



Coppel Independent School District  
Town Center Elementary  
2015-2016

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

At Town Center, We focus on each learner's unique needs, develop their interests, and create a passion for learning and critical thinking resulting in Town Center learners being the next generation of innovators that will meet the demands of a competitive global society.

# CISD DISTRICT IMPROVEMENT PLAN

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

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

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

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

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

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

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

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

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

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

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

## Town Center Elementary

<b>NAME OF PARTICIPANT</b>	<b>COMMITTEE ROLE</b>
<b>Angie Brooks Applegate</b>	<b>Principal</b>
<b>Brett Shelby</b>	<b>Assistant Principal</b>
<b>Kelly Spears</b>	<b>Counselor</b>
<b>Lorri Brehm</b>	<b>Kindergarten Teacher</b>
<b>Kelly Burks</b>	<b>1<sup>st</sup> Grade Teacher</b>
<b>Beth Parker</b>	<b>2<sup>nd</sup> Grade Teacher</b>
<b>Megan McGraw</b>	<b>3<sup>rd</sup> Grade Teacher</b>
<b>Jenna Taylor</b>	<b>4<sup>th</sup> Grade Teacher</b>
<b>Renee Rohani</b>	<b>5<sup>th</sup> Grade Teacher</b>
<b>Mary Kennington</b>	<b>Specials Teacher</b>
<b>Hillary Gorman</b>	<b>Parent Representative</b>
<b>Heather Frisina</b>	<b>Community Representative</b>
<b>Linda Cook</b>	<b>District Campus Liaison</b>

## **Title I, Part A**

### **Schoolwide Components:**

1. A comprehensive needs assessment of the entire school(including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).
2. Schoolwide reform strategies that provide 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, and that include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the schoolwide program.
3. Instruction by highly qualified teachers.
4. In accordance with section 1119 and subsection (a) (4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State’s student academic achievement standards.
5. Strategies to attract high-quality teachers to high-need schools.
6. Strategies to increase parental involvement in accordance with section 1118, such as family literary services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b) (3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b) (1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

# CAMPUS NEEDS ASSESSMENT

List Data utilized to identify the needs of the district:

- STAAR Testing Data
- TELPAS Data
- AWARE Data
- DRA2 Data
- Spelling Inventory Data
- Math Assessment Data and Benchmarks K-2
- MAP Assessment Data
- Portfolio samples of student work
- Discipline Referrals
- Dyslexia Referrals
- Special Education Referrals
- Counseling Groups
- Rtl Data/Progress Monitoring
- Medical Concerns
- Attendance Records
- District Parent Satisfaction Survey
- CISD Learning Framework

List the identified needs of the campus derived from data review

**Demographics**

- Analyzing Data to Drive Instruction
- Responsive Teaching and Cultural Awareness Training
- Looking for Trends in Data

**Student Achievement**

- Need for Learners to Take Greater Ownership of Their Learning
- Training on Meeting the Needs of Special Education Learners
- Implementation and Monitoring of Sheltered-Instruction Strategies
- Greater Expertise on Responding to the Needs of Learners
- RtI Training Procedures and updated Progress Monitoring

**School Culture and Climate**

- Expand Texan Town and Engineering Night
- Parent and Community Learning Walks
- New Furniture and Learning Environment
- Classroom management and behavioral strategies

**Staff Quality, Recruitment and Retention**

- Growing Young Educators
- Educator Evaluation
- Learning Walks
- Growth Mindset, goal setting and Professional Learning
- Professional Learning Communities

**Curriculum, Instruction and Assessment**

- Training on How to Analyze Data and How to Use Data to Drive Instruction
- Instructional Design Training

- Training on the Learning Framework Chapters (Instructional Design, Assessment, Curriculum, Learning Standards, Learner/Educator)
- Scope and Sequence Development
- Cultural Sensitivity in Instructional Design

#### **Family and Community Involvement**

- Greater need for reciprocal communication
- Family events and families transitioning to TCE
- Expansion of Community Partnerships

#### **School Context and Organization**

- Expansion of Business Partnerships
- Goal setting for learners, teachers and administrators
- Meeting together to identify and support needs (faculty, vertical, PLC, PTO)

#### **Technology**

- Digital Literacy Training and Additional Follow-up
- Digital Citizenship
- Blended and Flipped learning implementing Schoology and iTunes University



<b>Strategic Objective/Goal 1:</b>		Leverage our resources to provide opportunities for our learners to explore and discover their passions. (community partnerships, technology, etc.)						
<b>Performance Objective #1:</b>		Create a system for establishing and maintaining reciprocal community partnerships in order to increase authentic and field-based learning experiences						
<b>Summative Evaluation:</b>		Campus system established for partnerships and field-based learning; Texan Town Catalogs; learner reflections						
<b>Needs Assessment</b>	<b>Action Step(s)</b>	<b>Special Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Title I Schoolwide Components (code by #)</b>	<b>Resources Human/ Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
Parent Input; Educator Input	Continue building partnerships with businesses and the community to enhance learning experiences in classroom and on field trips and during service learning opportunities	All	Campus Administrators; Campus Educators	Every Nine Weeks	2, 6, 9, 10	Time to collaborate with educators, administrators, and potential business partners to establish services; Executive Director for Career & Technology Association of Texas	Partnership opportunities defined, Social Media posts, Lesson Plans and Texan Town Catalog	
Parent Input; Educator Input; CTE Data	Establish a campus representative to serve as a campus contact for partnerships	All	Campus Administrators	Every Nine Weeks	6, 10	Campus Representatives	List of Campus Representative	

<b>Strategic Objective/Goal 1:</b>		Leverage our resources to provide opportunities for our learners to explore and discover their passions (community partnerships, technology, etc.)						
<b>Performance Objective #2:</b>		Increase volunteer and service opportunities for learners within the community						
<b>Summative Evaluation:</b>		Lesson plans documenting collaboration; Texan Town Catalog; STEM Design Challenges						
<b>Needs Assessment</b>	<b>Action Step(s)</b>	<b>Special Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Title I Schoolwide Components (Code by #)</b>	<b>Resources Human/ Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
Educator Input; Campus Input; Parent Input	Establish system for collaboration between campuses to promote expanding learner interest and exposure (i.e. Genius Hour, Book Talks, e-Time Clusters, etc.	All	Campus Administration; Campus Educators	Monthly	2	DLC to assist with online resources; Librarian Media Specialist	Lesson Plans; Walkthroughs	
Educator Input; Campus Input; Parent Input	Continue partnership with Grapevine ISD and their STEM elementary	All	Campus Administrators; Campus Educators	Every Nine Weeks	2	TCE UbD Lesson Design; Campus Administrator Cannon Elementary; Librarian Media Specialists (TCE and Cannon)	Lesson Plans; Design Challenge Events	

	campus in order to collaborate and build relationships with educators and learners (i.e. Skyping sessions, STEM Design Challenges, Author Visits)							
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<b>Strategic Objective/Goal 1:</b>		Leverage our resources to provide opportunities for our learners to explore and discover their passions. (community partnerships, technology, etc.)						
<b>Performance Objective #3:</b>		Expand opportunities for internships and job shadowing						
<b>Summative Evaluation:</b>		Schedule of speakers; Texan Town Catalogs; Lesson Plans						
<b>Needs Assessment</b>	<b>Action Step(s)</b>	<b>Special Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Title I Schoolwide Components (code by #)</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
Pinnacle 2020; Educator Input; Learner Input	Continue expanding Texan Town jobs/clubs allowing for learners to gain knowledge from business mentors and guest speakers about possible careers.	All	Campus Administrators; Campus Educators	Weekly	2, 10	Director of Business Partnerships; Coordinator of CTE; STEM academy at CHS	Schedule of speakers; Lesson Plans	
Pinnacle 2020; Educator Input; Learner Input	Implement a partnership with a company (DTCC) focusing on	All 4 <sup>th</sup> -5 <sup>th</sup> grade learners	Campus Administrators; Campus 4 <sup>th</sup> and 5 <sup>th</sup> grade educators	Every Nine Weeks	2, 10	Director of Business Partnerships; Librarian Media Specialist; DLC	Lesson Plans	

	digital coding with our 4 <sup>th</sup> and 5 <sup>th</sup> grade learners							
Campus Input	Continue using UbD Lesson Design to include areas of feedback from a more global audience. This would include businesses and mentors giving feedback on design challenges and other learning in the classroom.	All	Campus Administrators; Campus Educators	Every Nine Weeks	1, 2, 10	Director of Business Partnerships; Librarian Media Specialist; DLC	Lesson Plans; Walkthroughs	

<b>Strategic Objective/Goal 1:</b>		Leverage our resources to provide opportunities for our learners to explore and discover their passions (community partnerships, technology, etc.)						
<b>Performance Objective #4:</b>		Partner with industry professionals to design and offer field-based learning experiences for educators						
<b>Summative Evaluation:</b>		Teacher retention rate, Campus Surveys.						
<b>Needs Assessment</b>	<b>Action Step(s)</b>	<b>Special Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Title I Schoolwide Components (code by #)</b>	<b>Resources Human/ Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
Educator and Campus Feedback	Continue mentoring and TCE Growing Young Educators Program to promote teacher retention and quality instruction.	All	Campus Administrators; Lead Campus Mentor	Monthly	5	District BEAM Program, New Hire Orientation, Campus Orientation, Mentor Planning Time	Educator Feedback; Educator Evaluation	

<b>Strategic Objective/Goal 2:</b>		We will find creative solutions to address increasing enrollment while maximizing opportunities for individual learners						
<b>Performance Objective #1:</b>		Expand learning spaces within and outside of CISD facilities through the development of new and existing community partnerships						
<b>Summative Evaluation:</b>		Educator input; Lesson Plans; Schoology Sites; Blended and flipped lessons						
<b>Needs Assessment</b>	<b>Action Step(s)</b>	<b>Special Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Title I Schoolwide Components (code by #)</b>	<b>Resources Human/Material/ Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
Pinnacle 2020; Parent Input; Learner Input	Continue implementation of STEM planning days for educators focusing on increasing technology within the UbD STEM lesson design and blended and flipped learning opportunities for learners	All	Campus Administrators; Campus Educators	Every Nine Weeks	2, 4, 8, 9	DLC; Curriculum Dept.; Librarian Media Specialist; Schoology; iTunes University. STEM planning days Title I funds: \$2,800	Lesson Plans; TCE Educator Schoology Sites/iTunes University courses	

<b>Strategic Objective/Goal 2:</b>		We will find creative solutions to address increasing enrollment while maximizing opportunities for individual learners						
<b>Performance Objective #2:</b>		Redesign or repurpose current learning spaces to provide flexibility and maximize learning opportunities for all learners						
<b>Summative Evaluation:</b>		STAAR Data; Administrator Input; Educator Input; Learner Input						
<b>Needs Assessment</b>	<b>Action Step(s)</b>	<b>Special Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Title I Schoolwide Components (code by #)</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
STAAR Data; RtI Data; Educator Input	Provide flexible grouping opportunities to promote differentiation and enhance growth for all learners	All	Campus Administrators; Campus Educators	Every Week	1, 9	Learner Assessment Data; Campus Master Schedule	Administrator Input; STAAR Data; District Benchmarking Data	
Parent surveys; Campus Assessment data; Learner surveys; SBDM Input; PTO meetings	Implement learning spaces with new furniture allowing for increased differentiation and learner	All	Campus Administrators; Campus Educators	Every Week	8, 10	New Furniture; additional older furniture	Educator feedback; Learner feedback	



	choice and voice in how they best learn							
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<b>Strategic Objective/Goal 2:</b>		We will find creative solutions to address increasing enrollment while maximizing the opportunities for individual learners						
<b>Performance Objective #3:</b>		Develop a Long Range Facility Plan based on an evaluation of projected growth, learning services, and technology						
<b>Summative Evaluation:</b>		Campus Needs Facility Assessment; Meeting Agendas; Redesigned learning spaces						
<b>Needs Assessment</b>	<b>Action Step(s)</b>	<b>Special Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Title I Schoolwide Components (code by #)</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
Pinnacle 2020 Parent Focus Groups; District Enrollment Data	Analyze and evaluate campus facility needs for the future and implement current plans with furniture transformation and collaborative learning areas	All	Campus Administrators; Campus Educators	Monthly	2	Assistant Superintendent for Business Operations; Campus SBDM team; Director of Facilities	Campus plan and agenda of meetings with stakeholders	

<b>Strategic Objective/ Goal 3:</b>		We will foster proactive and reciprocal communication for learner success						
<b>Performance Objective #1:</b>		Create a system to communicate foundational and future-ready skills for each learner						
<b>Summative Evaluation:</b>		Campus communication systems; Parent Survey; School Tour Schedules; Community Input						
<b>Needs Assessment</b>	<b>Action Step(s)</b>	<b>Special Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Title I Schoolwide Components (code by #)</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
Parent Input; Educator Input	Increase communication across various platforms for TCE future- ready skills as well as incorporate into learner-led conferences and goal setting	All	Campus Administra- tion; Campus Educators	Every Nine Weeks	2, 9	Campus website liaisons; Campus Principal Blog; Educators newsletters/blogs; Twitter and other Social Media Tools; Learner e portfolios; Standards-based report cards	Conferences; Goal Setting; Parent Feedback	
Parent Input; Educator Input	Provide opportunities for feedback and deeper learning on future-ready skills for parents and stakeholders	All	Campus Administra- tion; Campus Educators; Parent- Teacher Organization	Every Nine Weeks	6	Time to interpret feedback to adjust for future events; PTO meetings; Campus Website; Parent Resource Library Title I funds \$1,500	Campus Website; Principal Blog; Sign In Sheets Learning Walks; List of resources purchased for library	

	(Learning walks, PTO meetings, Parent Resource Library)							
Educator Input; Administrator Input; Parent Input	Continue providing opportunities for Learning Walks for parents and the community to learn more about the learning at TCE	All	Campus Administration; Campus Educators	Fall and Spring Semester	6, 7	Time for personnel to conduct tours	Feedback on Tours/Learning Walks	

<b>Strategic Objective/Goal 4:</b>		We will respect and leverage the diversity that exists in our community to provide a world class learning environment						
<b>Performance Objective #1:</b>		Increase educator proficiency to respond to our diverse community of learners						
<b>Summative Evaluation:</b>		STAAR Data; TELPAS Data; Parent Survey; Educator Lesson Plans; Walkthrough Data; Training Sign-in Information						
<b>Needs Assessment</b>	<b>Action Step(s)</b>	<b>Special Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Title I Schoolwide Components (code by #)</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
TELPAS Data; STAAR Data; Parent Input; Educator Input; Administrator Input; Curriculum Dept. Input	Provide training and support for sensitivity & cultural awareness for educators in responding to the diversity of our community	All	Campus Administrators	Monthly	2, 3, 4, 9	Training materials; Books on Cultural Awareness, ESL Training Module	STAAR Data; TELPAS Data; District Benchmarking Data; Learner Input; Parent Input; Educator Input; Learner Input	
TELPAS Data; STAAR Data; Parent Input; Educator Input;	Provide opportunities for learners to showcase their home cultures and share	All	Campus Administration; Educators	Every Nine Weeks	2, 6, 9	Administrative time to analyze walk-through and lesson plan data	Walk-throughs; Lesson Plans	

Administrator Input; Curriculum Dept. Input	about their families and background							
TELPAS Data; STAAR Data; Parent Input; Educator Input; Administrator Input; Curriculum Dept. Input	Foster the development of culturally sensitive classroom programs to increase educator and learner awareness of cultural differences among various student groups (i.e., highlight cultural characteristics in social studies)	All	Campus Administrators; Campus Educators	Weekly	3, 4, 5, 8	Materials; Training; Dallas World Affairs Council	Lesson Plans; Walk-throughs; list of trainings offered	
Curriculum Dept.; Communication Dept.; Campus Administrators; Educators; STAAR Data; TELPAS Data	Attend training for general 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	Sp Ed; ESL; 504	Campus Administrators; Campus Educators	Fall 2015	3, 4	Training materials; additional resources from Intervention Services	Eduphoria Portfolio of Professional Learning attended	
Curriculum Dept.; Communication Dept.; Campus Administrators	Attend training in various formats for general educators regarding their role in implementing differentiation	All; GT; Twice Exceptional	Campus Administrators; Campus Educators	Every Nine Weeks	4, 8	Training materials; additional resources for differentiation	Agendas and Lesson Plans	

tors; Educators; STAAR Data; TELPAS Data	strategies and making appropriate accommodations for advanced learners in the general education classroom							
Pinnacle 2020 Committee Input; Diversity Committee Input	Work with the district to implement hiring strategies in an effort to recruit a more diverse staff and implement retention strategies for once they are hired.	All	Campus Administrators	Yearly	3, 4	District and Campus Recruiting materials	Recruiting schedule and materials	
TELPAS data; STAAR Data; Rtl Data; Campus Input	Use assessment data to prioritize needs for learners and provide them with targeted instruction/interventions through RtI process as well as the appropriate resources needed for growth	All	Campus Administrators; Campus Educators	Monthly	1, 2, 8, 9	SCE Funds for Tutoring At-Risk Learners \$7,000; General supplies for tutoring \$1,505 Title I Funds \$2,000 Reflex Math; \$2,500 Gizmos Science, \$800 Powerkids Science	District Benchmark data; RtI data and minutes concerning learners	
TELPAS Data; STAAR Data; Rtl Data;	Continue implementation of learning walks with	All	Campus Administrators	Every Nine Weeks	1, 2, 4, 8	PLC Team Planning Time,	Data gathered and	

Campus Input; District Input	educators to increase awareness and high levels of instruction across the entire campus. Include a time where educator follows a specific learner looking at their learning needs.		ors; Campus Educators			Notes for recording data	feedback from educators	
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<b>Strategic Objective/Goal 4:</b>		We will respect and leverage the diversity that exists in our community to provide a world class learning environment						
<b>Performance Objective #2:</b>		Expand program offerings that reflect our diverse community of learners						
<b>Summative Evaluation:</b>		Outcome of exploration of new courses and any new courses offered						
<b>Needs Assessment</b>	<b>Action Step(s)</b>	<b>Special Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Title I Schoolwide Components (code by #)</b>	<b>Resources Human/ Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
Pinnacle 2020; Educator Input	Utilize “The Culturally Responsive Classroom” as a tool for educators to meet the needs of all learners	ESL Learners	Campus Administrators	Monthly	2, 3, 4, 9	“The Culturally Responsive Classroom” iTunes Course, ESL Facilitator	Eduphoria Records; Educator Reflections	
Campus Input; Parent Input	Research possibilities and resources that would allow for	All	Campus Administrators; ESL Facilitator	Every Nine Weeks	2	Online learning tools, apps, ESL Facilitator, Foreign Language Educators in CISD	Resources found	

	teaching various languages in an online or blended format							
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<b>Strategic Objective/Goal 5:</b>		We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success						
<b>Performance Objective #1:</b>		Provide professional learning for educators and administrators on the effective use of data and assessment tools to inform the design						
<b>Summative Evaluation:</b>		Training Sign-in Sheets; RtI Data; Campus systems of peer to peer observations; Educator Evaluations; Educator Survey						
<b>Needs Assessment</b>	<b>Action Step(s)</b>	<b>Special Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Title I Schoolwide Components (code by #)</b>	<b>Resources Human/ Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
STAAR Data; Benchmark Data; Curriculum Dept.; Communication Dept.; Campus Administrators; Educators	Attend training on AWARE to view and utilize data through a growth mindset	All	Campus Administrators; Campus Educators	Fall 2015	2, 9	Time for training; AWARE; Carol Dweck's <u>Growth Mindset</u>	Sign-in sheets; Reports generated for the RtI process; Informal feedback from Administrators and Educators	
STAAR Data; Benchmark Data; Curriculum Dept.; Communication Dept.; Campus Administrators;	Attend training to establish consistency with screeners and progress monitoring measures to use data	All	Campus Administrators; Campus Educators	Every Nine Weeks	2, 8, 9	Training materials and modules; DLC; Literacy coaches; Math coaches	Sign-in sheets; RtI Data; Special Ed. Dept. feedback; Benchmark Data	

Educators; Rtl Data	effectively for student growth							
Educator Input; Administrator Input	Provide opportunities for peer to peer observations in order for educators to learn from other educators	All	Campus Administrators; Campus Educators	Every Nine Weeks	3, 4	Release time for educators to observe one another; campus schedules allowing for observations	Campus Observation Schedules	
Rtl Data; Educator Input;	Train educators on new Rtl 2 protocols and Rtl 2 paperwork	At-risk	Campus Administrators	Fall 2015	2, 3, 4, 8, 9	New Rtl protocols; New progress monitoring paperwork; Intervention Services; Rtl Committee representatives	Sign-in sheets from the campus level documenting training	

<b>Strategic Objective/ Goal 5:</b>		We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success						
<b>Performance Objective #2:</b>		Create a community-based accountability system for reporting learner growth						
<b>Summative Evaluation:</b>		Learner portfolios						
<b>Needs Assessment</b>	<b>Action Step(s)</b>	<b>Special Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Title I Schoolwide Components (Code by #)</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
STAAR Data; Benchmark Data; Curriculum Dept.; Communication Dept.; Campus Administrators; Educators	Attend training on portfolio development to ensure learners develop quality portfolios	All	Campus Administrators; Campus Educators	Every Nine Weeks	2	Google Classroom; Google websites; DLC personnel for training; Learning Management System and/or ePortfolio site	Learner Portfolios	
Campus Input; Parent Input	Continue building on TCE learner portfolios through the use of their Google Site and sharing learning with	All	Campus Administrators; Campus Educators	Every Nine Weeks	2	Google Websites; DLC; Educator blogs or Social Media sharing links	Learner Portfolios	

	others locally and globally							
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<b>Strategic Objective/ Goal 5:</b>		We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success						
<b>Performance Objective #3:</b>		Implement goal setting Pre K -12 to empower learners to take responsibility for their growth. (i.e. academic, social and emotional)						
<b>Summative Evaluation:</b>		Goal setting expectations; Lesson plans; Learner goals; STAAR; District Benchmarks						
<b>Needs Assessment</b>	<b>Action Step(s)</b>	<b>Special Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Title I Schoolwide Components (code by #)</b>	<b>Resources Human/ Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
STAAR Data; Benchmark Data; Curriculum Dept.; Communication Dept.; Campus Administrators; Educators	Establish expectations for goal setting K-5 learners	All	Campus Administration; Educators	Every Nine Weeks	2, 6, 8, 9	System for goal setting	Expectations for goal setting	
STAAR Data; Benchmark Data; Curriculum Dept.; Communication Dept.; Campus Administration	Allocate specific time to create, develop, and revisit learner goals for academic, social, and emotional growth	All	Campus Administration; Educators	Every Nine Weeks	2, 6, 8, 9	Time for goal setting; Form(s) for goal setting; Assessment planning days for educators	Lesson Plans; Goals set by learners; District Benchmarks	

tors; Educators								
STAAR Data; Benchmark Data; Curriculum Dept.; Communica- tion Dept.; Campus Administra- tors; Educators	Implement a structured, balanced literacy model to assist learners in setting goals for individual growth	All	Campus Administration; Educators	Every Nine Weeks	2, 9	Director of ELAR; Literacy coaches; Online resources	Lesson Plans; Goals set by learners; District Benchmarks	
STAAR Data; Benchmark Data; Campus Input	Continue implementation of writing training to help support K- 5 alignment with specific writing goals for learners	All	Campus Administrators; Campus Educators	Every Nine Weeks	2, 9	Literacy Coach; Write From the Beginning and Beyond Resources; Campus Trainers in writing	Lesson Plans; Vertical Team meetings; Assessment and Data Planning Days	
STAAR Data; Benchmark Data; Campus Input	Continue implementation of small group math instruction to provide differentiation and empower learners in setting goals for learning	All	Campus Administrators; Campus Educators	Weekly	2, 9	District Math Specialist; Pre- assessments; Rtl progress monitoring	Lesson Plans; Vertical Team meetings; Assessment and Data Planning Days	



STAAR Data; Benchmark Data; Campus Input	Continue working on ways to strengthen inference and analyzing skills within a variety of texts for increased reading comprehension and critical thinking for learners	All	Campus Administrators; Campus Educators	Weekly	2, 9	Literacy Specialist; Dyslexia Specialist; ESL facilitator; GTi specialist; Jr. Great Books K-5; non-fiction/fiction readers	UbD Lesson Plans; Vertical Meetings; STAAR data	
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<b>Strategic Objective/Goal 5:</b>		We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success						
<b>Performance Objective #4:</b>		Develop a comprehensive professional learning plan to actualize the CISD Learning Framework						
<b>Summative Evaluation:</b>		Learning Framework Website; Training Modules developed; Sign-in sheets; Educator Evaluations; Walkthroughs; Educator Survey						
<b>Needs Assessment</b>	<b>Action Step(s)</b>	<b>Special Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Title I Schoowide Components (code by #)</b>	<b>Resources Human/ Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
STAAR Data; Benchmark Data; Curriculum Dept.; Communication Dept.; Campus Administrators; Educators	Provide professional learning options that focus on the different chapters of the Learning Framework, specifically look at grading practices and prioritize needs for campus	All	Campus Administrators	Monthly	2, 4	Learning Framework; Exemplars; Training Modules	Sign-in sheets; Educator goal setting and evaluation; Walkthroughs	
STAAR Data; Benchmark Data; Curriculum Dept.; Communication Dept.; Campus	Provide training and implementation of a PLC model to target specific achievement gaps in learning	All	Campus Administrators	Every Nine Weeks	2, 4, 9	PLC resources and book from admin training; Data planning days for educators	Sign-in sheets; Walkthroughs; RtI Data and Formative and Summative Assessment Data	

Administrators; Educators	and enhance collaboration and communication with educators							
STAAR Data; Benchmark Data; Curriculum Dept.; Communication Dept.; Campus Administrators; Educators	Continue providing professional learning supporting UbD and lesson design for all educators to align and support instruction	All	Campus Administrators; Campus Liaison	Monthly	2, 4, 9	Campus Liaison; UbD books and resources; TCE UbD past lesson plans to align K-5	Sign-in sheets; Walkthroughs; UbD Lesson Design Units	
STAAR Data; Campus Input	Attend and possibly present at T-STEM conference in order to gain a deeper understanding and share with other districts how STEM education is supporting our learners.	All	Campus Administrators; Select group of educators	February 2016	2, 4, 8, 9	UbD Units; STEM curriculum and events held supporting our initiative; Data showing growth for learners Title I funds: \$3,500	STEM conference materials and presentation; UbD Lesson Plan Units and activities learned and implemented	

<b>Strategic Objective/Goal 5:</b>		We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success						
<b>Performance Objective #5:</b>		Reframe and prioritize state standards in a way that leads to profound learning						
<b>Summative Evaluation:</b>		STAAR; UbD Lesson Design Units						
<b>Needs Assessment</b>	<b>Action Step(s)</b>	<b>Special Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Title I Schoolwide Components (Code by #)</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
STAAR; TELPAS; Failure Rates; ACT Data	Continue implementation of STEM initiative and prioritize next steps within the curriculum to strengthen learners understanding of the design process, problem solving and career awareness	All	Campus Administrators; Campus Educators	Weekly	2, 6, 8, 9	21 <sup>st</sup> Century Skills; Engineering Design Process; Design Challenges; Engineering Extravaganza Night; Title I funds: Engineering Kits and materials for hands-on learning design and exploration \$9,500	UbD Lesson Plans; Faculty Meeting and Vertical Meeting Agendas; Planning Day Agendas	
STAAR; TELPAS; Campus Input	Continue implementing STEM Planning Days for educators to	All	Campus Administrators; Campus Educators	Every Nine Weeks	2, 4	TCE UbD Units written previously; Librarian Media Specialist; DLC; GTi Specialist;	UbD Lesson Plan Units; Notes; TCE	

	plan, collaborate and share ideas for strengthening specific needs of at-risk learners through STEM curriculum					Literacy Specialist; Title I funds \$5,000	UbD Google Site	
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<b>Strategic Objective/Goal 5:</b>		We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success						
<b>Performance Objective #6:</b>		Design a comprehensive instructional technology system that redefines the role of technology in the classroom (create and share content, collaborate with other learners throughout the world)						
<b>Summative Evaluation:</b>		Campus Technology Plan; Feedback from educators, learners and parents; Schoology						
<b>Needs Assessment</b>	<b>Action Step(s)</b>	<b>Special Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Title I Schoolwide Components (code by #)</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
Clarity Data Survey	Disaggregate clarity data to inform next steps of the role of technology in the classroom for educators with professional learning and digital tools	All	Campus Administrators; DLC	Every Nine Weeks	2, 4	DLC; Clarity Data; Planning Sessions	Sign-in sheets; Trainings	
Educator Survey Data	Focus on specific training for differentiation and digital learning; empowering learners	All	Campus Administrators; Campus Educators	Every Nine Weeks	2, 4	DLC; Alan November resources	UbD Lesson Design Units and Learner eportfolios; Educator Schoology Sites	

<b>Strategic Objective/Goal 5:</b>		We will design comprehensive learning services that empower all learners with skills and knowledge to ensure their individualized growth and success						
<b>Performance Objective #7:</b>		Seamlessly integrate digital citizenship across the curriculum so all stakeholders collaborate in an atmosphere of respect, integrity, sharing, trust, and service						
<b>Summative Evaluation:</b>		Lesson Plans; Discipline Data						
<b>Needs Assessment</b>	<b>Action Step(s)</b>	<b>Special Pop.</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Title I Schoolwide Components (code by #)</b>	<b>Resources Human/Material/Fiscal</b>	<b>Formative Evaluation</b>	<b>Documented</b>
Parent Survey; Educator Input; Learner Discipline Data; Clarity Data	Reinforce digital citizenship curriculum that is consistent across the campus by periodically revisiting expectations and standards	All	Campus Administration; Campus Educators	Every Nine Weeks	2, 8	Digital Citizenship Course; DLC; Librarians; Educators	Educator lesson plans; Discipline data; Sign-in sheets from updated training	
Parent Survey; Educator Input; Clarity Data	Provide ongoing training on digital citizenship for	All	Campus Administration; Campus Educators	Every Nine Weeks	2, 4, 6, 9, 10	Digital Citizenship Training Modules; DLC; Librarians; Educators	Training modules; Sign-in sheets; Discipline Reports	

	learners, educators and parents							
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## CISD DISTRICT IMPROVEMENT PLAN 2015-2016

### Appendix A: State and Federal Mandates

#### Bullying Prevention

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

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

## Gifted and Talented Program

<b>Strategies</b>	<b>Resources</b>	<b>Staff Responsible</b>	<b>Evaluation</b>
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 School Improvement	Teacher Retention Rate, Teacher Exit Interviews, and Beginning Teacher and Mentor Journals.
3. Utilize instructional exemplars to reflect on identified aspects of effective instruction including 21 <sup>st</sup> Century skills.	Title II Funds, Local Funds	Executive Director of HR, Direction of Professional Learning, and Communications Department	Teacher Retention Rate, Teacher Exit Interviews, and Beginning Teacher and Mentor Journals
4. Utilize instructional exemplars to calibrate classroom walkthrough documentation.	Title II Funds, Local Funds	Executive Director of HR and Director of Professional Learning	Teacher Retention Rate, Teacher Exit Interviews, and Beginning Teacher and Mentor Journals

## Post-Secondary Preparedness: Admissions & Financial Aid Information

Strategies	Resources	Staff Responsible	Evaluation
1. High school campuses will provide college and post high school information to all students.	High School Budgets	High School Counselors' CHS Special Ed. Lead	Graduation Plans, and Post-Secondary Acceptance Data
2. High school students will complete the financial aid process.	High School Budgets	High School Counselors	Student PELL Application Completion Data
3. All 6-12 grade students will be assigned a Naviance Account for the purpose of researching college and career options and interests.	High School and Middle School Budgets	High School Counselors, and CTE 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 Sp. Lead	Career Pathway Graduation Plans
5. Parent meetings will be scheduled to provide post-secondary awareness and financial assistance.	High School Budgets	High School Principal; CHS Sp. Lead	Participation Data, and Participant Surveys
6. College and Career Night will be scheduled to offer opportunities for students and parents to visit with college recruiters and businesses	High School Budgets	High School Counselors	Participant Data , and Participant Surveys
7. College Recruiters will be given a venue to meet with students throughout the school year.	High School Budgets	Counselors	Schedule of Recruiter Visits
8. AP and Pre-AP courses will be open enrollment.	Campus Budgets	Counselors	Number of Students Completing AP Course, Number of Students passing AP Exams
9. Dual and Concurrent credit will be available to all eligible students.	High School Budgets	Counselors	Number of Students Enrolled in Dual Credit Courses, Number of Students Passing Dual Credit Courses.
10. Increase student and teacher awareness of college and career readiness/post-secondary education in order to best serve all students.	Campus Budgets	Campus Administrators; CHS Sp. Lead	Student Surveys and Graduation Tracker Data
11. Create a culture of college and redefine post-secondary education in order to best serve all students.	Campus Budgets	Campus Administrators; CHS Sp. Lead	Student Surveys and Graduation Tracker Data
12. Align college readiness assessments and design academic intervention to ensure college readiness for all.	Advanced Academic Budget and Campus Budgets	Curriculum Directors, Campus Administrators and Educators	Student Surveys and Graduation Tracker Data



## Suicide Prevention

<b>Strategies</b>	<b>Resources</b>	<b>Staff Responsible</b>	<b>Evaluation</b>
1. All staff members will be trained in the CISD Suicide Prevention Protocol.	Campus Budgets	Campus Principal and Counselors	Training Sign-In Sheets, Training Agendas, and Training Survey Reports

**CISD DISTRICT IMPROVEMENT PLAN 2015-2016**  
**APPENDIX B: CORE CONTENT INITIATIVES**

**English Language Arts & Reading**

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

**Math**

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

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

## Science

Strategies	Resources	Staff Responsible	Evaluation
1. Continue to support inquiry-based instruction K-12 with an emphasis on physical, life, and earth sciences to mirror TEKS.	FOSS Kits, STC Kits, and Inquiry-Based Instruction Training; Title I funds	Director of Science	STAAR Data; Classroom Walkthrough Data, and Learning Design Units
2. Focus on improving formative assessment for educators to monitor and adjust instruction based on learner feedback	Professional Learning Communities, Professional Learning	Director of Science	Eduphoria Records, Classroom Walkthrough Data, Learner Products, and Learning Design Units
3. Implement pre and post assessments 3-8 to assist educators in targeting areas of concern and to enrich where needed	Forethought; Pre and Post assessments	Director of Science	Pre and Post assessments; District
4. Implement district benchmark assessments at various grade levels	Assessments; AWARE	Director of Science	District Benchmark Data

## Social Studies

Strategies	Resources	Staff Responsible	Evaluation
1. Train educators on the new SS adoption materials for effective implementation	Social Studies adoption materials	Coordinator of Social Studies	Eduphoria Records, Classroom Walkthrough Data, and Learning Design Units

2. Develop pre and post assessments aligned to the TEKS for every SS unit plan in grades 6-8	Funds for assessment development	Coordinator of Social Studies	Pre and Post Assessments
3. Develop Scope and Sequences to align the curriculum vertically K-12	TEKS	Coordinator of Social Studies	Completed Scope and Sequence documents
4. Target economically disadvantaged learners for performance improvement in social studies through the use of lesson design and resources	Nonfiction leveled reading materials; Social Studies Splash Screens to promote enduring understandings of the content; Title I, II, and Title III funds	Coordinator of Social Studies	STAAR Social Studies Data
5. Implement benchmark assessments at various grade levels	Assessments; AWARE	Coordinator of Social Studies	District Benchmark Data

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

<b>Components of a Schoolwide Plan</b>	<b>Standard</b>	<b>Evidence of Standard Completion and/or Progress Toward Completion</b>
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"> <li>i. Strengthen core academic programs</li> <li>ii. Increase amount and quality of learning time</li> <li>iii. Strategies for meeting educational needs of underserved populations</li> </ul>	STEM(Science, Technology, Engineering and Mathematics) Initiative and Implementation Understanding by Design Professional Learning and Implementation RtI Professional Learning and Procedures Adoption of CISD Educator Evaluation System 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 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

		Professional Learning Plan aligned with district and campus improvement plan
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 2015-2016

### ACRONYM INDEX

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



