



Coppel Independent School District

Pinkerton Elementary

2015-2016

The mission of the Coppel Independent School District, as a committed and proven leader in educational excellence, is to ensure our learners achieve personal success, develop strong moral character, and become dynamic leaders and global citizens with a zeal for service by engaging each individual through innovative learning experiences led by a visionary staff and progressive community.

CISD DISTRICT IMPROVEMENT PLAN

STRATEGIC OBJECTIVE/GOAL 1: Leverage our resources to provide opportunities for our learners to explore and discover their passions. (community partnerships, technology, etc.)

- **Performance Objective 1:** Create a system for establishing and maintaining reciprocal community partnerships in order to increase authentic and field based learning experiences.
- **Performance Objective 2:** Increase volunteer and service opportunities for learners within the community.
- **Performance Objective 3:** Expand opportunities for internships and job shadowing.
- **Performance Objective 4:** Partner with industry professionals to design and offer field-based learning experiences for educators.

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

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

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

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

STRATEGIC OBJECTIVE/GOAL 4: We will respect and leverage the diversity that exists in our community to provide a world class learning environment.

- **Performance Objective 1:** Increase educator proficiency to respond to our diverse community of learners.
- **Performance Objective 2:** Expand program offerings that reflect our diverse community.

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

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

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

Pinkerton Elementary

NAME OF PARTICIPANT	COMMITTEE ROLE
Kristi Mikkelsen	Principal
Angie Hux	Assistant Principal
Rhonda Pickrell	IB Coordinator/GtI Specialist
Kathy Kirkley	Counselor
Carmen DeSimone	Kinder
Jacque Graves	First
Ginger Denton	Second
Marnie Ward	Third
Sarah Symank	Fourth
Sara Hope	Fifth
Natalie Cuccia	SPED/PAG
Anna Wortman	Business Member
Kim Conner	Community Member

Laurel Ebner	PTO President/Parent
Debbie Youngs	District Liaison

CAMPUS NEEDS ASSESSMENT

List Data utilized to identify the needs of the campus:

- STAAR/TPAR
- DRA
- TELPAS
- SURVEYS (Parent, Student Satisfaction, Community Based Accountability, and Clarity Technology Survey)
- CSEAS Campus Rating Data, Assessment Design Team
- IB Consultation Report
- DIP
- Aware reports
- IB/PYP Standards
- Educator Summative Reflection Data
- IB Action Plan
- RtI Data
- Accountability 2015
- System Safeguards
- Highly Qualified Survey
- iStation Data

List the identified needs of the campus derived from data review

- Look at vertical alignment of science curriculum in respect to STAAR science scores
- From Educator Evaluation, goals for next year, align formative and summative assessment with central ideas/TEKS
- Increase parent communication regarding IB learning standards and learner growth and progress
- Continue to support new families to Pinkerton IB Program
- Add focused data analysis component to extended planning
- Disaggregate STAAR math released test items looking at questions, vocabulary, and integration into daily lesson design
- Develop Standard Protocol for Balanced Literacy components, based on Learning Framework and Pinnacle 2020
- Criteria necessary for IB Authorization

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						
Summative Evaluation:		Database with partnerships, end of year review highlighting usage of system						
Needs Assessment	Action Step(s)	Special Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/ Material/Fiscal	Formative Evaluation	Documented
IB Standards, TIBS, parent satisfaction survey	Continue to update and utilize parent/career connection database.	All	Librarian, Gti Specialist, K-5 teachers	August 2015	June 2016	database, ongoing parent communication, volunteer opportunities	increased parent participation throughout units	
Responsive teaching, Learning Framework, Best Practice	Administer multiple intelligence learner inventory	K-5	K-5 Educators and Learners	August 2015	June 2016	Developmentally appropriate inventories, learner data, resources to differentiate lesson design, extended planning, staff meetings	Learner-led conferences, learner goal setting, Rtl/data meetings, SBRC	

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						
Summative Evaluation:		Presenting of action and service projects to campus and community stakeholders						
Needs Assessment	Action Step(s)	Special Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Learning Framework, DIP, Pinnacle 2020, Future Ready Outcomes	Increase capacity for global learning opportunities	K-5	Global Awareness Campus Rep, District Director	August 2015	June 2016	Global Connections Committee, partnerships, service outreach projects, <u>Global Education Toolkit</u>	PYP Planners, Summative Action presentations	

Strategic Objective/Goal 2:		We will find creative solutions to address increasing enrollment while maximizing opportunities for individual learners						
Performance Objective #2:		Redesign or repurpose current learning spaces to provide flexibility and maximize learning opportunities for all learners						
Summative Evaluation:		Google feedback form						
Needs Assessment	Action Step(s)	Special Pop.	Person(s) Responsible	Timeline Start	Time-line End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
DIP, Principal Academy, Learning Framework, Pinnacle 20/20	Obtain feedback on new furniture design to maximize optimum use of learning spaces	All Staff, Admin	Campus Admin, All campus staff	July 2015	June 2016	Bond money, parent/learner/educator feedback, Stantec, learning walks	Educator Evaluation, learner, educator, and parent feedback	

Strategic Objective/Goal 2:		We will find creative solutions to address increasing enrollment while maximizing the opportunities for individual learners						
Performance Objective #3:		Develop a Long Range Facility Plan based on an evaluation of projected growth, learning services, and technology						
Summative Evaluation:		Facility short and long range plan						
Needs Assessment	Action Step(s)	Special Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Pinnacle 20/20, Facility history, Learning Framework	Collaborate with facilities group on possible remodel projects to enhance learning environment	All campus staff and learners	Principal, action teams, CISD maintenance	April 2015	June 2016	Bond money, focus group feedback, ongoing on-site visits	Facility plan	

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						
Summative Evaluation:		Digital portfolio of yearly artifacts, Learner Reflections						
Needs Assessment	Action Step(s)	Special Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Parent SBRC focus group, IB standards,	Create and pilot IB Progress Report that supplements SBRC	K-5	All Campus Staff, Gtl specialist, Campus Admin	February 2015	ongoing	Learning Framework, SBRC, in and out of district rubrics, parent feedback, learner input, Leadership team		
Parent satisfaction surveys, parent focus group	Implement learner created electronic portfolios	K-5	K-5 educators, K-5 learners, DLC, Campus Admin	August 2015	June 2016	See Saw, Activity Fund, Schoology, DLC		
Parent satisfaction surveys, parent focus group	Inform stakeholders of learning outcomes prior to each IB unit	K-5 educators	K-5 educators, Campus IB coordinator	August 2015	June 2016	Pre/Post IB reflections, Pre/Post Unit summary with IB focused attitudes, profiles, attained skills, and summative assessment, Data Form, IB Website	Data form, parent feedback	
Parent survey, DIP	Communicate IB program goals to parents	Pinkerton parents	Campus Admin, IB coordinator	October 2015	May 2016	Brown Bag lunches, Learning Walks, career database	Google form survey, face to face feedback	

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						
Summative Evaluation:		International Night, possible participation in World Affairs Council						
Needs Assessment	Action Step(s)	Special Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/ Fiscal	Formative Evaluation	Documented
DIP, Learning Framework, Pinnacle 2020, Parent and Learner Satisfaction Survey	Provide diversity awareness training to support campus learning environment	All campus staff	Campus Admin, Region X trainer	August 2015	June 2016	Educator resource links: National Educators Association (NEA) http://www.nea.org/tols/30402.htm http://www.edutopia.org/blog/preparing-cultural-diversity-resources-teachers , Team of 5: Islamic Center of Irving training, Spanish educator	Unit Lesson Design, Educator Evaluation and walk-throughs	
DIP, Learning Framework, Pinnacle 2020, Surveys	Investigate participation in World Affairs Council	All campus staff	Campus admin, IB campus coordinator	August 2015	June 2016	TIBS Business Meetings, Director of Advanced Academics, World Affairs Website www.dfworld.org	meeting minutes, proposed plan/timeline	

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						
Summative Evaluation:		Spanish Showcase, IB Candidate School						
Needs Assessment	Action Step(s)	Special Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
IB Standards	Expand Spanish Enrichment	K-5	Spanish educator	June 2015	June 2016	IB Training, PTO supply funding, team collaboration time, IB Planner, Spanish Showcase event	Educator Evaluation and goal setting, informal planning meeting feedback	
Learning Framework, DIP, Campus and community stakeholders, Survey results	Submit application Part B for IB PYP Authorization	All campus staff	Campus admin, IB campus coordinator	August 2015	October 2015	IB Consultant, IBO Criteria, IB Standards and Practices, IB Action Plan	IB Action Plan, IB Consultant Report, Application	

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						
Summative Evaluation:		Rtl data: movement through Tiers, STAAR scores, district benchmark data						
Needs Assessment	Action Step(s)	Special Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Formal and informal district and campus feedback, District Vertical Rtl committee, Rtl 2 Handbook	Train and implement staff with updated Rtl2 structure	K-5	Administration, K-5 staff, Literacy Coach, Counselor	August 2015	June 2016	District Rtl Google Folder/Presentation, District Curriculum Team, Aware Reports, Lead4ward, Rtl Handbook	Educator Evaluations and walkthroughs, data meeting minutes, Rtl tier data	
STAAR, MAP, Parent/educator/learner feedback	Provide resources and training to improve math understanding	K-5	Math Coach, Campus Content Specialist, All campus educators, Campus Admin	August 2015	June 2016	Math Academies, Origo, Targeted Math Instruction, Key Math, Content Specialist, Math Coaches, Math Curriculum Director	District benchmark assessments Rtl meeting minutes, data team meetings	
Learning Framework, STAAR, Rtl data, DIP	Refine Balanced Literacy practices and expectations	K-5	District Literacy Director, Campus Literacy Coach, All Campus Staff	August 2015	June 2016	Literacy Institute/Academy, Learning Walks, Istation, Rtl Handbook, update trainings throughout the year	Rtl data minutes, learning walks, extended planning minutes	

<p>Learning Framework, Professional Learning Expectations, DIP, Campus vision</p>	<p>Continue to refine and monitor effectiveness of Professional Learning</p>	<p>K-5</p>	<p>All Campus Educators, Campus Admin, District Curriculum Directors</p>	<p>July 2015</p>	<p>June 2016</p>	<p>Eric Twaddle PL summer training, Principal Academy, <u>Training Camp</u>: Activity Fund, extended planning, Learning Walks, Learning Framework, ongoing staff and leadership team meetings</p>	<p>Learning Walk Team feedback, extended planning minutes and IB Planners</p>	
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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 #3:		Implement goal setting Pre K -12 to empower learners to take responsibility for their growth. (i.e. academic, social and emotional)						
Summative Evaluation:		Fall and Spring learner-led conferences, feedback from all participants, Goal Setting year in review reflection						
Needs Assessment	Action Step(s)	Special Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/ Fiscal	Formative Evaluation	Documented
Learning Framework, DIP, Pinnacle 2020, Best Practice	Increase fidelity of Goal Setting and Learner-Led Conferences	K-5	All Campus Educators and Learners	August 2015	June 2016	Essential Agreements/Process Guidelines, SMART Goal Protocol, reflection form	Fall and Spring Learner-Led Conferences, parent/learner feedback, future goal setting, reflection form/journal	

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						
Summative Evaluation:		Educator Evaluation goal reflection review						
Needs Assessment	Action Step(s)	Special Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/ Material/Fiscal	Formative Evaluation	Documented
Learning Framework, Professional Learning Goals, Educator Evaluation	Update campus staff on Learning Framework components	K-5	Campus Admin	August 2015	Ongoing through June 2016	Learning Framework, team and extended planning, UbD lesson design, Educator goal setting: Appraise, Pinkerton Assessment Policy, Pinkerton Systems Needs Assessment, Pinkerton Professional Learning Plan	Educator evaluation and walkthroughs, PYP Lesson Planners, extended planning minutes, Rtl and data team minutes	

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						
Summative Evaluation:		Program of Inquiry, Integrated Unit Planners						
Needs Assessment	Action Step(s)	Special Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Learning Framework, Professional Learning Goals, Educator Evaluation	Continue to integrate and align all subjects with IB units and TEKS	K-5	All Campus Educators, Campus Admin	August 2015	June 2016	Program of Inquiry, IB Standards, TEKS, Eduphoria Splash Screens, UbD, scope and sequence, lead4ward.com/resources	PYP Planners, Educator Evaluation, Extended planning minutes, walkthroughs	

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)						
Summative Evaluation:		Clarity Survey						
Needs Assessment	Action Step(s)	Special Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/ Material/Fiscal	Formative Evaluation	Documented
Clarity Campus Survey, SAMR	Provide update training to increase effective technology proficiency	K-5	All Campus Staff	August 2015	June 2016	Information Literacy II Schoology Course: http://eduphoria.coppellisd.com/wshop/default.aspx?cid=6926 , Instructional Technologists, extended planning with DLC	Extended planning minutes, Schoology, Educator Evaluation and walkthroughs, Ubd lesson design with IB units	

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						
Summative Evaluation:		Digital Citizenship Curriculum, Parent and Learner Survey results						
Needs Assessment	Action Step(s)	Special Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/ Material/Fiscal	Formative Evaluation	Documented
Clarity Survey, Learning Framework, Pinnacle 2020, Strategic Plan, Parent feedback	Learners will participate in digital citizenship training	K-5	DLC, All Campus Educators, Campus Admin	August 2015	June 2016	TEKS, district videos, application tasks	Responsible use poster, discipline referrals	

CISD DISTRICT IMPROVEMENT PLAN 2015-2016

Appendix A: State and Federal Mandates

Bullying Prevention

Strategies	Resources	Staff Responsible	Evaluation
1. All campuses will implement and support CISD anti-Bullying policies, guidelines and procedures designed to reduce bullying (Board Policy FFI, FFF & FFH)	Campus Budgets	Campus Principals and Campus Counselors	Discipline Reports
2. All Elementary campuses will implement a bullying prevention program such as R-Time, Great Expectations or the IB Primary Years Program.	Region 10; Great Expectations; PYP	Campus Principals and Campus Counselors	R-Time Session Dates, R-Time Session Agendas, and Lessons
3. All Middle Schools will implement and support Negotiate	Region 10	Campus Principals and Campus Counselors	Negotiate Session Dates, Negotiate Session Agendas, and Lessons
4. All school staff members will be trained in the CISD Bullying Reporting Protocol.	Campus Budgets	Campus Principals and Campus Counselors	Discipline Reports
5. All 5 th Grade students will view Cyber Bullying video from Yellow Dyno through Counseling Guidance Program	Campus Budgets	Campus Counselor	Discipline Reports
6. Parent information sessions will be held to increase awareness and prevention measures for bullying and cyber bullying.	Local Funds	Assistant Superintendent of Administration	Discipline Reports, and Agenda

Child Abuse and Sexual Abuse Prevention

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

Coordinated Health – SHAC Council

Strategies	Resources	Staff Responsible	Evaluation
1. The SHAC Council will meet a minimum of 4 times per year.	Student Services Budget	Co-Chairs; Director of Enrichment Programs	Minutes, Agendas, Sign-In Sheets
2. The council will provide the CISD Board an annual report of their activities for the year.	Student Services Budget	Co-Chairs; Director of Enrichment Programs	Board Agenda – Presentation by SHAC Chairs
3. The majority of the council membership will be parents and the co-chair will be a parent.	Student Services Budget	Co-Chairs, Director of Enrichment Programs	Membership List
4. The district expectation is that a representative from each campus will participate in the committee.	Student Services Budget	Co-Chairs; Director of Enrichment Programs	Membership List
5. Communicate SHAC updates to stakeholders including staff and parents.	SHAC Meeting Minutes Provided to Administration for Updates communicated	Co-Chairs; Director of Enrichment program	Communication Plan for the District and Campuses; Newsletters, Websites.

Dating Violence Awareness

Strategies	Resources	Staff Responsible	Evaluation
1. Secondary Schools will provide on-going staff training on relationship abuse awareness, detection and prevention.	PEIMS Data, SRO's, Counselors, Parents and Campus Administrators	Director of Advanced Academics, Campus Counselors, and Campus Administrators	Discipline Referrals, Anecdotal Campus Report
2. High Schools will implement programs, such as the Be Project, to eliminate teen dating violence and promote healthy relationships. Middle school will also address awareness.	PEIMS Data, SRO's, Counselors, Parents and Campus Administrators	Director of Advanced Academics, Campus Counselors, and Campus Administrators	Discipline Referrals, Anecdotal Campus Report
3. Selected secondary courses will embed a unit of study designed to increase awareness of teen dating violence and the warning signs of abusive relationships	PEIMS Data, SRO's, Counselors, Parents and Campus Administrators	Director of Advanced Academics, Campus Counselors, and Campus Administrators	Discipline Referrals, Anecdotal Campus Report
4. Elementary Counselors will conduct guidance lessons on conflict resolution to promote healthy relationships.	PEIMS Data, SRO's, Counselors, Parents and Campus Administrators	Director of Advanced Academics, Campus Counselors, and Campus Administrators	Discipline Referrals, Anecdotal Campus Report

Discipline Management – Safe Environments

Strategies	Resources	Staff Responsible	Evaluation
1. Disaggregate discipline data to identify training needs and issues related to the learning environment.	Discipline Data	Assistant Superintendent for Administration	Discipline Report
2. Provide professional learning opportunities to support campus character education indicatives (such as Great Expectations and Positive Behavioral Support Initiative).	Campus Discipline Reports, Positive Behavior Support Plan Template, Campus Administrators, Specialist/LSSP, and Federal Funds	Campus Administration and Executive Director of Intervention Services	Eduphoria Records
3. Implement and provide advanced training on alternative options to In-School Suspension.	Campus Administrators, Region 10, Intervention Specialist/LSSP, and Federal Funds	Assistant Superintendent for Administration	Eduphoria Records
4. Maintain acceptable percentage related to state target of In-School Suspension (ISS) placements and DAEP within all subpopulations.	Campus Discipline Records; State Guidelines	Assistant Superintendent for Administration	Discipline Report

Drug Prevention

Strategies	Resources	Staff Responsible	Evaluation
1. Provide on-going staff training on drug and relationship abuse awareness, detection and prevention.	PEIMS Data, SRO's Counselors, Parents and Campus Administrators	Counselors, Campus Administrators	Discipline Referrals, Anecdotal Campus Reports
2. Provide information regarding C.A.R.E. to students with drug abuse issues and their parents.	YMCA, Counselors, and Campus Administrators	Counselors, Campus Administrators	Discipline Referrals, Anecdotal Campus Reports
3. Each elementary has an SRO assigned to the campus to enhance or modify conversations about drugs. Red Ribbon Week for Drug Awareness is celebrated 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	GT Faculty and Local Funds	Director of Advanced Academics	Written Professional Learning Plan

needs of GT learners (including initial 30 hours of GT training and annual 6 hour update).			
4. Develop a communication plan designed to systematize internal and external communication with all stakeholders.	GT Faculty & Local Funds	Director of Advanced Academics & Content Directors	Communication Plan

Highly Qualified Teachers and Paraprofessionals

Strategies	Resources	Staff Responsible	Evaluation
1. Provide testing information and guide teachers through the certification process as needed.	State Testing Website, Testing Schedule and Test Prep Guides	Executive Director of HR and Certification Specialist	Teacher Test Scores
2. Mentor beginning educators to improve effective teaching and performance while promoting personal and professional well-being.	Title II funds, Local Funds	Executive Director of HR, Director of Professional Learning and Director of 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 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.	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	User Account Report

		Educators; Special Ed. Educators	
4. Counseling and career guidance will be available to help students with certification and technical opportunities	High School Budgets	Counselors; CHS Sp. Lead	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 Sp. Lead	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.	Advanced Academic 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

CISD DISTRICT IMPROVEMENT PLAN 2015-2016

APPENDIX B: CORE CONTENT INITIATIVES

English Language Arts & Reading

Strategies	Resources	Staff Responsible	Evaluation
1. Develop LOTE curriculum and align to the new LOTE standards	LOTE standards; Funds for Curriculum Writing	Director of Language and Literacy	LOTE curriculum; Alignment document
2. Deepen understanding and strengthen implementation of the vocabulary Membean Program at the middle and high schools	Membean	Director of Language and Literacy	Membean reports; Educator and Administrator feedback
3. Deepen understanding and calibrate Write From The Beginning and Beyond expository and narrative implementation	Write From Beginning Training, and STAAR/EOC Data	Director of Language and Literacy; Campus Administrators	Professional Learning Sign-in sheets; Walkthroughs; STAAR Writing Data; Walkthrough Data; Lesson Plan Data; District Writing Samples
4. Develop K-12 Scope and Sequences aligned to the Understanding by Design Framework of planning	Learning Framework, Visioning Document, Eduphoria, and TEKS	Director of Language and Literacy	Completed Scope and Sequences

Math

Strategies	Resources	Staff Responsible	Evaluation
1. Provide multiple methods of support to K-12 mathematics educators in implementing the revised 2012 TEKS.	TEKS, Curriculum documents; and Campus Instructional Math Leads; Math Coaches	Director of Mathematics	Alignment of curriculum documents; Walkthroughs; STAAR Data
2. Strengthen instructional practices through effective evidence-based instruction.	Splash Screens; Visioning Document, CISD Learning Framework, 8	Director of Mathematics	STAAR Data; District Benchmark Data; Classroom Walkthrough Data, and Learning Design Units

	Mathematical Practices, Instructional Leadership Team, and CISD Mathematics Philosophy and Guiding Principles		
3. Develop Scope and Sequence documents K-12 and CISD math macro curriculum	Math TEKS; 8 Mathematical Practices	Director of Mathematics	Scope and Sequence documents

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	Director of Science	STAAR Data; Classroom Walkthrough Data, and Learning Design Units
2. Focus on improving formative assessment for educators to monitor and adjust instruction based on learner feedback	Professional Learning Communities, Professional Learning	Director of Science	Eduphoria Records, Classroom Walkthrough Data, Learner Products, and Learning Design Units
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	Pre and Post assessments; District
4. Implement district benchmark assessments at various grade levels	Assessments; AWARE	Director of Science	District Benchmark Data

Social Studies

Strategies	Resources	Staff Responsible	Evaluation
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1. Train educators on the new SS adoption materials for effective implementation	Social Studies adoption materials	Coordinator of Social Studies	Eduphoria Records, Classroom Walkthrough Data, and Learning Design Units
2. Develop 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
3. Develop Scope and Sequences to align the curriculum vertically K-12	TEKS	Coordinator of Social Studies	Completed Scope and Sequence documents
4. Target economically disadvantaged learners for performance improvement in social studies through the use of lesson design and resources	Nonfiction leveled reading materials; Social Studies Splash Screens to promote enduring understandings of the content	Coordinator of Social Studies	STAAR Social Studies Data
5. Implement benchmark assessments at various grade levels	Assessments; AWARE	Coordinator of Social Studies	District Benchmark Data

CISD DISTRICT IMPROVEMENT PLAN 2015-2016
APPENDIX C: COMPONENTS OF A SCHOOL WIDE TITLE I PROGRAM

Components of a Schoolwide Plan	Standard	Evidence of Standard Completion and/or Progress Toward Completion
Comprehensive Needs Assessment	Includes a variety of data gathered from multiple sources. Examines student, teacher, school and community strengths and needs.	
Schoolwide reform strategies	Opportunities for all children to meet the State’s proficient and advanced levels of student academic achievement Use effective methods and instructional strategies that are based on scientifically based research: <ul style="list-style-type: none"> i. Strengthen core academic programs ii. Increase amount and quality of learning time iii. Strategies for meeting educational needs of underserved populations 	
Instruction by Highly Qualified Professional Staff	Teachers and paraprofessionals meet the highly qualified requirements; parents are aware of the highly qualified status of all teachers. All teachers are assigned to the areas in which they are certified to teach.	
Highly-qualified and Ongoing Professional Development	All staff is trained to meet individual needs of all students, but particularly the lowest achieving students of any program that is included in the school wide program. All staff receives ongoing sustained professional development that is aligned with the goals of the new vision plan.	

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

CISD DISTRICT IMPROVEMENT PLAN 2015-2016

ACRONYM INDEX

AEIS	Academic Excellence Indicator System	IT	Informational Technology
AP	Advanced Placement	LSSP	Licensed Specialist in School Psychology
BEST	Business Education Success Team	OSS	Out of school suspension
BTIM	Beginning Teacher Induction and Mentors	PBMAS	Performance Based Monitoring Assessment System
BYOD	Bring Your Own Device		
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
		TAKS	Texas Assessment of Knowledge & Skills
DLC	Digital Learning Coaches	TEA	Texas Education Agency
GT	Gifted and Talented	TEC	Texas Education Code
HR	Human Resources	TEKS	Texas Essential Knowledge & Skills
IB	International Baccalaureate	x2VOL	Data Warehouse for Service Learning
ICLE	International Center for Leadership in Education		
IDEA	Individuals with Disabilities Act		
IAP	Individual Acceleration Plan		
IEP	Individual Education Plan		
ISS	In School Suspension		

