



Coppel Independent School District  
Lakeside Campus Improvement Plan  
2016-2017

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:** Leverage our resources to provide opportunities for our learners to explore and discover their passions. (community partnerships, technology, etc.)

- **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:** Increase volunteer and service opportunities for learners within the community.
- **Performance Objective 3:** Expand opportunities for internships and job shadowing.
- **Performance Objective 4:** Partner with industry professionals to design and offer field-based learning experiences for educators.

**STRATEGIC OBJECTIVE/GOAL 2:** We will find creative solutions to address increasing enrollment while maximizing opportunities for individual learners.

- **Performance Objective 1:** Expand learning spaces within and outside of CISD facilities through the development of new and existing community partnerships.
- **Performance Objective 2:** Redesign or repurpose current learning spaces to provide flexibility and maximize learning opportunities for learners.
- **Performance Objective 3:** Develop a Long Range Facility Plan based on an evaluation of projected growth, learning services, and technology.

**STRATEGIC OBJECTIVE/GOAL 3:** We will foster proactive and reciprocal communication for the learner success.

- **Performance Objective 1:** Create a system to communicate foundational and future-ready skills for each learner.

**STRATEGIC OBJECTIVE/GOAL 4:** 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:** Expand program offerings that reflect our diverse community.

**STRATEGIC OBJECTIVE/GOAL 5:** We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success.

- **Performance Objective 1:** Provide professional learning for educators and administrators on the effective use of data and assessment tools to inform the design.
- **Performance Objective 2:** Create a community-based accountability system for reporting learner growth.

- **Performance Objective 3:** Implement goal setting Pre K -12 to empower learners to take responsibility for their growth. (i.e. academic, social, and emotional).
- **Performance Objective 4:** Develop a comprehensive professional learning plan to actualize the CISD Learning Framework.
- **Performance Objective 5:** Reframe and prioritize state standards in a way that leads to profound learning.
- **Performance Objective 6:** 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 7:** Seamlessly integrate digital citizenship across the curriculum so all stakeholders collaborate in an atmosphere of respect, integrity, sharing, trust, and service.

**Site Based Decision Making (SBDM)  
2016-2017 COMMITTEE MEMBERS**

<b>NAME OF PARTICIPANT</b>	<b>COMMITTEE ROLE</b>
<b>GEMA HALL, ANNEISE FORD</b>	<b>ADMINISTRATORS</b>
<b>KATHERINE BROADHURST</b>	<b>KINDERGARTEN EDUCATOR</b>
<b>Sonya Green</b>	<b>FIRST GRADE EDUCATOR</b>
<b>MISSY KLING</b>	<b>SECOND GRADE EDUCATOR</b>
<b>DEBBIE ETHERIDGE</b>	<b>THIRD GRADE EDUCATOR</b>
<b>Molly Salmon</b>	<b>FOURTH GRADE EDUCATOR</b>
<b>Dan Thompson</b>	<b>FIFTH GRADE EDUCATOR</b>
<b>MAUREEN SALMON</b>	<b>SPECIALS</b>
<b>JEFF MINN</b>	<b>DISTRICT REPRESENTATIVE</b>
<b>MCKENNA MARX</b>	<b>PARENT REPRESENTATIVE</b>
<b>Ilene Young</b>	<b>BUSINESS REPRESENTATIVE</b>
<b>Brianna Flores</b>	<b>COMMUNITY REPRESENTATIVE</b>

**Comprehensive Needs Assessment Summary  
2016-2017**

<b>Data Sources Reviewed:</b>			
<ul style="list-style-type: none"> <li>District Improvement Plan, STAAR Scores, RTI Tier Data, TELPAS, End of Year Assessments, TAPR,</li> </ul>			
<b>Area Reviewed</b>	<b>Summary of Strengths</b> What were identified strengths?	<b>Summary of Needs</b> What were identified needs?	<b>Priorities</b> What are the priorities for the district, including how federal and state program funds will be used?
<b>Demographics</b>	African American 1.8%, Hispanic 9.6%, White 49%, American Indian .6%, Asian 35.4%, Two or More Races 3.6%, Economically Disadvantaged 1.8%, English Language Learners 6.4%, Special Education 4.2%, 13% Gifted and Talented.	Cultural sensitivity training; Instructional Culturally Responsive Classroom Training to aide in ESL learners becoming proficient in English.	Train educators on Rtl, 504, and ARD decision making. Increase the passing rate on STAAR for SPED learners.
<b>Student Achievement</b>	Learners are scoring above the state average on STAAR exams in grades 3-5 in all content areas assessed. 3 <sup>rd</sup> Reading 96% Level II Satisfactory, 3 <sup>rd</sup> Math 98% Level II Satisfactory, 4 <sup>th</sup> Reading 94% Level II	We need to close the achievement gap for our special education learners.	Provide early intervention at K-3 <sup>rd</sup> grade to ensure all learners are meeting expectations with literacy; continue to identify learners with special learning needs such as dyslexia as early in the year as possible; make good decisions for learners classified as 504 or special

	<p>Satisfactory, 4th Math 96%  Level II Satisfactory, 4<sup>th</sup>  Writing 93% Level II  Satisfactory, 5<sup>th</sup> Reading  98% Level II Satisfactory, 5<sup>th</sup>  Math 99% Level II  Satisfactory, 5<sup>th</sup> Science 93%  Level II Satisfactory.  Level III Index Score of 63  exceeding the Index Target  by 35 points.</p>		<p>education learners; write AIPs for all  learners not progressing on TELPAS  and for learners who fail reading and  math at 5<sup>th</sup>  Provide training campus wide on  UBD and provide planning days for  educators to ensure fidelity of the  process and invite coaches in the  district to aide in the planning  process.  Review IEP and inclusion and  resource provided to SPED learners  to ensure they are receiving the  supports needed to continue  learning growth.</p>
<b>School Culture and Climate</b>	<p>Safety audit indicated the  school is safe. Digital  literacy is being taught to  every learner.</p>	<p>District surveys indicate that  the district has learners who  have experienced bullying.</p>	<p>Parents will receive information and  processes regarding bullying and the  procedures to follow if their child is  being bullied. Counselors will train  staff on protocols in creating a  proactive anti-bullying environment  in the classroom, locker rooms,  playground, and cafeteria. Digital  literacy will be taught and reinforced  a minimum of 4 times during the  year.</p>
<b>Staff Quality/Professional Development</b>	<p>100% of Lakeside staff is  highly qualified.</p>	<p>Continue with professional  development for educators  to grow in the UbD design  model.</p>	<p>Provide campus wide training on the  UbD model for campus alignment  and provide support for planning  (inclusive of planning days and</p>

			coaches attendance for planning purposes).
<b>Curriculum, Instruction, Assessment</b>	We have RTI in place; educators have autonomy in their planning; leveled literacy library is available to all staff and continues to be added to	The district curriculum audit shows that we need to strengthen our curriculum and the documents in order to better support educators in planning and instruction; we need a good universal screener in mathematics; we need progress monitoring resources in mathematics; there is a need to reinforce and teach digital literacy more than once a year	The district will work to align the curriculum horizontally and vertically; provide appropriate curriculum documents to campuses for effective planning and instruction; provide additional training on constructivist planning using the Understanding by Design methodology of planning; develop scope and sequences in all content areas and implement; implement 3 year digital literacy plan
<b>Family and Community Involvement</b>	Strong parental involvement	Educate parents on technology use in the school and in the area of literacy	Provide resources and outreach to parents to educate them on literacy initiatives and technology usage in the schools
<b>School Context and Organization</b>	Educators and administrators have data in which to drive decision-making	Training is needed for administrators and educators on how to monitor ESL learners for special needs they may have; opportunities for individual and small group differentiated instruction is needed; training on instructional strategies is needed	Train administrators and educators on how to monitor ESL learners for special needs they may have; provide opportunities for individualized/small group learning sessions; incorporate modifications/accommodations for curriculum activities; provide professional development in effective teaching strategies or best practices, and use data to

			implement strategies for appropriate activities
<b>Technology</b>	CISD has approximately 30,000 devices on our system each day; there is a high level of technology use in our district	Increase strength of the infrastructure to ensure all devices have access at all campuses to internet services	Find storage solutions; expand Wi-Fi capability



List the identified needs of the campus derived from data review

**Family and Community Involvement**

- Greater need for reciprocal communication
- Digital Literacy Parent Training
- Expansion of Business Partnerships

**Technology**

- Improvement of Technology Wireless System
- Improvement of Technology Work Order System
- Digital Literacy Learner Training and Reinforcement

**Student Achievement**

- Need for Learners to Take Greater Ownership of Their Learning
- Training on How to Analyze Data and How to Use Data to Drive Instruction
- Training on Instructional Strategies as Related to Data
- Training on the Learning Framework Chapters (Design, Assessment, Curriculum, Environment)
- Training on Meeting the Needs of Special Education Learners
- Training on How it Make Decisions for Special Education Learners
- Greater Expertise on Responding to the Needs of Groups of Learners
- Instructional Design Training
- Scope and Sequence Development

**Teacher Quality**

- Align to Learner Framework

**Demographics**

- Cultural Sensitivity in Instructional Design

<b>Strategic Objective/Goal 1:</b>		Leverage our resources to provide opportunities for our learners to explore and discover their passions. (community partnerships, technology, etc.)					
<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>Strategies &amp; Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/Summative</b>	<b>Title I School wide Components (code by #)</b>
Expand partnerships with business partners	Director of Marketing and Business Partnerships, Educators and Campus Admin	Access to district list of partners	August 2016-June 2017	Business partners involvement on the campus level	Lesson Plans	Feedback from learners and educators;	
Communicate partner opportunities to educators	Director of Marketing and Business Partnerships; Campus Administration	Technology	August 2016-June 2016	Agendas of meetings where information is shared or email; Lesson plans	Use of partners at campuses	Feedback from educators; Lesson plans	
Share district list of business and community partners available to the school	Business Partner Liaison Rep from each campus, Campus Admin	Linked to Campus Website	August 2016-June 2016	Educators will leverage partnerships in lessons in authentic ways	Lesson Plans; Educator input	Feedback from educators	

and ensure educators are aware of the list							
Create digital learning opportunities for dialogue with learners	Educators; Digital Learning Coach; Media Specialist	Technology	August 2016-June 2017	Educators will leverage technology to partner with community for authentic learning experiences	Lesson Plans	Feedback for learners and educators	

<b>Strategic Objective/Goal 1:</b>		Leverage our resources to provide opportunities for our learners to explore and discover their passions (community partnerships, technology, etc.)					
<b>Performance Objective #2:</b>		Increase volunteer and service opportunities for learners within the community					
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/Summative</b>	<b>Title I Schoolwide Components (code by #)</b>
Share district's newly established system for collaboration across campuses to promote expanding learners interest and exposure	Campus Administrators; Curriculum Department	The district's established system of collaboration	April 2017- June 2017	Agendas; Email; PLC discussion	educator input; administrative input	Highlights from collaborative opportunities	
Service learning opportunity for every learner K-5	Campus Administration; Educators	Supplies for service if needed	Fall 2016 Spring 2017	Grade level service learning projects completed	Learner Reflections	Character Traits exhibited	

<b>Strategic Objective/Goal 1:</b>		Leverage our resources to provide opportunities for our learners to explore and discover their passions. (community partnerships, technology, etc.)					
<b>Performance Objective #3:</b>		Expand opportunities for internships and job shadowing					
<b>Strategies and Action Step(s)</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/Summative</b>	<b>Title I Schoolwide Components (code by #)</b>
Expand Passion Projects K-5	Media Specialist; Digital Coach; Educators; Campus Administration;	Planning Time	August 2016-June 2017	Lesson Plans	Learner feedback	Learner Input; Educator Input; Administrator Input	
Integrate Career Options into Counseling Lessons that Relate to Future Ready Outcomes Being Taught	Counselor	Guidance Classes	August 2016- June 2017	Walkthroughs	Learner Feedback	Learner Input	

<b>Strategic Objective/Goal 1:</b>		Leverage our resources to provide opportunities for our learners to explore and discover their passions (community partnerships, technology, etc.)					
<b>Performance Objective #4:</b>		Partner with industry professionals to design and offer field-based learning experiences for educators					
<b>Strategies and Action Step(s)</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/Summative</b>	<b>Title I Schoolwide Components (code by #)</b>
Share with Educators the Opportunity to Enroll with Dallas Baptist University for discounted Doctoral Degrees	Campus Admin		Fall 2016	Email or Agendas	Participation in program	Enrollment in the DBU Program; Course completion	

<b>Strategic Objective/Goal 2:</b>		We will find creative solutions to address increasing enrollment while maximizing opportunities for individual learners					
<b>Performance Objective #1:</b>		Expand learning spaces within and outside of CISD facilities through the development of new and existing community partnerships					
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title I Schoolwide Components (code by #)</b>
Expand use of Schoology as a Digital Learning Tool; Incorporate more Skyping	Educators; DLC's; Administrators		Sept. 2016- June 2017	Participation in Schoology course; Lesson Plans; Walkthroughs	Learner Achievement	Learner and Educator feedback; Learner Achievement	

<b>Strategic Objective/ Goal 2:</b>		We will find creative solutions to address increasing enrollment while maximizing the opportunities for individual learners					
<b>Performance Objective #3:</b>		Develop a Long Range Facility Plan based on an evaluation of projected growth, learning services, and technology					
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/Summative</b>	<b>Title I Schoolwide Components (code by #)</b>
Support and Implement Long Range Facility Plan	Assistant Superintendent of Business and Operations	Bond Funds; Curriculum Design Training	August 2016-June 2017	Developed curriculum; Training; Schedules to maximize employees and space	Class sizes; Learner Achievement	Schedules; Curriculum; STAAR results	



<b>Strategic Objective/Goal 3:</b>		We will foster proactive and reciprocal communication for learner success					
<b>Performance Objective #1:</b>		Create a system to communicate foundational and future-ready skills for each learner					
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/Summative</b>	<b>Title I Schoolwide Components (code by #)</b>
Parent Learning Walks	Administrators	Sign up Genius; Time to Conduct Learning Walks	Oct. 2016- March 2017	Sign Up Genius Just the Facts	Parent feedback	Parent Satisfaction Survey;	
Science Expo	5 <sup>th</sup> Grade Educators	Planning Time	Sept. 2016- May 2017	Science Expo	Parent and Learner Feedback	Parent and Learner Satisfaction Survey	

<b>Strategic Objective/Goal 4:</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>Strategies &amp; Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title I Schoolwide Components (code by #)</b>
Communicate and encourage participation in training opportunities provided by the district for planning culturally responsive instruction	Curriculum Dept.; Communication Dept.; Campus Administration; Educators	Training materials	August 2016- February 2017	Trainings offered; Eduphoria records; Schoology records	Learner Achievement	STAAR Data; TELPAS Data; District Benchmarking Data; Learner Input; Parent Input; Educator Input; Sign-in Sheets	
Provide opportunities for the showcase of cultures represented at Lakeside	Campus Administration; Educators; PTO	Lakeside Live	October 2016-June 2017	Pictures; Parent/Learner Sign Up	Increase number of volunteers for Lakeside Live	Pictures; Sign Up	
Foster culturally sensitive classroom discussions to increase learner awareness of cultural	Campus Administration; Educators; ESL Educator; PTO	Lakeside Live	September 2016-June 2017	Educator observations; Lesson plans; Educator evaluations;	Learner Achievement	Lesson Plans; Walkthroughs;	

differences among various student groups (ie., highlight cultural characteristics in social studies; review Lakeside Live Cultural Spotlight)				Walkthrough data			
Provide time with educators and SPED educators/504 coordinator to meet regarding their role in implementing IEP/IAP's and AIPs in making appropriate modifications and/or accommodations for learners in the general ed. classroom	Campus Administration; SPED Educators; 504 Coordinator	Time to Meet	August 2016	Lesson plans; Observations; ARD/504 decision-Making; Accommodations recommended	Learner Achievement	Sign-in Sheets; Lesson plans	
Utilize campus coaches to assist educators in planning and implementing differentiation strategies and making appropriate accommodations for advanced learners in the general education classroom	Instructional Coach GTI Coach; Educators; Campus Admin	Planning Time	September 2016-May 2017	Lesson Plans; Modeled Lessons; PLC planning	Learner Achievement	Educator Feedback	

Utilize campus coach and RTI team to assist educators in planning and implementing differentiation strategies and making appropriate accommodations for TIER 2 and TIER 3 learners	RTI team; Educators ; Campus Admin	Planning Time	September 2016-May 2017	Lesson Plans; Modeled Lessons; PLC planning	Learner Achievement	Educator Feedback; Movement through TIERS	
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<b>Strategic Objective/Goal 4:</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>		Expand program offerings that reflect our diverse community of learners					
<b>Strategies &amp; Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/Summative</b>	<b>Title I Schoolwide Components (code by #)</b>
Maker station in the library with a STEM influence	Media Specialist	Materials for Library Maker Spaces	October 2016- May 2017	Maker Space with STEM influence	Learner Achievement;	Administrator and Educator feedback; Learner feedback; Learner participation in Maker Stations	
Follow the newly created district curriculum at the elementary level for coding	Educators; Campus Administration; Curriculum Department	District Curriculum	Spring 2017	Lesson plans; Projects completed by learners	Learner Achievement	Administrator and Educator feedback; Learner feedback	

<b>Strategic Objective/Goal 5:</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>		Provide professional learning for educators and administrators on the effective use of data and assessment tools to inform the design					
<b>Strategies &amp; Action Step(s)</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/Summative</b>	<b>Title I Schoolwide Components (code by #)</b>
Participate in the district offered training for educators on AWARE to view and utilize data through a growth mindset	Director of Assessment; Director of Professional Learning	Time for training; Substitute Pay; AWARE; Carol Dweck's <u>Growth Mindset</u> all	August 2016- October 2016	Eduphoria records	Learner Achievement; Rtl Tier numbers	Sign-in sheets; Reports generated for the Rtl process; Informal feedback from Administrators	
Participate in the district offered training for establish consistency with screeners and progress monitoring measures to use data	Director of Assessment; Director of Professional Learning; Executive Director of Intervention Services	Training materials and modules; DLC's;	August 2016- October 2016	Eduphoria records	Learner Achievement; Rtl Tier numbers	Sign-in sheets; Rtl Data; Special Ed. Dept. feedback; Benchmark Data; Administrator and Educator feedback	

effectively for student growth							
Provide opportunities for peer to peer observations in order for educators to learn from other educators	Director of Professional Learning; Campus Administrators	Release time for educators to observe one another; Campus schedules allowing for observations	September 2016-March 2017	Substitute records; Educator reflections	Educator Evaluations	Campus Observation Schedules; Administrator feedback; Educator feedback	

<b>Strategic Objective/Goal 5:</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>		Create a community-based accountability system for reporting learner growth					
<b>Strategies &amp; Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title I Schoolwide Components (Code by#)</b>
Train K-5 educators on portfolio development to ensure learners develop quality portfolios	Curriculum Dept.; DLCs; Campus Administrators; Educators; Director of Instructional Technology	Google Classroom; Google websites; DLCs; personnel for training; Learning Management System and/or ePortfolio site	October 2016; February 2017	Digital portfolios	Portfolio checklist	Sign-in sheets for training on how to develop learner portfolios; Learner Portfolios	



<b>Strategic Objective/Goal 5:</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>		Implement goal setting Pre K -12 to empower learners to take responsibility for their growth. (i.e. academic, social and emotional)					
<b>Strategies &amp; Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/Summative</b>	<b>Title I Schoolwide Components (code by #)</b>
Follow district expectations for goal setting K-5 learners	Curriculum Dept.; Campus Administration; Educators	System for goal setting	September 2016-June 2017	Learner Goals	Learner ownership of learning goals	Expectations for goal setting; Learner goals	
Allocate specific time to create, develop, and revisit learner goals for academic, social, and emotional growth	Campus Administration; Educators	Time for goal setting; Form(s) for goal setting	Weekly throughout the school year	Lesson plans; Learner goals	Learner goal attainment; Learner Achievement	Lesson Plans; Goals set by learners; District Benchmarks; Learner goals and reflections	
Implement the developed district's newly structured, balanced	Curriculum Dept.; Campus Administration; Educators; Instructional Coach	Director of ELAR; Literacy coaches; Online resources	August 2016-June 2017	Lesson Plans; Walkthroughs; Educator Observations	Learner Achievement; Rtl data	Lesson Plans; Goals set by learners; District Benchmarks; STAAR data	

literacy model to assist learners in setting goals for individual growth							
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<b>Strategic Objective/Goal 5:</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>		Develop a comprehensive professional learning plan to actualize the CISD Learning Framework					
<b>Strategies &amp; Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/Summative</b>	<b>Title I Schoolwide Component (code by #)</b>
Continue to provide professional learning options that focus on the different chapters of the Learning Framework	Campus Administrators; District Coaches	Learning Framework; Exemplars; Training Modules; Faculty Professional Development Meetings	August 2016- May 2017	Eduphoria records; PLC meeting agendas; Campus Website	Lesson Plans; Learner Achievement	Sign-in sheets; Educator goal setting and evaluation; Walkthroughs; Educator articulation of components of the learning framework and application in the classroom	

<b>Strategic Objective/Goal 5:</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>		Reframe and prioritize state standards in a way that leads to profound learning					
<b>Strategies &amp; Action Step(s)</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/Summative</b>	<b>Title I Schoolwide Components (code by#)</b>
Train on UBD Model	UbD coaches; Campus Admin	UbD Coaches; August training days	August 2016	Scope and sequence documents; Lesson plans	Learner Achievement; UbD lessons	Curriculum documents aligned to high priority learning standards	
Intensive targeted instruction to learners with content gaps	Gen Ed; Admin	Subs, State Comp Ed \$2,305	Sept 2016 – May 2017	Lesson Plans; Walkthroughs; RTI	Learner Achievement	RTI Data	

<b>Strategic Objective/Goal 5:</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>		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>Strategies &amp; Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/Summative</b>	<b>Title I Schoolwide Components (code by#)</b>
Utilize disaggregated clarity data given to campus' to inform next steps of the role of technology in the classroom	Director of Instructional Technology; Campus Admin	Google forms	August 2016	Disaggregated data	Plan for next steps in technology	Next steps for technology in instruction; disaggregated data for technology	
Continue to utilize Help Desk (work order) system for efficiency	Educators; Campus Admin	Coppell ISD HelpDesk	September 2016- June 2017	Utilization of system	Resolved Issues	Staff feedback	

<b>Strategic Objective/Goal 5:</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>		Seamlessly integrate digital citizenship across the curriculum so all stakeholders collaborate in an atmosphere of respect, integrity, sharing, trust, and service					
<b>Strategies &amp; Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title I Schoolwide Components (code by #)</b>
Participate in Digital Citizenship Training	Technology Dept.; Director of Instructional Technology; Campus Administration; Educators	Digital Citizenship Training Modules; DLCs; Librarians; Educators	August 2016- June 2017	Lesson plans; Digital citizenship of learners	Decrease in infractions to the Digital Citizenship expectations	Training modules; Sign-in sheets; Student Code of Conduct receipts; PEIMS discipline data	

## CISD DISTRICT IMPROVEMENT PLAN 2016-2017

### Appendix A: State and Federal Mandates

#### Bullying Prevention

Strategies	Resources	Staff Responsible	Evaluation
1. All campuses will implement and support CISD anti-Bullying policies, guidelines and procedures designed to reduce bullying (Board Policy FFI, FFF & FFH)	Campus Budgets	Campus Principals and Campus Counselors	Discipline Reports
2. All Elementary campuses will implement a bullying prevention program such as R-Time, Great Expectations or the IB Primary Years Program.	Region 10; Great Expectations; PYP	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 Agenda

## Child Abuse and Sexual Abuse Prevention

Strategies	Resources	Staff Responsible	Evaluation
1. All district staff members will be trained in Recognizing and Reporting Child Abuse at the beginning of the year. April is National Child Abuse Prevention Month and a time to further educate staff.	Region 10; TEA provided training; D2L	Director of Advanced Academics and Campus Counselors	Training Sign-In Sheets, Training Agendas, and Training Survey Reports
2. All school staff members will follow the CISD Child Abuse Reporting Protocol.	Region 10; TEA provided training; D2L	Director of Advanced Academics and Campus Counselors	Counselor Documentation

## Coordinated Heath – 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	C-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 program	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, SRO's, 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. Middle school will also address awareness.	PEIMS Data, SRO's, 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, SRO's, Counselors, Parents and Campus Administrators	Director of Advanced 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, SRO's, 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. Disaggregate discipline data to identify training needs and issues related to the learning environment.	Discipline Data	Assistant Superintendent for Administration	Discipline Report
2. Provide professional learning opportunities to support campus character education indicatives (such as Great Expectations and Positive Behavioral Support Initiative).	Campus Discipline Reports, Positive Behavior Support Plan Template, Campus Administrators, Specialist/LSSP, 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	Assistant Superintendent for Administration	Eduphoria Records
4. Maintain acceptable percentage related to state target of In-School Suspension (ISS) placements and DAEP within all subpopulations.	Campus Discipline Records; State Guidelines	Assistant Superintendent for Administration	Discipline Report

## Drug Prevention

Strategies	Resources	Staff Responsible	Evaluation
1. Provide on-going staff training on drug and relationship abuse awareness, detection and prevention.	PEIMS Data, SRO's 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
3. Each elementary has an SRO assigned to the campus to enhance or modify conversations about drugs. Red Ribbon Week for Drug Awareness is recognized throughout the district in the month of October.	SRO Officers	Counselors, Campus Administrators	Red Ribbon Week Plans; SRO Records

## 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	GT Faculty and Local Funds	Director of Advanced Academics	Written Professional Learning Plan

30 hours of GT training and annual 6 hour update).			
4. Develop a communication plan designed to systematize internal and external communication with all stakeholders.	GT Faculty & Local Funds	Director of Advanced Academics & 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 Specialist	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 Professional Learning	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, Direction 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. High school campuses will provide college and post high school information to all students.	High School Budgets	High School Counselors' CHS Special Ed. Lead	Graduation Plans, and Post-Secondary Acceptance Data
2. High school students will complete the financial aid process.	Counselors; No Funding Needed	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.	District Budgets	High School Counselors, and CTE Educators; Special Ed. Educators	User Account Report

4. Counseling and career guidance will be available to help students with certification and technical opportunities	High School Budgets	Counselors; CHS Principal	Career Pathway Graduation Plans
5. Parent meetings will be scheduled to provide post-secondary awareness and financial assistance.	High School Budgets	High School Principal; CHS Counselors	Participation 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	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; CHS Sp. Lead	Student Surveys and Graduation Tracker Data
11. Create a culture of college and redefine post-secondary education in order to best serve all students.	Campus Budgets	Campus Administrators; CHS Sp. Lead	Student Surveys and Graduation Tracker Data
12. Align college readiness assessments and design academic intervention to ensure college readiness for all.	Assessment Budget and Campus Budgets	Curriculum Directors, Campus Administrators and Educators	Student Surveys and Graduation Tracker Data

## Suicide Prevention

<b>Strategies</b>	<b>Resources</b>	<b>Staff Responsible</b>	<b>Evaluation</b>
1. All staff members will be trained in the CISD Suicide Prevention Protocol.	Campus Budgets	Campus Principal and Counselors	Training Sign-In Sheets, Training Agendas, and Training Survey Reports
2. All staff members will be trained in the State Suicide Prevention Training	Professional Learning time	Campus Principal and Counselor(s)	Training Sign-In Sheets, Training Agendas, and Training Survey Reports

**CISD DISTRICT IMPROVEMENT PLAN 2016-2017**  
**APPENDIX B: CORE CONTENT INITIATIVES**

**English Language Arts & Reading**

<b>Strategies</b>	<b>Resources</b>	<b>Staff Responsible</b>	<b>Evaluation</b>
1. Implement the use of Macro Curriculum documents in unit lesson design at the campus level	District curriculum documents	Director of Language and Literacy, Campus administration	Educator created UbD units
2. Develop curricular tools and common transfer tasks to deepen the supporting resources that align to the district curriculum for LOTE.	Understanding by Design resources, Standards (TEKS, ELPS, CCRS, IB, AP)	Director of Language and Literacy	LOTE Curriculum documents
3. Expand on the work of the Balanced Literacy Toolkit to create a revised/updated Balanced Literacy Handbook or Common Expectations	Language and Literacy Google Site	Director of Language and Literacy	Completed and updated information on Language and Literacy Google Site
4. Develop transfer tasks (course-level) to measure understanding and transfer of learning as well as provide evidence of authentic accomplishments.	Understanding by Design resources, Standards (Prekindergarten Guidelines, TEKS, ELPS, CCRS, IB, AP), Macro Curriculum Plan	Director of Language and Literacy	Macro Curriculum Documents, Transfer Tasks
5. Target balanced literacy development, with special education and ESL populations - with a specific focus on guided reading and conferring with readers	Next Steps in Guided Reading, Running Records	Director of Language and Literacy, Campus Rtl teams	Eduphoria - Rtl Documentation
6. Develop a common expectations guide for vocabulary instruction	CISD Mathematics Vocabulary Schoology Course	Director of Language and Literacy, Director of Mathematics, Director	Completed vocabulary expectations document



		of Science, Director of Social Studies	
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## Math

Strategies	Resources	Staff Responsible	Evaluation
1. Develop PK-12 Mathematics Macro Curriculum Plan including Program Mission, Transfer Goals, Essential Questions, and Enduring Understandings.	Understanding by Design resources, Standards (PK Guidelines, TEKS, ELPS, CCRS, IB, AP)	Director of Mathematics	Macro Curriculum Documents
2. Support educators' implementation of learning design aligned with PK-12 mathematics Macro Curriculum.	Understanding by Design resources, Standards (PK Guidelines, TEKS, ELPS, CCRS, IB, AP), Macro Curriculum Plan, Professional Learning Communities	Director of Mathematics; Mathematics Instructional Coaches	Learning Design Units, Classroom Walkthrough Data
3. Develop transfer tasks (course-level) to measure understanding and transfer of learning as well as provide evidence of authentic accomplishments.	Understanding by Design resources, Standards (PK Guidelines, TEKS, ELPS, CCRS, IB, AP), Macro Curriculum Plan	Director of Mathematics	Macro Curriculum Documents, Transfer Tasks
4. Support educators' implementation of transfer tasks and analysis of resulting learner evidence of understanding and transfer of learning.	Understanding by Design resources, Standards (PK Guidelines, TEKS, ELPS, CCRS, IB, AP), Macro Curriculum Plan, Professional Learning Communities	Director of Mathematics, Mathematics Instructional Coaches	Learning Design Units, Classroom Walkthrough Data

5. Strengthen instructional practices in inquiry-based, authentic practices	Macro Curriculum Plan, NCTM Resources	Director of Mathematics, Mathematics Instructional Coaches	Learning Design Units, Classroom Walkthrough Data
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## Science

Strategies	Resources	Staff Responsible	Evaluation
1. Continue to support inquiry-based instruction K-12 with an emphasis on physical, life, and earth sciences to mirror TEKS.	FOSS Kits, STC Kits, and Inquiry-Based Instruction Training; TEKS required hands-on-time	Director of Science; Campus Administration	STAAR Data; Classroom Walkthrough Data, and Learning Design Units; Elementary schedules of time for science; Lesson Plans
2. Train all 4th & 5 <sup>th</sup> grade science educators and new 6-12 science educators in Argument Driven Inquiry and academic vocabulary.	Professional Learning Communities, Professional Learning	Director of Science; Campus Administration	Eduphoria Records, Classroom Walkthrough Data, Learner Products, and Learning Design Units; STAAR data
3. Implement pre and post assessments 3-8 to assist educators in targeting areas of concern and to enrich where needed	Forethought; Pre and Post Assessments	Director of Science; Campus Administration	Pre and Post assessments; District
4. Implement district benchmark assessments at various grade levels	Assessments; AWARE	Director of Science	District Benchmark Data
5. Support K-9 science teachers in implementing the practices shared at the Dana Center Trainings (“I can” statements and embedded process and content standards)	Dana Center Training resources, TEKS, Curriculum Documents	Director of Science; Science K-5 Instructional Coaches	Curriculum Documents; Classroom Observations; Lesson Plans/Unit Design

## Social Studies

Strategies	Resources	Staff Responsible	Evaluation
1. Administer pre and post assessments aligned to the TEKS for every SS unit plan in grades 6-8	Funds for assessment development	Coordinator of Social Studies	Pre and Post Assessments

2. Monitor to ensure Scope and Sequences are being followed	TEKS	Coordinator of Social Studies; Campus Administration	Walkthroughs; Lesson Plans; Educator Evaluations
3. Target economically disadvantaged learners for performance improvement in social studies through reading in the content	Nonfiction leveled reading materials; Social Studies Splash Screens to promote enduring understandings of the content	Coordinator of Social Studies; Educators	STAAR Social Studies Data
4. Implement benchmark assessments at various grade levels	Assessments; AWARE	Coordinator of Social Studies	District Benchmark Data
5. Address fall in 8 <sup>th</sup> grade scores with additional training in UbD	Training opportunities for UbD	Director of Social Studies	STAAR data

**CISD DISTRICT IMPROVEMENT PLAN 2016-2017**  
**APPENDIX C: COMPONENTS OF A SCHOOL WIDE TITLE I PROGRAM**

<b>Components of a Schoolwide Plan</b>	<b>Standard</b>	<b>Evidence of Standard Completion and/or Progress Toward Completion</b>
Comprehensive Needs Assessment	Includes a variety of data gathered from multiple sources. Examines student, teacher, school and community strengths and needs.	
Schoolwide reform strategies	Opportunities for all children to meet the State’s proficient and advanced levels of student academic achievement  Use effective methods and instructional strategies that are based on scientifically based research: <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>	
Instruction by Highly Qualified Professional Staff	Teachers and paraprofessionals meet the highly qualified requirements; parents are aware of the highly qualified status of all teachers. All teachers are assigned to the areas in which they are certified to teach.	
Highly-qualified and Ongoing Professional Development	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. All staff receives ongoing sustained professional development that is aligned with the goals of the new vision plan.	

Strategies to Attract Highly Qualified Staff	The school is allowed to provide incentives for highly qualified teachers to teach in high need schools. Only teachers who are highly qualified are assigned to low achieving students and this is the policy throughout the district.	
Strategies to Increase Parental Involvement	Specific strategies to increase parental involvement, based upon results of the needs assessment have been identified and implemented. Strong collaboration with community resources is evident. Parents are included as decision makers in a broad spectrum of school decisions.	
Preschool Transitional Strategies	Collaboration is evident between the elementary school and preschool programs (Head Start, Even Start, etc.) Specific strategies for helping students' transition into the elementary setting have been identified and implemented.	
Timely and additional Assistance to Students Having Difficulty Mastering the Standards	The school has a well-defined process that is currently being implemented to identify students experiencing difficulty mastering the State's standards. Timely, effective and additional assistance is provided for students experiencing difficulty mastering the state's standards. Thematic, integrated instruction, designed to accommodate the needs of various learning styles is provided.	
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.	
Measures to Include Teachers in the Decisions Regarding the Use of Academic Assessments	Classroom teachers developed the assessment matrix.	

## CISD DISTRICT IMPROVEMENT PLAN 2016-2017

### 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		
CISD	Coppell Independent School District	PBS	Positive Behavior Supports
Comp Ed	Compensatory Education	PEIMS	Public Education Information
CTE	Career and Technical Education	PST	Promoting Success Team
EC	Early Childhood	RtI	Response to Intervention
EOC	End of Course	SCE	State Comprehensive Education
D.A.T.E.	District Award of Teacher Excellence	SHAC	School Health Advisory Council
DIBS	Dream, Imagine, Believe and Succeed (Elementary Student Advisory Committee)	SPED	Special Education
		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
IAP	Individual Acceleration Plan		
IEP	Individual Education Plan		
ISS	In School Suspension		

