



# **COPPELL MIDDLE SCHOOL EAST CAMPUS IMPROVEMENT PLAN**

**2014- 2015**

**LAURA SPRINGER, PRINCIPAL**

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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.

# CISD DISTRICT IMPROVEMENT PLAN

**STRATEGIC OBJECTIVE/GOAL 1:** We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success.

- **Performance Objective 1:** Develop a comprehensive professional learning plan to actualize the CISD Learning Framework .
- **Performance Objective 2:** Reframe and prioritize state standards in a way that leads to profound learning.
- **Performance Objective 3:** Align the written, taught and assessed curriculum.
- **Performance Objective 4:** Sustain district-wide EC-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas.
- **Performance Objective 5:** Create a system for establishing and maintaining reciprocal community partnerships in order to increase authentic and field based learning experiences.
- **Performance Objective 6:** Implement a system or systems to assess Future-Ready skills.
- **Performance Objective 7:** Integrate Future-Ready learning skills within the district.
- **Performance Objective 8:** Increase connections between real world experiences and authentic classroom instruction.
- **Performance Objective 9:** Transform systems to more effectively prepare students to be successful in post-secondary education and beyond.
- **Performance Objective 10:** Provide professional learning for educators and administrators on the effective use of data and assessment tools to inform the design.

**STRATEGIC OBJECTIVE/GOAL 2:** We will respect and leverage the diversity that exists in our community to provide a world-class learning environment.

- **Performance Objective 1:** Increase educator proficiency to respond to our diverse community of learners.
- **Performance Objective 2:** 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 foster proactive and reciprocal communication for the learner success.

- **Performance Objective 1:** Create a system for establishing and maintaining reciprocal community partnerships in order to increase authentic and field based learning experiences.
- **Performance Objective 2:** Create a system to communicate foundational and future-ready skills for each learner.
- **Performance Objective 3:** Communicate the district assessment plan to parents and teachers and report outcomes individually to parents and collectively to stakeholders.

**STRATEGIC OBJECTIVE/GOAL 4:** Design a comprehensive instructional technology system that redefines the role of technology in the classroom (create and share content, collaborate with other learners throughout the world).

- **Performance Objective 1:** Seamlessly integrate digital citizenship across the curriculum so all stakeholders collaborate in an atmosphere of respect, integrity, sharing, trust, and service.
- **Performance Objective 2:** Increase CISD staff's level of technology integration expertise (proficiencies) through a differentiated staff development program that addresses 21<sup>st</sup> Century technology skills.

**STRATEGIC OBJECTIVE/GOAL 5:** We will create a community-based accountability system for reporting learner growth.

- **Performance Objective 1:** Develop support and work with the community to establish a comprehensive accountability system for CISD and an environment conducive to optimal learning and growth.

**CAMPUS SITE-BASED COMMITTEE  
2014 - 2015 COMMITTEE MEMBERS**

<b>NAME OF PARTICIPANT</b>	<b>COMMITTEE ROLE</b>
<b>HEATHER ASTON</b>	<b>LIBRARIAN</b>
<b>ROBIN FREEMAN</b>	<b>LITERACY COACH</b>
<b>AMANDA COOPER</b>	<b>MATH COACH</b>
<b>CHRIS GOLLNER</b>	<b>SCIENCE TEACHER</b>
<b>LAURA SPRINGER</b>	<b>PRINCIPAL</b>
<b>BRANDON MCGILL</b>	<b>ASSISTANT PRINCIPAL</b>
<b>STEVE GLOVER</b>	<b>ASSISTANT PRINCIPAL</b>
<b>ALYNN JOYCE</b>	<b>PARENT</b>
<b>DEBRA NICKELL</b>	<b>SPED TEACHER</b>
<b>RALPH CHECKRI</b>	<b>COMMUNITY REPRESENTATIVE/BUSINESSMAN</b>



## **COPPELL INDEPENDENT SCHOOL DISTRICT**

### Campus Needs Assessment

List data utilized to identify the needs of your campus

- Visioning Document
- Learning Framework
- Special Programs Input (Special Education, RTI, ESL, Structured Learning)
- Local and State Assessments – Performance Assessments
- Leadership Meetings and Campus Data Meetings
- NCLB
- Compensatory Education and Title I Data

List the identified needs of your campus derived from data review

After carefully reviewing our data, there are areas that we have highlighted as a campus that need our support. We know that our LEP students continue to struggle on their state testing. Our students will need extra support on their grammar usage and their writing. They will also need extra support in the areas of language acquisition and reading comprehension. Our campus as a whole will need to support our ESL students across all curriculum areas.

We know that we have students that are identified in our RTI data that will also drive our need to support them academically in all their core classes.

A common trend for us has been learners moving in and performing poorly on our math testing. We have realized that they are coming to us lagging in their concept knowledge and we are working to close those gaps. Math is an area that needs our attention this year as we are adopting new TEKS and this will accelerate instruction for our learners. We must concentrate on our African American population as they are struggling with the concepts in math. Instruction must change to meet the needs of all learners.

Because our at-risk and economically disadvantaged population are continuously growing, we will continue to search for instructional tools that will ensure success for all students. As a campus, we are focusing on getting our at-risk students future ready through our Title I funds.

The RtI process continues to be a huge part of ensuring success for all learners, and the need for ongoing, data-informed training for our staff to meet our student's needs is imperative.

We also have to do a better job of communicating to all of our stakeholders and really raising the bar in our classrooms to transform our learning.

Our special education population is an area that we are concentrating on as we will not have the luxury of the STAAR M test this year. Our expectations for our learners and the speed in which they will need to learn has to be addressed.

<b>Strategic Objective/Goal 1:</b>	We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success.							
<b>Performance Objective #1</b>	Develop a comprehensive professional learning plan to actualize the CISD learning Framework.							
<b>Summative Evaluation:</b>	Professional Learning Plan for our campus							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Time line Start</b>	<b>Time line End</b>	<b>Resources Human/Materia I/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
STAAR, TELPAS, Pinnacle 2020	Implementation of a focus on Scaffolding with our campus which ties into our PBL Lens and will address our at-risk population.	All	Campus Administrators	Aug 2014	June 2015	Learning Framework	Walkthrough Data and evaluations	STAAR, TELPAS, Pinnacle 2020
Student Satisfaction Survey, Classroom Walkthrough Data, Visioning Document	Provide overview and support of the Learning Portrait for all new CISD educators.	All	Curriculum Directors; Campus Administrators; Assistant Superintendent of Curriculum and Instruction; Director of Professional Learning	Aug 2014	Oct 2014	CISD Learning Framework; Local Funds; In-District Presenters	Eduphoria Records; Campus Sign-In Sheets; Training Video "Limitless Possibilities"	Student Satisfaction Survey, Classroom Walkthrough Data, Visioning Document
Classroom Walkthrough Data, Visioning Document; STAAR Data; TELPAS Data	Provide advanced learning opportunities to all educators for the five chapters on the Learning Framework.	All	Curriculum Directors; Campus Administrators; Assistant Superintendent of Curriculum and Instruction; Director of Professional Learning	Aug 2014	June 2015	CISD Learning Framework; Local Funds; Title I Funds (\$1000); In-District Presenters; Books	Eduphoria Records; Campus Sign-In Sheets; Training Modules	Classroom Walkthrough Data, Visioning Document; STAAR Data; TELPAS Data



<b>Quantitative data such as AEIS, STAAR Summary Reports, Performance Series Data, and Classroom Teacher Input.</b>	As a Title I Campus provide additional opportunities to supplement training and improve instruction for targeted populations in the areas of math, writing and reading.	All	Curriculum Directors, Campus Administrators and Campus Staff	Aug 2014	June 2015	Title I Funds, (\$3800), Trainings for Math 180, Read 180, and iStation	Campus Needs Assessment and Documentation of Additional Staff Opportunities, and conferences	Walkthrough Data, STAAR Data, MAP Data; TELPAS Data
Quantitative data such as AEIS, STAAR Summary Reports, Performance Series Data, and Classroom Teacher Input	Continue the growth of our “math coach” to work on building 21 <sup>st</sup> Century teaching strategies with our teachers to enhance math success for all students.	At-risk and Rtl students	Curriculum Directors, Campus Administrators and Campus Staff	Aug 2014	June 2015	Curriculum Department, Intervention Services and District Funding	Campus Needs Assessment, and assessment data	Walkthrough Data, STAAR Data, MAP Data; TELPAS Data
Quantitative data such as AEIS, STAAR Summary Reports, Performance Series Data, and Classroom teacher input	Continue providing training for staff to enhance instructional strategies for Response to Intervention (RTI).	At-risk	Curriculum Directors, Campus Administrators and Campus Staff	Aug 2014	June 2015	Curriculum Department, Intervention Services, Campus Administrators, and Counselors	PST meeting minutes, and campus staff development planning	Walkthrough Data, STAAR Data, MAP Data; TELPAS Data

<p>Quantitative data such as AEIS, STAAR Summary Reports, and Local Assessments;</p> <p>Qualitative data such as surveys, department meetings, instructional leader meetings, team leader meetings, and classroom walkthroughs.</p>	<p>Provide initial/advanced training in:</p> <ul style="list-style-type: none"> <li>• Formative Assessment</li> <li>• Authentic Feedback for Grading practices</li> <li>• Math instruction and gap training to meet needs of struggling learners</li> <li>• LEP strategies to help with language acquisition, reading, writing and grammar.</li> <li>• Support of "The Paperless Classroom" in pilot ELAR classes.</li> </ul>	All	<p>Director of Professional Learning, Curriculum Directors, Assistant Superintendent of Curriculum, Instruction, and East staff and Administration</p>	Aug 2014	July 2015	<p>Outside consultants, in-district presenters, books, manuals, Region 10 workshops, TEKS, Title I (\$28,080) and Title III</p>	<p>Eduphoria records, classroom walkthroughs, Rtl Tier 1 documentation, and campus needs assessment</p>	<p>Walkthrough Data, STAAR Data, MAP Data; TELPAS Data</p>
Community and Campus Feedback	<p>Support a physical learning environment that fosters technology literacy, collaboration, information literacy, and technology integration.</p>	All	<p>Campus Administration, District and campus I-team specialists, and staff</p>	Aug 2014	June 2015	<p>Campus Administration, I-Team campus leader, librarian and staff.</p>	<p>Observation of innovative classroom structures</p>	<p>Walkthrough Data, Appraise Test</p>

Campus Feedback	Continue to fund and require ongoing staff development targeted to <ul style="list-style-type: none"> <li>• Real world application</li> <li>• Service Learning</li> <li>• Differentiation inside/outside the classroom</li> <li>• Inquiry-based instruction</li> <li>• Instructional technology</li> <li>• Concept based instruction</li> <li>• Tier I instruction and Best Practices</li> <li>• Authentic assessment.</li> <li>• The Paperless Classroom</li> <li>• Flipped Learning</li> <li>• Virtual Learning</li> </ul>	All	District Curriculum Team, Campus administration, I-Team specialist, and Department Heads	June 2014	July 2015	Director of Professional Learning, campus administrators, teachers, Comp. Ed. Funding, and Title Funding (\$2000)	Staff development offerings in Eduphoria, and off campus	

<b>Strategic Objective/Goal 1:</b>	We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success.							
<b>Performance Objective #2</b>	Reframe and prioritize state standards in a way that leads to profound learning.							
<b>Summative Evaluation:</b>	Updated Curriculum Aligned to the New Standards and Adoptions							
<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>
Educators Survey Feedback; Visioning Document; Pinnacle 2020 Committee Strategic Plan	Coordinate and collaborate with campus leaders in the NTRC to identify and prioritize profound learning standards and instructional strategies	All	Campus Administration	August 2014	June 2015	TEKS; Future Ready Outcomes (FROS); Local Funds	Identified Profound Learning Standards	Walkthrough Data, STAAR Data, MAP Data; TELPAS Data
Student Satisfaction Survey, Classroom Walkthrough Data, Visioning Document; STAAR Data; TELPAS Data	Expand the use of UbD and PBL Frameworks in designing learning.	All	Campus Administrators; Curriculum Department Directors; Educators	August 2014	June 2015	UbD and PBL Templates customized to individual campus initiatives; Curriculum Department Directors; Coaches	Educator Units and Lesson Plans	
Student Satisfaction Survey, Classroom Walkthrough Data, Visioning Document; STAAR Data; TELPAS Data	Implement the learning design rubric to provide feedback for unit design	All	Campus Administrators; Educators; Curriculum Department Directors; Executive Director and Director of Intervention Services	August 2014	June 2015	Learning Design Rubric	Rubrics with feedback given to educators; Eduphoria Data	

GT Audit; MAP Data	Implement the suggestions for GT at grades 6-8 as recommended by the GT audit.	GT	Director of Advanced Academics; Campus Administrators; Curriculum Department Directors	August 2014	June 2015	AP Speaker from the College Board to Assist with Vertical Teams; Local Funds	GT Parent Survey; MAP data; ACT Aspire and ACT; Writing	
Educators Survey Feedback; Visioning Document; Pinnacle 2020 Committee Strategic Plan	Embed global awareness and international mindedness into unit design.	All	Curriculum Department Directors; Campus Administrators; Campus Educators; iTTeam; Coaches	August 2014	June 2015	iTeam; Director of Enrichment Programs; Coaches; Coordinator of Instructional Technology	Unit Plans; District provided resources	

<b>Strategic Objective/Goal 1:</b>	We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success.							
<b>Performance Objective #3</b>	Align the written, taught and assessed curriculum.							
<b>Summative Evaluation:</b>	Documents with the horizontally and vertically aligned curriculum as evidenced in Scope and Sequences; Digital Resources; Balanced Literacy Program							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Time line Start</b>	<b>Time line End</b>	<b>Resources Human/Material /Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
Educators Survey Feedback; Parent Survey Feedback; Pinnacle 2020 Committee Strategic Plan; STAAR Data; TELPAS Data; MAP Data	Align the math curriculum with the new math TEKS and new adoption.	All	Director of Mathematics; Math Coaches; Math Cadres'; Department Heads	Aug 2014	June 2015	TEKS; Local Budget; Math Adoption Materials	Aligned Math Curriculum	
Campus observations and walk through and administrative discussions	Align all instructional & assessment practices such as Rtl, GT and EOC with the district Learning Framework.	All	Assistant Superintendent of Curriculum and Instruction, Campus Administration, and Curriculum Department	Aug 2014	July 2015	Map Testing and local funds	District achievement gap data, and campus-based data	

<b>Strategic Objective/Goal 1:</b>	We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success.							
<b>Performance Objective #4</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, Campus Needs Assessment Rubrics; Learner Performance Data; Safeguard Plans and Monitoring Notes.							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Time line Start</b>	<b>Time line End</b>	<b>Resources Human/Material/ Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
STAAR Data; TELPAS Data; MAP Data; Walkthrough Data	All new employees will receive expository writing training.	All	Director of Literacy; Write From the Beginning and Beyond (WFTBB) Trainers; Campus Administrators	Aug 2014	Dec. 2014	Expository Writing Materials; WFTBB Trainers	Eduphoria Records	
STAAR Data; TELPAS Data; MAP Data; Walkthrough Data	Educators will receive follow-up training in expository writing.	All	Director of Literacy; Write From the Beginning and Beyond Trainers; Campus Administrators	Aug 2014	Dec. 2014	Expository Writing Materials; WFTBB Trainers	Eduphoria Records; Campus Sign-In Sheets	
STAAR Data; TELPAS Data; MAP Data; Walkthrough Data	Educators will receive training in narrative writing.	All	Director of Literacy; Write From the Beginning and Beyond Trainers; Campus Administrators	Aug 2014	Dec. 2014	Narrative Writing Materials; WFTBB Trainers Title I	Eduphoria Records; Campus Sign-In Sheets	
STAAR Data; TELPAS Data; MAP Data; Walkthrough Data	Educators will be trained in developing a balanced literacy program.	All	Director of Literacy; Literacy Coaches; Campus Administrators	Aug 2014	June 2015	Balanced Literacy Program; Literacy Coaches	Eduphoria Records; Campus Sign-In Sheets; Balanced Literacy Program; Walkthroughs	

Campus assessment data	Continue to use research based computer programs to enable our at-risk populations to understand key concepts and close achievement gaps.	At-risk	Teachers	August 2013	July 2014	Title I Funding (\$17,322), Compensatory Education Funding Apangea Math, Dimension University, Read 180, Math 180, iStation, Gizmo's, and EdHelper Glogster	Assessment Data	
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<b>Strategic Objective/Goal 1:</b>	We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success.							
<b>Performance Objective #5</b>	Create a system for establishing and maintaining reciprocal community partnerships in order to increase authentic and field based learning experiences.							
<b>Summative Evaluation:</b>	Database with partnerships formed.							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Time line End</b>	<b>Resources Human/Material /Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
Community Feedback	Recruit and use businessmen/women as presenters for our iExplore classroom.	All	District Coordinator for Social Studies & CTE, Counselors, and Campus Administration	August 2014	June 2015	Business partnerships, and counselors	Feedback from mentor, and student for effectiveness	
Community and campus feedback	Recruit businessmen/women to evaluate learner products for our PBL Units.	All	District Coordinator for Social Studies & CTE, Counselors, and Campus Administration	August 2014	June 2015	Administrators, and staff	Documentation of activities held with partners	

<b>Strategic Objective/Goal 1:</b>	We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success.							
<b>Performance Objective #6</b>	Implement a system or systems to assess Future-Ready skills.							
<b>Summative Evaluation:</b>	Lessons designed with FROS (Future Ready Outcomes) embedded in all content areas; Rubrics used to evaluate FROS							
<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>
Pinnacle 2020 Committee Strategic Plan	Identify Future-Ready Outcomes (FROS) that need to be embedded in all of our content areas.	All	Curriculum Department Directors; Campus Administrators	July 2014	August 2014	Resources Listed in the Learning Framework for Research Based FROS	FROS identified in the Learning Framework	
Pinnacle 2020 Committee Strategic Plan	Create rubrics for our campus FROS to be used in assessing learners.	All	Campus Administrators; Educators	August 2014	Dec. 2014	District FROS and Resources in the Learning Framework	Rubrics	

<b>Strategic Objective/Goal 1:</b>	We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success.							
<b>Performance Objective #7</b>	Integrate Future-Ready learning skills within the district.							
<b>Summative Evaluation:</b>	Learning Framework; Campus Communication; Units and Lessons Designed							
<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>
Pinnacle 2020 Committee Strategic Plan	Design and use campus-based FROS and rubrics in our Unit Plans and lesson designs.	All	Campus Administrators; Educators	August 2014	June 2015	District Learning Framework; Campus Rubrics	Lesson Plans; Walkthroughs	
Pinnacle 2020 Committee Strategic Plan	Inform stakeholders on the use of campus-based FROS to develop the whole child.	All	Assistant Superintendent for Curriculum and Instruction; Curriculum Department Directors; Communications Department; Campus Administration	August 2014	Sept. 2014	Webmaster; Campus Newsletters and Updates; Learning Framework	Campus Newsletters and Updates; District Website	

<b>Strategic Objective/Goal 1:</b>	We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success.							
<b>Performance Objective 8:</b>	Increase connections between real world experience and authentic classroom instruction.							
<b>Summative Evaluation:</b>	Survey data from stakeholders; Projects							
<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>
Pinnacle 2020 Committee Strategic Plan; Dual Language Immersion Data;	Increase opportunities for learners to engage in real world and authentic learning experiences connecting to learner interest such as service learning.	All	Curriculum Department Directors; Campus Administrators; Director of Marketing and Business Partnerships; Educators	August 2014	June 2015	Director of Marketing and Business Partnerships; Director of Enrichment Programs	Unit Plans; Service Learning Projects	
Pinnacle 2020 Committee Strategic Plan	Coordinate national and international curriculum projects to align with our PBL Initiative.	All	Director of Enrichment Programs	August 2014	June 2015	Local Funds; Partnerships	Projects Established; Campus Feedback	
Pinnacle 2020 Committee Strategic Plan	Incorporate opportunities for students to connect to the global community using technology tools such as distance learning, podcasting, and virtual learning.	All	Campus Administration and I-Team Specialist	August 2014	June 2015	I Team, teachers, Title II, IDEA, and local funds	Lesson plans	

<b>Strategic Objective/Goal 1:</b>	We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success.							
<b>Performance Objective #9</b>	Transform systems to more effectively prepare students to be successful in post-secondary education and beyond.							
<b>Summative Evaluation:</b>	Evidence of systems transformed and STAAR, TELPAS, EXPLORE, and MAP data; Stakeholder Surveys; Digital resources created.							
<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>Document ed</b>
Educators Survey Feedback; Parent Survey Feedback; Pinnacle 2020 Committee Strategic Plan; STAAR Data; TELPAS Data; MAP Data; Walkthrough Data	Implement professional development for educators to support the understanding and participation of the New Educators Evaluation process in CISD.	All	Director of Professional Learning; Curriculum Department Directors; Campus Administrators ; Director of Advanced Academics	August 2014	Sept. 2014	Educator Evaluation System	Training Module; Eduphoria Records	
Parent Survey Feedback; Pinnacle 2020 Committee Strategic Plan; STAAR Data; TELPAS Data; MAP Data;	Work with 8 <sup>th</sup> grade learners and their parents on selecting an appropriate endorsement pathway for high school as required in HB5.	8 <sup>th</sup> Graders	Campus Administrators Counselors and educators	Jan 2015	June 2015	HB5 Curriculum Courses	Survey Data from Stakeholders	
Educators Survey Feedback; Parent Survey Feedback; Administrator Feedback; Pinnacle 2020 Committee Strategic Plan; STAAR Data; TELPAS Data; MAP Data; Walkthrough Data	Create learner goal setting protocols, self-monitoring tools, and instructional feedback forms to give ownership and empower learners in their learning.	All	Curriculum Directors; Campus Administration ; Educators	August 2014	Dec. 2014	Student Led Conferencing Reference Materials	Protocols; Self-Monitoring Tools, and Instructional Feedback Forms	

Educators Survey Feedback; Parent Survey Feedback; Administrator Feedback; Pinnacle 2020 Committee Strategic Plan; STAAR Data; TELPAS Data; MAP Data; Walkthrough Data	Pilot various electronic mediums to facilitate learner goal setting and self-monitoring.	All	Campus Administrators ; Educators	Dec. 2014	June 2015	Electronic Mediums	Mediums Tested; Survey Results	
Educators Survey Feedback; Parent Survey Feedback; Administrator Feedback; Pinnacle 2020 Committee Strategic Plan	Develop a protocol for reporting to parents' current and historical assessment data which affects the growth of the whole child.	All	Director of Assessment; Curriculum Department Directors; Campus Administration	August 2014	Dec. 2014	Data Warehousing System with Historical Data	Protocol Developed	
Educators Survey Feedback; Parent Survey Feedback; Administrator Feedback; Pinnacle 2020 Committee Strategic Plan; Visioning Document	Expand digital curation of resources such as iTunes U courses.	All	Director of Mathematics; Coordinator of Instructional Technology; iTeam; Educators; Campus Administrators ; Curriculum Department Directors	August 2014	June 2015	Technology for curation; Local Funds	New Digital Resources Created	

<b>Strategic Objective/Goal 1:</b>	We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success.							
<b>Performance Objective #10</b>	Provide professional learning for educators and administrators on the effective use of data and assessment tools to inform the design.							
<b>Summative Evaluation:</b>	Administrator Survey Results; Learner Achievement							
<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>
STAAR Data; TELPAS Data; MAP Data; Walkthrough Data	Create a campus and district level data team to analyze data to drive instruction.	All	Director of Assessment; Campus Administrators	August 2014	Sept. 2014	Local Funds	District and Campus Teams; Data Reports	
STAAR Data; TELPAS Data; MAP Data; Walkthrough Data	Provide training on differentiation between screeners and diagnostic tools and how to utilize each to inform instructional decisions.	All	Director of Assessment; Literacy Coach; Data Teams; Campus Administration	August 2014	June 2015	STAAR Data; TELPAS Data; MAP Data; Walkthrough Data; PEIMS Data	Eduphoria Records	

<b>Strategic Objective/Goal 2:</b>	We will respect and leverage the diversity that exists in our community to provide a world-class learning environment.							
<b>Performance Objective #1</b>	Increase educator proficiency to respond to our diverse community of learners.							
<b>Summative Evaluation:</b>	Eduphoria records of trainings; Walkthrough data; Learner Achievement 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>
STAAR Data; TELPAS Data; MAP Data;	Provide sheltered instruction training to all new educators who have not had SIOP or best practice sheltered instruction training.	ESL	Campus Administration, Campus ESL Facilitator	August 2014	Oct. 2014	Training Modules; ESL Educators and Facilitators	Eduphoria Records	
STAAR Data; TELPAS Data; MAP Data	Create a customized plan for all learners who did not advance one level on TELPAS.	ESL Learners	ESL Facilitators and Educators; Executive Director of Curriculum and Instruction; Campus Administration	August 2014	Oct. 2014	ESL Facilitators; TELPAS Data	Customized Plans	
STAAR Data; MAP Data; IEP Data; EOC Data	Provide training to special educators in content knowledge and instructional design.	Sp. Ed.	Executive Director of Intervention Services; Director of Professional Learning; Campus Administration	August 2014	June 2015	Local Funds	Eduphoria Records; List of Trainings Provided; Student Performance Data	



<b>Strategic Objective/Goal 2:</b>	We will respect and leverage the diversity that exists in our community to provide a world-class learning environment.							
<b>Performance Objective #1</b>	Increase educator proficiency to respond to our diverse community of learners.							
<b>Summative Evaluation:</b>	Eduphoria records of trainings; Walkthrough data; Learner Achievement 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>
DRA Data; STAAR Data; MAP Data; IEP Data; EOC Data	Provide training to general educators regarding their role in implementing IEPs/IAPs and in how to accommodate for learners with disabilities within the general education setting.	Sp. Ed./ 504	Executive Director of Intervention Services; Director of Professional Learning; Campus Administration	August 2014	June 2015	Local Funds	Eduphoria Records; List of Trainings Provided; Student Performance Data	
Qualitative data such as surveys, department meetings, instructional leader meetings, team leader meetings, and instructional snapshots	Continue using TESA (Teacher Expectation Student Achievement) and provide feedback time to implement instructional strategies with our diverse students.	All	Campus Administration, and TESA trained teaching staff	August 2014	June 2015	TESA Manual and training guide for using tried methods to improve instruction for all learners.	Campus walkthroughs, and feedback documentation shared between staff members	

<b>Strategic Objective/Goal 2:</b>	We will respect and leverage the diversity that exists in our community to provide a world-class learning environment.							
<b>Performance Objective #1</b>	Increase educator proficiency to respond to our diverse community of learners.							
<b>Summative Evaluation:</b>	Eduphoria records of trainings; Walkthrough data; Learner Achievement 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>
STAAR Data; TELPAS Data; MAP Data;	Provide culturally responsive teaching training to educators.	All	Executive Director of Curriculum and Instruction; Director of Enrichment Programs; Curriculum Department Directors	Sept. 2014	Jan. 2015	Title III Funds; Outside Consultant(s); Curriculum Directors; Executive Director of Intervention Services; Resources such as the Dallas World Affairs Council	Eduphoria Records	

<b>Strategic Objective/Goal 2:</b>	We will respect and leverage the diversity that exists in our community to provide a world-class learning environment.							
<b>Performance Objective #2</b>	Promote the development and demonstration of positive character traits including (but not limited to): Courage, Trustworthiness, Integrity, Respect and Courtesy, Responsibility, Fairness, Caring, Good Citizenship, and School Pride consistent with the terms of the TEC Section 29.906.							
<b>Summative Evaluation:</b>	Integrated Digital Citizenship with CISD Character Traits; Parent Survey; 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>
Campus input	Promote our Advisory concept as we promote the character traits, fish philosophy and SSR/AOW at East.	All	Campus Administration and educators	August 2014	June 2015	Librarian, Counselor, and Team Leads	Campus Culture, and character growth	
Campus input	Continue the Aim for Success program to teach abstinence based education.	7 <sup>th</sup> and 8 <sup>th</sup> grade students	PTO, Campus Administration, and Counselors	August 2014	June 2015	PTO Program Committee, and Counselors	Aim for Success survey	
Campus input	Provide certificates of achievement for students each six weeks to recognize growth both in academics and character.	All	Counselors, Campus Administration, and Teachers	August 2014	June 2015	Local Funding, and campus administration	Campus Culture, and Growth of students	

<b>Strategic Objective/Goal 3:</b>	We will foster proactive and reciprocal communication for learner success.							
<b>Performance Objective #1</b>	Create a system for establishing and maintaining reciprocal community partnerships in order to increase authentic and field based learning experiences.							
<b>Summative Evaluation:</b>	Student Satisfaction Survey, Parent Survey, Educator Survey							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Time line Start</b>	<b>Time line End</b>	<b>Resources Human/Material/ Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
CISD Middle School Strategic Plan 2010 and Pinnacle 2020 Committee Strategic Plan	Implement the iExplore class allowing for time within the instructional day for students to explore and reflect on various and engaging learning and career pathways.	All	District Curriculum Team, Campus Administration and Educators	June 2014	Aug 2015	Local Funds; Partnerships	Campus Feedback, Parent Feedback, Student Satisfaction Survey	
Community Feedback	Continue using businessmen and women as mentors for at-risk students.	At-risk students	Counselors, and Campus Administration	Aug 2014	June 2015	Business partnerships, and counselors	Feedback from mentor, and student for effectiveness	

<b>Strategic Objective/Goal 3:</b>	We will foster proactive and reciprocal communication for learner success.							
<b>Performance Objective #1</b>	Create a system for establishing and maintaining reciprocal community partnerships in order to increase authentic and field based learning experiences.							
<b>Summative Evaluation:</b>	Student Satisfaction Survey, Parent Survey, Educator Survey							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Time line Start</b>	<b>Time line End</b>	<b>Resources Human/Material/ Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
Community and campus feedback	Recruit businesses and organizations to help meet the identified needs on our campus. Allow businessmen/ women to present in our classrooms to inspire our students and to also evaluate learner products for our PBL Units.	All	Counselors, and Principal	Aug 2014	June 2015	Administrators, and staff	Documentation of activities held with partners	

<b>Strategic Objective/Goal 3:</b>	We will foster proactive and reciprocal communication for learner success.							
<b>Performance Objective #2</b>	Create a system to communicate foundational and future-ready skills for each learner.							
<b>Summative Evaluation:</b>	Surveys; Communication System Created							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Time line Start</b>	<b>Timeli ne End</b>	<b>Resources Human/Materi al/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
Pinnacle 2020 Committee Strategic Plan	Explain the progression of foundational knowledge and future ready outcomes in parent and learner friendly language.	All	Assistant Superintendent for Curriculum and Instruction; Curriculum Department Directors; iTeam; Content Specialists; Assistant Superintendent for Administration; Campus Administration	Aug 2014	Oct. 2014	Foundational Knowledge Skills; Future Ready Outcomes	Progression Documents; Campus and District Communication Plans	
Pinnacle 2020 Committee Strategic Plan	Communicate the proficiency for the foundational knowledge and future ready outcomes.	All	Campus Administration; Counselors; Educators	Aug 2014	Oct. 2014	Foundational Knowledge Skills; Future Ready Outcomes	Proficiency Levels	

Pinnacle 2020 Committee Strategic Plan; STAAR Data; MAP Data; TELPAS Data	Establish a means for learner's self-assessment and reflection.	All	Assistant Superintendent for Curriculum and Instruction; Curriculum Department Directors; Educators; Campus Administrators	Sept. 2014	June 2015	Educators; iTeam;	Forms and Process for Self-Assessment and Reflection
Pinnacle 2020 Committee Strategic Plan	Establish levels of proficiency for the foundational knowledge and future ready outcomes.	All	Assistant Superintendent for Curriculum and Instruction; Curriculum Department Directors; iTeam; Content Specialists;	August 2014	Oct. 2014	Foundational Knowledge Skills; Future Ready Outcomes	Proficiency Levels
Pinnacle 2020 Committee Strategic Plan	Create a collection of artifacts showing evidence of proficiency.	All	Assistant Superintendent for Curriculum and Instruction; Curriculum Department Directors; Educators; Campus Administrators	Sept. 2014	June 2015	Local Funds; Rubrics and Proficiency Levels	List of Acceptable Artifacts

<b>Strategic Objective/Goal 3:</b>	We will foster proactive and reciprocal communication for learner success.							
<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>	Survey Data from Parents, Educators, and Parents							
<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>
Educators Survey Feedback; Parent Survey Feedback; Administrator Feedback; Pinnacle 2020 Committee Strategic Plan	Develop a protocol for reporting to parents' current and historical assessment data to affect the growth of the whole child.	All	Director of Assessment; Curriculum Department Directors; Campus Administration	Aug 2014	Dec. 2014	Data Warehousing System with Historical Data	Protocol Developed	
Pinnacle 2020 Committee Strategic Plan	Annually evaluate and make changes to system as a result of feedback provided by all stakeholders.	All	Assistant Superintendent for Curriculum and Instruction; Curriculum Department Directors; Director of Assessment; Educators; Campus Administrators; Assistant Superintendent of Administration	April 2015	May 2015	Surveys	Parent Survey; Student Satisfaction Survey; Educator Survey; Administrator Survey	
Pinnacle 2020 Committee Strategic Plan	Establish a means for parents to communicate with the educator and learner on learner progress.	All	Assistant Superintendent for Curriculum and Instruction; Curriculum Department Directors; Educators; Campus Administrators	Sept. 2014	June 2015	Local Funds	Schedules of Conferences; Documentation of Parent Input; Parent Survey	



<b>Strategic Objective/Goal 4:</b>	Design a comprehensive instructional technology system that redefines the role of technology in the classroom (create and share content, collaborate with other learners throughout the world).							
<b>Performance Objective #1</b>	Seamlessly integrate digital citizenship across the curriculum so all stakeholders collaborate in an atmosphere of respect, integrity, sharing, trust, and service.							
<b>Summative Evaluation:</b>	Digital Citizenship Curriculum; Aligned Curriculum; Marketing Plan and Resources							
<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>Documente d</b>
Pinnacle 2020 Committee Strategic Plan; Parent Survey	Develop the CISD definition of digital citizenship.	All	Assistant Superintendent for Curriculum and Instruction; Curriculum Department Directors; iTeam; Educators; Campus Administrators	August 2014	August 2014	TEKS	District Definition of Digital Citizenship	
Pinnacle 2020 Committee Strategic Plan; Parent Survey; Administrator Input	Identify the skills and attributes required to demonstrate digital citizenship.	All	Assistant Superintendent for Curriculum and Instruction; Curriculum Department Directors; iTeam; Educators; Campus Administrators	August 2014	Sept. 2014	TEKS	List of Skills and Attributes to Demonstrate Digital Citizenship	

<b>Strategic Objective/Goal 4:</b>	Design a comprehensive instructional technology system that redefines the role of technology in the classroom (create and share content, collaborate with other learners throughout the world).							
<b>Performance Objective #1</b>	Seamlessly integrate digital citizenship across the curriculum so all stakeholders collaborate in an atmosphere of respect, integrity, sharing, trust, and service.							
<b>Summative Evaluation:</b>	Digital Citizenship Curriculum; Aligned Curriculum; Marketing Plan and Resources							
<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>Documente d</b>
Pinnacle 2020 Committee Strategic Plan; Parent Survey; Administrator Input; Student Satisfaction Survey	Align the identified skills and attributes with the CISD character education traits.	All	Assistant Superintendent for Curriculum and Instruction; Curriculum Department Directors; iTeam; Educators; Campus Administrators	August 2014	Sept. 2014	CISD Character Traits	Document Showing Alignment of Digital Citizenship Skills and Character Traits	
Pinnacle 2020 Committee Strategic Plan; Parent Survey; Administrator Input; Student Satisfaction Survey	Integrate the identified skills and attributes into the existing CISD character education program.	All	Counselors; Director of Advanced Academics; iTeam; Coordinator of Instructional Technology	August 2014	June 2015	CISD Character Traits; Skills and Attributes for Digital Citizenship	Aligned Curriculum; Parent Satisfaction Survey	
Pinnacle 2020 Committee Strategic Plan; Parent Survey; Administrator Input; Student Satisfaction Survey	Communicate the differentiated digital citizenship curriculum and resources to be accessed and used by learners, educators, and parents.	All	Campus Administration; Campus iTeam; Librarian	August 2014	Oct. 2014	iTeam; Coordinator of Instructional Technology	Resources; Digital Citizenship Curriculum	
Pinnacle 2020 Committee Strategic Plan; Parent Survey; Administrator Input; Student Satisfaction Survey	Develop an implementation plan for our iPad use and focus on being ethical digital citizens.	All	Coordinator of Instructional Technology; iTeam; Campus Administration; Librarian	August 2014	Oct. 2014	Local Funds	Implementation Plan	

<b>Strategic Objective/Goal 4:</b>	Design a comprehensive instructional technology system that redefines the role of technology in the classroom (create and share content, collaborate with other learners throughout the world).							
<b>Performance Objective #2</b>	Increase CISD staff's level of technology integration expertise (proficiencies) through a differentiated staff development program that addresses 21 <sup>st</sup> Century technology skills.							
<b>Summative Evaluation:</b>	Eduphoria records of educator training; Educator technology assessments for SAMR, and parent participation and feedback from digital literacy course training							
<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>
Walkthrough Data; Lesson Plans	Establish an assessment for educator and administrator proficiency levels on the SAMR Model	All	Coordinator of Instructional Technology; iTeam	August 2014	Oct. 2014	Assessment; iTeam	SAMR Assessment; Educator Goal Setting	
Pinnacle 2020 Committee Strategic Plan; Parent Survey; Administrator Input; Student Satisfaction Survey	Provide professional learning on digital curriculum and integration into classroom instruction.	All	Coordinator of Instructional Technology; iTeam; Director of Professional Learning; Campus Administration	Aug. 2014	June 2015	Technology Curriculum; Local Funds; Training Modules	Eduphoria Records	
Pinnacle 2020 Committee Strategic Plan; Parent Survey; Administrator Input; Student Satisfaction Survey	Begin implementation of a comprehensive instructional technology system that redefines the role of technology in the classroom (create and share content, collaborate with other learners throughout the world).	All	Assistant Superintendent for Curriculum and Instruction; Coordinator of Instructional Technology; iTeam; Campus Administration	August 2014	Dec. 2014	Technology Curriculum; Local Funds	Comprehensive Technology System	

<b>Strategic Objective/Goal 4:</b>	Design a comprehensive instructional technology system that redefines the role of technology in the classroom (create and share content, collaborate with other learners throughout the world).							
<b>Performance Objective #2</b>	Increase CISD staff's level of technology integration expertise (proficiencies) through a differentiated staff development program that addresses 21 <sup>st</sup> Century technology skills.							
<b>Summative Evaluation:</b>	Eduphoria records of educator training; Educator technology assessments for SAMR, and parent participation and feedback from digital literacy course training							
<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>
Pinnacle 2020 Committee Strategic Plan; Parent Survey; Administrator Input; Student Satisfaction Survey	Provide parent training and communication on the integration of digital curriculum and the role it plays in the learning process.	All	Coordinator of Instructional Technology; iTeam; Director of Professional Learning; Campus Administration	Sept. 2015	June 2015	Technology Curriculum; Local Funds; Training Modules	Eduphoria Records	

<b>Strategic Objective/Goal 5:</b>	We will create a community-based accountability system for reporting learner growth.							
<b>Performance Objective #1</b>	Develop support and work with the community to establish a comprehensive accountability system for CISD and an environment conducive to optimal learning and growth.							
<b>Summative Evaluation:</b>	Unit Designs, redesigned learning spaces, campus survey, and walkthroughs							
<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>
STAAR Data; TELPAS Data; MAP Data; Walkthrough Data; Lesson Plans	Provide professional learning for educators on the effective use of data and assessment tools to inform the design of learning.	All	Director of Assessment; Director of Professional Learning; Data Specialist	July 2014	June 2015	Training Modules	Eduphoria Records	
Parent Survey; Pinnacle 2020 Strategic Planning; Educator and Administrator Input	Redesign or repurpose current learning spaces to provide flexibility and maximize learning opportunities for all learners.	All	Business and Support Services; Campus Administration	Sept. 2014	June 2015	Local Funds; Bond Funds	Redesign Plans for Learning Spaces	
Campus feedback	Continue to implement a Friday Night Live program so that we do not accept zeros in a classroom. Students have to do the work to stay on top of learning the curriculum.	All	Campus Administration, and Teachers	August 2014	June 2015	Compensatory Ed. Funding, and Local campus funding	Campus survey	
Pinnacle 2020 Strategic Planning	Focus and train our staff on 21 <sup>st</sup> Century Assessments, PBL assignments, Authentic Literacy, and Rigorous Questioning Techniques.	All	Campus Administration, Content Directors, and Librarian	August 2014	June 2015	Local funding, and ASCD videos and books.	Staff appraisals, and walk-throughs	

<b>Strategic Objective/Goal 5:</b>	We will create a community-based accountability system for reporting learner growth.							
<b>Performance Objective #1</b>	Develop support and work with the community to establish a comprehensive accountability system for CISD and an environment conducive to optimal learning and growth.							
<b>Summative Evaluation:</b>	Unit Designs, redesigned learning spaces, campus survey, and walkthroughs							
<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>
Meetings with Director of Professional Learning, Integration Specialists, and campus personnel.	Continue to define and train teachers on the use of Web 2.0 communication tools, such as wikis, blogs, Glogster, etc.	All	I-Team, and Campus Administration	July 2014	June 2015	Director of Professional Learning, Integration Specialists, various online resources, and local funds	Developed training materials, and Eduphoria training sessions	

**CISD DISTRICT IMPROVEMENT PLAN 2014-2015**  
**APPENDIX A: STATE AND FEDERAL MANDATES**

**Bullying Prevention**

<b>Strategies</b>	<b>Resources</b>	<b>Staff Responsible</b>	<b>Evaluation</b>
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 R-Time.	Region 10	Campus Principals and Campus Counselors	R-Time Session Dates, R-Time 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	Director of Advanced Academics 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	Director of Advanced Academics 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	Director of Advanced Academics 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; Director of Enrichment Programs	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; Director of Enrichment Programs	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; Director of Enrichment Programs	Membership List
4. The district expectation is that a representative from each campus will participate in the committee	Student Services Budget	Co-Chairs; Director of Enrichment Programs	Membership List
5. Communicate SHAC updates to stakeholders including staff and parents.	SHAC Meeting Minutes Provided to Administration for Updates Communicated	Co-Chairs; Director of Enrichment Programs	Communication Plan for the District and Campuses; Newsletters, Websites.



## 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	Director of Advanced Academics, Campus Counselors, and Campus Administrators	Discipline Referrals, 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	Director of Advanced Academics, 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	Director of Advance Academics, 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	Director of Advanced Academics, 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 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 Rtl 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, 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. 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, local funds	Executive Director of HR, Director of Professional Learning and Director of School Improvement	Teacher Retention Rate, Teacher Exit Interviews, and Beginning Teacher and Mentor Journals
3. Utilize instructional exemplars to reflect on identified aspects of effective instruction including 21 <sup>st</sup> Century skills.	Title II funds, local funds	Executive Director of HR, Director of Professional Learning, and Communications Department	Teacher Retention Rate, Teacher Exit Interviews, and Beginning Teacher and Mentor Journals
4. Utilize instructional exemplars to calibrate classroom walkthrough documentation.	Title II funds, local funds	Executive Director of HR and Director of 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.	High School and Middle School Budgets	High School Counselors, and CTE Educators	User Account Report

4. Counseling and career guidance will be available to help students with certification and technical opportunities.	High School Budgets	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 Number of Students Passing AP Exams
9. Dual and Concurrent credit will be available to all eligible students.	High School Budgets	Counselors	Number of Students Enrolled in Dual Credit Courses Number of Students Passing Dual Credit Courses
10. Increase student and teacher awareness of college and career readiness/post-secondary education in order to best serve all students.	Campus Budgets	Campus 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

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 2014-2015**  
**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.	Learning Framework, Visioning Document, 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 including partnerships with local financial institutions	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
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## 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. Focus on improving 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	Completed 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	Coordinator of Social Studies	Eduphoria Records, Classroom Walkthrough data, and Learning Design Units
2. Expand the use of virtual learning design K-12.	Virtual Learning Training	Coordinator of Social Studies	Classroom Walkthrough data, and Learning Design Units
3. Expand the use of digital content resources K-12.	Instructional Materials Resource Committee, and iTunesU	Coordinator of Social Studies	Classroom Walkthrough data, and Learning Design Units
4. Create a constructivist dialogue regarding high yield best practices.	John Hattie's Research	Coordinator of Social Studies	Eduphoria Records, Classroom Walkthrough data, and Learning Design Units
5. Leverage partnerships and resources to expand concepts of social studies.	YMCA Youth & Government Program and the O'Connor House resources.	Coordinator of Social Studies	Classroom Walkthrough data, and Learning Design Units

**CISD DISTRICT IMPROVEMENT PLAN 2014-2015**  
**APPENDIX C: COMPONENTS OF A SCHOOL-WIDE TITLE I PROGRAM**

<b>Components of a School-wide Plan</b>	<b>Standard</b>	<b>Evidence of Standard Completion and/or Progress Toward Completion</b>
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>East uses multiple sources for data gathering to complete the CIP Plan. We use performance series data, STAAR Data, Teacher Input, and RTI Data. We also enlist the thoughts of the student and family in helping to understand the learning issues.</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"> <li>i. Strengthen core academic programs</li> <li>ii. Increase amount and quality of learning time</li> <li>iii. Strategies for meeting educational needs of underserved populations</li> </ul>	<p>East uses research based 21<sup>st</sup> Century strategies to reach all learners in the building. We have identified that we have sub populations of our students that are not performing satisfactorily in math, writing and reading.</p> <p>We use Apangea math and Dimension University as math tools through our Title budget to aide instruction and close learning gaps. We will purchase the technology needed to employ these software programs for our math learners.</p> <p>We will employ at-risk tutoring for our students in groups to aide in the development of skills and concept learning for math and reading.</p> <p>We also use Gizmo's which are a science and math based hands on/visual representation of concepts to aid in the development of skills.</p> <p>We will bring in PBL as an alternative assessment tool to enhance engagement for our at-risk students.</p>

<p>Instruction by Highly Qualified Professional Staff</p>	<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>	<p>All East teachers are highly qualified in the areas they teach.</p>
<p><b>Components of a School-wide Plan</b></p>	<p><b>Standard</b></p>	<p><b>Evidence of Standard Completion and/or Progress Toward Completion</b></p>
<p>Highly-qualified and Ongoing Professional Development</p>	<p>All staff is trained to meet individual needs of all students, but particularly the lowest achieving students of any program that is included in the schoolwide program.</p> <p>All staff receives ongoing and sustained professional development that is aligned with the goals of the new vision plan.</p>	<p>Each staff member at East is trained in best practices for instruction. We use research based instructional strategies and differentiate the learning for all of our students.</p> <p>We use outside consultants and professional development to meet our vision plan for our campus. Our staff is being trained in PBL strategies and implementation techniques to engage and challenge all of our learners to meet our learning outcomes for East.</p>
<p>Strategies to Attract Highly Qualified Staff</p>	<p>The School is allowed to provide incentives for highly qualified teachers to teach in high need schools.</p> <p>Only teachers who are highly qualified are assigned to low achieving students and this is the policy throughout the district.</p>	<p>At East, we use all highly qualified teachers. We place our best staff to work with our students that need them the most.</p>
<p>Strategies to Increase Parental Involvement</p>	<p>Specific strategies to increase parental involvement, based upon results of the needs</p>	<p>We use our parents on our site-based decision making committee to help aid in the development of our school vision.</p>

	<p>assessment have been identified and implemented.</p> <p>Strong collaboration with community resources is evident.</p> <p>Parents are included as decision makers in a broad spectrum of school decisions.</p>	<p>We have parent meetings and bring in experts to help us understand how to help our students in the areas of academic achievement, social skill development, and college and career readiness skills.</p> <p>We ask parents to be a part of our panels for PBL and other school panels to provide us with feedback to better reach and prepare their children for success.</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>	N/A
<b>Components of a School-wide Plan</b>	<b>Standard</b>	<b>Evidence of Standard Completion and/or Progress Toward Completion</b>
Timely and additional Assistance to Students Having Difficulty Mastering the Standards	<p>The school has a well-defined process that is currently being implemented to identify students experiencing difficulty mastering the State's standards.</p> <p>Timely, effective and additional assistance is provided for students experiencing difficulty mastering the state's standards.</p> <p>Thematic, integrated instruction, designed to accommodate the needs of various learning styles is provided.</p>	<p>East has developed a fantastic program for tracking our at-risk students and making sure we are using the appropriate data to make decisions for their educational success. We use the team approach and get all the teachers involved in a success plan with the parents and students input.</p> <p>We do not wait for a student to fail. We have plans in place to support the student before they fail.</p>
Coordination and Integration of Federal, State and Local	<p>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.</p>	<p>We use our needs assessment to allocate our funds to make sure we are supporting our vision of the campus and our student's needs.</p>

Programs and Resources		
Measures to Include Teachers in the Decisions Regarding the Use of Academic Assessments	Classroom teachers developed the assessment matrix.	We are a true team at East and have reciprocal decision making taking place. We all have a voice in the school and work together to make East the best possible education for all of our students.

## CISD DISTRICT IMPROVEMENT PLAN 2014-2015 ACRONYM INDEX

AEIS	Academic Excellence Indicator System	IT	Informational Technology
AP	Advanced Placement	iTeam	Integration Specialist Team
BEST	Business Education Success Team	LSSP	Licensed Specialist in School Psychology
BTIM	Beginning Teacher Induction and Mentors	OSS	Out of School Suspension
BYOD	Bring Your Own Device	PBMAS	Performance Based Monitoring Assessment 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
D.A.T.E.	District Award of Teacher Excellence	SPED	Special Education
DIBS	Dream, Imagine, Believe and Succeed (Elementary Student Advisory Committee)	SRO	Security Resource Officer
GT	Gifted and Talented	TAKS	Texas Assessment of Knowledge & Skills
HR	Human Resources	TEA	Texas Education Agency
IB	International Baccalaureate	TEC	Texas Education Code
ICLE	International Center for Leadership in Education	TEKS	Texas Essential Knowledge & Skills
IDEA	Individuals with Disabilities Act	x2VOL	Data Warehouse for Service Learning
ISS	In School Suspension		