



Coppel Independent School District
Town Center Elementary Campus Improvement Plan
2016-2017

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

CISD DISTRICT IMPROVEMENT PLAN

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

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

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

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

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

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

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

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

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

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

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

**Site Based Decision Making (SBDM)
2016-2017 COMMITTEE MEMBERS**

NAME OF PARTICIPANT	COMMITTEE ROLE
Angie Brooks Applegate	Principal
Brett Shelby	Assistant Principal
Kelly Spears	Counselor
Lorri Brehm	Kindergarten Teacher
Marie Sork	1st Grade Teacher
Heather Judd	2nd Grade Teacher
Logan Heath	3rd Grade Teacher
Morgan Peccarelli	4th Grade Teacher
Rachel Lim	5th Grade Teacher
Rebecca Garrett	Specials Teacher
Beth Reynolds	Parent Representative
Heather Frisina	Community Representative
Linda Cook	District Campus Liaison
Todd Haddock	AHI Facilities

**Comprehensive Needs Assessment Summary
2016-2017**

Data Sources Reviewed:			
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Area Reviewed	Summary of Strengths What were identified strengths?	Summary of Needs What were identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Demographics	Increasing diversity across the campus	Cultural awareness and sensitivity training; responsive teaching training; RtI Training specifically for Tier 2 and Tier 3 interventions and data collection; ELL Language Objective training and specific strategies to help support ELL learners	Continue training educators to be culturally aware and responsive in helping to support learners and families; Continue focus on utilizing language objectives to support learning; tutoring for learners using State Comp Ed funding; provide additional resources for ESL learners to acquire the English language especially within vocabulary and writing; participate in training for administrator's and educators on RtI, 504, and ARD decision making
Student Achievement	Growth in our math, science and reading STAAR scores across the grade levels; Growth in accountability in learning with small group and station activities	We need to continue closing the achievement gap in math, reading, science and writing our populations for ESL, Hispanic, special education learners, and African American and	Provide expectations and training for balanced literacy and guided reading within Ubd; utilize Write from the Beginning and Beyond as well as writer's workshop models to support writing; identify learners with special learning needs such as

		economically disadvantaged learners; specifically look at writing as an area of need and how K-5 learners can make significant progress with the writing process and grammar skills	dyslexia as early in the year as possible; make good decisions for learners classified as 504 or special education learners; attend training on vocabulary development; integrate social studies and science into the literacy area to reinforce those content areas and nonfiction text comprehension; attend science and math vocabulary development training; attend Argument Driven Inquiry training in science
School Culture and Climate	Our campus is safe based on district parent survey data. Educators are positive and systems are in place to ensure all learners are respected and valued. Digital literacy is being taught to every learner.	Continue working on classroom management practices and responsive teaching methods to support positive school culture focused on relationships with all stakeholders. Continue working with parents to help them see and understand processes in place for learning inside and outside of the classroom.	Expectations for classroom management and school-wide expectations are given and reviewed with educators. Counselor will work on continuing to build a positive culture through lessons, one and one and group meetings and parent meetings. Digital literacy will be taught and reinforced a minimum of 4 times during the year. Learning walks for parents/community will continue this year. Family nights to help support STEM initiative and cultures.
Staff Quality/Professional Development	100% of the staff at our campus is highly qualified.	Continue to seek highly qualified staff; Training for educators on T-TESS evaluation and goal setting;	Provide mentor and training opportunities for all new educators, work with our instructional specialist to help support needs for educators with goals for instruction. Use

		Continue learning walks for educators	learning walks as a piece of our instructional strategies to help build high level of expectations for instruction.
Curriculum, Instruction, Assessment	We have an RtI process in place; educators have autonomy in their planning; we have a strong literacy library at our campus; we have benchmark assessments in science, however, they are not mandated; digital literacy has been implemented	The district curriculum audit shows that we need to strengthen our curriculum and the documents in order to better support educators in planning and instruction; we need progress monitoring resources in mathematics; there is a need to reinforce and teach digital literacy more than once a year; We need to utilize stronger data collection processes in order to support RtI and interventions; Instructional Coaching Model implementation	Provide updated training for Understanding by Design at the campus to support all educators; utilize vertical meetings for aligning curriculum and instruction across the campus; utilize PLC's and campus data team to analyze, evaluate and grow educators in understanding how data informs instruction as well as how to implement instructional practices that align with specific data needs; Implement the instructional coaching model at the campus.
Family and Community Involvement	Strong parental involvement	Educate parents on technology use in the school and in the area of digital literacy; Provide greater transparency for parents on STEM, classroom instruction practices and assessment; Continue working on reciprocal communication	Provide resources and outreach to parents to educate them on STEM, digital literacy initiatives and technology usage in the schools; Educators will use blogs to communicate and visually show learning; parent conference flipped video to help support communication of assessments;

		with families and community; Continue with partnerships and gaining more for K-5	Continue partnership with DTCC and exploring more partnership opportunities
School Context and Organization	Educators and administrators have data in which to drive decision-making	Training is needed for administrators and educators on how to monitor ESL learners for special needs they may have; opportunities for individual and small group differentiated instruction is needed; training on instructional strategies is needed	Administrators and educators will attend training on how to monitor ESL learners for special needs they may have; provide opportunities for individualized/small group learning sessions; incorporate modifications/accommodations for curriculum activities; provide professional development in effective teaching strategies or best practices, and use data to implement strategies for appropriate activities
Technology	Our campus has a high level of technology tools available for learning; there is a high level of technology use at our campus	The district will increase strength of the infrastructure to ensure all devices have access at all campuses to internet services; Ensure we are utilizing tools for differentiation in learning through blended and flipped instructional strategies.	The district will find storage solutions; expand wifi capability; Utilize faculty, vertical and Teacher Learning Communities to focus on blended and flipped learning strategies throughout the year; utilize our Digital Learning Coach, Instructional Coach and Library Media Specialist for coaching support with technology integration.

List the identified needs of the campus derived from data review

Family and Community Involvement

- Greater need for reciprocal communication
- Digital literacy and digital citizenship parent training
- Family events and support with families transitioning to TCE
- Expansion of business/community partnerships

Technology

- Digital literacy learner training and reinforcement
- Digital citizenship and follow-up with learners
- Blended and flipped learning

Student Achievement

- Need for Learners to Take Greater Ownership of Their Learning
- Training on How to Analyze Data and How to Use Data to Drive Instruction
- Training on Instructional Strategies as Related to Data
- Training on the Learning Framework Chapters (Design, Assessment, Curriculum, Environment)
- Training on Meeting the Needs of Special Education Learners
- Training on How it Make Decisions for Special Education Learners
- Greater Expertise on Responding to the Needs of Groups of Learners
- Digital Training for Newcomer Instruction
- Development of More Digital Learning Options to Accommodate Needs of Learners
- Implementation and Monitoring of Sheltered-Instruction Strategies
- Instructional Design Training
- Scope and Sequence Development

Teacher Quality

- Growing Young Educators Program for (0-3year teachers)
- Educator Evaluation System (T-TESS)
- Learning Walks for Educators
- PLC's

Demographics

- Cultural Sensitivity in Instructional Design
- Analyzing Data to Drive Instruction
- Responsive Teaching
- Data Collection and Trends

Strategic Objective/Goal 1:		Leverage our resources to provide opportunities for our learners to explore and discover their passions. (community partnerships, technology, etc.)					
Performance Objective #1:		Create a system for establishing and maintaining reciprocal community partnerships in order to increase authentic and field-based learning experiences					
Strategies & Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/Summative	Title I School wide Components (code by #)
Continue partnering with DTCC and research to expand partnerships with other business partners to support learning	Campus Administrators; Campus Educators	Time to meet with DTCC; Lessons designed for learners	August 2016-June 2017	UbD Lesson Design of working with DTCC and lessons implemented	Learner achievement in subject areas, specifically for DTCC (financial literacy and digital learning)	Feedback from learners and educators and partners	#2
Communicate partner opportunities to educators	Campus Administrators	Technology	August 2016-Sept. 2016	Agendas of meetings where information is shared or email	Use of partners at campuses	Feedback from educators; Lesson plans	#3
Maintain a list of business	Campus Administrators; Library Media	Time to meet; Technolo	August 2016-Sept. 2016	Educators will leverage partnerships in	Lesson Plans; Educator input	Feedback from educators	#3

and community partners available to the school and ensure educators are aware of the list	Specialist; Counselor; Instructional Specialist	gy tools for maintaining list		lessons in authentic ways			
Explore NIH grants for STEM	Campus Administrators	Time for grant writing	Sept. 2016-Dec. 2016	Lesson Plans as a result of grant written	Learner Achievement	Projects completed; Learner Achievement	#2

Strategic Objective/Goal 1:		Leverage our resources to provide opportunities for our learners to explore and discover their passions (community partnerships, technology, etc.)					
Performance Objective #2:		Increase volunteer and service opportunities for learners within the community					
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/Summative	Title I Schoolwide Components (code by #)
Establish systems for collaboration across campuses to promote expanding learners interest and exposure	Campus Administrators; Instructional Specialist and Coaches; Campus Educators	Time for collaboration through scheduling or other means	Oct. 2016- March 2016	Lesson Plans	Learner surveys; educator input; administrative input	Highlights from collaborative opportunities	#4
Identify mentors willing to connect with learners through Texan Town and with CHS/New Tech	Campus Administrators; Counselor; Campus Educators	Time to collaborate for mentoring opportunities and scheduling	Spring 2017	Mentoring opportunities	Learner Achievement; Educator feedback	Learner Feedback; Mentor Feedback; Educator Feedback	#6
Expand service	Campus Administrators; Counselor;	Supplies for service if needed	Fall 2016 Spring 2017	Learner reflections	Service Learning completed	Decrease in discipline referrals; Character Traits exhibited	#10

learning opportunities	Instructional Specialist and Coaches; Campus Educators						
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Strategic Objective/Goal 1:		Leverage our resources to provide opportunities for our learners to explore and discover their passions. (community partnerships, technology, etc.)					
Performance Objective #3:		Expand opportunities for internships and job shadowing					
Strategies and Action Step(s)	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/Summative	Title I Schoolwide Components (code by #)
Expand STEM Engineering Showcase Night to outreach more school/community partners	Campus Administrators; Instructional Specialist and Coaches; Campus Educators	Time for STEM Engineering Showcase Night; Volunteers; Partners	October 2016- April - 2017	Videos; Pictures; Blog info	Learner feedback	Learner Input; Educator Input; Administrator Input	#2
Continue partnership with Grapevine ISD and their STEM elementary campus in order to collaborate and build relationships with educators and learners (i.e. Skyping sessions, STEM Design Challenges, Author Visits, etc.)	Campus Administrators; Instructional Specialist and Coaches; Campus Educators	Time to collaborate via skyping, using Google Docs, or other means	Fall 2016- Spring 2017	Lesson Plans and Meeting Minutes	Educator feedback; Learner feedback	Educator feedback; Learner feedback; Lesson Plans	#2

Strategic Objective/Goal 1:		Leverage our resources to provide opportunities for our learners to explore and discover their passions (community partnerships, technology, etc.)					
Performance Objective #4:		Partner with industry professionals to design and offer field-based learning experiences for educators					
Strategies and Action Step(s)	Person(s) Responsible	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative/Summative	Title I Schoolwide Components (code by #)
Offer opportunities for new educators to observe other professionals as well as continue TCE Growing Young Educators Program.	Campus Administrators; Campus Educators	Funds for observations; Local Budget	Fall 2016; Spring 2017	Substitute list; Record of New Educator Observations	Observation data	Educator feedback from new educators; Administrator feedback; Educator evaluations	#4, #7
Continue using UbD Lesson Design to include areas of feedback from a more global audience.	Campus Administrators; Campus Educators	Global Training from August 2016; List of business partners	Fall 2016; Spring 2017	UbD Lesson Design; Feedback from Businesses and Mentors	Learner growth in academic areas; TCE learner outcome rubrics	Educators feedback; Learner feedback	#1, #3

This would include businesses and mentors giving feedback on design challenges and other learning in the classroom.							
Offer opportunities of leadership for campus educators to present professional learning for the campus/district on a variety of topics for learning.	Campus Administrators; Campus Educators	Time for Planning; Flex Hours	Fall 2016; Spring 2017	Eduphoria Professional Learning Workshops offered	Professional Learning Workshops	Educator feedback; Lesson Plans; Educators evaluations	#4

Strategic Objective/Goal 2:		We will find creative solutions to address increasing enrollment while maximizing opportunities for individual learners					
Performance Objective #1:		Expand learning spaces within and outside of CISD facilities through the development of new and existing community partnerships					
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/Summative	Title I Schoolwide Components (code by #)
Expand use of Schoology as a digital learning tool	Campus Administrators; All Campus Educators and Specialists	Time for digital curation and collaboration	July 2016-March 2017	New courses created	Learner Achievement	Learner and Educator feedback; Learner Achievement	#2, #4
Continue implementation of STEM planning days for educators focusing on increasing technology within the UbD STEM lesson design and blended and flipped differentiated learning	Campus Administrators; All Campus Educators and Specialists	Title I funds: \$10,000	August 2016-June 2017	STEM planning day agendas; Lesson Plans; Notes and minutes	Learner achievement in all academic areas; educator Google websites with blended/flipped experiences	Learner and Educator Feedback; Walkthroughs and Evaluations for Educators	#1, #2, #9

opportunities for learners							
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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					
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/Summative	Title I Schoolwide Components (code by #)
Utilize new learning spaces created upstairs as well as future wall spaces for displaying learning as a part of our grade levels partnering together.	Campus Administrators; Campus Educators and Campus Specialists	Time for Planning and possible PTO grants for wall design spaces	August 2016- June 2017	Lesson Plans; Wall learning displays	Learner achievement; Stronger lesson design	UbD Lesson Design; Pictures on educators websites/blogs	#2

Strategic Objective/Goal 3:		We will foster proactive and reciprocal communication for learner success					
Performance Objective #1:		Create a system to communicate foundational and future-ready skills for each learner					
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/Summative	Title I Schoolwide Components (code by #)
Increase communication tools used across various digital platforms for parents and community that highlight learning strategies, assessment tools and knowledge about STEM and TCE learner outcomes.	Campus Administrators; Campus Educators; Campus Specialists	Time to create and plan for content to be presented and the design of the format	Sept. 2016-May 2017	Blogs; Campus and Educator Websites; Videos created and shared	Parent feedback; Educator feedback	Parent Satisfaction Survey; Blogs; Websites; Videos	#6
Continue parent learning walks	Campus Administrators	Time to conduct learning walks	October 2016-March 2017	Calendars of learning walks offered	Parent feedback	Parent feedback	#6

Participate in the district CISD tours and campus tours	Campus Administrators; Campus Educators	Materials for tour days	June 2016- August 2016	Scheduled tours; Touring system information on the campus website	Counts of individuals participating in the tours	Feedback from campus administration; Feedback from parents and community; Feedback from groups toured	#2
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Strategic Objective/Goal 4:		We will respect and leverage the diversity that exists in our community to provide a world class learning environment					
Performance Objective #1:		Increase educator proficiency to respond to our diverse community of learners					
Strategies & Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components (code by #)
Participate in training for educators and administrators in planning culturally responsive instruction	Campus Administrators; Campus Educators; Campus Specialists	Training materials	August 2016-February 2017	Trainings offered; Eduphoria records; Schoology records	Learner Achievement	STAAR Data; TELPAS Data; District Benchmarking Data; Learner Input; Parent Input; Educator Input; Sign-in Sheets	#1, #4, #2
Provide opportunities for the showcase of cultures represented in CISD	Campus Administrators; Campus Educators; Campus Specialists	Materials for events	October 2016-March 2017	Campus calendars; Lesson plans; Pictures	Increase number of volunteers at campus	Lesson Plans; Calendars; Pictures	#6
Foster the development of culturally sensitive classroom programs to increase learner awareness of cultural differences among	Campus Administrators; Campus Educators; Campus Specialists	Materials; Training; Dallas World Affairs Council	September 2016-June 2017	Educator observations; Lesson plans; Educator evaluations; Walkthrough data	Learner Achievement	Lesson Plans; Walkthroughs; List of trainings offered	#2, #3, #4, #8, #9, #10

various student groups							
Attend training for educators regarding their role in implementing IEP/IAP's and AIPs in making appropriate modifications and/or accommodations for learners in the general ed. classroom	Campus Administrators; Campus Educators; Campus Specialists	Materials used in training	August 2016-September 2016	Lesson plans; Observations; ARD decision-Making; Accommodations recommended	Learner Achievement	Sign-in Sheets; Training Modules; Lesson plans	#9
Provide and attend training in various formats for educators regarding their role in implementing differentiation strategies and making appropriate accommodations for advanced learners in the general education classroom	Campus Administrators; Campus Educators; Campus Specialists	Materials needed for training and implementation	August 2016-Dec. 2016	Eduphoria and Schoology Records; Lesson plans	Learner Achievement	Recruiting schedule and materials	#2, #3, #4
Work with the district on utilizing hiring strategies in an effort to recruit a more diverse staff and implement retention	Campus Administrators; Campus Educators; Campus Specialists	Professional Learning and TCE Growing Young	July 2016-June 2017	Plan of hiring strategies; Retention strategies	Employee retention numbers; Feedback from Administrators	Break down of new hires by ethnicity; Comparison of employee retention for the 2016-2017	#3 and #5

strategies for once they are hired.		Educators Program			-tors and New hires	school year to the 2015-2016 school year	
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Strategic Objective/Goal 4:		We will respect and leverage the diversity that exists in our community to provide a world class learning environment					
Performance Objective #2:		Expand program offerings that reflect our diverse community of learners					
Strategies & Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/Summative	Title I Schoolwide Components (code by #)
Explore a coding curriculum at the elementary level	Campus Administrators ; Campus Educators; Campus Specialists	Materials for coding exploration ; funds for any training needed	July 2016- June 2017	Lesson plans; Projects completed by learners	Learner Achievement	Administrator and Educator feedback; Learner feedback	#2
Implement a robotics team who works and competes in the Lego Robotics League	Campus Administrators ; Gtl Specialist and Campus Educators	Materials for robotics; Competition costs	August 2016- June 2017	Entry for competition; Meeting dates for robotics team	Learner achievement; Growth in STEM with engineering for campus	Educator feedback; Parent feedback; Learner feedback	#2
Implement Real School Garden training and lesson design develop-	Campus Administrators ; Real School Garden trainers	Materials from Real School Garden; UbD Lesson Plans	August 2016- May 2017	Using the garden for learning; UbD Lesson Plans	Learner achievement; Growth in STEM with real world for campus	Educator feedback; Learner feedback; Sign-in sheets; Walkthroughs; Evaluations; Math/Science STAAR data	#1, #2

ment to close achievement gaps		Title I funds: \$10,000					
Continue utilizing engineering units and resources that focus on higher level thinking, problem solving and the engineering design process to support learner needs	Campus Administrators ; Campus Educators; Campus Specialists	Engineering resources and materials for instruction; Title I funds: \$5,500	August 2016- May 2017	Resources being used in UbD Lesson Plans, Texas Town, Tutoring	Learner achievement; Growth in STEM with engineering design process and critical thinking/problem solving	Educator feedback; Learner feedback; STAAR data; Walkthroughs; Evaluations	#2

Strategic Objective/Goal 5:		We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success					
Performance Objective #1:		Provide professional learning for educators and administrators on the effective use of data and assessment tools to inform the design					
Strategies & Action Step(s)	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/Summative	Title I Schoolwide Components (code by #)
Attend training on AWARE to view and utilize data through a growth mindset	Campus Administrators; Campus Educators; Campus Specialists	Time for training; AWARE; Carol Dweck's <u>Growth Mindset</u> All	August 2016- October 2016	Eduphoria records	Learner Achievement; Rtl Tier numbers	Sign-in sheets; Reports generated for the Rtl process; Informal feedback from Administrators	#8, #9
Attend training to establish consistency with screeners and progress monitoring measures to use data effectively for student growth	Campus Administrators; Campus Educators; Campus Specialists	Training materials and modules; DLC's; Instructional coaches	August 2016- October 2016	Eduphoria records	Learner Achievement; Rtl Tier numbers	Sign-in sheets; Rtl Data; Benchmark Data; Administrator and Educator feedback	#8, #9

Provide opportunities for peer to peer observations in order for educators to learn from other educators the impact of STEM in learning	Campus Administrators; Campus Educators; Campus Specialists	Release time for educators to observe one another; Campus schedules allowing for observations; use part of STEM Planning Days for analysis and reflection	September 2016-March 2017	Substitute records; Educator reflections	Educator Evaluations	Campus Observation Schedules; Administrator feedback; Educator feedback	#4, #3
Utilize RtI to effectively implement systems for data collection, interventions and referrals	Campus Administrators; Campus Educators; Campus Specialists	RtI new protocols; New progress monitoring tools At-risk	July 2016-September 2016	Redefined referral process	Comparison of learners referred to special education to the number qualifying; Data showing the referrals of dyslexia learners to the number qualifying	Alignment of the RtI paperwork with the new definition of the referral process; Administrator feedback; Educator feedback	#8, #9
Participate in training for new RtI protocols	Campus Administrators; Campus Educators;	New RtI protocols; New progress	August 2016	Training module; Sign-in sheets/Eduphoria records	RtI Tier II and Tier III numbers as compared to	Sign-in sheets from at the campus level documenting training; RtI data	#8, #9

and Rtl paperwork	Campus Specialists	monitoring paperwork At-risk			the 2015- 2016 school year		
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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 #2:		Create a community-based accountability system for reporting learner growth					
Strategies & Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components (Code by#)
Participate in training PK-12 on portfolio development to ensure learners develop quality portfolios	Campus Administrators; Campus Educators; Campus Specialists	Google websites; DLCs; personnel for training; Learning Management System and/or ePortfolio site	October 2016; February 2017	Digital portfolios	Portfolio checklist	Sign-in sheets for training on how to develop learner portfolios; Learner Portfolios	#8, #9
Continue building on TCE learner portfolios through the use of their Google Sites and sharing learning with others locally and globally	Campus Administrators; Campus Educators; Campus Specialists	Google Sites; Educator support; Time to reflect on learning being showcased	August 2016- June 2017	Google Sites K-5	Learner achievement	Google websites; Educator lesson plans	#6

Strategic Objective/Goal 5:		We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success					
Performance Objective #3:		Implement goal setting Pre K -12 to empower learners to take responsibility for their growth. (i.e. academic, social and emotional)					
Strategies & Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/Summative	Title I Schoolwide Components (code by #)
Establish expectations for goal setting K-5 learners	Campus Administrators; Campus Educators; Campus Specialists	System for goal setting	September 2016-June 2017	Learner Goals	Learner ownership of learning goals	Expectations for goal setting; Learner goals	#8 and #9
Allocate specific time to create, develop, and revisit learner goals for academic, social, and emotional growth	Campus Administrators; Campus Educators; Campus Specialists	Time for goal setting; Form(s) for goal setting	Weekly throughout the school year	Lesson plans; Learner goals	Learner goal attainment; Learner Achievement	Lesson Plans; Goals set by learners; District Benchmarks; Learner goals and reflections; STAAR data	#1, #9
Implement a structured, balanced literacy model to assist learners in	Campus Administrators; Campus Educators; Campus Specialists	Instructional Specialist; Coaches; Online resources	August 2016-June 2017	Lesson Plans; Walkthroughs; Educator Observations	Learner Achievement; Rtl data	Lesson Plans; Goals set by learners; District Benchmarks; STAAR data	#1, #2

setting goals for individual growth							
Participate in campus book studies on growth mindset, creating a culture of thinking and empowering learners	Campus Administrators; Campus Educators; Campus Specialists	Books: The Innovator's Mindset; Creating a Culture of Thinking; Make Just one Change: Teach Students to Ask Their Own Questions	August 2016-June 2017	Book study group minutes; Teacher Learning Community meetings	Educator feedback	Completed books, questions and discussion groups (face to face and digitally)	#4

Strategic Objective/Goal 5:		We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success					
Performance Objective #4:		Develop a comprehensive professional learning plan to actualize the CISD Learning Framework					
Strategies & Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/Summative	Title I Schoolwide Component (code by #)
Provide professional learning options that focus on the different chapters of the Learning Framework	Campus Administrators; Instructional Specialists; Campus Specialists	Learning Framework; Exemplars; Training Modules	August 2016-May 2017	Eduphoria records; PLC meeting agendas	Lesson Plans; Learner Achievement	Sign-in sheets; Educator goal setting and evaluation; Walkthroughs	#4, #2
Continue implementing professional learning that focuses specifically on UbD, the Writing Process, Thinking Maps, Differentiation, and Formative Assessments	Campus Administrators; Campus Educators; Campus Specialists	Ubd Lesson Design, Write From the Beginning and Beyond, Thinking Maps, Formative Assessment Tools	August 2016-May 2017	Eduphoria records; Meeting agendas faculty meetings, vertical meetings, TLC meetings	Lesson Plans; Learner Achievement	Sign-in sheets; Walkthroughs; Evaluations	#3

Attend and possibly present at T-STEM conference again this year to gain a deeper understanding and share with other districts how STEM education is supporting our learners	Campus Administrators; Select Campus Educators; Library Media Specialist	T-STEM conference workshops; presentation and time for planning of presentation; funds pending acceptance	December 2016- January 2017	Workshop documentation and presentation/handouts	STEM alignment for campus	Sign-in sheets; Conference list of presentations; UbD Units	#3
Implement the instructional coaching model for the campus and work to align best practices for educators with coaching and growing in the art of teaching	Campus Administrators; Instructional Specialists; Campus Coaches; Campus Educators	Learning framework; Training from instructional coaching; Book: Instructional Coaching Model	July 2016- June-2017	Presentation of rollout at campus; Updated meeting agendas and minutes with coaching with teams/educators	Educator growth in goal setting and campus alignment	Sign-in sheets; Presentations from trainings	#3

Strategic Objective/Goal 5:		We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success					
Performance Objective #5:		Reframe and prioritize state standards in a way that leads to profound learning					
Strategies & Action Step(s)	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/Summative	Title I Schoolwide Components (code by#)
Utilize learning standards leading to learning at a transfer level using TEKS, 21 st Century Literacy Skills, and Globalization	Campus Administrators; Campus Educators; Campus Specialists	TEKS; 21 st Century Skills; TCE Learner Outcomes	July 2016-September 2016	Lesson plans; Educator Google Sites	Learner Achievement; UbD lessons designed around transfer	UbD Lesson Plans	#9, #2
Attend training in designing learning to achieve transfer of content material to solve problems in and out of school and over time	Campus Administrators; Campus Educators; Campus Specialists	Training Modules; Transfer standards for each content area	August 2016	Training Module; Sign-in sheets	Lesson plans	Sign-in sheets; Training Module for UbD planning; Transfer tasks related to standards; Eduphoria sign-in sheets	#9, #4, #2

Use our Rtl process to help identify learners and specific goals for tutoring and implement school-wide tutoring to help support identified needs	Campus Administrators; Campus Educators	Materials for tutoring; State Comp Ed Funding: \$9,074	October 2016-May 2017	Tutoring Groups; Data documentation collected; Notes from PLC meetings and Rtl meetings	Google Tutoring document for educators; Learner growth in academic areas; Goal setting documentation	Google Doc showing tutoring attendance; Records from educators of data collected; Payment forms from business office; STAAR data; Benchmarks	#1, #8, #9
Use our Rtl process to help identify learners and specific goals for writing and reading for pull out tutoring during the school day to help support identified needs	Campus Administrators; Campus Educators; Paid Tutor	Materials for tutoring; Title I Funds: \$2,000	October 2016-March 2017	Tutoring Groups; Data documentation collected; Notes from PLC meetings and Rtl meetings	Learners growth in academic areas of writing and reading	Records from tutor; Payment forms from business office; STAAR data; Benchmarks	
Continue utilizing Reflex Math and Gizmos	Campus Administrators; Campus Educators	Reflex Math Program; Gizmos	August 2016-June 2017	Data collected from programs of usage; Lesson	Learner achievement	Lesson Plans; Rtl documentation for learners	#8, #9

as tools to ensure math fluency and science skills are being emphasized to support identified needs of learners		Program; Title Funds: \$2,500		Plans; Rtl documentation			
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Strategic Objective/Goal 5:		We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success					
Performance Objective #6:		Design a comprehensive instructional technology system that redefines the role of technology in the classroom (create and share content, collaborate with other learners throughout the world)					
Strategies & Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/Summative	Title I Schoolwide Components (code by#)
Continue professional learning with staff focused on differentiation in learning using blended and flipped instruction	Campus Administrators; Library Media Specialist; Instructional Specialist; Digital Learning Coach	Time for collaboration; planning training; online tools and technology resources	August 2016- May 2017	Educator Google Sites; Principal Blog; UbD Lesson Plans	Learner Achievement; Growth in Educator Google Sites	Educator Google Sites; Walkthroughs; Evaluations; Benchmarks; STAAR data	#1, #3
Continue communication goals with how our campus is using technology tools to increase levels of transparency with learning for our parents/community.	Campus Administrators; Campus Educators; Campus Specialists	Time for collaboration; planning; online tools and technology resources	August 2016- May 2017	Google Sites, Blogs, Twitter	Educator Google Sites; Team/Group Blogs; Photos and videos of learning	Parent/community feedback	#6
Implement training for staff on how to build a professional learning network (PLN) in order to collaborate more	Campus Administrators; Library Media Specialist; Digital Learning Coach	Time for collaboration; online tools and technology resources	August 2016- May 2017	Twitter accounts; Blogs; Presentations from trainings	Educators understanding of how and why a professional learning	Educator feedback; Administrator feedback	#3

with others in education more locally and globally					network can help them to grow as an educator		
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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 #7:		Seamlessly integrate digital citizenship across the curriculum so all stakeholders collaborate in an atmosphere of respect, integrity, sharing, trust, and service					
Strategies & Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components (code by #)
Continue implementing digital citizenship K-5 and attend ongoing training on digital citizenship	Campus Administrators; Campus Educators; Campus Specialists	Digital Citizenship Training Modules; DLCs; Librarians; Educators	August 2016 – May 2017	Lesson plans; Digital citizenship of learners	Decrease in infractions to the Digital Citizenship expectations	Training modules; Sign-in sheets; discipline data	#6, #4
Implement parent meetings/ videos for parents that help them to partner with us in our goals with digital citizenship and digital literacy	Campus Administrator s; Digital Learning Coach; Library Media Specialist; Counselor	Digital Citizenship district resources; DLC; Library Media Specialist; Educators	August 2016- May 2017	Campus Website; Meeting Dates and Information shared through Principal or Educator Blogs	Greater understanding from parents of how they can help us in supporting all learners	Meeting agendas; presentation created	#6

CISD DISTRICT IMPROVEMENT PLAN 2016-2017

Appendix A: State and Federal Mandates

Bullying Prevention

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

Child Abuse and Sexual Abuse Prevention

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

Coordinated Heath – SHAC Council

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

Dating Violence Awareness

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

Discipline Management – Safe Environments

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

Drug Prevention

Strategies	Resources	Staff Responsible	Evaluation
1. Provide on-going staff training on drug and relationship abuse awareness, detection and prevention.	PEIMS Data, SRO's Counselors, Parents and Campus Administrators	Counselors, Campus Administrators	Discipline Referrals, Anecdotal Campus Reports
2. Provide information regarding C.A.R.E. to students with drug abuse issues and their parents.	YMCA, Counselors, and Campus Administrators	Counselors, Campus Administrators	Discipline Referrals, Anecdotal Campus Reports
3. Each elementary has an SRO assigned to the campus to enhance or modify conversations about drugs. Red Ribbon Week for Drug Awareness is recognized throughout the district in the month of October.	SRO Officers	Counselors, Campus Administrators	Red Ribbon Week Plans; SRO Records

Gifted and Talented Program

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

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

Highly Qualified Teachers and Paraprofessionals

Strategies	Resources	Staff Responsible	Evaluation
1. Provide testing information and guide teachers through the certification process as needed.	State Testing Website, Testing Schedule and Test Prep Guides	Executive Director of HR and Certification Specialist	Teacher Test Scores
2. Mentor beginning educators to improve effective teaching and performance while promoting personal and professional well-being.	Title II funds, Local Funds	Executive Director of HR, Director of Professional Learning and Director of Professional Learning	Teacher Retention Rate, Teacher Exit Interviews, and Beginning Teacher and Mentor Journals.
3. Utilize instructional exemplars to reflect on identified aspects of effective instruction including 21 st Century skills.	Title II Funds, Local Funds	Executive Director of HR, Direction of Professional Learning, and Communications Department	Teacher Retention Rate, Teacher Exit Interviews, and Beginning Teacher and Mentor Journals
4. Utilize instructional exemplars to calibrate classroom walkthrough documentation.	Title II Funds, Local Funds	Executive Director of HR and Director of Professional Learning	Teacher Retention Rate, Teacher Exit Interviews, and Beginning Teacher and Mentor Journals

Post-Secondary Preparedness: Admissions & Financial Aid Information

Strategies	Resources	Staff Responsible	Evaluation
1. High school campuses will provide college and post high school information to all students.	High School Budgets	High School Counselors' CHS Special Ed. Lead	Graduation Plans, and Post-Secondary Acceptance Data
2. High school students will complete the financial aid process.	Counselors; No Funding Needed	High School Counselors	Student PELL Application Completion Data
3. All 6-12 grade students will be assigned a Naviance Account for the purpose of researching college and career options and interests.	District Budgets	High School Counselors, and CTE Educators; Special Ed. Educators	User Account Report

4. Counseling and career guidance will be available to help students with certification and technical opportunities	High School Budgets	Counselors; CHS Principal	Career Pathway Graduation Plans
5. Parent meetings will be scheduled to provide post-secondary awareness and financial assistance.	High School Budgets	High School Principal; CHS Counselors	Participation Data, and Participant Surveys
6. College and Career Night will be scheduled to offer opportunities for students and parents to visit with college recruiters and businesses	High School Budgets	High School Counselors	Participant Data , and Participant Surveys
7. College Recruiters will be given a venue to meet with students throughout the school year.	High School Budgets	Counselors	Schedule of Recruiter Visits
8. AP and Pre-AP courses will be open enrollment.	Campus Budgets	Counselors	Number of Students Completing AP Course, Number of Students passing AP Exams
9. Dual and Concurrent credit will be available to all eligible students.	High School Budgets	Counselors	Number of Students Enrolled in Dual Credit Courses, Number of Students Passing Dual Credit Courses.
10. Increase student and teacher awareness of college and career readiness/post-secondary education in order to best serve all students.	Campus Budgets	Campus Administrators; CHS Sp. Lead	Student Surveys and Graduation Tracker Data
11. Create a culture of college and redefine post-secondary education in order to best serve all students.	Campus Budgets	Campus Administrators; CHS Sp. Lead	Student Surveys and Graduation Tracker Data
12. Align college readiness assessments and design academic intervention to ensure college readiness for all.	Assessment Budget and Campus Budgets	Curriculum Directors, Campus Administrators and Educators	Student Surveys and Graduation Tracker Data

Suicide Prevention

Strategies	Resources	Staff Responsible	Evaluation
1. All staff members will be trained in the CISD Suicide Prevention Protocol.	Campus Budgets	Campus Principal and Counselors	Training Sign-In Sheets, Training Agendas, and Training Survey Reports
2. All staff members will be trained in the State Suicide Prevention Training	Professional Learning time	Campus Principal and Counselor(s)	Training Sign-In Sheets, Training Agendas, and Training Survey Reports

CISD DISTRICT IMPROVEMENT PLAN 2016-2017

APPENDIX B: CORE CONTENT INITIATIVES

English Language Arts & Reading

Strategies	Resources	Staff Responsible	Evaluation
1. Implement the use of Macro Curriculum documents in unit lesson design at the campus level	District curriculum documents	Director of Language and Literacy, Campus administration	Educator created UbD units
2. Develop curricular tools and common transfer tasks to deepen the supporting resources that align to the district curriculum for LOTE.	Understanding by Design resources, Standards (TEKS, ELPS, CCRS, IB, AP)	Director of Language and Literacy	LOTE Curriculum documents
3. Expand on the work of the Balanced Literacy Toolkit to create a revised/updated Balanced Literacy Handbook or Common Expectations	Language and Literacy Google Site	Director of Language and Literacy	Completed and updated information on Language and Literacy Google Site
4. Develop transfer tasks (course-level) to measure understanding and transfer of learning as well as provide evidence of authentic accomplishments.	Understanding by Design resources, Standards (Prekindergarten Guidelines, TEKS, ELPS, CCRS, IB, AP), Macro Curriculum Plan	Director of Language and Literacy	Macro Curriculum Documents, Transfer Tasks
5. Target balanced literacy development, with special education and ESL populations - with a specific focus on guided reading and conferring with readers	Next Steps in Guided Reading, Running Records	Director of Language and Literacy, Campus Rtl teams	Eduphoria - Rtl Documentation
6. Develop a common expectations guide for vocabulary instruction	CISD Mathematics Vocabulary Schoology Course	Director of Language and Literacy, Director of Mathematics, Director	Completed vocabulary expectations document

		of Science, Director of Social Studies	
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Math

Strategies	Resources	Staff Responsible	Evaluation
1. Develop PK-12 Mathematics Macro Curriculum Plan including Program Mission, Transfer Goals, Essential Questions, and Enduring Understandings.	Understanding by Design resources, Standards (PK Guidelines, TEKS, ELPS, CCRS, IB, AP)	Director of Mathematics	Macro Curriculum Documents
2. Support educators' implementation of learning design aligned with PK-12 mathematics Macro Curriculum.	Understanding by Design resources, Standards (PK Guidelines, TEKS, ELPS, CCRS, IB, AP), Macro Curriculum Plan, Professional Learning Communities	Director of Mathematics; Mathematics Instructional Coaches	Learning Design Units, Classroom Walkthrough Data
3. Develop transfer tasks (course-level) to measure understanding and transfer of learning as well as provide evidence of authentic accomplishments.	Understanding by Design resources, Standards (PK Guidelines, TEKS, ELPS, CCRS, IB, AP), Macro Curriculum Plan	Director of Mathematics	Macro Curriculum Documents, Transfer Tasks
4. Support educators' implementation of transfer tasks and analysis of resulting learner evidence of understanding and transfer of learning.	Understanding by Design resources, Standards (PK Guidelines, TEKS, ELPS, CCRS, IB, AP), Macro Curriculum Plan, Professional Learning Communities	Director of Mathematics, Mathematics Instructional Coaches	Learning Design Units, Classroom Walkthrough Data

5. Strengthen instructional practices in inquiry-based, authentic practices	Macro Curriculum Plan, NCTM Resources	Director of Mathematics, Mathematics Instructional Coaches	Learning Design Units, Classroom Walkthrough Data
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Science

Strategies	Resources	Staff Responsible	Evaluation
1. Continue to support inquiry-based instruction K-12 with an emphasis on physical, life, and earth sciences to mirror TEKS.	FOSS Kits, STC Kits, and Inquiry-Based Instruction Training; TEKS required hands-on-time	Director of Science; Campus Administration	STAAR Data; Classroom Walkthrough Data, and Learning Design Units; Elementary schedules of time for science; Lesson Plans
2. Train all 4th & 5 th grade science educators and new 6-12 science educators in Argument Driven Inquiry and academic vocabulary.	Professional Learning Communities, Professional Learning	Director of Science; Campus Administration	Eduphoria Records, Classroom Walkthrough Data, Learner Products, and Learning Design Units; STAAR data
3. Implement pre and post assessments 3-8 to assist educators in targeting areas of concern and to enrich where needed	Forethought; Pre and Post Assessments	Director of Science; Campus Administration	Pre and Post assessments; District
4. Implement district benchmark assessments at various grade levels	Assessments; AWARE	Director of Science	District Benchmark Data
5. Support K-9 science teachers in implementing the practices shared at the Dana Center Trainings (“I can” statements and embedded process and content standards)	Dana Center Training resources, TEKS, Curriculum Documents	Director of Science; Science K-5 Instructional Coaches	Curriculum Documents; Classroom Observations; Lesson Plans/Unit Design

Social Studies

Strategies	Resources	Staff Responsible	Evaluation
1. Administer pre and post assessments aligned to the TEKS for every SS unit plan in grades 6-8	Funds for assessment development	Coordinator of Social Studies	Pre and Post Assessments

2. Monitor to ensure Scope and Sequences are being followed	TEKS	Coordinator of Social Studies; Campus Administration	Walkthroughs; Lesson Plans; Educator Evaluations
3. Target economically disadvantaged learners for performance improvement in social studies through reading in the content	Nonfiction leveled reading materials; Social Studies Splash Screens to promote enduring understandings of the content	Coordinator of Social Studies; Educators	STAAR Social Studies Data
4. Implement benchmark assessments at various grade levels	Assessments; AWARE	Coordinator of Social Studies	District Benchmark Data
5. Address fall in 8 th grade scores with additional training in UbD	Training opportunities for UbD	Director of Social Studies	STAAR data

CISD DISTRICT IMPROVEMENT PLAN 2016-2017
APPENDIX C: COMPONENTS OF A SCHOOL WIDE TITLE I PROGRAM

Components of a Schoolwide Plan	Standard	Evidence of Standard Completion and/or Progress Toward Completion
Comprehensive Needs Assessment	Includes a variety of data gathered from multiple sources. Examines student, teacher, school and community strengths and needs.	Campus Assessment Data Parent/Student Surveys PEIMS Data District Input Educator Input
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 	STEM(Science, Technology, Engineering and Mathematics) Initiative and Implementation Understanding by Design Professional Learning and Implementation RtI Professional Learning and Procedures Educator Evaluation System T-TESS Professional Learning Communities
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.	Current 100% HQ Status Hiring Practices that identify HQ Status Requirement for educators to hold ESL Certifications Parent Notification of HQ Status
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.	Differentiated Professional Learning for educators aligned with goals Responsive Teaching and Cultural Awareness Training Ongoing Professional Development for STEM and data/assessment

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.	Growing Young Educators Program through the campus for 1st, 2nd and 3rd year teachers Designation of Campus Lead Mentor for district BEAM program Participation in BEAM program
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.	Increased use of principal blog, educator blogs, campus website and educator websites for parents and community Increased use of Social Media such as Twitter to share learning by school, principal and educators Frequent use of ParentLink System Parent/Community Events (Fall Family Picnic, Spring HoeDown, Engineering Extravaganza Night, PTO Events, Parent Info Meetings) Curriculum Nights Site-based Decision Making Team
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.	Kindergarten Round-up and Orientation Child-Find Procedures Back to School Kinder Meet and Greet Boo-Hoo Breakfast
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.	Campus-wide process for Rtl and progress monitoring Tutoring provided for learners not meeting mastery Flexible grouping Grade level Data/Assessment Planning Days STEM initiative and Lesson Design and Blended and Flipped Learning

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.	Site Based Decision Making Committee Coordinating Campus Funds to meet the needs of learners
Measures to Include Teachers in the Decisions Regarding the Use of Academic Assessments	Classroom teachers developed the assessment matrix.	Implementation of the PLC process Updated RtI Committee Practices and Procedures Vertical/Content Team Meetings and Planning Days

CISD DISTRICT IMPROVEMENT PLAN 2016-2017

ACRONYM INDEX

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

