



COPPELL INDEPENDENT SCHOOL DISTRICT

**TOWN CENTER ELEMENTARY
CAMPUS IMPROVEMENT PLAN
2013- 2014**

ANGIE BROOKS APPLGATE

CISD MISSION STATEMENT:

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

CAMPUS IMPROVEMENT PLAN

STRATEGIC OBJECTIVE/GOAL 1: We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.

- **Performance Objective 1:** Align the written, taught and assessed curriculum.
- **Performance Objective 2:** Sustain district-wide EC-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas.
- **Performance Objective 3:** Communicate the district assessment plan to parents and teachers and report outcomes individually to parents and collectively to stakeholders.
- **Performance Objective 4:** Expand district educational and business partnerships with the local and global community.
- **Performance Objective 5:** Implement a system or systems to assess Future-Ready skills.
- **Performance Objective 6:** Integrate Future-Ready learning skills within the district.
- **Performance Objective 7:** Increase connections between real world experiences and authentic classroom instruction.
- **Performance Objective 8:** Transform systems to more effectively prepare students to be successful in post-secondary education and beyond.

STRATEGIC OBJECTIVE/GOAL 2: We will identify CISD character traits to be integrated throughout the district and develop means to assess student demonstration of those traits.

- **Performance Objective 1:** Promote the development and demonstration of positive character traits including (but not limited to): Courage, Trustworthiness, Integrity, Respect & Courtesy, Responsibility, Fairness, Caring, Good Citizenship, and School Pride consistent with the terms of the TEC Section 29.906.

STRATEGIC OBJECTIVE/GOAL 3: We will increase efficiency in the district operations and educational delivery system through the use of technology, and further develop business and community partnerships in order to best achieve our mission and objectives.

- **Performance Objective 1:** Increase CISD staff's level of technology integration expertise (proficiencies) through a differentiated staff development program that addresses 21st Century technology skills.
- **Performance Objective 2:** Develop a "green" IT strategy and promote "green" initiatives to reduce costs.

**CAMPUS SITE-BASED COMMITTEE
20013 - 2014 COMMITTEE MEMBERS**

NAME OF PARTICIPANT	COMMITTEE ROLE
ANGIE BROOKS APPLGATE	PRINCIPAL
BRETT SHELBY	ASSISTANT PRINCIPAL
KELLY SPEARS	COUNSELOR
LINDA COOK	DISTRICT LIAISON
ROBIN MILLER	KINDERGARTEN TEACHER
COURTNEY RICE	FIRST GRADE TEACHER
BETH PARKER	SECOND GRADE TEACHER
HEATHER JUDD	THIRD GRADE TEACHER
KATIE TONEMAH	FOURTH GRADE TEACHER
ASHLEY MINTON	FIFTH GRADE TEACHER

BECKY GARRETT	SPECIALS TEACHER
HILLARY GORMAN	PARENT REPRESENTATIVE
CHARLA L STINE-STRACENER	COMMUNITY REPRESENTATIVE
MICHELE PITMAN	COMMUNITY REPRESENTATIVE



COPPELL INDEPENDENT SCHOOL DISTRICT

Campus Needs Assessment:

List data utilized to identify the needs of your campus.

- STAAR Testing Data
- TELPAS Data
- AWARE Data
- DRA2 information
- QSI Spelling Inventory Data
- Math Assessment Data and Benchmarks K-2
- Performance Series Data
- Portfolio samples of student work
- Discipline Reports
- Dyslexia Referrals
- Special Education Referrals
- Counseling Groups
- RTI Data/Progress Monitoring
- Medical Concerns
- Attendance Records
- District Parent Satisfaction Survey

List the identified needs of your campus derived from data review. These should be written as findings.

Student Achievement: Based on data sources analyzed from our campus STAAR 2012-2013 testing and our past STAAR data for 2011-2012, we have found that there is still a need to target our LEP, economically disadvantaged, and at-risk sub-populations for our campus in all academic areas. We also need to focus on our dyslexia students who are currently identified and pinpoint ways in which to help them even more with interventions inside and outside of the general classroom setting. We will continue using the RTI process to identify and provide appropriate interventions for all of our learners as needed and we will utilize our ESL facilitator, GT Specialist, Dyslexia Specialist and Literacy Specialist in order to support classroom teachers in designing appropriate interventions for all learners. One of our main academic areas of concerns is with mathematics. We will continue strengthening our math interventions and enrichment by utilizing our GT/Math Content Specialist to help with teacher training during vertical teams and faculty meetings. We will also utilize the Math Instructional Coaches at the district level to help with strengthening our curriculum and math strategies. We will be delving deeper into how our math classrooms are structured in order to provide continued small group instruction. We will continue using our core group of trainers for formative assessment to work with our staff on how teachers are continuously giving and receiving feedback from their learners in order to show growth. There will also be a focus on vocabulary instruction and how it is incorporated into all academic areas, especially in the areas of Math and Science. We will also be using one of our language arts teachers who was trained in the district writing training to provide campus training for our teachers on best practices in writing, especially in expository writing pieces. There will also be a greater utilization of non-fiction readers to expose our learners to various types of literature, to focus on content area reading strategies, and to promote real-world problems and career awareness. We will continue focusing on how we are utilizing assistive technologies for reading and writing for all learners. We will utilize the CISD learning framework for our TCE Understanding by Design lesson design and will use the components to train the staff and allow all stakeholders to become familiar with the various learning strategies and constructivist learning models.

School Climate/Culture: We will continue implementing strategies from Great Expectations with our campus as we work on creating a positive, safe and engaging learning environment for all of our learners. We will continue our focus on relationships and making connections with all learners from our Eric Jensen studies from last year. We will continue working with our learner outcomes that provide our learners ways in which to showcase the skills of collaboration, communication, critical thinking and problem solving, digital literacy and digital citizenship and design thinking. All staff will be participating in book studies, Creating Innovators by: Tony Wagner and Who Owns the Learning by: Alan November. This will allow our campus to have reciprocal discussions about how we can meet the needs of all of our learners throughout the school year and create a culture that embraces global awareness, diversity, innovative and creative ideas and promotes an intrinsic motivation to learn. We will also be utilizing articles and books that focus on the constructivist model and lesson design. We will continue communicating with all stakeholders

through the use of Web 2.0 tools and will create partnerships with other campuses and businesses in order to provide a greater sense of community among all learners.

Authentic Assessments:

As a campus, we will utilize rubrics that assess Town Center Elementary learner outcomes. We will continue implementing our STEM engineering design units and will utilize all of our resources to ensure integration of all academic areas with a specific focus on career awareness/readiness. Continued support through rubric creation for our engineering units will allow our educators to incorporate our learner outcomes with our learners. We will continue using blended learning and flipped learning opportunities for our students that will allow for differentiated learning at any pace, any place or any time. Assessments created will align with our blended learning that is incorporated into our curriculum to show the impact of those learning experiences. We will explore ways in which to ensure that all learners have access to technology tools for at home use for learning. This will include looking at times when our library is available after school and before school for learners as well as looking at a check out system for technology tools. All of our assessments will align with the CISD learning framework and we will be implementing our campus design template to structure our learning. We will continue our implementation of formative assessment techniques into the classroom and will find ways in which for learners to showcase their learning through goal setting and through various performance based assessments. We will explore and implement ways in which to increase parent and community involvement in providing feedback for our learners.

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 1:	Align the written, taught and assessed curriculum.							
Summative Evaluation:	Learning Design Units, Student Growth Data, and Program Audit Data.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/ Fiscal	Formative Evaluation	Documented
Walkthrough Data, CISD Learning Framework, and Visioning Document	Educate all stakeholders on the CISD Learning Framework through the lens of STEM	All	Campus Administrators, and All Staff	August 2013	June 2014	Research-based best practice resources by authors such as Jensen, Wiggins & McTighe, Marzano, Stiggins, Daggett, etc.	Classroom Walkthrough Data, Rubric Data, Learning Design Units, Parent meetings	
Classroom Walkthrough Data, CISD Learning Framework, and Visioning Document	Continue constructivist conversations regarding assessment and grading beliefs with all stakeholders and provide exemplars of effective grading practices	All	Campus Administrators, and All Staff	August 2013	June 2014	CISD Learning Framework, and Research-Based Best Assessment Practices	Campus Transformation Plans, Faculty meeting agendas, Vertical team agendas	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 1:	Align the written, taught and assessed curriculum.							
Summative Evaluation:	Learning Design Units, Student Growth Data, and Program Audit Data.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
CISD Learning Framework, AEIS Data, and Local Assessment Data	Support in the evaluation and alignment of accelerated instructional practices such as RtI, ESL, GT and STAAR to the CISD Learning Framework and communicate it to all stakeholders	All	Campus Administrators, and All Staff	August 2013	June 2014	MAP, RTI data, GT specialist, ESL facilitator, CISD learning Framework	MAP data, AEIS data, RTI data/progress monitoring data	
Classroom Walkthrough Data, CISD Learning Framework, and Visioning Document	Transform classroom instruction aligned to the CISD Learning Framework through content initiatives (see Appendix B)	All	Campus Administrators, and All Staff	August 2013	June 2014	Campus Professional Learning Plan, Curriculum Directors, CISD Learning Framework, Visioning Document	Classroom Walkthrough Data, Campus Professional Learning Plan, TCE UbD Lesson Design Template	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 1:	Align the written, taught and assessed curriculum.							
Summative Evaluation:	Learning Design Units, Student Growth Data, and Program Audit Data.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
2009 District Strategic Plan	Implement Standards-Based Report Cards in 4 th grade	All	Campus Administrators, and 4th grade Educators	August 2013	June 2014	CISD Learning Framework, Visioning Document, Report Cards, Professional Learning Materials for standards-based grading	Eduphoria Records, Standards-Based Report Card Data	
Campus Input	Provide remediation instruction for learners based on assessment data	At-risk learners	Campus Administrators, and All Staff	August 2013	June 2014	SCE Funds Tutoring \$3,500 Materials \$1,800	Tutoring groups; Teacher lesson plans	
Campus & parent feedback and state/local/campus assessments	Purchase engineering kits and tools to support STEM initiative	All, at-risk learners, econ. disadvantaged	Campus Administrators, and All Staff	August 2013	June 2014	Title 1 Funds Materials \$17,000 Gizmo's \$2,500	Purchase orders, Title I documentation	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 1:	Align the written, taught and assessed curriculum.							
Summative Evaluation:	Learning Design Units, Student Growth Data, and Program Audit Data.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/ Fiscal	Formative Evaluation	Documented
Campus & parent feedback and state/local/campus assessments	Provide campus in-service day(s) allowing teachers to plan integrated units and create assessments using the TCE UbD lesson design template, blended learning and specific learner outcomes	All	Campus Administrators, and All Staff	August 2013	June 2014	Materials, Planning Time, Title 1 Funds \$ 5,000 Marzano's research on assessment, Visioning Document and Implementation Rubric	Bookkeeping records; Units; sign-in sheets	
Campus & parent feedback and state/local/campus assessments	Continue implementation of STEM curriculum with a focus on engineering and career awareness	All	Campus Administrators, and All Staff	August 2013	June 2014	Common planning time; staff collaboration time (vertical team and faculty meeting)	Agendas; Lesson plans in Forethought	
Campus & parent feedback and state/local/campus assessments	Provide campus in-service days for teachers to plan and design blended/virtual learning lessons addressing the needs of immigrant students	Immigrant Students	Campus Administrators, Campus Educators, and ESL Facilitator	August 2013	June 2014	Title III Funds, Visioning Document and Implementation Rubric, ESL Facilitator	Purchase Orders, Title 3 documentation	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 1:	Align the written, taught and assessed curriculum.							
Summative Evaluation:	Learning Design Units, Student Growth Data, and Program Audit Data.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Campus input, state/local/campus assessments	Continue implementation of small group guided math instruction and strategies to support growth in the area of math fluency and problem solving	All	Campus Administrators and All Staff	August 2013	June 2014	Vertical Team meetings and PLC meetings, Math Content Specialist and District Math Instructional Specialists	TCE UbD Lesson Designs, Accountability partner discussion and reflections	
Campus Input	Create a TCE Google site for use as a resource tool for staff lessons, collaboration and lesson designs	All	Campus Administrators, and I-team Liaison	August 2013	June 2014	Campus in-service; vertical team; common planning time; faculty meetings	Google website	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 2:	Sustain district-wide EC-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas.							
Summative Evaluation:	Eduphoria Records, Classroom Walkthrough Data, and Campus Needs Assessment Rubrics.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material /Fiscal	Formative Evaluation	Documented
Visioning Document, and CISD Learning Framework	Participate in professional development that provides ongoing support for educators on best practices as defined in the CISD Learning Framework	All	Campus Administrators, and All Staff	August 2013	June 2014	CISD Learning Framework, Outside Consultants, In-District Presenters, Books, Manuals, Region 10 Workshops, etc.	Eduphoria Records, Classroom Walkthrough Data, and Campus Needs Assessment Checklist	
Classroom Walkthrough Data, CISD Learning Framework, and Visioning Document	Participate in advanced professional learning opportunities for all educators in the revised CISD Learning Framework	All	Campus Administrators, and All Staff	August 2013	June 2014	CISD Learning Framework, Outside Consultants, In-District Presenters, Books, Manuals, and Local Funds	Eduphoria Records, Classroom Walkthrough Data, and Campus Staff Meeting Agendas	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 2:	Sustain district-wide EC-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas.							
Summative Evaluation:	Eduphoria Records, Classroom Walkthrough Data, and Campus Needs Assessment Rubrics.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material /Fiscal	Formative Evaluation	Documented
Campus & Community Feedback, State/Local Assessments	Build the capacity of educators and learners in formative assessment practices for the improvement of learning	All	Campus Administrators, and Campus Formative Assessment Training Team	August 2013	June 2014	Formative Assessment Training Materials, Campus Liaison, and Campus Administrators	Eduphoria Records, Classroom Walkthrough data, and Learning Design Units	
AEIS Data, Local Assessment Data, Classroom Walkthrough Data, CISD Learning Framework, and Visioning Document	Participate in learning that will build the capacity of educators in sheltered instruction practices	All	Campus Administrators, and All Staff	August 2013	June 2014	CISD Learning Framework, Best Practice Sheltered Instruction Strategies Training Materials, ESL Facilitator	Eduphoria Records, Classroom Walkthrough Data, and Campus Needs Assessment Checklist	
Campus Assessment Data From Needs Assessment	Continue utilizing the RTI process to provide interventions for at-risk learners	All	Campus Administrators, All staff, and PST committee	August 2013	June 2014	Curriculum department, intervention services	Local and state assessments and campus walkthroughs, PDAS, Aware documentation	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 2:	Sustain district-wide EC-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas.							
Summative Evaluation:	Eduphoria Records, Classroom Walkthrough Data, and Campus Needs Assessment Rubrics.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material /Fiscal	Formative Evaluation	Documented
Campus Assessment Data from Needs Assessment	Provide updated training for progress monitoring and the RTI process	All	Campus Administrators, Counselor, Literacy teacher, ESL facilitator, Dyslexia Specialist, and Speech Pathologist	August 2013	June 2014	Curriculum department, intervention services	Sign-in sheets, Aware documentation	
Campus Input	Provide professional learning in the area of writing and formative assessments	All	Campus Administrators, TOT for writing, Formative Assessment Trainers	August 2013	June 2014	Write from the Beginning, Campus Formative Assessment Team	Eduphoria, sign-in sheets, lesson plans/TCE Design Template	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 2:	Sustain district-wide EC-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas.							
Summative Evaluation:	Eduphoria Records, Classroom Walkthrough Data, and Campus Needs Assessment Rubrics.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material /Fiscal	Formative Evaluation	Documented
Campus Input	Engage and collaborate in reciprocal conversations during a campus-wide book study that focuses on global communication and innovation and creativity with all learners	All	Campus Administrators and All Staff	August 2013	June 2014	Vertical team meetings, faculty meetings, PLC meetings	<u>Who Owns the Learning</u> By: Alan November <u>Creating Innovators</u> By: Tony Wagner <u>The Element and Out of our Minds</u> By: Sir Ken Robinson	
Campus feedback	Continue use of Edmodo for staff collaboration and sharing of ideas	All	Campus Administrators and All Staff	August 2013	June 2014	Visioning Document and Implementation Rubric, CISD Learning Framework, books and articles used during book studies	TCE Engaging Educators Edmodo account	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 2:	Sustain district-wide EC-12 TEKS-aligned curriculum and assessment with research-based instructional practices that enhance all curricular areas.							
Summative Evaluation:	Eduphoria Records, Classroom Walkthrough Data, and Campus Needs Assessment Rubrics.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material /Fiscal	Formative Evaluation	Documented
Campus Feedback	Provide training in assistive technology (Solo 6) to enable all struggling learners support in writing	All	Campus Administrators and Dyslexia Specialist	August 2013	June 2014	Solo 6 Trainer, Solo 6 software	TCE Lesson Design Template	
Campus Feedback	Implement educator accountability partners to work on reciprocal conversations and goal setting	All	Campus Administrators and All Staff	August 2013	June 2014	Goal-setting forms, CISD Learning Framework, Transformation Plan, Visioning Document	TCE Design Template, meeting reflections	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 3:	Communicate the district assessment plan to parents and teachers and report outcomes individually to parents and collectively to stakeholders.							
Summative Evaluation:	Copies of documents used to communicate to parents, teachers, students and stakeholders.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
CISD Learning Framework, and Visioning Document	Create learner goal setting protocols, self-monitoring tools and instructional feedback forms to solicit student voice	All	Campus Administrators and All Staff	August 2013	June 2014	Campus Administration, Content Area Leaders	Learner Led Conferences, and Learner Outcome Rubric	
CISD Learning Framework, and Visioning Document	Implement ways in which to report to parents both current and historical assessment data to reflect the growth of the whole child	All	Campus Administrators and All Staff	August 2013	June 2014	Individual Student Data, Assessment of Future-Ready Outcomes, MAP and Student Goal Setting Tools	Goal setting forms and beginning, middle and end of year data sheets, longitudinal data from grade to grade	
Campus, parent and community input	Initiate learner led goal setting conferences (Grades 2 nd -5 th). Input from K-1 st learners in conferences	All	Campus Administrators, K-5 Classroom Educators	August 2013	June 2014	Marzano resources, formative assessment strategies	Goal-setting conferences, parent-teacher conference sign-in sheets	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 3:	Communicate the district assessment plan to parents and teachers and report outcomes individually to parents and collectively to stakeholders.							
Summative Evaluation:	Copies of documents used to communicate to parents, teachers, students and stakeholders.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Campus input	Research and implement tools that will provide greater feedback from teacher-student, student-teacher and peer-peer	All	Campus Administrators, Campus Educators Campus liaison, iTeam Liaison	August 2013	June 2014	Digital formative assessment tools, iTeam	Research found on appropriate tools, apps	
Campus input	Conduct parent and community meetings to discuss best practices with assessment	All	Campus Administrators	August 2013	June 2014	CISD Learning Framework, Visioning Document, TCE Transformation Plan	Sign-in sheets, parent survey feedback	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 4:	Expand district educational and business partnerships with the local and global community.							
Summative Evaluation:	Documentation of increased participation in campus partnerships in Campus Improvement Plans and business partnership survey feedback.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Community Feedback, CISD Learning Framework, and Visioning Document	Increase authentic parent and community involvement in the life of the school	All	Campus Administrators and All Staff	August 2013	June 2014	Social Media tools, Parent Surveys, Texan Town Volunteer data	TCE Lesson Design Template, Survey results	
Campus Feedback, Community Feedback	Create and expand reciprocal relationships with existing business and community partnerships	All	Campus Administrators and All Staff	August 2013	June 2014	Parents, Community Members, and campuses in our district as well as other districts	Meeting agendas, Parent/partnership campus survey, parent/community meetings	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 5:	Implement a system or systems to assess Future-Ready skills.							
Summative Evaluation:	Documentation of assessment results.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Classroom Walkthrough Data, CISD Learning Framework, and Visioning Document	Create, refine and utilize campus-based future-ready outcomes and rubrics	All	Campus Administrators and All Staff	August 2013	June 2014	Tony Wagner Website, Curriculum Directors, and Campus Administrators	Future-Ready Outcomes, and Future-Ready Outcome Rubrics	
Classroom Walkthrough Data, CISD Learning Framework, and Visioning Document	Inform stakeholders on the use of campus-based future-ready outcomes to develop the whole child	All	Campus Administrators and All Staff	August 2013	June 2014	Tony Wagner, Sir Ken Robinson, Alan November materials, Campus Administrators, Curriculum Department	Meeting Agendas, Dates, Minutes	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 5:	Implement a system or systems to assess Future-Ready skills.							
Summative Evaluation:	Documentation of Assessment Results							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Visioning Document, and CISD Learning Framework	Implement the new CISD Learning Design rubric to assess educators' learning design units aligned to the CISD Learning Framework	All	Campus Administrators and All Staff	August 2013	June 2014	CISD Learning Framework, Learning Design Rubric, Curriculum Directors, and Campus Administrators	Learning Design Rubric Data, and Classroom Walkthrough Data	
Visioning Document, CISD Learning Framework, and Current Research	Pilot new CISD classroom walkthrough process aligned with the CISD Learning Framework	All	Campus Administrators and Campus Educators	August 2013	June 2014	Identified 21 st Century Fluency Skills, List of Campus Based Learning Outcomes, Curriculum Directors, and Campus Administrators	Updated CISD classroom walkthrough process	
Visioning Document, and CISD Learning Framework	Create a new CISD educator evaluation process	All	Campus Administrators and Campus Educators	August 2013	June 2014	New CISD Walk-Through Form, CISD Learning Framework, Campus Administration, and Visioning Document	New CISD Educator Evaluation Process	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 6:	Integrate Future-Ready learning skills within the district.							
Summative Evaluation:	Documentation of staff development offerings, updated teacher walkthrough, snapshot, grading rubrics and Student Satisfaction Survey.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Classroom Walkthrough Data, CISD Learning Framework, and Visioning Document	Expand virtual learning opportunities aligned to CISD Learning Framework	All	Campus Administrators and All Staff	August 2013	June 2014	Texas High Performance School Consortium, TCE UbD Lesson Design Template, and Blended and flipped resources	Classroom Walkthrough Data, Virtual, Blended and Flipped Unit Designs	
Classroom Walkthrough Data, CISD Learning Framework, and Visioning Document	Build the capacity of staff to effectively execute virtual learning experiences	All	Campus Administrators, iTeam liaison, and Librarian Media Specialist	August 2013	June 2014	Curriculum Department, North Texas Consortium, Texas High Performance Consortium, Campus Administrators, Department Leads, and iTeam	Learning Design Units, Eduphoria Records, and Campus Staff Meeting Agendas	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 6:	Integrate Future-Ready learning skills within the district.							
Summative Evaluation:	Documentation of staff development offerings, updated teacher walkthrough, snapshot, grading rubrics and Student Satisfaction Survey.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Classroom Walkthrough Data, CISD Learning Framework, and Visioning Document	Inform stakeholders of the benefits of virtual learning experiences	All	Campus Administrators	August 2013	June 2014	iTeam, Executive Director of Leading and Learning, materials supporting blended/flipped, virtual learning	Meeting Agendas, Dates, and Minutes	
Campus Input	Continue implementing blended/flipped learning instruction and expansion on the tools used to implement individualized learning	All	Campus Administrators, All staff, Campus liaison, I-team member	August 2013	June 2014	TCE YouTube channel, CISD Learning Framework, Visioning Document	TCE lesson design templates, Campus websites with posted lessons, database of TCE lessons	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 7:	Increase connections between real world experiences and authentic classroom instruction.							
Summative Evaluation:	Documentation of staff development offerings, updated teacher walkthrough, grading rubrics and students satisfaction survey							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Visioning Document, and CISD Learning Framework	Increase opportunities for learners to engage in “real-world” and authentic learning experiences connecting to learner interests such as service learning and community internships	All	Campus Administrators and All Staff	August 2013	June 2014	Campus Service Learning Representatives, Parents and Community Partners, Campus Administrators, and Educators	TCE UbD Lesson Design, Future ready rubrics, and data from parent surveys and student surveys	
Visioning Document, and CISD Learning Framework	Create a school culture of global awareness and international-mindedness that promotes the exploration of new ideas and perspectives as well as fostering global citizenship	All	Campus Administrators and All Staff	August 2013	June 2014	Campus Transformation Plans, Campus Liaison, Business Partners, Community Partners, CISD Learning Framework, and Visioning Document	Campus Transformation Plan, Learning Design Units, and Visioning Matrix	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 7:	Increase connections between real world experiences and authentic classroom instruction.							
Summative Evaluation:	Documentation of staff development offerings, updated teacher walkthrough, grading rubrics and students satisfaction survey							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Campus, parent and community input	Increase opportunities of learners with student choice and authentic learning experiences through Texan Town and classroom experiences	All	Campus Administrators and All Staff	August 2013	June 2014	Campus Transformation Plan, CISD Learning Framework, Visioning Document	Parent feedback from survey	
Campus, parent and community input	Increase global citizenship and digital citizenship through incorporation of integrated lessons with curriculum	All	Campus Administrators, Counselor and All Staff	August 2013	June 2014	Alan November book studies, Great Expectations life principles, Counselor lessons	TCE Lesson Design Template, Parent feedback from survey	

Strategic Objective/Goal 1:	We will effectively deliver a rigorous and relevant curriculum using technology, assessment data and other effective instructional strategies to engage all learners in meaningful learning experiences.							
Performance Objective 8:	Transform systems to more effectively prepare students to be successful in post-secondary education and beyond.							
Summative Evaluation:	PBMAS, student enrollment, student certification, CTE program evaluations, and New Vision Implementation Matrix.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Campus Comprehensive Needs Assessment, Classroom Walkthrough Data, CISD Learning Framework, and Visioning Document	Refine campus transformation plans	All	Campus Liaison, Campus Administrators, and All Staff	August 2013	June 2014	Curriculum Department, CISD Learning Framework, and Visioning Document	Updated Campus Transformation Plans	
Campus Comprehensive Needs Assessment, Classroom Walkthrough Data, CISD Learning Framework, and Visioning Document	Utilize the Visioning Matrix to re-assess campus transformation efforts to measure progress	All	Campus Liaison, Campus Administrators, and All Staff	August 2013	June 2014	Curriculum Department, and Visioning Document	Updated Campus Transformation Plans	
AEIS Report, Classroom Walkthrough Data, CISD Learning Framework, and Visioning Document	Reduce the achievement gap through responsive teaching and pedagogy	All	Campus Administrators and All Staff	August 2013	June 2014	CISD Learning Framework, and Research-Based Best Practice Resources By Authors Such As Gilman Whiting, Bonnie Davis and Eleanor Rodrigues	AEIS Report, Classroom Walkthrough Data, Learning Design Plans, and Special Education/ Dyslexia Referrals	

Strategic Objective/Goal 2:	We will identify CISD character traits to be integrated throughout the district and develop means to assess student demonstration of those traits.							
Performance Objective 1:	Promote the development and demonstration of positive character traits including (but not limited to): Courage, Trustworthiness, Integrity, Respect & Courtesy, Responsibility, Fairness, Caring, Good Citizenship, School Pride consistent with the terms of the TEC Section 29.906.							
Summative Evaluation:	Data gathered from random visits to CISD campuses, community feedback including survey data from presenters, guest speakers, etc, on demonstration of character traits by CISD students.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
CISD Learning Framework	Evaluate campus character education system(s) to CISD Learning Framework	All	Campus Liaison and Campus Administrators	August 2013	June 2014	Curriculum Department, CISD Learning Framework, and Updated Campus Transformation Plans	Campus Discipline Data, Campus Attendance Data, and Campus Surveys	
CISD Learning Framework	Provide professional learning opportunities to support campus character education initiatives	All	Campus Liaison and Campus Administrators	August 2013	June 2014	Curriculum Department, CISD Learning Framework, Character Education Training Materials, and Updated Campus Transformation Plans	Eduphoria Records, and Meeting Agendas	
Campus input	Continue training for RTI Behavior and implementation of strategies to help support all learners	All	Campus Administrators and All Staff	August 2013	June 2014	RTI Behavior supports through intervention services, Special Education teacher, Counselor	Progress monitoring data, RTI data	

Strategic Objective/Goal 2:	We will identify CISD character traits to be integrated throughout the district and develop means to assess student demonstration of those traits.							
Performance Objective 1:	Promote the development and demonstration of positive character traits : Courage, Trustworthiness, Integrity, Respect, Courtesy, Responsibility, Fairness, Caring, Citizenship, School Pride.							
Summative Evaluation:	Random interactions with CISD employees, parents, and students							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/ Fiscal	Formative Evaluation	Documented
Campus input	Continue implementation of Great Expectations strategies to build culture and climate	All	Campus Administrators and All Staff	August 2013	June 2014	Great Expectations manuals, staff members who have been trained, counselor	Parent-Teacher-Student survey	
Campus input	Provide training on Crucial Conversations to support positive and reciprocal relationships	All	Campus Administrators, Office staff, Team Leaders, Campus Liaison	August 2013	June 2014	Crucial Conversations materials, campus liaison	Eduphoria, presentation to staff of strategies and implementation	

Strategic Objective/Goal 3:	We will increase efficiency in the district operations and educational delivery system through the use of technology, and further develop business and community partnerships in order to best achieve our mission and objectives.							
Performance Objective 1:	Increase CISD staff's level of technology integration expertise (proficiencies) through a differentiated staff development program that addresses 21st Century technology skills.							
Summative Evaluation:	Documented cumulative evidence of staff growth and progress over time in achieving 21st Century technology skills.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
CISD Learning Framework, and Visioning Document	Participate in training to help with identifying, evaluating, and modeling best practices for technology integration as a learning resource	All	Campus Administrators	August 2013	June 2014	Various Online Resources, Third-Party Vendors, Director of Professional Learning, and iTeam	Training documentation and Eduphoria	
CISD Learning Framework, and Visioning Document	Educate all staff members by providing professional learning focused on the new CISD Technology Proficiency model	All	Campus Administrators and iTeam liaison	August 2013	June 2014	Various Online Resources, Third-Party Vendors, Director of Professional Learning, Campus Administrators, and iTeam	Eduphoria Records, and Training Agendas	

Strategic Objective/Goal 3:	We will increase efficiency in the district operations and educational delivery system through the use of technology, and further develop business and community partnerships in order to best achieve our mission and objectives.							
Performance Objective 1:	Increase CISD staff's level of technology integration expertise (proficiencies) through a differentiated staff development program that addresses 21st Century technology skills.							
Summative Evaluation:	Documented cumulative evidence of staff growth and progress over time in achieving 21st Century technology skills.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
CISD Learning Framework, and Visioning Document	Provide and participate in differentiated support for all staff members	All	Campus Administrators, iTeam, and All Staff	August 2013	June 2014	Support Protocols, iTeam, and Campus Administrators	Differentiated Support Model	
CISD Learning Framework, and Visioning Document	Gather stakeholder feedback on the new CISD Technology Proficiency model	All	Campus Administrators, and iTeam liaison	August 2013	June 2014	Stakeholder Survey, iTeam, and Campus Administrators	Stakeholder Survey Data	
CISD Learning Framework, and Visioning Document	Evaluate the effectiveness of the model based on results from the pilot and make changes as necessary	All	Campus Administrators	August 2013	June 2014	Program Evaluation, iTeam, and Campus Administrators	Program Evaluation Report	
CISD Learning Framework, and Visioning Document	Spotlight learner achievement through a district-wide technology showcase	All	Campus Administrators and All Staff	August 2013	June 2014	Spotlight Protocol, iTeam, and Campus Administrators	Exemplars of District Showcase	

Strategic Objective/Goal 3:	We will increase efficiency in the district operations and educational delivery system through the use of technology, and further develop business and community partnerships in order to best achieve our mission and objectives.							
Performance Objective 1:	Increase CISD staff's level of technology integration expertise (proficiencies) through a differentiated staff development program that addresses 21st Century technology skills.							
Summative Evaluation:	Documented cumulative evidence of staff growth and progress over time in achieving 21st Century technology skills.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
CISD Learning Framework, Visioning Document and Campus Feedback	Provide differentiated technology instruction through blended and face-to-face opportunities for all staff members	All	Campus Administrators, iTeam, and Librarian-Media Specialist	August 2013	June 2014	TCE Engaging Educators Edmodo, TCE YouTube Channel, various technology tools	Eduphoria, training agendas	
Campus Feedback	Continue implementing Technology Showcase Night for parents and community members	All	Campus Administrators All Staff, and TCE learners	August 2013	June 2014	Google Apps for Education, Edmodo, Twitter, iPads, Macbooks, iTouches	Technology Night presentations and handouts	

Strategic Objective/Goal 3:	We will increase efficiency in the district operations and educational delivery system through the use of technology, and further develop business and community partnerships in order to best achieve our mission and objectives.							
Performance Objective 2:	Develop a “green” IT strategy and promote “green” initiatives to reduce costs.							
Summative Evaluation:	District energy report, implementation of District-wide recycling program, and developed “green” initiatives and programs at all campuses.							
Needs Assess.	Action Step(s)	Sp. Pop.	Person(s) Responsible	Timeline Start	Timeline End	Resources Human/Material/Fiscal	Formative Evaluation	Documented
Campus, parent and community feedback	Develop, integrate and promote ways to conserve resources to all stakeholders	All	Campus Administrators and All Staff	August 2013	June 2014	Various Online Resources, Third-Party Vendors, iTeam, Educators, and Learners	Compiled Research Data, and Reports	
Campus, parent and community feedback	Continue recycling program and green initiatives with reducing paper waste	All	Campus Administrators, All Staff, Texan Town Green Team	August 2013	June 2014	CISD Sustainability Plan, Green Team, Teracycle	Recycling stipend, CISD Printer Report Usage	
Campus, parent and community feedback	Implement outdoor gardening areas for classrooms to implement into their learning	All	Campus Administrators and All staff	August 2013	June 2014	E-Coppell High School students, Green Team, other CISD campuses that have gardens	Garden and TCE Lesson Design Template	
Campus, parent, and community feedback	Research various kinds of composting techniques	All	Campus Administrators and Green Team	August 2013	June 2014	Composting companies	Compiled Research Data	

CISD DISTRICT IMPROVEMENT PLAN 2013-2014
APPENDIX A: STATE AND FEDERAL MANDATES

Bullying Prevention

Strategies	Resources	Staff Responsible	Evaluation
1. All campuses will implement and support CISD anti-Bullying policies, guidelines and procedures designed to reduce bullying. (Board Policy FFI, FFF & FFH)	Campus Budgets	Campus Principals, and Campus Counselors	Discipline Reports
2. All Elementary Campuses will implement and support RTime.	Region 10	Campus Principals, and Campus Counselors	RTime Session Dates, RTime 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 Agendas

Child Abuse & Sexual Abuse Prevention

Strategies	Resources	Staff Responsible	Evaluation
1. All campus counselors will be trained as trainers of trainers in the Dallas Children’s Advocacy Center’s training on Recognizing and Reporting Child Abuse.	Region 10	Executive Director of Leading, and Learning and Campus Counselors	Training Sign-in Sheets, Training Agendas, and Training Survey Reports
2. All campus staff members will be trained in the Dallas Children’s Advocacy Center’s protocol on Recognizing and Reporting Child Abuse.	Region 10	Executive Director of Leading and Learning, and Campus Counselors	Training Sign-in Sheets, Training Agendas and Training Survey Reports
3. All school staff members will follow the CISD Child Abuse Reporting Protocol.	Region 10	Executive Director of Leading, and Learning 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	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	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	Membership List
4. The district expectation is that a representative from each campus will participate in the committee.	Student Services Budget	Co-Chairs	Membership List

Dating Violence Awareness

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

Discipline Management – Safe Environments

Strategies	Resources	Staff Responsible	Evaluation
1. Review discipline data and disaggregate the data to identify training needs and issues related to the learning environment.	Discipline Data	Assistant Superintendent of Administration	Discipline Report
2. Provide professional learning opportunities to support campus character education initiatives (such as Great Expectations and Positive Behavioral Support Initiative).	Campus Discipline Reports, Positive Behavior Support Plan Template, Campus Administrators, Specialist/LSSP, Region 10, and Federal Funds	Campus Administration, and Executive Director of Intervention Services	Eduphoria Records
3. Implement and provide advanced training on alternative options to In-School Suspension.	Campus Administrators, Region 10, Intervention Specialist/LSSP, and Federal Funds	Campus Administration, and Executive Director of Intervention Services	Eduphoria Records
4. Maintain acceptable percentage related to state target of In-School Suspension (ISS) placements and DAEP within all subpopulations.	Campus Discipline Reports, Positive Behavior Support Plan Template, Campus Administrators, Specialist/LSSP, Region 10, and Federal Funds	Assistant Superintendent of Administration	Discipline Report
5. Students that are highly at risk of dropping out of school will be recommended for enrollment in Victory Place.	Compensatory Education Funds	High School Counselors, and High School Principals	Attendance Report, and Progress Monitoring Data of Victory Place, and Rtl Students.

Drug Prevention

Strategies	Resources	Staff Responsible	Evaluation
1. Provide on-going staff training on drug and relationship abuse awareness, detection and prevention.	PEIMS data, SROs, Counselors, Parents, and Campus Administrators	Counselors, and Campus Administrators	Discipline Referrals, and 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, and Campus Administrators	Discipline Referrals, and Anecdotal Campus Reports

Gifted and Talented Program

Strategies	Resources	Staff Responsible	Evaluation
1. Establish a gifted and talented parent/community advisory committee to support and assist in GT services planning and improvements that emphasize key components of the Texas State Plan.	GT Faculty	Director of Advanced Academics	Committee Meeting Dates, Agendas, and Minutes
2. Develop and implement an annual review process to measure the effectiveness of GT services.	GT Faculty, and Content Directors	Director of Advanced Academics, and Content Directors	Annual Report
3. Develop and annually update a written comprehensive professional learning plan designed to address the needs of GT learners (including initial 30 hours of GT training and annual 6 hour update).	GT Faculty, and Local funds	Director of Advanced Academics	Written Professional Learning Plan
4. Develop a communication plan designed to systematize internal and external communication with all stakeholders.	GT Faculty, and Local funds	Director of Advanced Academics, and Content Directors	Communication Plan

Highly Qualified Teachers and Paraprofessionals

Strategies	Resources	Staff Responsible	Evaluation
1. Provide testing information and guide teachers through the certification process as needed.	State Testing Website, Testing Schedule and Test Prep Guides	Executive Director of HR, and Certification Manager	Teacher Test Scores
2. Mentor beginning educators to improve effective teaching and performance while promoting personal and professional well-being.	Title II funds, and 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 Future-Ready skills.	Title II funds, and local funds	Executive Director of HR, Director of Professional Learning, and Communications Department	Teacher Retention Rate, Teacher Exit Interviews, and Beginning Teacher and Mentor Journals
4. Utilize instructional exemplars to calibrate classroom walkthrough documentation.	Title II funds, and local funds	Executive Director of HR, and Director of Professional Learning	Teacher Retention Rate, Teacher Exit Interviews, and Beginning Teacher and Mentor Journals

Post-Secondary Preparedness: Admissions & Financial Aid Information

Strategies	Resources	Staff Responsible	Evaluation
1. Campuses will provide college and post high school information to all students.	High School Budgets	High School Counselors	Graduation Plans, and Post-Secondary Acceptance Data
2. Students will complete the financial aid process.	High School Budgets	High School Counselors	Student PELL Application Completion Data
3. All 6 – 12 grade students will be assigned a Naviance Account for the purpose of researching college and career options and interests.	Secondary School Budgets	Secondary Counselors, and CTE Educators	User Account Report
4. Counseling and career guidance will be available to help students with certification and technical opportunities.	Secondary School Budgets	Secondary Counselors	Career Pathway Graduation Plans

Strategies	Resources	Staff Responsible	Evaluation
5. Parent meetings will be scheduled to provide post-secondary awareness and financial assistance.	High School Budgets	High School Principal	Participant Data, and Participant Surveys
6. College and Career Night will be scheduled to offer opportunities for students and parents to visit with college recruiters and businesses.	High School Budgets	High School Counselors	Participant Data, and Participant Surveys
7. College Recruiters will be given a venue to meet with students throughout the school year.	High School Budgets	High School Counselors	Schedule of Recruiter Visits
8. AP and Pre-AP courses will be open-enrollment.	Campus Budgets	Counselors	Number of Students Completing AP Course , and 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, and Number of Students Passing Dual Credit Courses
10. Increase student and teacher awareness of college and career readiness/post-secondary education in order to best serve all students.	Campus Budgets	Campus Administrators	Student Surveys, and Four Year Plans
12. Create a culture of college and redefine post-secondary education in order to best serve all students.	Campus Budgets	Campus Administrators	Student Surveys, and Graduation Tracker Data
13. Align college readiness assessments and design intervention framework to ensure college readiness for all.	Advanced Academic Budget, and Campus Budgets	Curriculum Directors, Campus Administrators, and Educators.	Student Surveys, and Graduation Tracker Data

Suicide Prevention

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 2013-2014
APPENDIX B: CORE CONTENT INITIATIVES

English Language Arts & Reading

Strategies	Resources	Staff Responsible	Evaluation
1. Build learner capacity for expository writing.	Write From the Beginning Training, and STAAR/EOC Data,	Director of Language and Literacy	AEIS Data, Writing Conference Data, and Writing Scoring Session Data
2. Align a balanced literacy program K-12.	Research-Based Best Practices	Director of Language and Literacy	Program Evaluation Report
3. Write K-8 Literacy Curriculum.	Learning Framework, Visioning Document, and TEKS	Director of Language and Literacy	Articulated Curriculum
4. Input K-12 Curriculum in Eduphoria.	Eduphoria, and Curriculum	Director of Language and Literacy	Eduphoria Reports

Math

Strategies	Resources	Staff Responsible	Evaluation
1. Transition to New State Math TEKS.	State TEKS, and Campus Instructional Math Leads	Director of Mathematics	Articulated Courses Aligned to TEKS.
2. Improve instructional practices through effective evidence-based instruction.	Visioning Document, CISD Learning Framework, 8 Mathematical Practices, Instructional Leadership Team, and Research-Based Best Practices	Director of Mathematics	Classroom Walkthrough Data, and Learning Design Units
3. Continue Curriculum writing in elementary and high schools, while beginning the curriculum writing process in middle schools.	Visioning Document, CISD Learning Framework, 8 Mathematical Practices, Instructional Leadership Team, and Research-Based Best Practices	Director of Mathematics	Vertically Articulated Curriculum
4. Redesign teacher cadres to create district exemplars.	Visioning Document, CISD Learning Framework, 8 Mathematical Practices, Instructional Leadership Team, and Research-Based Best Practices	Director of Mathematics	Reflective Journals, Learner Products, and Learner Surveys

Science

Strategies	Resources	Staff Responsible	Evaluation
1. Continue to support inquiry-based instruction K-12.	Foss Kits, STC Kits, and Inquiry-Based Instruction Training	Director of Science	Classroom Walkthrough data, and Learning Design Units
2. Improve scientific best practices in K-12: <ul style="list-style-type: none"> • Planning and Carrying Out Investigations; • Analyzing and Interpreting Data; • Asking Questions and Defining Problems; and • Obtaining, Evaluating and Communicating Information. 	Professional Learning Communities, Professional Learning, 2012-2013 Cadre Recommendations, and classroom walkthrough rubric	Director of Science	Eduphoria Records, Classroom Walkthrough data, Learner Products, and Learning Design Units
3. Expand use of digital content resources K-12.	Instructional Materials Resource Committee, and iTunesU	Director of Science	Instructional Materials Allotment Request Forms
4. Embed information about STEM careers in K-12 classrooms.	Sally Ride Training (K-1 and 6-8), and Follow-up Support for Grades 2-5	Director of Science	Classroom Walkthrough data, and Learning Design Units
5. Expand opportunities for global collaboration.	World Moon Project, Google Earth, E-PALS, and Skype	Director of Science	Local Assessments, Classroom Walkthrough data, and Learning Design Units

Social Studies

Strategies	Resources	Staff Responsible	Evaluation
1. Create a constructivist conversation regarding Social Studies and the role of inquiry-based instruction.	Inquiry-Based Training	Director of School Improvement	Eduphoria Records, Classroom Walkthrough data, and Learning Design Units
2. Expand the use of virtual learning design K-12.	Virtual Learning Training	Director of School Improvement	Classroom Walkthrough data, and Learning Design Units
3. Expand the use of digital content resources K-12.	Instructional Materials Resource Committee, and iTunesU	Director of School Improvement	Classroom Walkthrough data, and Learning Design Units
4. Create a constructivist dialogue regarding high yield best practices.	John Hattie's Research	Director of School Improvement	Eduphoria Records, Classroom Walkthrough data, and Learning Design Units

CISD DISTRICT IMPROVEMENT PLAN 2013-2014
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	<p>Includes a variety of data gathered from multiple sources.</p> <p>Examines student, teacher, school and community strengths and needs.</p>	<p>See CNA</p> <p>TCE Lesson Design Units</p> <p>Campus Surveys for feedback</p> <p>AWARE data</p> <p>MAP data</p>
Schoolwide reform strategies	<p>Opportunities for all children to meet the State's proficient and advanced levels of student academic achievement</p> <p>Use effective methods and instructional strategies that are based on scientifically based research:</p> <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 	See: Strategic Objective/Goal 1, Performance Objective 1, Objective 2
Instruction by Highly Qualified Professional Staff	<p>Teachers and paraprofessionals meet the highly qualified requirements; parents are aware of the highly qualified status of all teachers.</p> <p>All teachers are assigned to the areas in which they are certified to teach.</p>	All teachers' certifications have been verified and are all highly qualified.

Components of a School-wide Plan	Standard	Evidence of Standard Completion and/or Progress Toward Completion
Highly-qualified and Ongoing Professional Development	<p>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 schoolwide program.</p> <p>All staff receives ongoing and sustained professional development that is aligned with the goals of the new vision plan.</p>	See: Professional Learning Plan and Strategic Objective Goal 1, Objective 2 and 6. Strategic Objective Goal 2, Objective 1
Strategies to Attract Highly Qualified Staff	<p>The School is allowed to provide incentives for highly qualified teachers to teach in high need schools.</p> <p>Only teachers who are highly qualified are assigned to low achieving students and this is the policy throughout the district.</p>	Through the interview process, we screen for teachers that will be highly qualified and will be able to have students assigned to them that struggle.
Strategies to Increase Parental Involvement	<p>Specific strategies to increase parental involvement, based upon results of the needs assessment have been identified and implemented.</p> <p>Strong collaboration with community resources is evident.</p> <p>Parents are included as decision makers in a broad spectrum of school decisions.</p>	See: Strategic Objective Goal 1, Objective 3
Preschool Transition Strategies	<p>Collaboration is evident between the elementary school and preschool programs (Head Start, Even Start, etc.)</p> <p>Specific strategies for helping students' transition into the elementary setting have been identified and implemented.</p>	We hold a Kindergarten Round Up for all new Town Center students during the Spring so that parents are able to help their child transition from Pre-K, Head Start, etc. We also host a play date in order for us to start building relationships with all learners during the summer before the school year begins.

Components of a School-wide Plan	Standard	Evidence of Standard Completion and/or Progress Toward Completion
Timely and additional Assistance to Students Having Difficulty Mastering the Standards	<p>The school has a well-defined process that is currently being implemented to identify students experiencing difficulty mastering the State’s standards.</p> <p>Timely, effective and additional assistance is provided for students experiencing difficulty mastering the state’s standards.</p> <p>Thematic, integrated instruction, designed to accommodate the needs of various learning styles is provided.</p>	<p>Strategic Objective/Goal 1, Performance Objective 1, Objective 2, Objective 5 and Objective 8</p> <p>See the CNA section of this document.</p>
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.	Strategic Objective Goal 1 Objective 8, Strategic Objective Goal 2, Objective 1
Measures to Include Teachers in the Decisions Regarding the Use of Academic Assessments	Classroom teachers developed the assessment matrix.	Strategic Objective Goal 1, Objective 1

CISD District Improvement Plan 2013-2014 Acronym Index

AEIS	Academic Excellence Indicator System	ISS	In School Suspension
AP	Advanced Placement	IT	Informational Technology
BEST	Business Education Success Team	iTeam	Integration Specialist Team
BL	Bilingual	LSSP	Licensed Specialist in School Psychology
BTIM	Beginning Teacher Induction and Mentors	OSS	Out of School Suspension
BYOD	Bring Your Own Device	PBMAS	Performance Based Monitoring Assessment System
C.A.R.E.	Chemical Awareness Resources & Education	PBS	Positive Behavior Supports
CISD	Coppell Independent School District	PEIMS	Public Education Information Management System
Comp Ed	Compensatory Education	PST	Promoting Success Team
CTE	Career and Technical Education	Rtl	Response to Intervention
EC	Early Childhood	SCE	State Comprehensive Education
EOC	End of Course	SHAC	School Health Advisory Council
ESL	English as a Second Language	SPED	Special Education
D.A.T.E.	District Award of Teacher Excellence	SRO	Security Resource Officer
DIBS	Dream, Imagine, Believe and Succeed (Elementary Student Advisory Committee)	STAAR	State of Texas Assessments of Academic Readiness
DLI	Dual Language Immersion	TAKS	Texas Assessment of Knowledge and Skills
GT	Gifted and Talented	TEA	Texas Education Agency
HR	Human Resources	TEC	Texas Education Code
IB	International Baccalaureate	TEKS	Texas Essential Knowledge and Skills
ICLE	International Center for Leadership in Education	X2VOL	Data Warehouse for Service Learning
IDEA	Individuals with Disabilities Education Act		