



# **MOCKINGBIRD ELEMENTARY CAMPUS IMPROVEMENT PLAN 2014- 2015**

**PAM MITCHELL, 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 professional learning 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>PAM MITCHELL</b>	<b>PRINCIPAL</b>
<b>KRISTAN PERRYMAN</b>	<b>ASSISTANT PRINCIPAL</b>
<b>CYNDI CARLTON</b>	<b>KINDERGARTEN TEACHER</b>
<b>MARIE SUMRALL</b>	<b>FIRST GRADE TEACHER</b>
<b>JINA CLEMONS</b>	<b>SECOND GRADE TEACHER</b>
<b>GINA PLETCHER</b>	<b>THIRD GRADE TEACHER</b>
<b>JENNIFER BRAAFLADT</b>	<b>FOURTH GRADE TEACHER</b>
<b>LAUREN SCRUGGS</b>	<b>FIFTH GRADE TEACHER</b>
<b>MARY JOHNSON</b>	<b>SPECIAL EDUCATION</b>
<b>NANCY GARVEY</b>	<b>CAMPUS LIAISON</b>
<b>AMY KRYZAK</b>	<b>PARENT</b>
<b>ELLEN ORR</b>	<b>PARENT</b>
<b>KEVIN NEVELS</b>	<b>COMMUNITY MEMBER</b>



# COPPELL INDEPENDENT SCHOOL DISTRICT

## Campus Needs Assessment

List data utilized to identify the needs of your campus

- Math and Reading Inventories
- Measures of Academic Performance (MAP)
- DRA 2
- Reading Maze Assessments
- Writing Assessments
- Read 180 Data
- iStation Data
- FASST Math Data
- Think Through Math Data
- Standards Based Report Cards
- RtI and At-Risk Data
- STAAR Data
- Attendance
- Discipline Records
- AYP Measures
- SBDM Committee, campus leadership, grade level, and faculty meetings
- Parent surveys and feedback
- Student failure and/or retention rates
- Prior year(s) campus and/or district improvement plans
- TELPAS results
- Gifted and Talented data
- Students served by Section 504, including performance, discipline, attendance and mobility
- Number of students assigned to special programs, including their academic achievement, race/ethnicity, gender, etc.

List the identified needs of your campus derived from data review

- Based on STAAR and AYP data, emphasis will be placed on closing the achievement gap for each learner by focusing on individual instructional needs.
- STAAR data indicates a need to specifically focus on the area of building math stamina and higher level problem solving for Anglo learners.
- STAAR Data Analysis 3<sup>rd</sup>-5<sup>th</sup> will target individual student needs as well as utilize district Math Coaches and campus math educators to effectively focus on objectives.
- Based on STAAR data, we will close the achievement gap between learner populations.
- Through the lens of CISD Learning Framework and RtI data, we will differentiate instruction to meet the needs of individual learners.
- Educators will analyze BOY, MOY, EOY (K-2) and MAP data to target individual learner needs.
- Based on the Visioning Implementation Matrix, we will focus on improving effective instructional design and assessment.
- Based upon discipline and attendance data, we will emphasize character development through CEP's 11 Principles of Effective Character, R Time, and Great Expectations.

<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 the Learning Framework							
<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, TELPAS, Pinnacle 2020	Identify district and campus professional learning priorities.	All	Assistant Superintendent of Curriculum and Instruction; Curriculum Directors; Director of Professional Learning; Campus Administrators	July 2014	August 2014	District Data; Individual Campus Data	Selected Focus Areas Documented	
Student Satisfaction Survey, Classroom Walkthrough Data, Visioning Document	Provide overview and training of the Learning Portrait to all new CISD educators.	All	Curriculum Directors; Campus Administrators; Assistant Superintendent of Curriculum and Instruction; Director of Professional Learning	August 2014	October 2014	CISD Learning Framework; Local Funds; In-District Presenters	Eduphoria Records; Campus Sign-In Sheets; Training Video "Limitless Possibilities"	
STAAR, TELPAS, Pinnacle 2020	Provide scaffolding training.	All	Campus Administrators	August 2014	June 2015	CISD Learning Framework; In-District Presenters	Campus Focus Areas Documented in CIP's	

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<b>Summative Evaluation:</b>	Professional Learning Plan for the Learning Framework							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
Student Satisfaction Survey, Classroom Walkthrough Data, 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	August 2014	June 2015	CISD Learning Framework; Local Funds; Title III Funds; In-District Presenters; Books	Eduphoria Records; Campus Sign-In Sheets; Training Modules	
Student Satisfaction Survey, Classroom Walkthrough Data, Visioning Document; STAAR Data; TELPAS Data	Support educators in selected growth area of scaffolding.	All	Curriculum Directors; Campus Administrators; Assistant Superintendent of Curriculum and Instruction; Director of Professional Learning	August 2014	June 2015	CISD Learning Framework; Books; Local Funds; Title III Funds	Eduphoria Records; Campus Sign-In Sheets; Training Modules	
Student Satisfaction Survey, Classroom Walkthrough Data, Visioning Document	Develop a digital resource area for CISD educators and administrators to support the Learning Framework.	All	Curriculum Directors; Campus Administrators; Assistant Superintendent of Curriculum and Instruction; Communications Department	August 2014	Dec. 2014	CISD Learning Framework; Outside Consultants; Curriculum Department and Communications Department; Local Funds	Digital Resource Area and Digital Resources	



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<b>Summative Evaluation:</b>	Professional Learning Plan for the Learning Framework							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
Student Satisfaction Survey, Classroom Walkthrough Data, Visioning Document; STAAR Data; TELPAS Data	Create professional learning opportunities for educators that build capacity for implementation in the design and instruction process.	All	Curriculum Directors; Coaches; Campus Administrators; Director of Professional Learning	August 2014	June 2015	Local Funds for PLC work; Coaches	Eduphoria Records; Documentation of Coaches meeting with educators to support planning	
Classroom Walkthrough Data, Visioning Document; STAAR Data; TELPAS Data	Establish grading practices in grade 5 that aligns with measuring and reporting student growth to the learning standards to align with the assessment philosophy in Chapter 5 of the Learning Framework.	5 <sup>th</sup>	Campus Administrators; Curriculum Directors	August 2014	June 2015	Local Funds	Campus Documentation of PLC Agendas; Campus CIP Action Steps; Eduphoria Records; Campus Professional Learning Plans	
STAAR Data, Walkthrough Data,	Provide Inquiry through the lens of PBL training and support.	All	Campus Administrators; PBL Coaches	August 2014	June 2015	PBL Coaches	Eduphoria Records; Learning Design Units; Walkthrough Data	

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<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 the Learning Framework							
<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>
Parent Survey Feedback; Classroom Walkthrough Data; Educators Survey Feedback	Provide training to educators in K-4 on how to assess and maintain records in a standards-based grading system that is aligned to the philosophy in Chapter 5 of the Learning Framework.	All	Curriculum Directors; Director of Professional Learning; Campus Administrators	August 2014	June 2015	Outside Consultant(s)	Eduphoria Records; Budget Records	
STAAR Data; MAP Data	Design rigorous math lessons based on individual learner needs to close the achievement gap.	All	Campus Administrators; Team Leaders; CISD Director of Mathematics; Math Instructional Coach; Campus Math Mentors	August 2014	June 2015	CISD Director of Mathematics, CISD Elementary Math Instructional Coach, Campus Math Mentors, SCE/\$2,000	Meeting Agendas; Math Learning Design Units; Walkthrough Data	
STAAR and Local Assessment Data	Provide accelerated instruction for learners below grade level expectations.	3-5	Campus Administrators and Instructional Staff	October 2014	June 2015	Campus administrators, Counselor/SCE - \$3,746	Progress Monitoring 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 #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; Prioritized Standards							
<b>Needs Assess.</b>	<b>Action Step(s)</b>	<b>Sp. Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline Start</b>	<b>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
Student Satisfaction Survey, Classroom Walkthrough Data, Visioning Document; STAAR Data; TELPAS Data	Expand the use of PBL and UbD Frameworks to design 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	
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; iTeam; 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>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; Pinnacle 2020 Committee Strategic Plan; STAAR Data; TELPAS Data; MAP Data	Align the math curriculum with the new math standards and new adoption.	All	Director of Mathematics; Math Coaches; Math Cadres'; Department Heads	August 2014	June 2015	TEKS; Local Budget; Math Adoption Materials	Aligned Math Curriculum	
Educators Survey Feedback; Parent Survey Feedback; Pinnacle 2020 Committee Strategic Plan; STAAR Data; TELPAS Data; MAP Data	Align the math curriculum splash screens with the new adoption.	All	Director of Mathematics; Math Coaches; Math Cadres'; Math Department Heads; Math Content Specialists	August 2014	June 2015	Math Adoption Materials	Aligned Math Curriculum; Splash Screens	
Educators Survey Feedback; Parent Survey Feedback; Pinnacle 2020 Committee Strategic Plan; STAAR Data; TELPAS Data; MAP Data	Align the science curriculum splash screens with the new adoption.	All	Director of Science; Science Coach; Science Cadres'; Science Department Heads; Science Content Specialists	August 2014	June 2015	TEKS; Local Budget; Science Adoption Materials	Aligned Science Curriculum; Splash Screens	
Educators Survey Feedback; Parent Survey Feedback; Pinnacle 2020 Committee Strategic Plan; STAAR Data; TELPAS Data; MAP Data; Walkthrough Data	Continue balanced literacy program in grades K-5.	All	Director of Literacy; Literacy Coaches; Campus Administrators; Educators; Literacy Content Specialists	August 2014	June 2015	Literacy Coaches; Local Budget; Language Arts TEKS	Balanced Literacy Program; Lesson Plans; Walkthrough 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 #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>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; Pinnacle 2020 Committee Strategic Plan; STAAR Data; TELPAS Data; MAP Data; Walkthrough Data	Revise K-5 splash screens to support balanced literacy program.	All	Director of Literacy; Literacy Coaches; Literacy Cadres'; Language Arts Content Specialists	August 2014	June 2015	Local Funds	Aligned Literacy Curriculum; Splash Screens	
Educators Survey Feedback; Parent Survey Feedback; Pinnacle 2020 Committee Strategic Plan; STAAR Data; TELPAS Data; MAP Data; Walkthrough Data	Provide Scope and Sequences for educators for all curriculum areas in K-5.	All	Core Content Directors; Content Specialists	August 2014	June 2015	TEKS for Core Content Areas; Local Funds	Scope and Sequences for K-5	
STAAR Data	Address Federal System Safeguards	Anglo learners	Campus Administrators	August 2014	June 2015	District Math Curriculum Team; Local Funds	MAP Data, STAAR Data	
STAAR Data; MAP Data; Educator Feedback	Communicate PBL content objectives to all stakeholders.	All	Campus Administrators; Campus Educators	August 2014	June 2015	PBL Coaches	PBL Lesson Design Units; Posted Objectives; Educator Webpages	

<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>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	Educators will be trained in balanced literacy program in the classroom as appropriate ly related to their areas of teaching.	K-5 Educators	Director of Language and Literacy; Literacy Coaches; Campus Administrators	August 2014	June 2015	Balanced Literacy Program; Literacy Coaches	Eduphoria Records; Campus Sign-In Sheets; Balanced Literacy Program; Walkthroughs	
STAAR Data; TELPAS Data; MAP Data; Walkthrough Data	All educators will receive follow-up training in expository writing as appropriate ly related to their areas of teaching.	All	Director of Language and Literacy; Write From the Beginning and Beyond Trainers; Campus Administrators	August 2014	Dec. 2014	Expository Writing Materials; WFTBB Trainers	Eduphoria Records; Campus Sign-In Sheets	

STAAR Data; TELPAS Data; MAP Data; Walkthrough Data	All educators K-5 will receive training in narrative writing as appropriate ly related to their areas of teaching.	All	Director of Literacy and Literacy; Write From the Beginning and Beyond Trainers; Campus Administrators	August 2014	Dec. 2014	Expository Writing Materials; WFTBB Trainers	Eduphoria Records; Campus Sign-In Sheets	
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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>Timeline End</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
Pinnacle 2020 Committee Strategic Plan	Business and Community Partnerships Representative will garner support at campus level.	All	Director of Marketing and Business Partnerships; All Curriculum Department Directors	August 2014	June 2015	Field Based Learning Experiences	List of Partnerships Formed	

<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 [Outcomes].							
<b>Summative Evaluation:</b>	Lessons designed with Future Ready Outcomes embedded in all content areas; Rubrics used to evaluate Future Ready Outcomes							
<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	Educators will evaluate current campus Future Ready Outcomes used in assessing learners.	All	Campus Administrators; Educators	August 2014	Dec. 2014	District Future Ready Outcomes 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	Campuses will utilize campus-based Future Ready Outcomes and rubrics.	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 Future Ready Outcomes 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	
STAR Chart; Educator Feedback	Use devices in a 1:1 setting to embed campus based Future Ready Outcomes throughout grade level curriculum	4 <sup>th</sup> and 5 <sup>th</sup> Grade	4 <sup>th</sup> and 5 <sup>th</sup> Grade Educators; iTeam; Campus Administration	August 2014	June 2015	iTeam; PBL Coaches; Coordinator of Instructional Technology; Re-designated MacBook Pros	Lesson Plan Design; PBL Planning Units	

<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 experiences 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	
STAR Chart; Educator Feedback	Use devices in a 1:1 setting to make connections and collaborate with people outside of the campus to create real world experiences using programs such as Skype, Edmodo, Padlet, and google docs.	4 <sup>th</sup> and 5 <sup>th</sup> Grade	4 <sup>th</sup> and 5 <sup>th</sup> Grade Educators; iTeam; Campus Administration	August 2014	August 2015	iTeam; PBL Coaches; Coordinator of Instructional Technology; re-designated MacBook Pros	Lesson Plan Design; PBL Planning Units	

<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>Documented</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	
Educators Survey Feedback; Parent Survey Feedback; Administrator Feedback; Pinnacle 2020 Committee Strategic Plan; STAAR Data; TELPAS Data; MAP Data; Walkthrough Data	Refine the Rtl system to focus on critical skills in math and reading.	At-Risk Learners	Executive Director of Intervention Services; Math and Literacy Content Directors	August 2014	June 2015	Rtl Resources	Rtl Handbook; Rtl Feedback from Educators and Administrators	
Learner Feedback; Parent Survey Feedback	Create campus wide learner digital portfolio protocol.	All	Campus Administrators; Classroom Educators	August 2014	June 2015	ITeam	Digital Portfolios	

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<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>Documented</b>
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 to affect 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	

<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>Documented</b>
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 K-5.	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	
STAR Chart; Educator Feedback	Use devices in a 1:1 setting in order to create systems of efficiency by facilitating work-flow techniques throughout grade level curriculum.	4 <sup>th</sup> 5 <sup>th</sup>	4 <sup>th</sup> and 5 <sup>th</sup> Grade Educators; iTeam; Campus Administration	August 2014	August 2015	iTeam; PBL Coaches; Coordinator of Instructional Technology; re-designated MacBook Pros	Lesson Plan Design; PBL Planning Units	

<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 K-12 campus and district level data teams to analyze data to drive instruction.	All	Director of Assessment; Campus Administrators	August 2014	Sept. 2014	Local Funds	District and Campus Teams; Data Reports	

<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; DRA Data	All new educators attend Sheltered Instruction Observation Protocol or best practice sheltered instruction training.	ESL; DLI	Executive Director of Curriculum and Instruction; Director of Enrichment Programs; ESL Educators and Facilitators	August 2014	Oct. 2014	Training Modules; ESL Educators and Facilitators	Eduphoria Records	
STAAR Data; TELPAS Data; MAP Data; DRA Data	Educators attend culturally responsive teaching training.	All	Executive Director of Curriculum and Instruction; Director of Enrichment Programs; ESL Educators and Facilitators; 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 #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; DRA 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; TELPAS Data; MAP Data; DRA Data; Walkthrough Data	Conduct formal and informal walkthroughs in classroom with ESL learners with a focus on sheltered instruction strategy implementation to give feedback to educators on the integrity of strategy implementation.	ESL; DLI Learners	Campus Administration; Curriculum Directors; Executive Director of Curriculum and Instruction; Director of Enrichment Programs; Director of Intervention Services; ESL Facilitators	Sept. 2014	May 2015	Walkthrough Form	Walkthrough Data; STAAR Data; TELPAS Data; MAP 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 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	
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	

<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>
Pinnacle 2020 Committee Strategic Plan	Seamlessly integrate the CISD character education program with digital citizenship.	All	Coordinator of Instructional Technology; Director of Assessment; Campus Administration	August 2014	June 2015	CISD Character Education Program; Digital Citizenship Expectations	Parent Survey; Curriculum Developed; Student Satisfaction Survey	
Discipline Data; Attendance Data	Increase the use of Great Expectations and SED's throughout the building	All	Campus Administration	August 2014	June 2015	Great Expectations Program resources	Parent Survey; Curriculum Developed; Student Satisfaction Survey	

<b>Strategic Objective/Goal 3:</b>	We will foster proactive and reciprocal communication for learner success.							
<b>Performance Objective #1</b>	Increase CISD staff's level of technology integration expertise (proficiencies) through a differentiated professional learning program that addresses 21st Century technology skills.							
<b>Summative Evaluation:</b>	Digital Training Modules; Eduphoria Records							
<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>
Educator Feedback	Create campus cadre for Unlocking Your Digital Genius.	All	Campus Administrators, iTeam	Sept. 2014	June 2015	Technology Equipment; iTeam	Digital Training Modules; Eduphoria Records	

<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>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; Educator and Administrator Input	Create a means for learners to report quantitative and qualitative data (evidence) of foundational and future ready skills and outcomes.	All	Assistant Superintendent for Curriculum and Instruction; Curriculum Department Directors; Campus Administrators	Sept. 2014	June. 2015	Local Funds; iTeam; Curriculum Directors	Portfolio Items; Forms Created to Guide the Reporting Process	
Pinnacle 2020 Committee Strategic Plan	Create a process for parents to provide feedback on the system.	All	Assistant Superintendent for Curriculum and Instruction; Curriculum Department Directors; Director of Assessment; Campus Administrators Assistant Superintendent for Administration	Sept. 2014	June 2015	Parent Survey; Campus Administrators	Timeline and Process Created for Parent Feedback; Parent Survey	

<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>	Identified foundational knowledge and future ready skills; System of communication; Survey data; Assessment Plan to communicate growth							
<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	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	
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 a means for parents to communicate with the educator and learner on learner progress that is developmentally appropriate.	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 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>	Identified foundational knowledge and future ready skills; System of communication; Survey data; Assessment Plan to communicate growth							
<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 a communication plan to inform all stakeholders on reciprocal communication system.	All	Assistant Superintendent for Curriculum and Instruction; Curriculum Department Directors; Educators; Campus Administrators; Assistant Superintendent of Administration	Sept. 2014	Oct. 2014	Websites; Campus Based Resources	Communication Plans for Each Campus	
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	

<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>Documented</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	
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	

<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>Documented</b>
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	



<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>	Partnerships and Internships Accessible to CISD learners; Long Range Facility Plan							
<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>
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	Assistant Superintendents for Curriculum and Instruction, Administration, and Business and Support Services; Campus Administration	Sept. 2014	June 2015	Local Funds; Bond Funds; Campus Learning Design Team	Redesign Plans for Learning Spaces	

**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**

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



**CISD DISTRICT IMPROVEMENT PLAN 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 iTunes U	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 iTunes U	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

## 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	Rtl	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		
ISS	In School Suspension		
	x2VOL		Data Warehouse for Service Learning