



Coppell Independent School District
Pinkerton Campus Improvement Plan
2016-2017



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.

Pinkerton's Guiding Purpose: We empower learners to become inquirers and compassionate individuals to make innovative contributions to our global society.

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**

Kristi Mikkelsen	Principal
Angie Hux	Assistant Principal
Rhonda Pickrell	IB Coordinator/GT specialist
Kathy Kirkley	Counselor
Jennifer Hays	Instructional Coach
Carmen DeSimone	Kinder team leader
Jacquie Graves	1st grade team leader
Ginger Denton	2nd grade team leader
Marnie Ward	3rd grade team leader

Sarah Symank	4th grade team leader
Sara Hope	5th grade team leader
Natalie Cuccia	SPED/PAG
Debbie Gauntt	District Liaison
Kim Conner	Community Member
Angie Wortman	Business Member
Laurel Ebner	PTO Board Member

**Comprehensive Needs Assessment Summary
2016-2017**

Data Sources Reviewed:			
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Area Reviewed	Summary of Strengths What were identified strengths?	Summary of Needs What were identified needs?	Priorities What are the priorities for the campus/district, including how federal and state program funds will be used?
Demographics	393 learners, strong diversity in culture; above average number of students receiving gifted and talented services; 141 learners are IB choice, 16% At-risk learners, ESL learners 27%	Cultural sensitivity training; Explore ways to incorporate the additional language program (Spanish) school wide, Provide resources for classroom lesson extensions and advanced learning, IB parent meetings	Train administrators and educators on Rtl, 504, and ARD decision making; Comp. Ed, local budget
Student Achievement	STAAR: 3rd grade Rdg: 91% level II, 56% level III 3rd grade Math: 96% level II, 45% level III	Increased focus on academic vocabulary in both math and science K-5. Look at past STAAR tests, incorrect responses, and how to	Provide early intervention at K-3 rd grade to ensure all learners are meeting expectations with literacy; data days with all grade levels after beginning, mid, and end of year

	<p>4th grade Rdg: 91% level II, 35 % level III</p> <p>4th grade Wtg: 88% level II, 42% level III</p> <p>5th grade Sci: 87% level II, 6% level III</p> <p>5th grade STAAR: First administration of reading: 94% level II, 60% level III 2nd admin: 100% level II, 20% level III</p> <p>Math STAAR: first administration: 94% level II, 43% level III 2nd admin: 75% level II, 0% level III</p>	<p>naturally add that data into instruction, increase relevance and rigor of formative assessments and analyze data to drive next instruction piece, need to increase amount of learners that score level III</p>	<p>assessments, 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; integrate social studies and science into the literacy area to reinforce those content areas and nonfiction text comprehension; increase resources and training for Inquiry Cycle process; 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</p>
School Culture and Climate	<p>Pinkerton received IB World School status spring of 2015-2016 and has been a school of choice for the past three years. Our safety audit</p>	<p>Surveys indicate that we have learners who have experienced bullying. Rtl behavior data with notable increase in behavior.</p>	<p>Creation of social skills groups targeted to need, Parents will receive information and processes regarding bullying and the procedures to follow if their child is</p>

	<p>indicated our schools are safe. Digital literacy is being taught to every learner. IB Profiles and Attitudes are seamlessly integrated into all parts of the day in and outside the classroom. Learners have positive methods to display their academic and social strengths through Global Citizen, Super Stetsons, and earning incentives in the classrooms.</p>	<p>Continue to promote learner reflection on human commonality, diversity, and multiple perspectives through the curriculum themes. Teachers further adapt learning experiences to develop the IB learner profile attributes.</p>	<p>being bullied. Counselors will train staff on protocols in creating a proactive anti-bullying environment in the classroom, locker rooms, playground, and cafeteria. Digital literacy will be taught and reinforced a minimum of 4 times during the year.</p>
<p>Staff Quality/Professional Development</p>	<p>100% of the staff in CISD is highly qualified and IB trained. Campus has set a goal to integrate IB into all content areas. Extended time is given to grade level teams every 7 days with a focused purpose of impacting units at a higher level. Teams are taking</p>	<p>Pre Assessment of Inquiry Cycle and educator needs, Inquiry focused trainings, implementation training in all content areas, Math/Science/Language Arts/Social Studies Vertical Alignment</p>	<p>Continuation of strengthening knowledge and resources for Inquiry Cycle. Strengthen knowledge in developing Pre-assessments and formative assessments that are relevant.</p>

	<p>advantage of literacy and math offerings from the district. Our campus as whole continues to attend and seek out inquiry trainings to further the focus on IB.</p>		
<p>Curriculum, Instruction, Assessment</p>	<p>We have an RtI campus team that monitor learners throughout the year, beginning, middle, and end of year data meetings where all learners are discussed; educators have autonomy in their planning; we have strong literacy libraries at the elementary campuses; we have benchmark assessments in science, which will be mandated for the 2016-2017 school year, vertical content teams have focused agendas looking into data, resources needed,</p>	<p>Curriculum audit shows that we need to strengthen our curriculum and the documents in order to better support educators in planning and instruction; we need a good universal screener in mathematics; we need progress monitoring resources in mathematics; there is a need to reinforce and teach digital literacy more than once a year, learner led goal setting and monitoring. Vertical teams disaggregate</p>	<p>Continued trainings on implementing of Learning Framework. Align the curriculum horizontally and vertically; provide appropriate curriculum documents to campuses for effective planning and instruction; provide additional training on constructivist planning using the Understanding by Design methodology of planning; develop scope and sequences in all content areas and implement; implement 3 year digital literacy plan</p>

	and next steps, digital literacy has been implemented	STAAR tests to find learner misconceptions.	
Family and Community Involvement	Strong presence at PTO Board Meeting with 41 members, with many attendees that were new kinder parents. Dad's Club is growing in numbers and dads have taken ownership of scheduling for themselves. Many school-wide events are held to continue to build community.	Educate parents on technology use in the school and in the area of literacy: IB 101 and continued brown bag lunches	Provide resources and outreach to parents to educate them on literacy initiatives and technology usage in the schools
School Context and Organization	Educators and administrators have data in which to drive decision-making	Training is needed for administrators and educators on how to monitor; training on instructional strategies is needed	Utilize Instructional Coaches to provide opportunities for reflection of instructional practice, 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
Technology	Currently, fourth and fifth graders have 1-1 Ipads. Pinkerton will be getting additional IPADS that will be distributed amongst the grade levels.	Increase capacity amongst grade levels with additional devices	Implement different instructional resources in how to use technology in different ways

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 Instructional Planning for a variety of uses
- Improvement of educators use of the 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 campuses make Decisions for Special Education Learners
- Greater Expertise on Responding to the Needs of Groups of Learners, both academically and social/emotionally
- 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
- Scope and Sequence Development

Teacher Quality

- Participate in New Educator Mentoring Program
- Utilize Instructional Coach to strengthen educator instructional practices through reflection and designing

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 #)
Utilize a list of parent business and community partners available to the school	Business Partner Liaison Rep from each campus	Time to meet, Pinkerton parent resource survey, Extended planning	August 2016- Sept2016	Educators will leverage partnerships in lessons in authentic ways	Lesson Plans; Educator input	Feedback from educators	

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 School wide Components (code by #)
Establish systems for collaboration across campuses to promote expanding learners interest and exposure	Campus Administrators Curriculum Department	Time for collaboration through scheduling or other means, CHS Science Club, CHS IB mentors, New Tech Spanish II collaboration	Oct. 2016-March 2016	Lesson Plans	Learner surveys; educator input; administrative input	Highlights from collaborative opportunities	#4

Expand service learning opportunities	Campus Administration Educators; Director of Student Services, Service Learning Team	Supplies for service if needed, Student Leadership Team Training, Global Character Day	Fall 2016 Spring 2017	Learner reflections	Service Learning completed	Decrease in discipline referrals; Character Traits exhibited	
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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 #3:		Expand opportunities for internships and job shadowing					
Strategies and Action Step(s)	Person(s) Responsible	Strategies and Action Step(s)	Person(s) Responsible	Strategies and Action Step(s)	Person(s) Responsible	Strategies and Action Step(s)	Person(s) Responsible
Provide authentic job experience for learners through the Cowpoke Credit Union	Fourth Grade Educators	Provide authentic job experience for learners through the Cowpoke Credit Union	Fourth Grade Educators	Provide authentic job experience for learners through the Cowpoke Credit Union	Fourth Grade Educators	Provide authentic job experience for learners through the Cowpoke Credit Union	Fourth Grade Educators

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 School wide Components (code by #)
Offer opportunities for new educators to observe other professionals	Campus Administration; Director of Professional Learning	Funds for observations, Transformation in Action visits, ½ day campus observations with IC: fall and spring	Fall 2016; Spring 2017	Substitute list; Record of New Educator Observations	Observation data	Educator feedback from new educators; Administrator feedback; Educator evaluations, observation/reflection sheet, informal debrief with admin and IC, monthly check ins with admin	#4, #7

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 School wide Components (code by #)
Expand use of Schoology as a digital learning tool in order to capitalize on virtual learning spaces	Educators; DLC's; Administrators; Director of Instructional Technology; Curriculum Department	Time for digital curation and collaboration, Campus Inquiry Schoology Course	July 2016-March 2017	New courses created	Learner Achievement	Learner and Educator feedback; Learner Achievement	#2, #4

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 School wide Components (code by #)
Offer parent workshops to better understand data collected each year through testing in order to better communicate skill development and readiness;	Director of Assessment; Assistant Superintendent of Business Operations; Curriculum Department	Time to conduct parent meetings and/or time to create virtual training	September 2016- May 2017	Trainings offered; Sign in sheets, data and goal setting learner led conferences Approaches to learning skills identified through curriculum planners	Parent feedback	Parent Satisfaction Survey; DEIC Input	#6
Create a touring system for CISD schools in order to foster communication	Curriculum Department; Campus Administrators	Materials for tour days, presentation for tour visitors	June 2016- August 2016	Scheduled tours; Touring system information on the CISD website	Counts of individuals participating in the tours	Feedback from campus administration, parents, community, E Book	

with parents and understanding of instruction in our school							
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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 School wide Components (code by #)
Train educators and administrators in planning culturally responsive instruction	Curriculum Dept.; Communication Dept.; Campus Administration; Educators	Training materials	August 2016- February 2017	Trainings offered; Eduphoria records; Schoology records	Learner Achievement	STAAR Data; TELPAS Data; District Benchmarking Data; Learner Input; Parent Input; Educator Input; Sign-in Sheets	#4, #2
Provide opportunities for the showcase of cultures represented in CISD	Communication Dept.; Campus Administration; Educators	Materials for events	October 2016- March 2017	Campus calendars; Lesson plans; Pictures	Increase number of volunteers at campus	Lesson Plans; Calendars; Pictures	#6
Foster the development of culturally sensitive	Curriculum Dept.; Communication Dept.; Campus	Classroom Essential Agreements	September 2016- June 2017	Educator observations; Lesson plans;	Learner Achievement	Lesson Plans; Walkthroughs;	#2, #3, #4, #8, #9, #10

classroom programs to increase learner awareness of cultural differences among various student groups (i.e., highlight cultural characteristics in social studies	Administration; Educators	Materials; Training; Funds for Curriculum Writing; Dallas World Affairs Council Promote learner reflection on human commonality, diversity, and multiple perspectives through the curriculum themes.		Educator evaluations; Walkthrough data		List of trainings offered	
Participate in training for educators regarding their role in implementing IEP/IAP's and AIPs in making appropriate	Exec. Director of Intervention Services; Exec. Director of Curriculum & Instruction;	Training development	August 2016-September 2016	Lesson plans; Observations; ARD decision-Making; Accommodations recommended	Learner Achievement	Sign-in Sheets; Training Modules; Lesson plans	#9

modifications and/or accommodations for learners in the general ed. classroom	Director of Intervention Services						
Participate in 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	Exec. Director of Intervention Services; Exec. Director of Curriculum & Instruction; Director of Advanced Academics, GT specialist, GT committee	Materials needed for training and implementation	August 2016-December 2016	Eduphoria and Schoology Records; Lesson plans	Learner Achievement	Recruiting schedule and materials	#2, #3, #4

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 School wide Components (code by #)
Explore a coding curriculum at the elementary level	Educators; Campus Administration; Curriculum Department	Materials for coding exploration; funds for any training needed	July 2016- June 2017	Lesson plans; Projects completed by learners	Learner Achievement	Administrator and Educator feedback; Learner feedback	#2

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 School wide Components (code by #)
Train educators on AWARE to view and utilize data through a growth mindset	Director of Assessment; Director of Professional Learning	Time for training; Substitute Pay; AWARE; Carol Dweck's <u>Growth Mindset</u>	August 2016- October 2016	Eduphoria records, AWARE screenshots, data digs with whole staff and Vertical Teams	Learner Achievement; Rtl Tier numbers	Sign-in sheets; Reports generated for the Rtl process; Informal feedback from Administrators	#8, #9
Provide opportunities for peer to peer observations in order for educators to learn from other educators	Director of Professional Learning; Campus Administrators	Release time for educators to observe one another; Campus schedules allowing for observations	September 2016- March 2017	Substitute records; Educator reflections	Educator Evaluations	Campus Observation Schedules; Administrator feedback; Educator feedback	#4, #3

Participate in training that redefines special education referral process	Executive Director of Intervention Services	Rtl new protocols; New progress monitoring tools At-risk	July 2016-September 2016	Redefined 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	
Update educators on new Rtl protocols and Rtl paperwork	Executive Director of Intervention Services	New Rtl protocols; New progress monitoring, RTI and More tab: Pinkerton IB website, review at faculty meetings paperwork At-risk	August 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	#8, #9

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 School wide Components (Code by#)
Train PK-12 educators on portfolio development to ensure learners develop quality portfolios	Curriculum Dept.; DLCs; Campus Administrators; Educators; Director of Instructional Technology	Google Classroom; Google websites; DLCs; personnel for training; Learning Management System and/or EPortfolio site	October 2016- February 2017	Digital portfolios	Portfolio checklist	Sign-in sheets for training on how to develop learner portfolios; Learner Portfolios	#8, #9

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 Pre K -12 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 School wide Components (code by #)
Implement expectations for goal setting K-12 learners	Curriculum Dept.; Campus Administration; Educators	System for goal setting, SMART goal format	September 2016- June 2017	Learner Goals, learner led conferences in fall and spring	Learner ownership of learning goals	Expectations for goal setting; Learner goals	
Allocate specific time to create, develop, and revisit learner goals for academic, social, and emotional growth	Campus Administration; Educators	Essential Agreements, Time for goal setting; Form(s) for goal setting, grade level behavior gating system, social skills	Weekly throughout the school year	Lesson plans; Learner goals	Learner goal attainment; Learner Achievement	Lesson Plans; Goals set by learners; District Benchmarks; Learner goals and reflections, mentor/mentee reflections	#9

		groups based on need and interest, CHS football mentors, Restorative Discipline Training					
Strengthen the current balanced literacy model to assist learners in setting goals for individual growth	Curriculum Dept.; Campus Administration; Educators	Director of ELAR; Literacy coaches; Online resources	August 2016- June 2017	Lesson Plans; Walkthroughs; Educator Observations, participation in literacy academies, increased usage of literacy intervention kits K-2 and literacy library lab 3-5	Learner Achievement; RtI data, sharing of classrooms highlighting rich Tier I strategies	Lesson Plans; Goals set by learners; District Benchmarks; STAAR data	#2
Realign vertical instructional practices in all content areas	Campus Science Vertical Team, IB Coordinator, Campus Admin,	STAAR data, STAAR released science	July 2016- June 2017	Lesson planners, Increase usage in science lab	Post district science assessments,	Vertical team agendas and minutes, data dig information,	

	District Science Director/s and coach	assessment, K-2 science and math vocabulary cards local funds, organize science lab, Vertical Team Minutes, Post science assessments, CISD Mathematics website			learner reflections	sharing/discussions at faculty meetings	
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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 School wide Component (code by #)
Provide professional learning options that focus on the different chapters of the Learning Framework	Curriculum Dept.; Campus Administrators; District Coaches	Learning Framework; Exemplars; Training Modules	August 2016-May 2017	Eduphoria records; PLC meeting agendas	Lesson Plans; Learner Achievement	Sign-in sheets; Educator goal setting and evaluation; Walkthroughs, Pinkerton Schoology course offerings	#4, #2

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 School wide Components (code by#)
Infuse inquiry learning and strategies throughout all content areas	All campus staff, district directors, IB coordinator, IB consultant	Schoology course, extended planning meetings, IB Action Plan, TIBS website, inquiry trainings	July 2016- June 2017	Planning using IB inquiry cycle, extended planning meeting minutes, walkthroughs and observations, T-TESS campus-wide goal	Educator walkthroughs and observations, evidence in learner reflections, learner products/ideas /reflections	Inquiry Cycle campus pre assessment, campus goal used in T-TESS	
Participate in designing learning to achieve transfer of content material to solve	Directors of Language and Literacy, Science, and	Training Modules; Transfer standards for each	August 2016	Training Module; Sign-in sheets	Lesson plans of new educators showing understanding	Sign-in sheets; Training Module for UbD planning; Transfer tasks related to standards; Eduphoria sign-in sheets	#9, #4, #2

problems in and out of school and over time	Math; Coordinator of Social Studies	content area, FOSS, Garden Trainings					
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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 #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 School wide Components (code by#)
Distribute devices throughout grade levels to increase capacity	DLC Coaches, Campus Librarians, Campus Administration	DLC modules, refurbished IPADS, trainings to expand IPAD instructional use	September 2016	Lesson design/IB planners, walkthroughs	Learners deciphering which tool/resource is best for their learning	Training modules; Sign-in sheets; Student Code of Conduct receipts; PEIMS discipline 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 #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 School wide Components (code by #)
Align digital citizenship K-12 and provide ongoing training on digital citizenship	Technology Dept.; Director of Instructional Technology; Campus Administration; Educators	Digital Citizenship Training Modules; DLCs; Librarians; Educators	August 2016	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	#6, #4

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 school staff members will be trained in the CISD Bullying Reporting Protocol.	Campus Budgets	Campus Principals and Campus Counselors	Discipline Reports
4. All 5 th Grade students will view Cyber Bullying video from Yellow Dyno through Counseling Guidance Program	Campus Budgets	Campus Counselor	Discipline Reports
5. 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
<p>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.</p>	<p>Region 10; TEA provided training; D2L</p>	<p>Director of Advanced Academics and Campus Counselors</p>	<p>Training Sign-In Sheets, Training Agendas, and Training Survey Reports</p>
<p>2. All school staff members will follow the CISD Child Abuse Reporting Protocol.</p>	<p>Region 10; TEA provided training; D2L</p>	<p>Director of Advanced Academics and Campus Counselors</p>	<p>Counselor Documentation</p>

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. 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, Restorative Discipline Training	Assistant Superintendent for Administration	Eduphoria Records
4. Maintain acceptable percentage related to state target of In-School	Campus Discipline Records; State Guidelines	Assistant Superintendent for Administration	Discipline Report

Suspension (ISS) placements and DAEP within all subpopulations.			
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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 r3 Choices 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 30 hours of GT training and annual 6 hour update).	GT Faculty and Local Funds	Director of Advanced Academics	Written Professional Learning Plan
4. Develop a communication plan designed to systematize internal and external communication with all stakeholders.	GT Faculty & 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

CISD DISTRICT IMPROVEMENT PLAN 2016-2017
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

<p>5. Target balanced literacy development, with special education and ESL populations - with a specific focus on guided reading and conferring with readers</p>	<p>Next Steps in Guided Reading, Running Records</p>	<p>Director of Language and Literacy, Campus RtI teams</p>	<p>Eduphoria - RtI Documentation</p>
<p>6. Develop a common expectations guide for vocabulary instruction</p>	<p>CISD Mathematics Vocabulary Schoology Course</p>	<p>Director of Language and Literacy, Director of Mathematics, Director of Science, Director of Social Studies</p>	<p>Completed vocabulary expectations document</p>

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

<p>4. Support educators' implementation of transfer tasks and analysis of resulting learner evidence of understanding and transfer of learning.</p>	<p>Understanding by Design resources, Standards (PK Guidelines, TEKS, ELPS, CCRS, IB, AP), Macro Curriculum Plan, Professional Learning Communities</p>	<p>Director of Mathematics, Mathematics Instructional Coaches</p>	<p>Learning Design Units, Classroom Walkthrough Data</p>
<p>5. Strengthen instructional practices in inquiry-based, authentic practices</p>	<p>Macro Curriculum Plan, NCTM Resources</p>	<p>Director of Mathematics, Mathematics Instructional Coaches</p>	<p>Learning Design Units, Classroom Walkthrough Data</p>

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 School wide 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.	
School wide 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.	

<p>Timely and additional Assistance to Students Having Difficulty Mastering the Standards</p>	<p>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.</p>	
<p>Coordination and Integration of Federal, State and Local Programs and Resources</p>	<p>The school has established its new vision plan based on need, and is knowledgeable about and uses all resources available to the school to meet its goals.</p>	
<p>Measures to Include Teachers in the Decisions Regarding the Use of Academic Assessments</p>	<p>Classroom teachers developed the assessment matrix.</p>	

CISD DISTRICT IMPROVEMENT PLAN 2016-2017

ACRONYM INDEX

AEIS	Academic Excellence Indicator System	IT	Informational Technology
AP	Advanced Placement	DLC	Digital Learning Coach
BEST	Business Education Success Team	LSSP	Licensed Specialist in School Psychology
BTIM	Beginning Teacher Induction and Mentors	OSS	Out of school suspension
BYOD	Bring Your Own Device	PBMAS	Performance Based Monitoring Assessment System
C.A.R.E.	Chemical Awareness Resources & Education	PBS	Positive Behavior Supports
CISD	Coppell Independent School District	PEIMS	Public Education Information
Comp Ed	Compensatory Education	PST	Promoting Success Team
CTE	Career and Technical Education	RtI	Response to Intervention
EC	Early Childhood	SCE	State Comprehensive Education
EOC	End of Course	SHAC	School Health Advisory Council
D.A.T.E.	District Award of Teacher Excellence	SPED	Special Education
DIBS	Dream, Imagine, Believe and Succeed (Elementary Student Advisory Committee)	SRO	Security Resource Officer
GT	Gifted and Talented	TAKS	Texas Assessment of Knowledge & Skills
HR	Human Resources	TEA	Texas Education Agency
IB	International Baccalaureate	TEC	Texas Education Code
ICLE	International Center for Leadership in Education	TEKS	Texas Essential Knowledge & Skills
IDEA	Individuals with Disabilities Act	x2VOL	Data Warehouse for Service Learning
IAP	Individual Acceleration Plan		

IEP
ISS

Individual Education Plan
In School Suspension