



# **Pinkerton**

## **CAMPUS IMPROVEMENT PLAN**

**2014 - 2015**

**KRISTI MIKKELSEN**  
PRINCIPAL

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### **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

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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 1:</b>  | Develop a comprehensive professional learning plan to actualize the CISD Learning Framework.  |
| • <b>Performance Objective 2:</b>  | Reframe and prioritize state standards in a way that leads to profound learning.  |
| • <b>Performance Objective 3:</b>  | Align the written, taught and assessed curriculum.  |
| • <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>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>Performance Objective 6:</b>  | Implement a system or systems to assess Future-Ready skills.  |
| • <b>Performance Objective 7:</b>  | Integrate Future-Ready learning skills within the district.   |
| • <b>Performance Objective 8:</b>  | Increase connections between real world experiences and authentic classroom instruction.  |
| • <b>Performance Objective 9:</b>  | Transform systems to more effectively prepare students to be successful in post-secondary education and beyond.   |
| • <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.                  |

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| <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>Performance Objective 2:</b>  | 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. |

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| <b>Strategic Objective/Goal 3:</b> | We will foster proactive and reciprocal communication for learner success. |
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| • <b>Performance Objective 1:</b> | Create a system for establishing and maintaining reciprocal community partnerships in order to increase authentic and field based learning experiences. |
| • <b>Performance Objective 2:</b> | Create a system to communicate foundational and future-ready skills for each learner.   |
| • <b>Performance Objective 3:</b> | Communicate the district assessment plan to parents and teachers and report outcomes individually to parents and collectively to stakeholders.          |

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| <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>Performance Objective 2</b>   | Increase CISD staff's level of technology integration expertise (proficiencies) through a differentiated staff development program that addresses 21 <sup>st</sup> Century technology skills.   |

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| <b>Strategic Objective/Goal 5:</b> | We will create a community-based accountability system for reporting learner growth.  |
| • <b>Performance Objective 1:</b>  | Develop supports and work with the community to establish a comprehensive accountability system for CISD and an environment conducive to optimal learning and growth. |

**SUMMARY:**

Coppell ISD is a suburban school district with an approximate enrollment of 11,084 students located just north of the Dallas-Fort Worth Airport serving the students of the communities of Coppell, Valley Ranch, and Lee. Coppell ISD has nine (9) elementary schools, three (3) middle schools, one (1) alternative campus and two (2) high schools. For information about the comprehensive needs assessment executive summary as well as additional district achievements and the student demographics, please visit the district website at <http://www.coppellisd.com> or on the TEA website at <http://www.tea.state.tx.us/perfreport/aeis/>. The district improvement planning process is intended to serve as a collaborative planning tool by utilizing community and staff input to develop goals for the upcoming school year. The members of this team chose the strategic objectives listed above which are completely aligned with the district's five-year strategic plan.

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

| <b>NAME OF PARTICIPANT</b> | <b>COMMITTEE ROLE</b>                      |
|----------------------------|--|
| <b>CARMEN DESIMONE</b>     | <b>KINDER REPRESENTATIVE</b>               |
| <b>JACQUIE GRAVES</b>      | <b>1<sup>ST</sup> GRADE REPRESENTATIVE</b> |
| <b>GINGER DENTON</b>       | <b>2<sup>ND</sup> GRADE REPRESENTATIVE</b> |
| <b>MARNIE WARD</b>         | <b>3<sup>RD</sup> GRADE REPRESENTATIVE</b> |
| <b>SARAH SYMANK</b>        | <b>4<sup>TH</sup> GRADE REPRESENTATIVE</b> |
| <b>SARA HOPE</b>           | <b>5<sup>TH</sup> GRADE REPRESENTATIVE</b> |
| <b>NATALIE CUCCIA</b>      | <b>SPED REPRESENTATIVE</b>                 |
| <b>KATHY KIRKLEY</b>       | <b>COUNSELOR</b>                           |
| <b>LEIGH WALKER</b>        | <b>PARENT</b>                              |
| <b>KIM CONNER</b>          | <b>COMMUNITY MEMBER</b>                    |
| <b>ANNA WORTMAN</b>        | <b>BUSINESS MEMBER</b>                     |
| <b>DEBBIE YOUNGS</b>       | <b>DISTRICT LIAISON</b>                    |
| <b>KRISTI MIKKELSON</b>    | <b>PRINCIPAL</b>                           |
| <b>ANGIE HUX</b>           | <b>ASSISTANT PRINCIPAL</b>                 |
| <b>RHONDA PICKRELL</b>     | <b>GTI SPECIALIST/IB COORDINATOR</b>       |



# COPPELL INDEPENDENT SCHOOL DISTRICT

## Campus Needs Assessment

List data utilized to identify the needs of your campus

- STAAR, MAP, BOY literacy data
- Accountability System Safeguard information
- AWARE data from learners coming from other campuses within the district
- Parent and Learner satisfaction surveys
- IB-PYP standards
- Educator evaluations/ self-assessments
- IB Program of Inquiry
- Systems needs-assessment
- Individual learner needs
- PBIS/PRIDE data
- RtI data
- IB Action Plan

List the identified needs of your campus derived from data review.

- Align all systems to fit IB philosophy
- Vertical and horizontal alignment in math
- The need to shift from Daily Five to more inquiry-based integrated literacy component
- Establish relationships with learners and families new to Pinkerton
- Continue to broaden digital communication from classroom to home through classroom blogs, Twitter, etc.
- Increase performance of Hispanic learners on STAAR Math (System Safeguard)
- Provide intervention and support for new and existing RtI learners through data team approach

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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 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> |
| IB Standards, IB Scope and Sequence  | Strengthen vertical alignment in all content areas to support IB Standards and ensure depth of learning.  | All             | Campus Staff, Campus Administrators, IB Coordinator  | August 2014           | June 2015           | IB Coordinator, IB Consultant, extended planning time, IB Scope and Sequence | IB Planners, Program of Inquiry  |                   |
| STAAR, TELPAS, Pinnacle 2020   | Staff will be trained on responsive learning.   | All             | Campus Administrators, Curriculum Directors  | August 2014           | June 2015           | Learning Framework, Curriculum Directors                                     | Campus Focus Areas Documented in CIP's   |                   |
| Student Satisfaction Survey, Classroom Walkthrough Data, Visioning Document                          | Provide overview and training of the Learning Portrait.   | 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" |                   |
| 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; In-District Presenters; Books          | Eduphoria Records; Campus Sign-In Sheets; Training Modules                         |                   |

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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 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> |
| Student Satisfaction Survey, Classroom Walkthrough Data, Visioning Document; STAAR Data; TELPAS Data, IB Action Plan | 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, IB Action Plan | Eduphoria Records; Documentation of Coaches meeting with educators to support planning |                   |



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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 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 | Continue to refine IB Planners.   | 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 IB 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 IB Planners.   | 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                  |                   |

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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 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                   | Continue alignment of math curriculum with the new math standards and new adoption to align with IB.  | All             | Director of Mathematics; Math Coaches; Math Cadres'; Department Heads   | August 2014           | June 2015           | TEKS; Local Budget; Math Adoption Materials, IB Math Scope and Sequence | Aligned Math Curriculum                                   |                   |
| Educators Survey Feedback; Parent Survey Feedback; Pinnacle 2020 Committee Strategic Plan; STAAR Data; TELPAS Data; MAP Data; Walkthrough Data | Redesign the balanced literacy program in grades K-5.   | All             | Director of Language and 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 |                   |

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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 4:</b>   | Sustain district-wide EC-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curriculum 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                         | Staff will participate in expository and narrative writing training.  | All                  | Director of Language and Literacy; Write From the Beginning and Beyond (WFTBB) Trainers; Campus Administrators  | August 2014           | Dec. 2014           | Expository Writing Materials; WFTBB Trainers, Narrative Writing materials | Eduphoria Records  |                   |
| STAAR Data; TELPAS Data; MAP Data; DRA Data; Walkthrough Data; PBMAS Report | Establish and implement a plan to support needs identified on the Systems Safeguards from the State's Accountability System: Hispanic Math            | Sp. Ed.; Ec. Disadv. | Assistant Superintendent of Curriculum and Instruction; Executive Director of Intervention Services; Executive Director of Curriculum and Instruction; Campus Administration; Curriculum Department Directors | August 2014           | June 2015           | SCE Funds, Data Teams, Rtl staffings                                      | Safeguard Plans Established; Anecdotal Notes on Progress; Student Performance Data |                   |

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|--|---|-----------------|--|-----------------------|---------------------|---|-----------------------------|-------------------|
| <b>Strategic Objective/Goal 1:</b>     | We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success.   |                 |  |                       |                     |   |                             |                   |
| <b>Performance Objective 5:</b>        | Create a system for establishing and maintaining reciprocal community partnerships in order to increase authentic and field based learning experiences. |                 |  |                       |                     |   |                             |                   |
| <b>Summative Evaluation:</b>           | Database with partnerships formed.  |                 |  |                       |                     |   |                             |                   |
| <b>Needs Assess.</b>                   | <b>Action Step(s)</b>   | <b>Sp. Pop.</b> | <b>Person(s) Responsible</b>   | <b>Timeline Start</b> | <b>Timeline End</b> | <b>Resources Human/Material/Fiscal</b>              | <b>Formative Evaluation</b> | <b>Documented</b> |
| Pinnacle 2020 Committee Strategic Plan | Actively solicit partnerships to support authentic and field based learning experiences   | All             | Director of Marketing; All Curriculum Department Directors, Campus Administrators; Director of Marketing and Business Partnerships | August 2014           | June 2015           | Field Based Learning Experiences, Business Partners | List of Partnerships Formed |                   |

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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 6:</b>    | Implement a system or systems to assess Future-Ready Outcomes (FROS).   |                 |                              |                       |                     |  |                             |                   |
| <b>Summative Evaluation:</b>       | Lessons designed with FROS embedded in all content areas; Rubrics used to evaluate FROS   |                 |                              |                       |                     |  |                             |                   |
| <b>Needs Assess.</b>               | <b>Action Step(s)</b>   | <b>Sp. Pop.</b> | <b>Person(s) Responsible</b> | <b>Timeline Start</b> | <b>Timeline End</b> | <b>Resources Human/Material/Fiscal</b> | <b>Formative Evaluation</b> | <b>Documented</b> |

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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 6:</b>        | Implement a system or systems to assess Future-Ready Outcomes (FROS).   |                 |                                  |                       |                     |  |                             |                   |
| <b>Summative Evaluation:</b>           | Lessons designed with FROS embedded in all content areas; Rubrics used to evaluate FROS   |                 |                                  |                       |                     |  |                             |                   |
| <b>Needs Assess.</b>                   | <b>Action Step(s)</b>   | <b>Sp. Pop.</b> | <b>Person(s) Responsible</b>     | <b>Timeline Start</b> | <b>Timeline End</b> | <b>Resources Human/Material/Fiscal</b>                                 | <b>Formative Evaluation</b> | <b>Documented</b> |
| Pinnacle 2020 Committee Strategic Plan | Create rubrics for Future Ready Outcomes to be used in assessing learners.  | All             | Campus Administrators; Educators | August 2014           | Dec. 2014           | District Future Ready Outcomes and Resources in the Learning Framework | Rubrics                     |                   |

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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 7:</b>        | Integrate Future-Ready Outcomes 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 | 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 |                   |

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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 8:</b>                                       | Increase connections between real world experience and authentic classroom instruction.  |                       |   |                       |                     |  |   |                   |
| <b>Summative Evaluation:</b>  | Survey data from stakeholders; Projects  |                       |   |                       |                     |  |   |                   |
| <b>Needs Assess.</b>  | <b>Action Step(s)</b>  | <b>Sp. Pop.</b>       | <b>Person(s) Responsible</b>                                      | <b>Timeline Start</b> | <b>Timeline End</b> | <b>Resources Human/Material/Fiscal</b>   | <b>Formative Evaluation</b>   | <b>Documented</b> |
| Pinnacle 2020 Committee Strategic Plan; Dual Language Immersion Data; | Increase opportunities for learners to engage in real world and authentic learning experiences connecting to learner interest, such as service learning and community internships. | All                   | Curriculum Department Directors; Campus Administrators; Educators | August 2014           | June 2015           | Director of Marketing; Director of Enrichment Programs, field trips, service learning opportunities, Pinkerton garden, Coppell Nature Park, Pinkerton outdoor learning | Unit Plans; Service Learning Projects                                   |                   |
| Pinnacle 2020 Committee Strategic Plan                                | Coordinate national and international curriculum projects to align with campus initiatives.  | All                   | Campus Educators, Campus Administrator, IB Coordinator            | August 2014           | June 2015           | Local Funds; Partnerships, GLOBE program, World Moon Project, Director of Enrichment, Director of Science  | Projects Established; Campus Feedback                                   |                   |
| IB Standards  | Promote responsible action within and beyond the school community.   | All                   | Campus Staff, Campus Administrators                               | August 2014           | June 2015           | Partnerships with parents/community members, Global connections, Director of Marketing   | Service Learning Action Plans   |                   |
| IB Standards, District Strategic Plan, Learning Framework             | Learners will showcase PYP learning in a cumulative presentation.  | 5 <sup>th</sup> grade | All learners, Campus Staff, IB Coordinator                        | August 2014           | May 2015            | IB high school mentors, IB coordinator   | 5 <sup>th</sup> grade exhibition, sign in sheet, parent feedback survey |                   |

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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 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                         | Train educators on the newly created CISD Educators' Evaluation process.  | All             | Campus Administrators   | August 2014           | Sept. 2014          | Educator Evaluation System, ticket out reflection, Director of Professional Learning; Curriculum Department Directors; Director of Advanced Academics | Training Module; Eduphoria Records  |                   |
| IB Standards   | Expand resources representing languages spoken by our learners and their families.  | All             | IB Coordinator, Librarian, IT specialist, Campus Administration, Spanish Educators  | August 2014           | June 2015           | PTO, local Library budget, Classroom Spanish instruction  | Resources/check out log   |                   |
| Educators Survey Feedback; Parent Survey Feedback; Administrator Feedback; Pinnacle 2020 Committee Strategic Plan; STAAR Data; TELPAS Data; MAP Data; Walkthrough Data | Utilize formative and summative assessment data to focus on critical skills in all content areas.   | All             | Executive Director of Intervention Services; Math and Literacy Content Directors, Campus Administration, Campus data team | August 2014           | June 2015           | Rtl Resources, MAP, district and state assessments, historical data, AWARE, STAAR   | Rtl Handbook; Rtl Feedback from Educators and Administrators, formative assessments, portfolios |                   |



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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 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 | Implement learner goal setting protocols, self-monitoring tools, and instructional feedback forms to empower learners.                                | All             | Campus Administration; Educators                   | August 2014           | Dec. 2014           | Student Led Conferencing, Reference Materials, Curriculum Directors  | Protocols; Self-Monitoring Tools, and Instructional Feedback Forms |                   |
| Educators Survey Feedback; Parent Survey Feedback; Administrator Feedback; Pinnacle 2020 Committee Strategic Plan; Visioning Document                                  | Explore iTunes U courses for making global connections.   | All             | iTeam Specialist, Educators, Campus Administrators | August 2014           | June 2015           | Technology for curation; Local Funds, Iteam specialist, literacy and math coach, Director of Mathematics; Coordinator of Instructional Technology, Curriculum Department Directors | New Digital Resources Created                                      |                   |

|   |   |                 |                              |                       |                     |  |   |                   |
|---|---|-----------------|------------------------------|-----------------------|---------------------|--|---|-------------------|
| <b>Strategic Objective/Goal 1:</b>                  | We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success. |                 |                              |                       |                     |  |   |                   |
| <b>Performance Objective10:</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                   | Provide professional learning for educators on the effective use of data and assessment tools to inform lesson design.                                | All             | Campus Administrators        | August 2014           | June 2015           | Training Module; Assessment Tools; STAAR Data; TELPAS Data; MAP Data; PEIMS Data, Director of Assessment; Data Specialist; Data Teams; Director of Professional Learning | Eduphoria Records                       |                   |
| STAAR Data; TELPAS Data; MAP Data; Walkthrough Data | Create campus data team to analyze data that drives instruction.  | All             | Campus Administrators        | August 2014           | Sept. 2014          | Comp. Ed Funds for data days at BOY, MOY or EOY, Director of Assessment  | 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 Assessment</b>                            | <b>Action steps</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; Campus Administration | August 2014           | Sept. 2014          | ESL Facilitators; TELPAS Data, Executive Director of Curriculum and Instruction                                | Customized Plans, LPAC  |                   |
| DRA Data; STAAR Data; MAP Data; IEP Data; EOC Data | Include special educators in instructional design extend planning.   | Sp. Ed.         | Campus Administration, Campus SPED educators          | August 2014           | June 2015           | Local Funds, extended planning, Executive Director of Intervention Services; Director of Professional Learning | 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/BIPs and how to accommodate for learners with disabilities within the general education setting. | Sp. Ed./504     | Campus Administration, Campus SPED educators          | August 2014           | June 2015           | Local Funds, Executive Director of Intervention Services; Director of Professional Learning                    | 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. |
|------------------------------------|--|

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|--|---|-------------------|---|-----------------------|---------------------|---|--|-------------------|
| <b>Performance Objective 2:</b>            | 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. |                   |   |                       |                     |   |  |                   |
| <b>Summative Evaluation:</b>               | Integrated Digital Citizenship with CISD Character Traits; Parent Survey; Student Satisfaction Survey   |                   |   |                       |                     |   |  |                   |
| <b>Needs Assessment</b>                    | <b>Action steps</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> |
| PEIMS Data; Counselor Input                | Staff will participate in "Love & Logic" training to support educators in developing personal responsibility in their children.   | All               | CISD Behavior Specialists                             | August 2014           | June 2015           | Love & Logic Way Program and Training Materials; Trainer for the Program, Executive Director of Intervention Services | Eduphoria Records and/or Sign-in Sheets  |                   |
| IB Standards, Pinnacle 2020 Strategic Plan | Continue to promote International Mindedness and all attributes of the IB Learner Profile and Attitudes.  | All               | Campus Staff, Campus Administrators, Campus Counselor | August 2014           | June 2015           | IB Classroom Monitoring System, Profiles and Attitudes, guidance lessons  | Learner Profile of the Week, Super Stetson tickets, quarterly Global Citizen Breakfast |                   |
| 4 <sup>th</sup> grade feedback             | Implement Learner Leadership Council to increase learner voice and choice.  | 3-5 selected reps | PE Educator, IB Coordinator, Campus Administration    | August 2014           | June 2015           | StuCo workshop, meetings, fundraisers, Local Funds  | Assembly organization, greeters, recycling   |                   |

|                                     |   |                 |                                  |                       |                     |   |                                    |                   |
|-------------------------------------|---|-----------------|----------------------------------|-----------------------|---------------------|---|------------------------------------|-------------------|
| <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; SAMR assessment; Eduphoria Records  |                 |                                  |                       |                     |   |                                    |                   |
| <b>Needs Assessment</b>             | <b>Action steps</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> |
| IB Standards                        | Create opportunities for parent/career connections within the academic curriculum.  | All             | Librarian, Campus Administrators | August 2014           | June 2015           | Database, parents, community members, PTO newsletter, parent survey | Volunteer log, Skype, presentation |                   |

|   |   |                 |   |                       |                     |  |  |                   |
|---|---|-----------------|---|-----------------------|---------------------|--|--|-------------------|
| <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 parent 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 Assessment</b>   | <b>Action steps</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> |
| IB Standards, IB Action Plan, parent survey                               | Research the development of a campus IB report card to report learner progress.   | All             | Campus Administrators, IB Coordinator   | September 2014        | June 2015           | Westlake Academy, other IB schools examples, Pentamation Specialist  | Draft of proposed IB report card, survey feedback from parents, staff, curriculum team |                   |
| Pinnacle 2020 Committee Strategic Plan; STAAR Data; MAP Data; TELPAS Data | Learners will participate in daily self-assessment and reflection.  | All             | Campus Administrators, Campus Educators | Sept. 2014            | June 2015           | Educators, class meetings, journals, portfolios, blogs   | Forms and Process for Self-Assessment and Reflection                                   |                   |
| Pinnacle 2020 Committee Strategic Plan                                    | Establish a means for parents to provide feedback with the educator and their learner.  | All             | Campus Educators, Campus Administrators | Sept. 2014            | June 2015           | Local Funds, documented conference form, conference format change in 2 <sup>nd</sup> 9 weeks, Assistant Superintendent for Curriculum and Instruction; Curriculum Department Directors | Schedules of Conferences; Documentation of Parent Input; Parent Survey                 |                   |

|  |   |     |   |            |           |   |   |  |
|--|---|-----|---|------------|-----------|---|---|--|
| Pinnacle 2020 Committee Strategic Plan, IB Standards | Annually evaluate and make systematic changes that align with IB practices. | All | Campus Educators, Campus Administrators | April 2015 | June 2015 | Surveys, faculty meetings, parent surveys, IB Action Plan, Assistant Superintendent for Curriculum and Instruction, Curriculum Department Directors, Director of Assessment, Assistant Superintendent of Administration | Parent Survey; Student Satisfaction Survey; Educator Survey; Administrator Survey |  |
|--|---|-----|---|------------|-----------|---|---|--|

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|---|--|-----------------|--|-----------------------|---------------------|---|--|-------------------|
| <b>Strategic Objective/Goal 4 :</b>                   | Design a comprehensive instructional technology systems 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 Assessment</b>                               | <b>Action steps</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 | Learners will participate in digital citizenship curriculum to ensure responsible use of technology.   | All             | ITeam, Campus Educators, Campus Administrators | August 2014           | June 2015           | TEKS, district videos and application tasks, Assistant Superintendent for Curriculum and Instruction, Curriculum Department Directors | District Definition of Digital Citizenship, Responsible use poster |                   |
| Learning Framework, IB Action Plan, Learning Portrait | Learners will showcase learning outcomes and reflections through E portfolios.   | All             | Campus staff, IT Specialist                    | August 2014           | June 2015           | IT specialist, librarian, google sites, blogger, 3-ring   | E portfolio, parent feedback, learner explanations at conferences  |                   |

|  |   |                 |                                     |                       |                     |   |                               |                   |
|--|---|-----------------|-------------------------------------|-----------------------|---------------------|---|-------------------------------|-------------------|
| <b>Strategic Objective/Goal 4 :</b>              | Design a comprehensive instructional technology system that redefines the role of technology in the classroom (create, and share content, collaborate with other learners throughout the world).  |                 |                                     |                       |                     |   |                               |                   |
| <b>Performance Objective 2:</b>                  | Increase CISD staff's level of technology integration expertise (proficiencies) through a differentiated professional learning program that addresses 21 <sup>st</sup> Century technology skills. |                 |                                     |                       |                     |   |                               |                   |
| <b>Summative Evaluation:</b>                     | Comprehensive Technology System; Assessment Tools to Evaluate Digital Citizenship Growth; Parent, Learner, and Educator Survey Feedback,  |                 |                                     |                       |                     |   |                               |                   |
| <b>Needs Assessment</b>                          | <b>Action steps</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> |
| Learning Framework, parent surveys, IB Standards | Educators will communicate weekly through digital formats.  | All             | Campus Staff, Campus Administrators | August 2014           | June 2015           | IT specialist, Librarian, digital resources | Teacher webpages, blogs, etc. |                   |

|   |   |                 |   |                       |                     |  |                                    |                   |
|---|---|-----------------|---|-----------------------|---------------------|--|------------------------------------|-------------------|
| <b>Strategic Objective/Goal 5 :</b>   | We will create a community-based accountability system for reporting learner growth.  |                 |   |                       |                     |  |                                    |                   |
| <b>Performance Objective 1:</b>   | Develop supports 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 Assessment</b>   | <b>Action steps</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             | Campus Administration, Campus Educators | August 2014           | June 2015           | Local Funds, Bond Funds, Assistant Superintendents for Curriculum and Instruction, Administration, and Business and Support Services | Redesign Plans for Learning Spaces |                   |



**CISD DISTRICT IMPROVEMENT PLAN 2014-2015**  
**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 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                            |

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| 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 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, 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 Reports, 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  | GT Faculty and local funds       | Director of Advanced                                 | Communication Plan                            |

|                                     |  |                                 |  |
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| communication with all stakeholders |  | Academics and Content Directors |  |
|-------------------------------------|--|---------------------------------|--|

### 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 |
|------------|-----------|-------------------|------------|
|------------|-----------|-------------------|------------|

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|--|--|---|--|
| 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  |
| <b>Strategies</b>  | <b>Resources</b>                       | <b>Staff Responsible</b>                  | <b>Evaluation</b>  |
| 4. Counseling and career guidance will be available to help students with certification and technical opportunities.                           | High School Budgets                    | Counselors                                | Career Pathway Graduation Plans  |
| 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<br>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<br>Number of Students Passing Dual Credit Courses |
| 10. Increase student and teacher awareness of college and career readiness/post-secondary  | Campus Budgets                         | Campus Administrators                     | Student Surveys, and Four Year Plans   |

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| education in order to best serve all students.   |   |  |  |
| 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

| Strategies  | Resources  | Staff Responsible                 | Evaluation   |
|---|--|-----------------------------------|--|
| 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.            | CISD Learning Framework, Visioning Document, Eduphoria, and TEKS | Director of Language and Literacy | Eduphoria Reports  |

## Math

| Strategies   | Resources  | Staff Responsible       | Evaluation   |
|--|--|-------------------------|--|
| 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   | Visioning Document, CISD Learning Framework, 8 Mathematical Practices,   | Director of Mathematics | Reflective Journals, Learner Products, and Learner Surveys |

|                     |  |  |  |
|---------------------|--|--|--|
| district exemplars. | Instructional Leadership Team, and Research-Based Best Practices |  |  |
|---------------------|--|--|--|

## 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 | Eduphoria Records, Science Classroom Walkthrough data, and Learning Design Units                   |
| 2. Improve 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, Science Classroom Walkthrough data, Learner Products, and Learning Design Units |
| 3. Expand use of digital content resources K-12.   | Instructional Materials Resource Committee, and iTunesU   | Director of Science | Completed Instructional Materials Allotment Request Forms  |
| 4. Embed information about STEM careers in K-12 classrooms.  | Sally Ride Training (K-1 and 6-8), and Follow-up Support for Grades 2-5   | Director of Science | Eduphoria Records, 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

| <b>Strategies</b>   | <b>Resources</b>  | <b>Staff Responsible</b>      | <b>Evaluation</b>  |
|---|---|-------------------------------|--|
| 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        |
| C.A.R.E. | Chemical Awareness Resources & Education                                       | System |  |
| CISD     | Coppell Independent School District  | PBS    | Positive Behavior Supports                     |
| Comp Ed  | Compensatory Education   | PEIMS  | Public Education Information Management System |
| 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<br>(Elementary Student Advisory Committee) | SPED   | Special Education                              |
| GT       | Gifted and Talented  | SRO    | Security Resource Officer                      |
| HR       | Human Resources  | TAKS   | Texas Assessment of Knowledge and Skills       |
| IB       | International Baccalaureate  | TEA    | Texas Education Agency                         |
| ICLE     | International Center for Leadership in Education                               | TEC    | Texas Education Code                           |
| IDEA     | Individuals with Disabilities Education Act                                    | TEKS   | Texas Essential Knowledge and Skills           |
| ISS      | In School Suspension   | X2VOL  | Data Warehouse for Service Learning            |