Staff/Parent portal resources and content.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Campus Input	Expand on the use of Twitter, Facebook, QR codes and various social media to communicate our STEM initiative with parents and community.	All	Campus Administration, I-Team Liaison, and Staff	Aug. 2012	June 2013	Twitter account, Facebook account, and Town Center website/Google site	Electronic records	

CISD DISTRICT IMPROVEMENT PLAN 2012-2013

APPENDIX A: STATE AND FEDERAL MANDATES

Bullying Prevention

Strategies	Resources	Staff Responsible	Evaluation
1. All campuses will implement and support CISD anti-Bullying policies, guidelines and procedures designed to reduce bullying.	Campus Budgets	Campus Principals and Campus Counselors	Discipline Reports
2. All Elementary Campuses will implement and support RTime.	Region 10	Campus Principals and Campus Counselors	RTime Session Dates, RTime Session Agendas and Lessons
3. All Middle Schools will implement and support Negotiate.	Region 10	Campus Principals and Campus Counselors	Negotiate Session Dates, Negotiate Session Agendas, and Lessons
4. All school staff members will be trained in the CISD Bullying Reporting Protocol.	Campus Budgets	Campus Principals and Campus Counselors	Discipline Reports
5. All 5 th Grade students will view Cyber Bullying video from Yellow Dyno through Counseling Guidance Program.	Campus Budgets	Campus Counselor	Discipline Reports
6. Parent information sessions will be held to increase awareness and prevention measures for bullying and cyber bullying.	Local Funds	Assistant Superintendent of Administration	Discipline Reports and agendas

Child Abuse & Sexual Abuse Prevention

Strategies	Resources	Staff Responsible	Evaluation
1. All campus counselors will be trained as trainers of trainers in the Dallas Children’s Advocacy Center’s training on Recognizing and Reporting Child Abuse.	Region 10	Executive Director of Leading and Learning and Campus Counselors	Training sign-in sheets, Training Agendas, and Training Survey Reports
2. All campus staff members will be trained in the Dallas Children’s Advocacy Center’s protocol on Recognizing and Reporting Child Abuse.	Region 10	Executive Director of Leading and Learning and Campus Counselors	Training sign-in sheets, Training agendas and Training Survey Reports
3. All school staff members will follow the CISD Child Abuse Reporting Protocol.	Region 10	Executive Director of Leading and Learning and Campus Counselors	Counselor Documentation

Coordinated Health - SHAC Council

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

Dating Violence Awareness

Strategies	Resources	Staff Responsible	Evaluation
1. Provide on-going staff training on relationship abuse awareness, detection and prevention.	PEIMS data, SROs, Counselors, parents and Campus Administrators	Executive Director of Leading and Learning, Campus 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

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

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

Suicide Prevention

Strategies	Resources	Staff Responsible	Evaluation
1. All staff members will be trained in the CISD suicide Prevention Protocol.	Campus Budgets	Campus Principal and Counselors	Training sign-in sheets, Training agendas and Training Survey Reports

CISD DISTRICT IMPROVEMENT PLAN 2012-2013
APPENDIX B: COMPLIANCE RUBRIC FOR A SCHOOL WIDE PLAN

Components of a School wide Plan	Standard	Evidence of Standard Completion and/or Progress Toward Completion
Comprehensive Needs Assessment	<p>Includes a variety of data gathered from multiple sources.</p> <p>Examines student, teacher, school and community strengths and needs.</p>	<p>STAAR data, local assessments, teacher assessments and learner portfolios will be used to monitor student progress. This will be evident through formative and summative assessments and differentiation and interventions will be provided to all students in order to meet their needs.</p>
School wide reform strategies	<p>Opportunities for all children to meet the State’s proficient and advanced levels of student academic achievement</p> <p>Use effective methods and instructional strategies that are based on scientifically based research:</p> <ul style="list-style-type: none"> i. Strengthen core academic programs ii. Increase amount and quality of learning time iii. Strategies for meeting educational needs of underserved populations 	<p>STEM engineering units and resources will be utilized throughout the year to promote higher level thinking and provide opportunities for enriched mastery of all academic skills. Gizmos will be used as an interactive tool to help provide a visual/hands-on application for students in the areas of math and science.</p>

Components of a School wide Plan	Standard	Evidence of Standard Completion and/or Progress Toward Completion
Instruction by Highly Qualified Professional Staff	<p>Teachers and paraprofessionals meet the highly qualified requirements; parents are aware of the highly qualified status of all teachers.</p> <p>All teachers are assigned to the areas in which they are certified to teach.</p>	We will ensure that a highly qualified instructional staff member leads all classrooms and recruiting processes and that all teachers are assigned to areas in which they are certified to teach.
Highly-qualified and Ongoing Professional Development	<p>All staff is trained to meet individual needs of all students, but particularly the lowest achieving students of any program that is included in the school wide program.</p> <p>All staff receives ongoing and sustained professional development that is aligned with the goals of the new vision plan.</p>	<p>Professional learning opportunities will be provided in the areas of the learner outcomes, STEM, blended learning, data analysis, rubric designs, questioning strategies and formation and summative assessments.</p> <p>We will sustain a high level of professional development for our staff by providing ongoing learning, recognizing and honoring the value of each staff member and providing an environment that promotes reciprocal relationships.</p>
Strategies to Attract Highly Qualified Staff	The School is allowed to provide incentives for highly qualified teachers to teach in high need schools.	Information regarding our school will be displayed on our campus webpage, shared via parent meetings, and provided through other modes of media. Our overall progress as a school will be shared in a way that attracts all stakeholders.

Components of a School wide Plan	Standard	Evidence of Standard Completion and/or Progress Toward Completion
Strategies to Increase Parental Involvement	<p>Specific strategies to increase parental involvement, based upon results of the needs assessment have been identified and implemented.</p> <p>Strong collaboration with community resources is evident.</p>	<p>We will communicate and provide stakeholders the opportunity to provide input through a variety of mediums including but not limited to: PTO meetings, PTO manager, School Messenger, Site-based Committee Meetings, Parent/Teacher/Student conferences, Campus and Classroom websites, Twitter, and Facebook.</p>
Preschool Transition Strategies	<p>Collaboration is evident between the elementary school and preschool programs (Head Start, Even Start, etc.)</p> <p>Specific strategies for helping students' transition into the elementary setting have been identified and implemented.</p>	<p>Kindergarten round up is provided in the Spring of each year, parent meetings, and opportunities to experience the classroom environment is extended to those beginning their Kinder year at TCE. Teachers have the opportunity to provide curriculum information to parents annually. This transition is continued in the Fall at a meet the teacher night to prepare students for the first day of school. We also have a Back to School Social for our incoming Kindergartners and their parents that is hosted by our PTO.</p>
Timely and additional Assistance to Students Having Difficulty Mastering the Standards	<p>The school has a well-defined process that is currently being implemented to identify students experiencing difficulty mastering the State's standards.</p> <p>Timely, effective and additional assistance is provided for students experiencing difficulty mastering the state's standards.</p> <p>Thematic, integrated instruction, designed to accommodate the needs of various learning styles is provided.</p>	<p>Teachers will differentiate for all students to meet their individual needs. Lessons are designed to integrate all content areas through the use of STEM thus providing meaningful learning experiences for all students. Pre-assessments are provided as a tool to help guide lesson planning. Additional monitoring of students is provided through the Response to Intervention (RtI) process. The tiered process within RtI allows grade level teams to collaborate with others on the campus so that they can provide the teams with additional strategies and resources to help with student intervention. Parents are an integral part of this process.</p>

Components of a School wide Plan	Standard	Evidence of Standard Completion and/or Progress Toward Completion
Coordination and Integration of Federal, State and Local Programs and Resources	The school has established its new vision plan based on need, and is knowledgeable about and uses all resources available to the school to meet its goals.	All funds are coordinated and used to meet the needs of all learners based on data and the campus goals. Our overall goal is to provide our students enriched learning experiences through the use of STEM tools/strategies, therefore materials, supplies and equipment purchased will support our overall goals.
Measures to Include Teachers in the Decisions Regarding the Use of Academic Assessments	Classroom teachers developed the assessment matrix.	Our campus will design learner outcomes for the TCE learner that will align with the Visioning Document and with our STEM initiatives. Rubrics will be developed to provide authentic feedback for teachers, parents and students on student growth toward learner outcomes that can be utilized throughout the various STEM units.