



Coppel Independent School District
Mockingbird Elementary
Campus Improvement Plan
2016-2017

Laura Flynn, Principal

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**

Name of Participant	Committee Role
Laura Flynn	Principal
Kristan Perryman	Assistant Principal
Joni Taylor	Kindergarten Teacher
Julia O'Hearn	First Grade Teacher
Debby Samaras	Second Grade Teacher
Eileen Fox	Third Grade Teacher
Lauren Bledsoe	Fourth Grade Teacher
Sabrina Khan	Fifth Grade Teacher
Ann Carlsson	Gtl Teacher
Sara Hardy	Parent
Joel Zeff	Parent
Dawn Truesdell	Business Representative
Tom Savard	Community Member
Jody Reynolds	Instructional Coach
Laurie O'Neill	District Representative

Comprehensive Needs Assessment Summary

2016-2017

Data Sources Reviewed:

- Campus Assessment Data (STAAR, TELPAS, iStation, CoGAT, District Assessments)
- Learner Interest Surveys
- Walkthrough/Observation Data
- Educator Goal Setting
- Visioning Document
- Learning Framework
- Learning Walks
- Curriculum Department Feedback/Input
- Standards Based Report Cards
- RtI and At-Risk Data
- Attendance Data
- Discipline Records
- AYP Measures
- SBDM Committee, campus leadership, grade level and faculty meetings
- Parent/Learner surveys and feedback
- Learner failure rates
- Prior year(s) campus and/or district improvement plans
- Gifted and Talented data
- Learners served by Section 504, including performance, discipline, attendance and mobility
- Number of learners assigned to special programs, including their academic achievement, race/ethnicity, gender etc.

- System Safeguards

Area Reviewed	Summary of Strengths What were identified strengths?	Summary of Needs What were identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Demographics	Strong diversity in culture; above average gifted and talented identification; diverse teaching staff	Cultural sensitivity training; Instructional Culturally Responsive Classroom Training to aide in ESL learners becoming proficient in English; Everyday means to embrace and celebrate diverse cultures within the school	Provide additional resources for ESL learners to acquire the English language; Continue training with staff on Rtl, 504, and ARD decision making; Establish a committee and partner with PTO to create new opportunities to celebrate diverse cultures
Student Achievement	100% of learners met the standard for Science STAAR (grade 5); In K-2, almost half of our learner population is reading above grade level	We need to close the achievement gap in science for ESL, Hispanic, special education learners, and African American and economically disadvantaged learners	Provide early intervention at K-3 rd grade to ensure all learners are meeting expectations with literacy; 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 education learners; write AIPs for all learners not progressing on TELPAS and for learners who fail reading and math at 5 th and 8 th grade; Offer training on vocabulary development and additional writing training and

			support at all levels; integrate social studies and science into the literacy area to reinforce those content areas and nonfiction text comprehension; increase resources for stage II and III of the UbD planning template; additional training in science and math vocabulary development; provide Argument Driven Inquiry training in science across all grade levels; implement new scope and sequence in social studies and provide nonfiction reading resources
School Culture and Climate	Our safety audit indicated our schools are safe. Digital literacy is being taught to every learner. Parent survey results indicate a positive school climate. Newcomers to Mockingbird participate in a special lunch to welcome them.	Surveys indicate that we have learners who have experienced bullying. Continue recruitment efforts to ensure that the PTO Board is representative of the demographics of the school.	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, playground, and cafeteria. Digital literacy will be taught and reinforced throughout the year. Implement new methods of recognizing staff achievement.
Staff Quality/Professional Development	100% of Mockingbird staff highly qualified. Collaborative planning time is integrated into the master schedule to allow for	Continue to seek highly qualified staff; Educators indicate a need for more professional learning in the areas of reader's workshop, writer's workshop, math	Implement learning walks on campus (educator to educator) and on other campuses as needed for ongoing professional learning; Maximize use of the instructional

	ongoing, job-embedded professional development.	workshop, and technology integration	coach in order to meet individual and team needs
Curriculum, Instruction, Assessment	The RtI process is being implemented with fidelity across the campus; educators have autonomy in their planning within district parameters; we have numerous resources in our literacy library; digital literacy has been implemented; numerous staff members have received training in the workshop model and have begun implementation	There is a need for increased collaborative planning and practices in order to continually improve and stay current with research; Need for increased common assessments to determine learners' mastery of TEKS; Need more progress monitoring resources in reading and mathematics; Need time within the instructional day for systematic intervention and enrichment	Implement collaborative planning within the master schedule for increased action research and alignment of curriculum, instruction, and assessment; Use of instructional coach to ensure that the best resources are being used at all levels in all subject areas; Increased time for data disaggregation to inform instructional planning; Time devoted to develop skills and understanding of UbD
Family and Community Involvement	Strong parental involvement; New learners are assigned a buddy family to help acclimate; Opportunities for parent learning walks to learn about instruction; Mavs' Dads groups to increase involvement with fathers; Numerous family activities throughout the year	Continue to educate parents on technology integration in the school; Increase understanding of the workshop model through parent learning walks	Increase parent involvement at PTO meetings and evening activities to better represent the full school population; Work to provide resources to parents to inform them of best ways to help learners at home

<p>School Context and Organization</p>	<p>Educators and administrators have data in which to drive decision-making</p>	<p>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</p>	<p>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</p>
<p>Technology</p>	<p>There is a high level of technology use on our campus, such as Google classroom, learner-made videos, Skype sessions, etc.</p>	<p>We need a functioning computer lab, and several of our iPads, Macbooks, and desktop computers are not currently working. We also have non-functioning Smart boards in 3rd grade.</p>	<p>Advocate to have fully functioning technology on campus; Continue training and planning with educators on the best ways to integrate technology in meaningful and authentic ways</p>

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
- Digital Training for Newcomer Instruction
- Development of More Digital Learning Options to Accommodate Needs of Learners
- Implementation and Monitoring of Sheltered-Instruction Strategies
- Instructional Design Training

Teacher Quality

- Structure for Efficiency in Use of Personnel

Demographics

- Cultural Sensitivity in Instructional Design

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					
Strategies & Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/Summative	Title I School wide Components (code by #)
Expand partnerships with business partners	Director of Marketing and Business Partnerships; Campus administrators	None Needed	August 2016-June 2017	Expanded list of partners	Greater variety in resources of business partnerships and increased reciprocal relationship with the community	Feedback from learners and educators	
Select a campus representative to serve as a campus contact for partnerships	Campus administrators, Director of Marketing and Business Partnerships	None needed	September 2016	Named campus representative	Increased partnerships with businesses and community representatives	Parent survey; Feedback from educators and learners	

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 #2:		Increase volunteer and service opportunities for learners within the community					
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/Summative	Title I Schoolwide Components (code by #)
Collaborate with other campuses (including middle and high schools) to promote expanding learner interest and exposure to service opportunities (i.e. Skype sessions, etc.)	Campus Administrators Instructional Coach; Librarian; Educators; Technology Department	Time for collaboration through scheduling or other means; Digital Learning Coach	Oct. 2016-March 2017	Lesson Plans; Walk-throughs; collaborative sessions	Learner surveys; educator input; administrative input; service ideas and completed	Highlights from collaborative opportunities (agenda notes and minutes)	
Expand service learning opportunities	Campus Administrators Educators; Director of Student Services	Supplies for service if needed	Fall 2016-Spring 2017	Learner reflections	Service Learning completed	Decrease in discipline referrals; Character Traits exhibited	
Explore the idea of Genius Hour in order to provide	Campus Administrators Educators; Instructional	Time for Genius Hour; specific resources	Fall 2016-Spring 2017	Schedule of Genius Hour; Learner reflections on	Learner and educator surveys;	Products, service, or ideas generated	

intentional time for learners to discover their passions and possible volunteer or service opportunities	Coach; Community representatives	related to content (i.e. construction materials)		volunteer or service opportunities	volunteer or service completed		
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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 #4:		Partner with industry professionals to design and offer field-based learning experiences for educators					
Strategies and Action Step(s)	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/Summative	Title I Schoolwide Components (code by #)
Offer opportunities for educators to observe other professionals through learning walks	Campus Administration; Instructional Coach; Director of Professional Learning; Lead Mentor Teacher	Funds for observations; Allocating time for observations	Fall 2016- Spring 2017	Learning walk reflection sheets	Observation data; lesson plans and walk-throughs demonstrating new learning	Educator feedback; Administrator feedback; New learning shared	

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					
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components (code by #)
Begin implementation of Schoology as a digital learning tool	Educators; DLC; Administrators; Instructional Coach	Time for digital curation and collaboration	July 2016-March 2017	New courses created	Learner Achievement	Learner and Educator feedback; Learner Achievement	

Strategic Objective/Goal 3:		We will foster proactive and reciprocal communication for learner success					
Performance Objective #1:		Create a system to communicate foundational and future-ready skills for each learner					
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/Summative	Title I Schoolwide Components (code by #)
Offer parent workshops to better understand data collected each year through testing;	Campus Administrators, Counselor, Educators	Time to conduct parent meetings and/or time to create virtual training	Sept. 2016-May 2017	Trainings offered; Sign in sheets	Parent feedback	Parent Satisfaction Survey	
Expand parent learning walks	Campus Administrators, Educators	Time to conduct learning walks	October 2016-March 2017	Calendars of learning walks offered	Parent feedback	Parent Satisfaction Survey	

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					
Strategies & Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components (code by #)
Train educators and administrators in planning culturally responsive instruction	Campus Administration; Educators; Counselor	Training materials; Research-based articles	August 2016- February 2017	Trainings offered; Eduphoria records; Schoology records	Learner Achievement	STAAR Data; TELPAS Data; Learner Input; Parent Input; Educator Input; Walk-throughs; Lesson plans	
Provide opportunities for the showcase of cultures represented	Campus Administration; Educators; Counselor	Materials for events	October 2016- March 2017	Campus calendars; Lesson plans; Pictures	Increase number of volunteers at campus	Lesson Plans; Calendars; Pictures; Parent feedback	
Foster the development of culturally sensitive classroom programs to increase learner awareness of cultural differences among various student groups (ie., highlight	Campus Administration; Educators; Counselor	Materials; Training	October 2016-June 2017	Educator observations; Lesson plans; Educator evaluations; Walkthrough data	Learner Achievement	Lesson Plans; Walkthroughs; List of trainings offered	

cultural characteristics in social studies)							
Provide training for educators regarding their role in implementing IEP/IAP's and AIPs in making appropriate modifications and/or accommodations for learners in the general ed. Classroom (i.e. Bridging Day)	Administrators, Counselor, MLI Educator, SLP, Sped Educators, ESL Educator, Classroom Educators	Training development; Time to review documents and accommodations	August 2016-September 2016	Lesson plans; Observations; ARD decision-Making; Accommodations recommended	Learner Achievement	Sign-in Sheets; Lesson plans; Walk-through data	
Provide training in various formats for educators regarding their role in implementing differentiation strategies and making appropriate accommodations for advanced learners in the general education classroom	Campus Administrators, Educators, IC, GTi, Counselor	Materials needed for training and implementation	August 2016-Dec. 2016	Eduphoria and Schoology Records; Lesson plans	Learner Achievement	Recruiting schedule and materials; Green folder data	

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 #2:		Expand program offerings that reflect our diverse community of learners					
Strategies & Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/Summative	Title I Schoolwide Components (code by #)
Implement an hour of coding in K-5 classrooms	Educators; Campus Administration; DLC	Materials for coding exploration; funds for any training needed	December 2016	Lesson plans; Projects completed by learners	Learner Achievement	Administrator and Educator feedback; Learner feedback	

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					
Strategies & Action Step(s)	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/Summative	Title I Schoolwide Components (code by #)
Train educators on AWARE to view and utilize data through a growth mindset	Campus administrators, IC, Educators, DLC	Time for training; AWARE;	September 2016- October 2017	Eduphoria records; use of data in planning meetings	Learner Achievement; Rtl Tier numbers	Reports generated for the Rtl process; Individualized instruction based on data	
Provide training to establish consistency with screeners and progress monitoring measures to use data effectively for student growth	Campus administrators, IC, Educators, DLC	Training materials and modules; DLCs; Instructional coaches	August 2016- October 2016	Eduphoria records	Learner Achievement; Rtl Tier numbers	Rtl Data; Benchmark Data; Administrator and Educator feedback	

Provide opportunities for peer to peer observations in order for educators to learn from other educators	Campus Administrators; IC; Educators	Release time for educators to observe one another; Campus schedules allowing for observations	September 2016-May 2017	Educator reflections	Educator Evaluations	Campus Observation Schedules; Administrator feedback; Educator feedback	
Continue to educate and refine campus-level special education referral process	Campus administrators; Diagnostician; Sped educators; classroom educators	Rtl new protocols; New progress monitoring tools	August 2016-March 2017	Improved referral process	Comparison of learners referred to special education to the number qualifying	Alignment of the Rtl paperwork with the new definition of the referral process; Administrator feedback; Educator feedback	
Continue training for educators on Rtl protocols, paperwork, and quality interventions	Campus administrators, Educators	Rtl protocols; progress monitoring paperwork ; CISD Rtl handbook	Fall 2016	Training module; Sign-in sheets/Eduphoria records	Rtl Tier II and Tier III numbers as compared to the 2015-2016 school year	Sign-in sheets from the district and at the campus level documenting training; Rtl data	

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 #2:		Create a community-based accountability system for reporting learner growth					
Strategies & Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components (Code by#)
Train K-5 educators on portfolio development to ensure learners develop and have ownership of quality portfolios	DLCs; Campus Administrators; Educators;	Google Classroom; Google websites; DLCs; personnel for training;	October 2016; February 2017	Digital portfolios	Portfolio checklist	Sign-in sheets for training on how to develop learner portfolios; Learner Portfolios	
Implement the Community-based Accountability System	Assistant Superintendent of Curriculum and Instruction; Assistant Superintendent of Business & Support Services	State Accountability Rubric; Data to Report	August 2016- June 2017	State Accountability indicators clearly defined for district and each campus	STAAR letter grade	State Accountability Rubric; STAAR grade; Learner Achievement	

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 #3:		Implement goal setting K-5 to empower learners to take responsibility for their growth. (i.e. academic, social and emotional)					
Strategies & Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/Summative	Title I Schoolwide Components (code by #)
Establish expectations for goal setting for K-5 learners	Campus Administration; Educators; IC	System for goal setting	September 2016-June 2017	Learner Goals	Learner ownership of learning goals	Expectations for goal setting; Learner SMART goals	
Allocate specific time to create, develop, and revisit learner goals for academic, social, and emotional growth	Campus Administration; Educators; IC	Time for goal setting; Form(s) for goal setting	Weekly throughout the school year	Lesson plans; Learner goals	Learner goal attainment; Learner Achievement; Learner-led conferences	Lesson Plans; Goals set by learners; Learner goals and reflections	

Implement the workshop model in reading, writing, and math to assist learners in setting goals for individual growth	Campus Administration; Educators; IC	Online resources; Professional resources, learning walks	August 2016-June 2017	Lesson Plans; Walkthroughs; Educator Observations;	Learner Achievement; RtI data	Lesson Plans; Goals set and monitored by learners; STAAR data	
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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 #4:		Develop a comprehensive professional learning plan to actualize the CISD Learning Framework					
Strategies & Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/Summative	Title I Schoolwide Component (code by #)
Implement the Learning Framework through collaborative planning, job-embedded professional learning, and after-school PD with a focus on the workshop model and research-based best practices	Campus Administrators; Instructional Coach, Educators	Learning Framework	September 2016-May 2017	Instructional Leadership Team agenda, PD agenda, collaborative planning agendas	Lesson Plans; Learner Achievement	Sign-in sheets; Educator goal setting and evaluation; Walkthroughs; Post-observation and summative conferences	

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 #5:		Reframe and prioritize state standards in a way that leads to profound learning					
Strategies & Action Step(s)	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/Summative	Title I Schoolwide Components (code by#)
Continue to train educators in designing learning to achieve transfer of content material to solve problems in and out of school and over time	Campus administrators; IC; Educators	Training Modules; Transfer standards for each content area	Fall 2016	Training Module; Sign-in sheets	Lesson plans of new educators showing understanding	Training Module for UbD planning; Transfer tasks related to standards; Eduphoria sign-in sheets	

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 #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)					
Strategies & Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/Summative	Title I Schoolwide Components (code by#)
Continue to develop opportunities to collaborate with learners outside of the classroom	Campus administrators; IC; Educators; DLC; Librarian	Educators; DLC; Video equipment	September 2016-May 2017	Lesson plans, Skype sessions	Learner reflections about similarities and differences	Lesson plans, walk-throughs; Educator and learner feedback	

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 #7:		Seamlessly integrate digital citizenship across the curriculum so all stakeholders collaborate in an atmosphere of respect, integrity, sharing, trust, and service					
Strategies & Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components (code by #)
Align digital citizenship K-5 and provide ongoing training on digital citizenship	Campus Administration; Educators; DLC	Digital Citizenship Training Modules; DLCs; Librarians; Educators	August 2016-May 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 th Grade students will view Cyber Bullying video from Yellow Dyno through Counseling Guidance Program	Campus Budgets	Campus Counselor	Discipline Reports
6. Parent information sessions will be held to increase awareness and prevention measures for bullying and cyber bullying.	Local Funds	Assistant Superintendent of Administration	Discipline Reports, and 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 st 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

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

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APPENDIX B: CORE CONTENT INITIATIVES

English Language Arts & Reading

Strategies	Resources	Staff Responsible	Evaluation
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 th 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 th 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

Components of a Schoolwide Plan	Standard	Evidence of Standard Completion and/or Progress Toward Completion
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"> i. Strengthen core academic programs ii. Increase amount and quality of learning time iii. Strategies for meeting educational needs of underserved populations 	
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.	

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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		

